

APPLICATION

Studiju virziens "Economics" for assessment

Study field	<i>Economics</i>
Title of the higher education institution	<i>Rīgas Ekonomikas augstskola - STOCKHOLM SCHOOL OF ECONOMICS IN RIGA</i>
Registration code	<i>3343802920</i>
Legal address	<i>STRĒLNIEKU IELA 4A, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1010</i>
Phone number	<i>67015800</i>
E-mail	<i>office@sseriga.edu</i>



Self-evaluation report

Study field "Economics"

Stockholm School of Economics in Riga

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I - Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

1.1.1 Brief description of the university/college

The Stockholm School of Economics in Riga (SSE Riga/the School) was established as a non-profit limited liability company by the Stockholm School of Economics under a joint mandate from the Governments of the Kingdom of Sweden and the Republic of Latvia, the latter represented by the Ministry of Education and Science, in accordance with an agreement dated June 30, 1993. As part of the international agreement a special Law on the Stockholm School of Economics in Riga was established. The Law has been changed over the years and now its main function is to allow SSE Riga to use English as the language of instruction. The School opened its doors to the first cohort of students in summer 1994.

Originally the shares in the School were owned by the Stockholm School of Economics (51%) and the Ministry of Education and Science of the Republic of Latvia (49%). In 2010 the ownership of SSE Riga was transferred to the – at that time – newly established SSE Riga Foundation founded by the Stockholm School of Economics, the University of Latvia on behalf of the Latvian Government and the SSE Riga Alumni Association.

With the transition of ownership a licence agreement between the Stockholm School of Economics and SSE Riga replaced the previous arrangement, with SSE being the majority owner. The agreement requires SSE Riga to deliver education and other academic activities that are of the same quality as in Stockholm. To define the rather elusive concept of academic quality the licence agreement explicitly refers to the EFMD Quality Improvement System (EQUIS) developed by the European Foundation for Management Development. As the most comprehensive accreditation system for business schools, EQUIS covers all activities of a business school, including degree and non-degree programmes, knowledge generation, internationalisation, responsibility and sustainability, and contribution to the community. Hence, no contradiction exists between SSE Riga's original mission statement and the EQUIS standards – on the contrary.

The School offers two degree programmes:

B.Sc. Programme in Economics and Business, launched in 1994: a three-year programme enrolling around 120 students/year. This is the School's core activity and its *raison d'être*;

Executive MBA programme, launched in 2002: a two-year professional Master's programme enrolling around 25 students/year.

In total approximately 450 students are enrolled at SSE Riga. In addition there are 20-40 incoming exchange students (B.Sc.) every semester. So far, 2 251 B.Sc. students and 335 EMBA students have graduated from SSE Riga.

Both programmes are delivered in English. For 2019, the tuition fee charged for the B.Sc. programme is EUR 6 250/year (with a tuition fee waiver of EUR 2 350 for Baltic students, hence reducing the fee paid to EUR 3 900). The EMBA tuition fee is EUR 26 000 (if paid in instalments, EUR 28 000) for the entire programme. Part of the proceeds from the EMBA programme is used to subsidize the B.Sc. programme.

Currently the School does not receive any government subsidies (except for a small contribution towards the SSE Riga Choir's activities).

To finance their studies, students from EU countries in the B.Sc. programme can apply for Latvian state student loans. All students admitted to the SSE Riga B.Sc. programme can apply for the student loan programme offered by SSE Riga in cooperation with SEB Bank where the School (and not the individual or his/her family) guarantees the loan. In addition there are some scholarships and stipends – needs-based as well as merit-based. The SSE Riga Alumni Association plays an active role in generating funds for scholarships.

The School's educational portfolio also includes Executive Education. The SSE Riga Executive Education unit serves local and international clients in the private and public sectors through open as well as custom and corporate programmes. Part of the proceeds from Executive Education activities is used to subsidize the B.Sc. programme.

The School maintains an active research agenda in its fields of competence. In addition to academic research, several SSE Riga faculty members engage in policy-relevant research and play an important role in Latvian policy discussion – examples include the shadow economy, demographic issues, and the investment climate. Faculty also serves on government committees and councils such as the Latvian Fiscal Discipline Council. Several SSE Riga faculty members are also affiliated researchers at the Baltic International Economics Centre for Economic Policy Studies (BICEPS), which is located at SSE Riga and part of the Stockholm Institute of Transition Economies (SITE) at SSE FREE Network of research institute. Furthermore, within SSE Riga, a separate Scientific Institute involves most of the faculty members.

For the benefit of the Latvian academic community SSE Riga, in cooperation with BICEPS, organizes a biweekly seminar in economics and an Open Workshop Series in business and management that on average meet every third week. Both seminars are unique in the Latvian academic context.

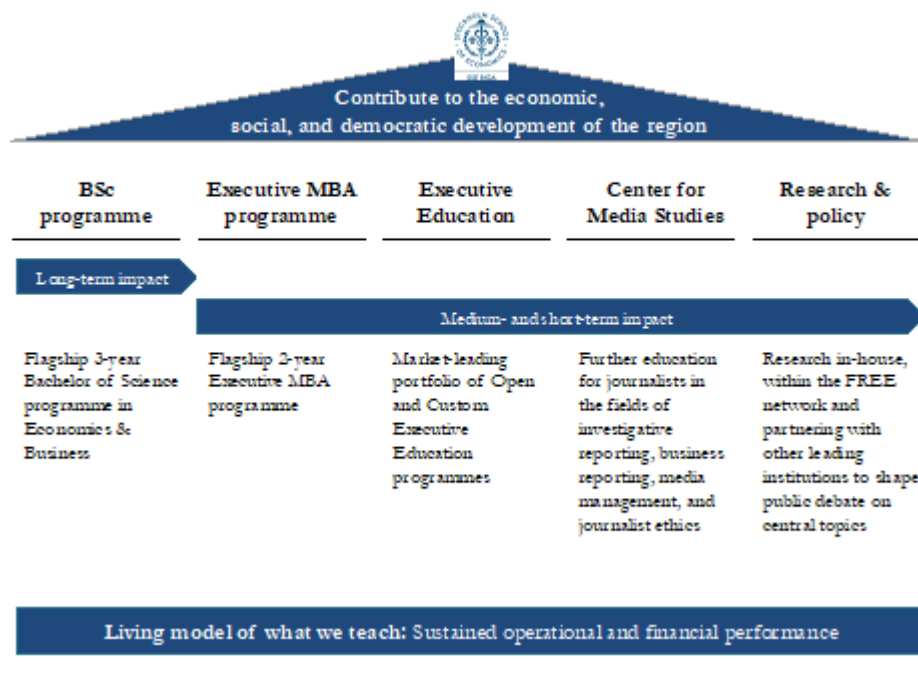
In 2009 the Anne-Marie and Gustaf Ander Centre for Media Studies was launched. The Centre's activities are mainly built around three areas: training for investigative reporting; networking and capacity building; and financial sustainability and media management.

1.1.2 Mission

The founders of SSE Riga, i.e. the Stockholm School of Economics and the Latvian and Swedish Governments, clearly defined the School's mission more than 25 years ago. The School should "contribute to the consolidation and development of a market economy and democracy in the Baltic states". In comparison to most business schools' mission statements, SSE Riga's impact-focused statement has a considerably broader scope, going beyond simply contributing to the development of business and the business environment. The original mission statement has been slightly modified to include social development as well. The inclusion of "social" in the mission statement reflects the belief that societies which do not develop socially will have long-run difficulties in terms of economic as well as democratic development.

Furthermore, with the international expansion of B.Sc. recruitment going outside of the Baltic states and into the Eastern Partnership countries and Russia, the geographical scope, i.e. "the region" has been expanded. This development was to a large extent facilitated by Swedish Government grant programme financing up to a total of 20 students/intake from Belarus, Georgia, Moldova and Ukraine 2010-2017.

SSE RIGA HAS FIVE KEY PILLARS COMBINING SHORT- AND LONG-TERM IMPACT



As for educational content, the School is bound by the licence agreement with the Stockholm School of Economics. During the last couple of years SSE has revised its curricula and broadened the scope of its education. In doing so, the point of departure has been the observation that a successful decision maker will approach the world with curiosity and confidence and – as the Swedish philosopher Ingemar Hedenius put it: "is free and alive in relation to the unknown". The decision maker may well be outperformed cognitively by artificial intelligence, robots or machines. But the core competence of a human is to be human and a successful decision maker of the future will maximise the potential of being human. In line with these observations, SSE has

formulated its overarching educational aims through the acronym FREE, which stands for:

Fact- and science-minded. An education from SSE (and accordingly SSE Riga) rests on scientifically produced knowledge. The bases for knowledge and critical thinking are factual.

Reflective and self-aware. Graduates are to cultivate their reflective minds and understand their own motives, attitudes, preferences, perceptions, values and feelings.

Empathetic and culturally literate. Graduates are to develop their empathy. Being better at understanding and sharing the feelings of others makes them not only better decision makers but also better citizens.

Entrepreneurial and responsible. Graduates are to question the status quo, actively drive change, and adopt a creative approach to the activities they engage in. Being entrepreneurial also entails taking responsibility for one's actions and seeing their impact on society and on the world at large.

1.1.3 Vision

The vision of SSE Riga is that of being the leading economics and business school in the region with a demonstrably robust record of contributing to regional economic, social, and democratic development.

This involves three key elements:

a portfolio of strong academic and executive programmes admitting the most suitable candidates and engaging the best faculty;

academically adept and highly motivated students; and

a pipeline of impactful research initiatives pursued both by SSE Riga resident faculty and researchers in-house and partnering with other leading institutions.

1.1.4 Implemented study directions and number of study programmes

SSE Riga offers two study programmes in two study fields:

B.Sc. in Economics and Business within the field of Economics; and

Executive MBA in "Business Management" within the field of "Management, Administration & Real Estate Management".

1.1.5 Dynamics of student numbers

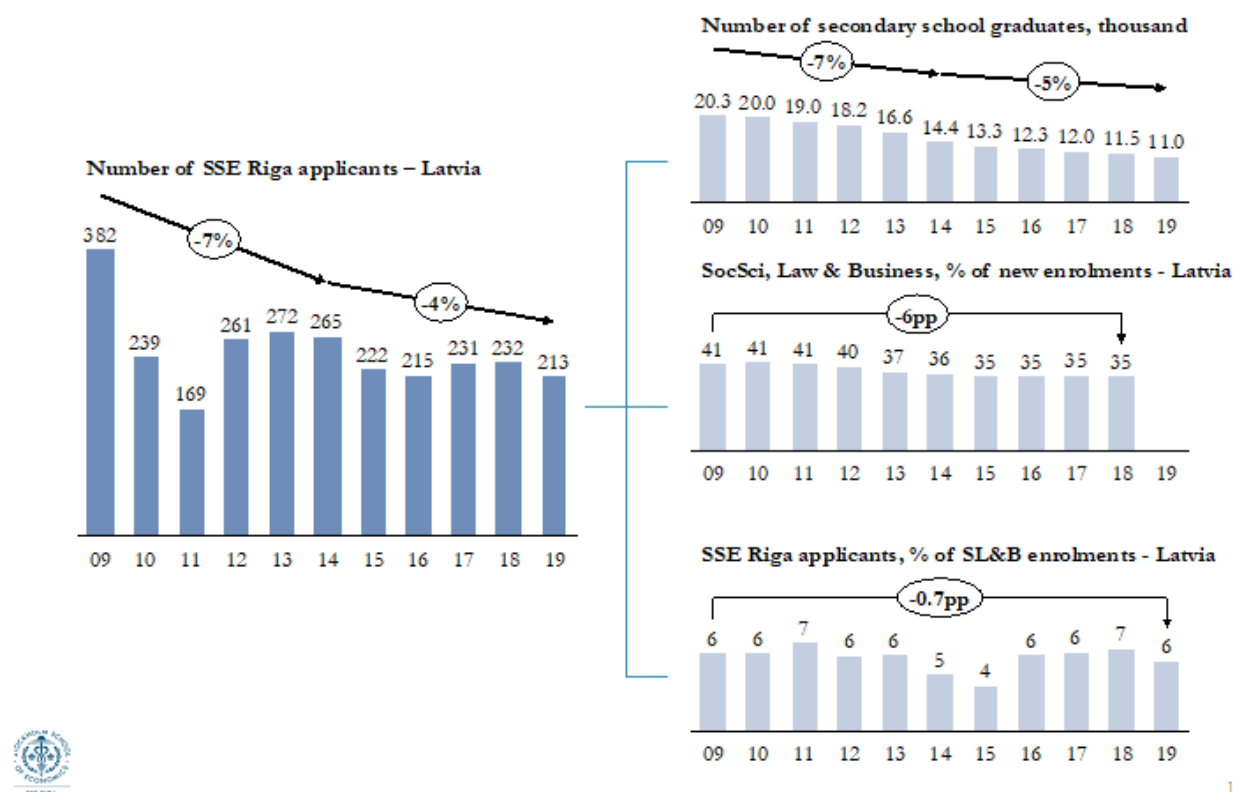
The table below presents the dynamics of applications to the B.Sc. programme. The total number of applicants fell drastically between 2017 and 2018. To a large extent this was due to the discontinuance of the Swedish Government Grant Programme financed by the Swedish Institute. The Programme open to students from Belarus, Georgia, Moldova and Ukraine with a focus on Belarusian and Moldovan students

offered 20 students per intake a full tuition fee scholarship, free accommodation and a monthly stipend of EUR 200 during all three years of the B.Sc. programme.

	2013	2014	2015	2016	2017	2018	2019
<i>Number of applicants</i>	578	607	513	510	516	395	353
from Latvia	272	265	222	215	231	232	213
from Lithuania	66	53	68	41	47	37	35
from Estonia	27	27	20	21	15	11	21
from Moldova	66	111	54	77	45	31	17
Belarus	69	99	85	76	88	36	21
Ukraine	20	15	23	47	43	15	19
Georgia	16	6	8	12	28	11	4
Russia	4	5	9	9	9	11	11
Other Countries	38	26	24	12	10	11	11
Male students	340	322	221	257	261	205	203
Female students	238	285	292	253	255	190	150

Furthermore, the table clearly shows a marked decline in the number of Latvian applicants - a trend that already started about a decade ago. To gain further understanding, this development has to be analysed in the light of dramatic demographic changes in Latvia as presented in the panel below showing that SSE Riga's share of students enrolled in programmes in the social sciences, business and law is essentially the same today as it was in 2009.

LATVIAN DEVELOPMENT 2009-2019

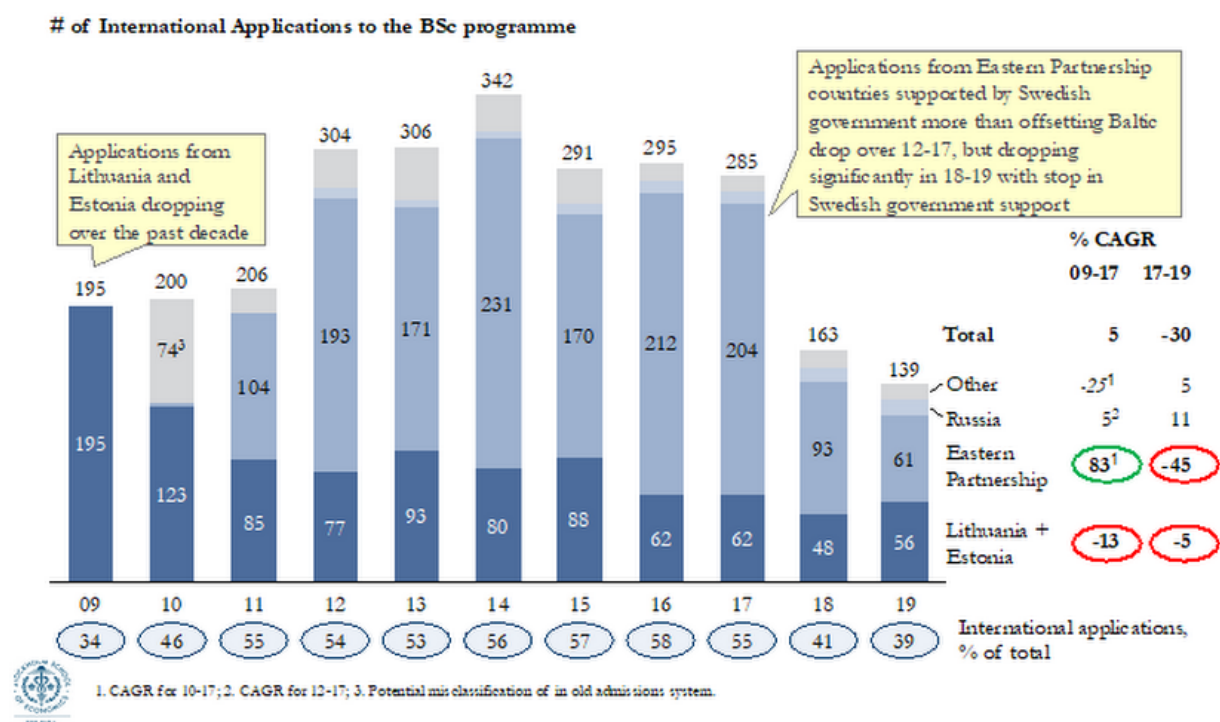


The sharp decline in the number of secondary school graduates in Latvia and Lithuania and to a somewhat lesser extent in Estonia was naturally also accompanied by a fall in the absolute number of highly talented secondary school graduates (i.e. potential students). This, together with increased competition for able students from new programmes (in particular in the field of IT) and increased international competition for able students further strengthened the scope for internationalisation.

In other words, internationalisation could be seen as a way of maintaining or even further enhancing the intellectual capacity of the SSE Riga student body – the latter being necessary in the light of the School’s vision. The positive effects, in particular in terms of positive externalities, became apparent when SSE Riga went from recruiting only Baltic students to recruiting from the region as broadly defined. In short, course requirements have risen and students are admitted benefiting from an improved lower level than was the case when students were only recruited from the Baltic states.

The dynamics of the numbers of international applicants to the B.Sc. programme is presented in the panel below, clearly demonstrating the impact of the Swedish Government Programme 2010-2017 for students from Belarus, Georgia, Moldova and Ukraine.

INTERNATIONAL STUDENTS



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Student enrolment (of first year students) at the beginning of each academic year is presented in the table below. From the table it is evident that the conversion rate (i.e. Enrolled/Admitted students) has decreased over the period. Part of the explanation for this could be found in the fact that in particular for Belarus, Moldova and Ukraine the conversion rate is low (after discontinuation of the Swedish Government Scholarship Programme).

Student enrolment: B.Sc. Programme (beginning of the academic year)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Enrolled	126	128	124	127	131	114	117
Admitted	132	133	132	142	162	148	156
Male	79	73	57	73	73	71	65
Female	47	55	67	54	58	43	52
Belarus	11	10	9	9	10	5	4

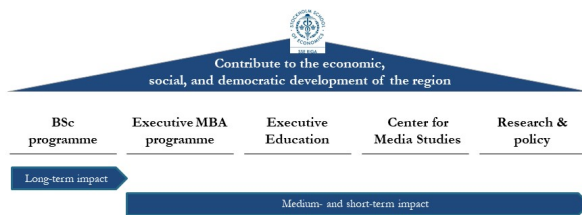
China	1					1	
Estonia	12	7	6	7	8	4	5
Georgia	1	1	2	2	3		2
Latvia	70	72	75	83	82	86	80
Lithuania	20	25	20	11	13	9	13
Moldova	9	8	7	8	7	1	3
Romania					1		
Russia		3	3	4	3	6	5
Ukraine	2	2	2	3	4	2	5

Finally, total enrolment in the B.Sc. programme is presented together with the size of the B.Sc. graduating classes. As seen from the table below, total enrolment in, e.g. the first year is larger than students actually enrolled through admission. This is partly because students that do not live up to the academic requirements in terms of credit points earned are forced to re-take the relevant study year and partly because some students need more than the required three years to complete their studies.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total enrol	455	454	471	489	467	454
Graduates	94	101	99	106	100	109

1.1.6 Strategy ([SSE Riga Strategy 2019-2025 Accessible on the SSE Riga website: *elearning.sseriga.edu/admin*](#))

As discussed above and illustrated below, the development strategy of SSE Riga is based on a set of key pillars combining short- and long-term impact.



B.Sc. programme

Development of the undergraduate proposition focuses on further enhancing the three-year B.Sc. programme in Business and Economics. Top development priorities include:

further internationalising the student body;

embedding the most impactful teaching methods as used at leading business schools worldwide (such as the case method and the field method); and developing new specialist courses, including industry-focused courses in partnership with businesses – e.g. retail management specialisation.

Executive MBA and Executive Education

SSE Riga drives development of the executive proposition along two fronts – the EMBA programme and the various executive education open and custom programmes.

EMBA development priorities include:

upgrading the EMBA curriculum to reflect the evolving needs of the executive audience of the course (including greater focus on designing and leading organisations, greater prominence of topics of globalisation, digital disruption, etc.) and to further embed leading business school teaching methods (e.g. the case method and the field method)

integrating the SSE Riga Executive MBA proposition closer to the broader SSE group, incl. the Stockholm School of Economics and the Stockholm School of Economics Russia (incl. programme delivery through selective joint modules, integrated alumni affairs initiatives, and so on).

Executive Education development priorities include:

further building the core proposition of custom general management programmes designed for high-potential leadership candidates with leading businesses in the region;

broadening the portfolio of custom programmes to reach new audience segments (e.g. corporate-level executives, public sector leaders and specialists) incl. leveraging the SSE Riga alumni network across all programmes

Centre for Media Studies

The main development priorities for the Centre are:

to continue widening and deepening its portfolio of further education programmes for journalists in the fields of investigative reporting, business reporting, media management, and journalistic ethics, partnering with top media institutions, non-governmental organisations and journalist networks worldwide; and

developing some of its programmes for the commercial market (i.e. participation not paid by grants or donors, but directly by companies).

Research & policy discourse

The main development priority for research initiatives at SSE Riga is to continue driving world-class academic and policy research in-house, within the FREE network and partnering with other leading institutions. In terms of shaping the policy debate the central topics include:

sustainable growth and demography;

shadow economy;

entrepreneurship development; and

competitiveness.

1.2. Description of the management 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.

1.2.1 External Governance: The SSE Riga Foundation and the Supervisory Board

In 2010 the ownership of SSE Riga was transferred to the SSE Riga Foundation, which was specifically established for this purpose. To ensure continuation of the governance and mission of SSE Riga, the Stockholm School of Economics, the University of Latvia on behalf of the Latvian Ministry of Education and Science and the SSE Riga Alumni Association became the founders of the SSE Riga Foundation.

According to its Charter (section 2.1):

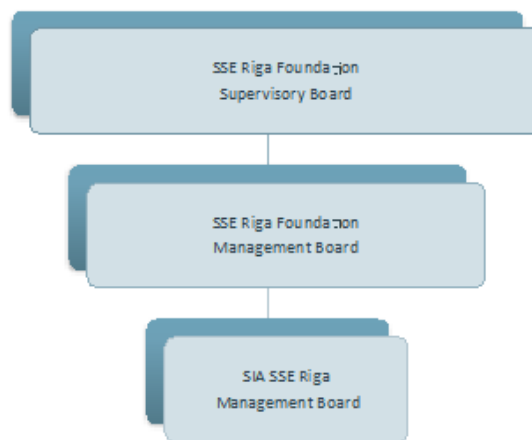
The objective of the Foundation is social benefit aimed at promotion of quality business education and scientific development ensuring the accessibility thereof thus facilitating economic growth for Latvia and the Baltic states region. Furthermore the objective of the Foundation is to ensure the operation and development of the Stockholm School of Economics in Riga in the Republic of Latvia through ensuring proper management of the School and attraction of donations needed for the operations of the School and support of students through tuition fee scholarships, in order to provide talented Baltic students an opportunity to obtain a competitive business education locally for the benefit of the Baltic economies, thereby ensuring and facilitating highly skilled personnel and new entrepreneurs coming into the Latvian, Estonian and Lithuanian economies.

In line with its Charter, the Foundation is governed by a Management Board comprising seven members. Each of the founders nominates one member each. Additionally, the Latvian and Swedish Governments nominate one member each.

As well as these members and in order to strengthen cooperation between SSE Riga and its stakeholders, there are two additional seats on the Board.

These two seats are allocated to two Board members elected by the ten biggest contributors to the School and the Foundation. These contributors are defined as the ten largest cumulative benefactors for SSE Riga Executive Education clients since July 1, 2010.

The Management Board of the SSE Riga Foundation meets four times a year. The SSE Riga management is invited to the Board as adjunct members. The work of the Board is overseen by a Supervisory Board comprising the SSE Stockholm President and the University of Latvia Rector. The Supervisory Board also approves certain decisions taken by the Board of the SSE Riga Foundation.



1.2.2 Internal Governance: SSE Riga

SSE Riga is registered as a limited liability company, SIA SSE Riga. Hence, in addition to legislation on higher education institutions, the operations of SSE Riga are also governed by legislation on limited liability companies. The reason for the choice of form of legal entity is to be found in the original agreement between the founders in 1993 and later manifested in the Law on the Stockholm School of Economics in Riga. Even though SSE Riga is a SIA, earning from SSE Riga operations could only either be retained in SIA SSE Riga or distributed as dividends to the SSE Riga Foundation, which in turn can use them only for supporting its public benefit objectives, which include promoting quality business education and scientific development, ensuring their accessibility and assuring the operation and development of SIA SSE Riga. Consequently, with these two legal entities, SIA SSE Riga and the SSE Riga Foundation, a closed system has been created in which the earnings are used for public benefit.

As a limited liability company, SIA SSE Riga is governed by a President/CEO and Management Board, which has the final say in terms of any activities that involve financial implications – be it directly or indirectly. This applies irrespective of what other governing bodies, regulated by the Law on Higher Education have decided.

SSE Riga is governed by five representative, management and decision-making institutions: a Management Board, a Constitutional Assembly, a Senate, Rector and Academic Arbitration Court.

SSE Riga – Organisation Chart

Academic Governance



1.2.2.1 Management Board

The Management Board is the highest institution in strategic and financial matters and only the Management Board of SSE Riga has exclusive competence to resolve conceptual issues of operation and development of SSE Riga; establish an organizational and administrative structure for SSE Riga; in cooperation with the Senate to resolve issues of academic and scientific activities; resolve issues of establishment, reorganization or liquidation of structural units of SSE Riga.

1.2.2.2 Constitutional Assembly

The Constitutional Assembly is the highest collegial representation, management and decision making institution of SSE Riga in academic and research issues. The Constitutional Assembly consists of 60% academic personnel, 20% general personnel and 20% students.

The Constitutional Assembly adopts and amends the Constitution of the School upon a proposal by the Management Board of SSE Riga and with prior approval of the Shareholder; elects and recalls the Rector nominated by the Management Board; elects the Senate or approves compliance of its election with the Constitution; elects an audit commission if the Management Board suggests the need for it; elects an Academic Arbitration Court with approval of the Management Board; approves by-laws of the Senate, audit commission and Academic Arbitration Court with prior approval of the Management Board.

1.2.2.3 Senate

The Senate is a collegial management institution and a decision-making institution of the staff of SSE Riga, which approves procedures and regulations for areas of academic activity by SSE Riga; resolves establishment of internal structural units of SSE Riga and approves the regulations of those units; elects assistant professors to their position. The Senate is composed of 5 Senators elected by the Constitutional Assembly for a term of three years in a ratio of 80% academic personnel and 20% students.

1.2.2.4 Rector

The Rector is the senior official of SSE Riga who implements general administrative management of SSE Riga in academic and research activities of the School and represents the interests of SSE Riga in these areas. The Rector is responsible for compliance of SSE Riga operations; responsible for the quality of education acquired at SSE Riga; facilitates development of SSE Riga staff and supports academic freedom; establishes the number of professors, lecturers and other academic staff; performs all duties established for a rector by law and the decisions of the Founder and the Management Board. The Rector must be approved by SSE Stockholm and is a core member of SSE faculty.

1.2.2.5 Academic Arbitration Court

The Academic Arbitration Court consists of three arbitrators – two representatives of academic personnel and one student representative – who are appointed to office for three years. The Academic Arbitration Court reviews applications by students and academic personnel concerning academic freedom established by the SSE Riga Constitution and restrictions or infringements of rights; disputes among officials of SSE Riga as well as administrative bodies of structural units in a subordinate relationship.

1.2.2.6 Main documents regulating internal procedures

The main documents regulating internal procedures of SSE Riga are:

licence agreement with the Stockholm School of Economics – in particular the EFMD EQUIS standards that serve as a basis for the licence agreement;

Articles of Association of SIA SSE Riga;

SSE Riga Constitution,

study agreements;

internal regulations, such as Regulations and Procedures, Admission Regulations, Regulations on Recognition of Study Results Achieved in Previous Education, Disciplinary Regulations, the SSE Riga Whistleblower System, GDPR Regulations, Ethical Guidelines for Fundraising.

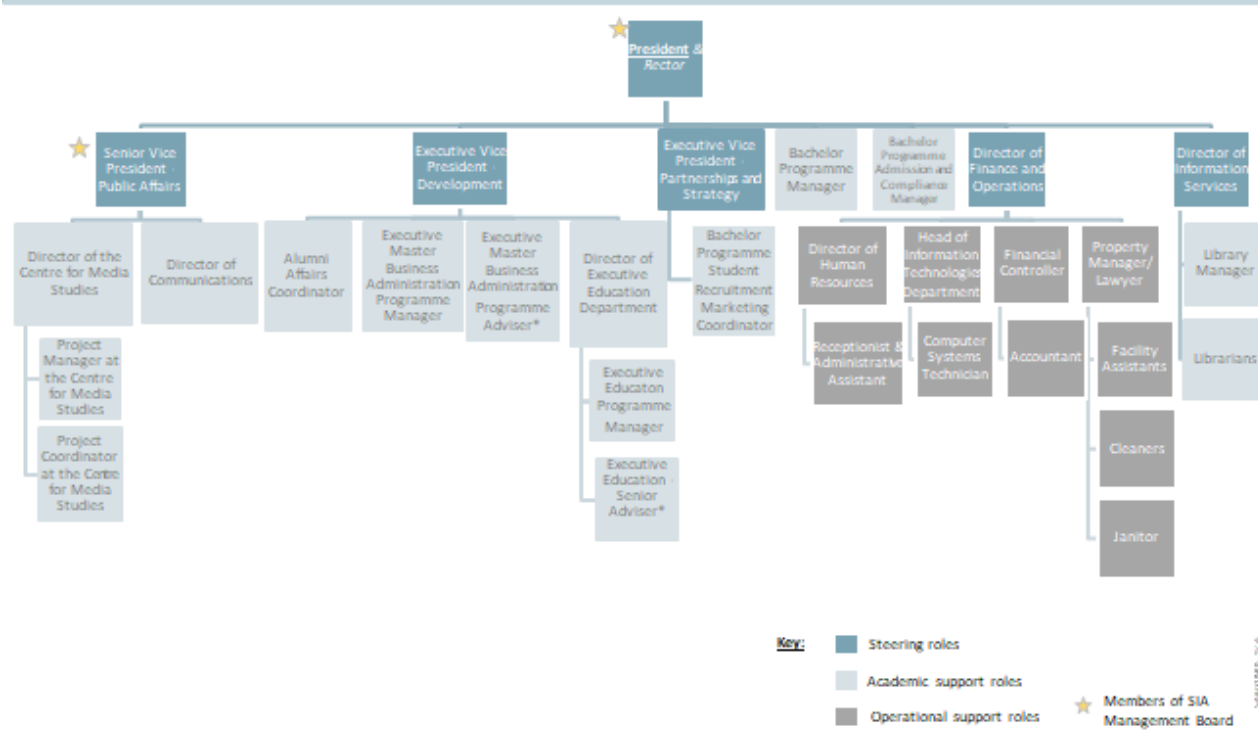
1.2.7 Administrative governance

The administrative governance structure is presented in the organizational chart

below.

SSE Riga – Organisation Chart

Administrative Governance



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, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

1.3.1 The Licence Agreement with the Stockholm School of Economics

As a licensee SSE Riga must comply with the Trademark Licence Agreement with the Stockholm School of Economics. According to the agreement (3.5.i):

The structure and over-all quality of the Bachelor Program shall be equivalent to the Bachelor of Science (B.Sc.) program in business and economics offered by the Licensor in Stockholm.

Furthermore (3.5.iii):

The overall quality of the Bachelor Program ... shall comply with the accepted quality and/or accreditation standards of the relevant international ranking and/or accreditation institutions and organizations, including without limitation, the EQUIS (European Quality Improvement System) quality and accreditation standards.

and (3.5.iv):

The procedures of examination, review standards of students' written works and policies towards plagiarism employed by the Licensee shall comply with the standards and the code of ethics maintained by the Licensor at the business school located in Stockholm, Sweden.

In general, the EQUIS approach means assessment of the School as a whole. This assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. Institutions must be primarily devoted to management education. Particular importance is attached to creating an effective learning environment that favours development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy. EQUIS also emphasizes a high degree of internationalisation.

Furthermore, EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. For this reason, a strong interface with the world of business is as much a requirement as strong research potential.

In that light, SSE Riga management produces a quarterly "Report on Operations." The Report is submitted to SSE Stockholm and is also presented to the Board of the SSE Riga Foundation as part of their quality control of SSE Riga.

These reports are structured along the lines of the EQUIS standards and have the same structure as an EQUIS Self Assessment Report, i.e.:

Context, Governance and Strategy: Mission - the School should have a clearly articulated mission that is understood and shared throughout the institution. Governance - the School should have an effective and integrated organization for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny. Strategy - the School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.

Programmes: Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. There should be rigorous assessment processes for monitoring the quality of students' work. Programmes should be regularly evaluated through feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.

Students: Student quality - the School should ensure the quality of its students through appropriate selection processes, by managing student progression in its programmes, and by providing appropriate student services. In particular, it should

ensure the quality of the placement of its graduates through a well-resourced career service. The School should strive to bring together in its programmes a well-balanced student body representing diversity in terms of backgrounds and nationalities. Personal development of students – the School should explicitly and effectively support the personal and professional development of its students beyond acquisition of knowledge in such areas as managerial skills, values, ethics, and leadership. It should actively help students to define their future professional orientation.

Faculty: The School should recruit, develop and manage its faculty in line with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise.

Research and Development: The School should regularly produce and effectively disseminate original contributions to knowledge. These should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the School, such as academic peers, management professionals, and students.

Executive Education: The School's programme offering in the field of Executive Education should be appropriately integrated into its organizational or legal structure. Executive Education should be seen as central to strengthening the School's connections with companies and organisations within the markets that it serves. Executive Education should contribute to (a) developing faculty in maintaining relevance in their teaching and research and to (b) improving business practice by putting the School's distinctive expertise at the disposal of practising managers.

Resources and Administration: The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and procedures to support the School's range of activities.

Internationalisation: The School should have a clearly articulated strategy and policies for internationalization. It should demonstrate commitment to educating and preparing students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections. The School should carry out research of international relevance and scope.

Ethics, Responsibility and Sustainability: The School should have a clear understanding of its role as a "globally responsible citizen" and its contribution to ethics and sustainability. This understanding should be reflected in the School's mission, strategy and activities. There should be evidence that the School's contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.

Corporate Connections: The School should have a clearly articulated strategy and policy with regard to its corporate connections. The School should demonstrate that it develops students and participants with a practical understanding of business and management through interaction with the corporate world. Faculty should be involved with current management practice through research and consultancy undertaken in collaboration with corporate partners and through executive education. Corporate input should be a key feature of the School's activities.

When the Stockholm School of Economics (in Stockholm) is up for EQUIS re-accreditation, SSE Riga activities are also covered. Reports submitted to SSE play an important role in this process. Furthermore, the SSE Riga Rector is a core member of the SSE faculty and member of the SSE B.Sc. and EMBA Programme Committees as well as the EMBA Admissions Board.

1.3.2 Internal quality processes

The quality policy system of SSE Riga is regulated by the [SSE Riga Quality and Internal Control Regulations](#), approved by the SSE Riga Senate, which defines the procedure for ensuring and maintaining the quality of higher education at SSE Riga.

Quality control starts with SSE Riga admissions as described in the following chapter and regulated by the SSE Riga B.Sc. Programme Admission Regulations.

The most important quality indicators of study programmes are:

quality of incoming students;

clarity, reach and relevance of study programme goals and objectives relative to the SSE Riga mission and strategy;

compliance of study content with the educational standards of the Republic of Latvia, other normative acts;

observance of the principles of democracy and academic freedom in the management of the study programme and in relations between students and academic staff;

methodological, informative, administrative and technical support for the study programme;

student feedback through surveys and the Advisory Board;

student academic performance – analysed twice a year;

B.Sc. theses and their final outcomes in terms of academic publications, conference participations and awards;

graduate employment;

graduate placement in graduate programmes; and

graduate satisfaction with the programme.

In terms of study process quality the main aspects are as follows:

innovative study methods, clear presentation of the expected results of studies, problem solving;

counselling of students giving insights into how the study process works in the eyes of the students;

assessment of knowledge and skills and use of these results to improve the study process;

involvement of students in scientific research work and student participation in thesis competitions (e.g. the Bank of Latvia and Nasdaq);

international cooperation, student exchange with other higher education institutions, study and internship opportunities in Latvia and abroad; and

student well-being as captured by student-administered surveys and through mandatory academic advising.

This quality-assurance work involves faculty, the academic affairs administration and the rector – in addition to students and the Student Association.

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 21 of the Law on Institutions of Higher Education 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 evidence for the full compliance, partial compliance or non-compliance.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		Quarterly reporting on quality (based on EQUIS) to the Board of the SSE Riga Foundation & SSE (in the light of the licence agreement. Approval of course outlines by the Rector. More information about quality assurance in SSE Riga can be found in Part II Description of the Study Direction.

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.	<p>Complies</p> <p>If SSE Riga were to establish (new) study programmes, they would all have to be approved by SSE Stockholm in the light of the licence agreement. A periodic re-view occurs quarterly with reporting to the SSE Riga Foundation and SSE. In addition there regular course evaluations and other types of feedback are received from students, such as a survey of the graduating class. Feed-back from employers mainly through Alumni and Board members of the SSE Riga Foundation.</p>
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.	<p>Complies</p> <p>The criteria are published in advance in the course outlines and so are the methods of assessment – the latter vary between courses. The grading system is published in the internal regulations, which also contain information on how to appeal.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>Faculty assessment reports are used for evaluation & promotion of faculty members in line with the Law on Institutions of Higher Education and the internal Regulation on Academic Positions.</p>
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.	<p>Complies</p> <p>Financial reporting on the costs of study programmes is regularly sent to the Board of the SSE Riga Foundation. Student feedback surveys are conducted on courses and surveys of graduating classes. Employment/placement surveys are undertaken. Admissions statistics are gathered and analyzed.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>This follows from EQUIS, i.e. when EQUIS is updated, SSE Riga operations should be as well. It also follows from reporting to SSE in the light of the licence agreement and participation in B.Sc. and EMBA Programme Committees at SSE Stockholm. Student feedback on courses and through the Advisory Board also plays an important role.</p>
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II - Description of the Study Direction (1. Management of the Study Direction)

1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

Studies of economics and business equip students with an understanding of how and why economics and business matter in today's society. The knowledge and skills imparted by education in these fields are not only relevant in commercial business but are also needed in all types of organisations – public and private, for-profit and non-profit. A solid understanding of economics and business contribute to, e.g., well-managed organisations, well-informed decisions on economic policy and hence to overall efficient use of an organisation's or a nation's human and physical resources.

Furthermore, the challenges facing the Latvian and EU economies – in particular in the areas of digitalization, the need for innovation, the challenges generated by climate change, and heightened focus on sustainability – all require capable managerial skills plus as an understanding of the mechanisms driving economic and societal developments.

Thanks to the Law on the Stockholm School of Economics in Riga, SSE Riga is enabled, unlike most Latvian institutions of higher education, to offer entire academic programmes in English. In addition to allowing for a broader student recruitment base and hence the internationalization that comes with it, this advantage also allows for a broader recruitment base in terms of faculty. The Law provides SSE Riga with a competitive edge vis-à-vis most other B.Sc. programmes in Latvia and the two other Baltic countries. For Latvian and Baltic students with an interest in studying in English, this feature presents an attractive alternative to leaving the region – a factor of particular importance given demographic developments in the Baltics.

1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.

As noted in the first part of this Report, the FREE concept lays out the overarching educational aims and goals for SSE Riga educational programmes. This is seen in course development over recent years – for example through extra emphasis on critical thinking, additional individual reports to be written and examined through individual sessions with faculty members, and the introduction of business leadership skills in the programme. Other examples include a fresh focus on sustainability issues and on artificial intelligence. These developments are not only seen through the introduction of new courses (mandatory as well as elective), but also in the way existing courses such as statistics and econometrics are framed, in addition to a change in the statistical software package used throughout the curriculum – from STATA to R, which is closer to actual programming.

Using the language of the FREE concept, this should overall improve student outcomes more effectively for the challenges they face in developing their human skills. It should also prepare them for the challenges that they have to deal with as decision makers in terms of issues related to environmental and social sustainability, big data, artificial intelligence, machine learning, and robotization.

Overall there are no differences between the aim of the higher education institution, the aim of the study field, and the aim of the study programme. The overall aim of the institution was established by the Latvian Ministry of Education and Science and the Stockholm School of Economics in the founding agreements from 1993 declaring that the School should provide a qualified education in the fields of economics and business administration with the aim of promoting the development and consolidation of a market economy and democracy in the region. The study direction “Economics”, covers both economics and business administration and is accordingly fully in line with the aim of the higher education institution as defined by the Latvian Ministry of Education and Science and SSE in their capacity as founders. The aim of the study programme is to provide students with theoretical and practical knowledge as well as research skills providing them with a holistic view on economics and business administration. This aim is also fully in line with the overall aim of the higher education institution.

1.3. SWOT analysis of the study direction 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 direction 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 direction for the next assessment period shall be provided.

Development of the study field for the coming six years is essentially the same as for the School in general:

- To continue growing the School’s permanent core faculty for whom, according to the *EQUIS* definition, SSE Riga is the principal employer and whose main allegiance is to the School. The aim is to have 20-25 permanent core faculty members by the end of the upcoming six-year period. *EQUIS* has set the minimum size of core faculty at 25 full-time equivalents for a school to be considered ready for accreditation. These faculty members form the core group that ensures continuity of both the institution and its programmes, embodies its traditions

and values, and builds the School's distinctive expertise through research and programme innovation.

- To further internationalize the student body while maintaining academic standards and admission requirements. This aim is in line with the overall SSE-Riga objective (based on the licence agreement with SSE) to achieve approximately 50 per cent international students and a balance in terms of gender.
- To continue addressing the challenges associated with artificial intelligence, big data, machine learning, and the like, while at the same time developing our students as human beings as outlined by the FREE concept.
- To further develop faculty research and faculty project participation because (a) dynamic faculty research forms an integral part of the SSE research-based education model under the licence agreement and (b) it will provide external funding for faculty, thus contributing to keeping the actual tuition fees down.

1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction 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 direction.

The unit for B.Sc. programme management and academic affairs (two persons) for the B.Sc. programme arranges all course sign-up registrations, course participant lists and scheduling of lectures and seminars. They take care of organizing exams and re-exams and coordinating invigilators. The unit also supervises administration of the student internship programme and organizes special sessions for students covering internships, student exchange, rules and regulations, and so on.

The unit is in charge of keeping academic records, using the Latvian system, Latvijas Augstskolu Informatīvā Sistēma (LAIS), as used by most Latvian institutions of higher education. The unit monitors student academic performance, organizes bi-annual meetings (January and September) where academically underperforming students meet individually with the SSE Riga rector. They handle applications for suspension of studies to re-take a study year. The unit also handles appeals and applications. Furthermore, they supply the School's financial department with information needed to invoice tuition fees.

The unit monitors course feedback from the Education Committee of the SSE Riga Student Association. Together with that Committee, they schedule and plan meetings with the Advisory board comprising members of SSE Riga management and administration, three representatives from Year 1, Year 2 and Year 3 plus student country representatives and the three members of the

Board of the Student Association. Advisory Board meetings serve as a forum for discussion of ideas presented both by students and administration.

The unit is in charge of all graduation documents including diplomas, diploma supplements, transcripts and registers. They maintain communication (planning, coordination, scheduling) with faculty in relation to all courses, including visiting professors. They inform the HR and financial department about visiting faculty.

In terms of student admissions, the unit handles the non-marketing activities of admissions including contacts with Dream Apply which handles that application platform, schedules and plans admission tests and interviews. They compile admission results that are presented to the Admissions Committee and communicate with applicants and admitted students on admission-related issues.

The unit reports to the Rector.

1.5. 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 the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.

SSE Riga Admission requirements are regulated by “[the SSE Riga BSc programme admission regulations](#)” and under Clause 11 of Regulation No.846 of 10.10.2006 of the Cabinet of Ministers of the Republic of Latvia “Requirements, criteria and procedure for admission to study programmes”. SSE Riga Admission regulations – reviewed and approved by the SSE Riga Senate annually– are published on the SSE Riga webpage.

The right to study at SSE Riga is the same for citizens of Latvia, non-citizens of Latvia, citizens of the European Union, citizens of the European Economic Area, nationals of the Swiss Confederation and permanent residents of the European Community, as well as citizens of other, i.e. third, countries who hold a valid residence permit.

The admission regulations prescribe the procedures by which candidates are admitted to SSE Riga. The School runs a three-step selection process. It starts with an assessment of satisfactory fulfilment of eligibility criteria. Then follows the SSE Riga Admissions Test to which all eligible students are invited. Based on the test results the 200-220 best applicants are invited for interviews which constitute the final step in the SSE Riga admission procedure. Applying to SSE Riga is free of charge.

Described in somewhat more detail the three steps look like this:

- Step 1: Assessment of satisfactory fulfilment of eligibility criteria – all applicants apply electronically by filling in the online application. The deadline for application is early April. Only fully completed forms are considered for the next step in the selection process.
- Step 2: SSE Riga Admissions Test – a comprehensive examination takes place in mid-April covering mathematics, English language (including writing a short essay) and logical aptitude. Tests are organized – in addition to Riga – in Estonia, Lithuania, Belarus, Georgia, Moldova, Russia and Ukraine. Occasionally, tests have been organized in the UK as well. All

tests are given on the same day and at the same time. There is only one test day each year.

- Step 3: Based on the test results the 200-220 best candidates are invited for interviews that take place during the first half of May. These structured interviews involve two representatives from SSE Riga – one male and one female (one of the SSE Riga representatives could be substituted by a senior alumnus/a). SSE Riga faculty is to a large extent involved in the interviews which take place in the countries listed above. The first part of the interview is devoted to a discussion of a Harvard case study (around 10 pages). This case study is given to the student on arrival for interview, thus allowing time to prepare their case before the actual interview. Following discussion of the case, the actual interview begins. The structured interview focuses on the applicant's motivation for studies in the field of economics and business, their motivation and expectations, their willingness to contribute, and how their previous experience from studies and work has contributed to their personal development. The interview also covers the financing aspect of studies.

Once all interviews are completed, the overall ranking is compiled based on test results and interview scores. After being approved by the SSE Riga admissions committee around 140-150 applicants are invited to SSE Riga. No quotas are applied – either with respect to gender or to nationality. Candidates are informed by e-mail and postal mail by end of May/beginning of June.

Candidates are conditionally accepted before they are informed about the results of centralized exams. As to centralized exams – this is verified before students are matriculated, i.e. when they submit official diplomas from secondary school, transcripts etc.

Recognition of study results achieved in previous education is regulated by the [SSE Riga regulations on recognition of competences acquired outside formal education or through professional experience and of study results achieved in previous education](#) achieved in previous education. These regulations determine the procedure and criteria for evaluation and recognition of study results achieved in previous education.

An applicant who would like their study results reconsidered should apply to SSE Riga. The application will be reviewed within one month after receipt.

Regarding recognition of non-formal education, SSE Riga also acts in compliance with the [Regulations of Rigas Ekonomikas Augstskola - Stockholm School of Economics on recognition of competences acquired outside formal education or through professional experience and of study results achieved in previous education](#). During the academic year 2018/2019, no applications for recognition of competences acquired outside formal education or through professional experience and of study results achieved in previous education were registered. However, previously – for example, in 2015 – SSE Riga students participated in a Nordplus project (NordBiz network of Universities, Tallinn University of Technology, Estonia), gained experience and completed the project successfully. Therefore, based on the rector's memo 2015:103 of September 23, 2015 this was acknowledged by 7.5 ECTS for the elective course "Business Ethics and Entrepreneurship: Entrepreneurship".

1.6. 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.

A variety of teaching and learning activities is used to help students develop knowledge and skills, including teamwork, individual and team projects and fieldwork, classroom discussions and case studies. Recent years have seen increased use of case studies.

Throughout the B.Sc. programme students are trained to apply a rigorous, analytical approach that advances their problem-solving abilities and understanding of the fields of economics, business and management, while at the same time training their critical thinking. Written reports constitute an important part of this process. Depending on the course, reports may be written in teams or individually. The increased focus on critical thinking and on effective communication skills has resulted in an increase in the share of individual assignments and reports. In many cases these individual reports are presented at individual meetings with a faculty member. A standard meeting lasts for 15 minutes where the student uses 8-10 minutes to present the main findings and the rest of the time is devoted to discussion of the findings. The final grade combines the grade of the report as such with the presentation and discussion.

To facilitate student learning in quantitative as well as qualitative courses seminars are organized – usually in groups of 20-25 students. Seminars are often led by Teaching Assistants (TAs) who in many cases are either students or graduates who performed well in the specific course. As feedback shows, the seminars are highly appreciated by students and clearly facilitate learning. For the TA, the opportunity to run seminars provides a useful way to acquire pedagogical and leadership experience and hence strengthen their CV.

As to evaluation methods, all courses and the Bachelor Thesis are graded using the 200-point absolute grading system approved at SSE Riga, which is made compatible with the relative ECTS (European Credit Transfer System) grades developed by the European Commission in line with the Bologna declaration. The SSE Riga 200-point grading scale is mainly used internally, e.g., when evaluating student performance. Nevertheless, both grades are included in the Diploma Supplement students receive at graduation.

The internal grades are as follows:

- 1-99 points – fail
- 100-139 points – pass
- 140-159 points – pass with merit
- 160-200 points – pass with excellence

The ECTS grading scale is applied strictly relatively within the cohort and has the following five passing grades:

- A – the top ten percentile
- B – the next twenty five percentile
- C – the next thirty percentile
- D – the next twenty five percentile
- E – the remaining ten percentile

Each course includes a summative assessment in line with intended learning outcomes and learning activities. A summative assessment usually involves several components including final and mid-term examinations, case studies, seminar and case discussion activity and quality of involvement, research and project work (researching primary and secondary sources, company visits, report or term paper writing, presentation and opposition). As a general rule, in order to pass a course a student should score at least 50 per cent of the points for each of the components and a minimum of 100 points overall.

Fundamental to the SSE Riga pedagogical approach is individual attention paid to each student.

This starts during the first weeks of studies when each student is assigned an academic advisor, who is usually a faculty member of the School. The advisor and advisee meet regularly during the first year of studies. Among the issues addressed during meetings are the transition to higher education, study habits and tactics plus issues of a more personal character. Student counselling and mentoring is also offered to provide encouragement, assistance and support.

Student academic performance is regularly monitored. Overall student assessment of academic performance takes place twice a year in January and September following the re-exam periods. In addition there are ad hoc meetings at the initiative of the SSE Riga administration or the individual student. The outcome in many cases is individual study plans.

According to the Year 3 exit survey and feedback from alumni, individual attention and monitoring of student academic performance combined with transparent rules are appreciated and considered to be efficient quality assurance tools.

Students can get acquainted with grading system in [Regulations and Procedures 2018/ 2019](#).

1.7. Description and assessment of the academic integrity principles, the mechanisms for the 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.

Academic integrity is one of the core values at SSE Riga. Faculty, staff and students are expected to adhere to high ethical standards. The main documents regulating issues related to academic integrity are the SSE Riga B.Sc. Rules and Regulations and the SSE Riga Disciplinary Regulations. Among the issues covered are violations of published policies, rules and regulations; various types of cheating, plagiarism, academic dishonesty, freeriding and misuse of online resources. All relevant documents are accessible to faculty and students alike through the SSE Riga e-learning platform. First-year students are informed about the issue of academic integrity during their early weeks of study. Academic integrity is an integral part of the course on “Academic Studies and Critical Thinking” that runs during most of the first-year autumn semester.

A student who is found violating the rules on academic integrity/honesty is asked to submit a written statement. Depending on the severity of the violation, the case is either handled by the individual faculty member/course director, the rector or in severe cases – such as cheating in exams and severe plagiarism – by the SSE Riga Disciplinary Committee. The Committee is chaired by the Rector and with members representing faculty and students. There are also two external members: one judge and one lawyer. Sanctions imposed on a student found guilty of academic dishonesty range from a warning, failing the course, forced suspension of studies for a certain period, to expulsion from SSE Riga (with no right to return). Decisions of the Disciplinary Committee are made public among the student community.

In terms of report writing and in line with SSE Riga policies, all reports must be formatted according to the guidelines provided by the English language department and available through the e-learning platform. Special attention is paid to plagiarism – references, which must be included whenever a student uses ideas, information or language from another source, must follow the APA (American Psychological Association) style. The B.Sc. thesis writing process is regulated by the SSE Riga Bachelor Thesis Memorandum.

When uploaded on the e-learning platform, all reports and term papers are automatically checked for plagiarism using the Turnitin originality check. Overall responsibility for this process lies with the English language department and the Library. For group projects, students have access to the Turnitin software for an Originality Check 24-48 hours before the project deadline. This is not available to students when they write individual papers.

1.8. Specify the websites (e.g. the homepage) on which the information on the study direction 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.

The information is found on the SSE Riga website: elearning.sseriga.edu/admin. The responsibility lies with the B.Sc. programme administration in cooperation with the Director of Communication.

II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)

2.1. Assessment of the efficiency of the internal quality assurance system within the study direction 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 direction and the relevant study programmes.

As noted in section 1.3.2, the quality policy system of SSE Riga is regulated by the SSE Riga Quality Assurance Policy approved by the SSE Riga Senate. The Policy defines the procedures for ensuring and maintaining the quality of higher education at SSE Riga. Furthermore, as discussed in the same section, the B.Sc. study programme has a number of different quality indicators.

The profile of the student population is mainly controlled by the SSE Riga admissions procedure as described in section 1.4 above. The challenge facing the admissions process is to identify students with sufficient interest/motivation plus intellectual potential to successfully study at SSE Riga – in particular since evidence suggests that the main reason for students dropping out is a lack of interest/motivation rather than a lack of the intellectual capacity needed. Further selection continues with admission tests, case study, and interviews. The way SSE Riga tests are organized allows for a comparison of test results across cohorts. Further quality control involves the applicants' test results in state examinations.

Student progression and success rates are controlled by regular screening of

individual results after each course in consultation with the course director. This is followed by individual meetings with students who face problems on a particular course. This approach is seen as a privilege of a smaller higher educational institution such as SSE Riga. According to SSE Riga Examination Rules, there are four re-examination periods each academic year. Further, at the beginning of each semester and after re-exam results are received, individual meetings take place with students whose academic results need to be reviewed and who have not passed the thresholds in terms of credit points earned. According to feedback from students and alumni, this approach is highly appreciated and seen as an efficient quality assurance tool.

Students' perception of the B.Sc. programme and achievement of study programme objectives and results are controlled by course evaluations administered by the Education Committee of the Student Association (to incentivise responding, exam results are not posted until the response rate has reached a certain threshold), feedback sessions after each new course or in the case of course related issues that need to be discussed. In addition SSE Riga surveys each graduating class towards the end of their last semester.

Individual academic advising also plays an important role in terms of monitoring the quality of the programme and its students. Each first year student is assigned an academic advisor with whom they meet regularly during the first academic year. Academic advising enables the individual student to share their concerns with respect to academic studies, thereby facilitating the transition into higher education. It also provides the School, through the advisers, with an opportunity to learn about the study processes and the challenges facing students during their first year of studies.

The effectiveness of faculty is monitored through faculty reports that are backward-looking as well as forward-looking, covering not only teaching but also research, administrative and project involvement. Furthermore, course evaluations play an important role in the continuous process of course development. Again thanks to the small size of the School, dialogue between individual faculty members and the academic leadership is an ongoing process throughout the academic year. All course outlines are approved by the Rector before a course is launched.

Employability of graduates is monitored by looking into what happens to SSE Riga graduates right after they graduate from the School. The alumni database launched in 1996 right after the first graduating class left SSE Riga keeps track of B.Sc. and EMBA alumni. There are also ad hoc studies of alumni performance and impact. A recent example includes a report written by SSE Riga Professor Anete Pajuste looking into managerial and entrepreneurial activity by SSE Riga alumni operating in the Baltic states. The report showed, e.g., that in total 764 companies in the Baltic states (with a turnover over 10 000 euro) are led or owned by SSE Riga B.Sc. alumni. Another example is the SSE Riga Alumni survey undertaken in connection with the School's 20th Anniversary in 2014.

Quality is also monitored in a dialogue with the Board of the SSE Riga Foundation

comprising representatives of the Alumni Association and the business community. Furthermore, by inviting alumni to take part in mentoring, teaching and admission interviews, alumni participation in their dual stakeholder role – as both alumni and business representatives – constitutes an integral part of the overall quality assurance system. External quality control is also exercised through use of external examiners for B.Sc. theses and some term papers within courses. Input from visiting faculty from other academic institutions also plays an important role in quality assurance.

Finally, as seen from previous discussion of the licence agreement with the Stockholm School of Economics, quarterly reporting to SSE Stockholm and regular participation by the Rector in committee work at SSE Stockholm provides additional means of quality control.

Overall there are no differences between the aim of the higher education institution, the aim of the study field, and the aim of the study programme. The overall aim of the institution was established by the Latvian Ministry of Education and Science and the Stockholm School of Economics in the founding agreements from 1993 declaring that the School should provide a qualified education in the fields of economics and business administration with the aim of promoting the development and consolidation of a market economy and democracy in the region. The study direction “Economics”, covers both economics and business administration and is accordingly fully in line with the aim of the higher education institution as defined by the Latvian Ministry of Education and Science and SSE in their capacity as founders. The aim of the study programme is to provide students with theoretical and practical knowledge as well as research skills providing them with a holistic view on economics and business administration. This aim is also fully in line with the overall aim of the higher education institution.

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 procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.

Were any new study programmes to be launched they have – according to the licence agreement – to be approved by the Stockholm School of Economics, which in turn means approval by the B.Sc. programme committee and upon its recommendation approval by the SSE Stockholm Faculty and Programme Board.

As discussed in more detail in previous sections, feedback is, e.g., obtained from:

- students through surveys, course feedback meetings, and regular meetings of the SSE Riga Advisory Board comprising students and faculty as well as representatives of the SSE Riga administration;
- the Student Association through their “Student Welfare Survey”;
- individual student academic advising – mandatory throughout the first year;
- faculty reporting and meetings with faculty;
- alumni in their dual role as alumni and business community representatives through alumni engagement in SSE Riga educational processes and through the board of the SSE Riga Foundation;
- the Board of the SSE Riga Foundation with representatives of alumni, business and academic communities;
- regular surveys of graduates as well as ad hoc surveys;
- quarterly reports presented to the Board of the SSE Riga Foundation and the Stockholm School of Economics; and
- the SSE Riga Rector taking part in committee work at SSE Stockholm.

Student perceptions of the programme and achievement of study programme objectives and results are monitored through course evaluations administered by the SSE Riga Student Association through its Education Committee. Further feedback is collected through a survey of the graduating class – this survey is administered by the SSE Riga Administration. Additional student feedback is obtained through various surveys undertaken by the SSE Riga Student Association focussing on aspects such as the study environment, scheduling, and student support. Additionally, Advisory Board meetings take place where representatives of the Student Association, faculty and administration meet to share experiences, identify problems and agree solutions. These meetings are chaired by the Student Association and attended by members, the SSE Riga Rector and Bachelor programme managers. Furthermore, if needed ad hoc meetings could be initiated by the Education Committee of the Student Association.

Feedback from students obtained through the first year’s Academic Advising and the latter year’s mentoring also constitute important sources of feedback.

Feedback is processed and shared with faculty and administration. In most cases the outcome is action taken with the aim of improving the study programme or the overall study environment. Depending on the issue, the responsibility for implementation is with the member of faculty or administration who is responsible for the issue involved. Furthermore, feedback also provides an important input to review of the programme.

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 direction and the relevant study programmes are communicated by providing the respective examples.

Feedback meetings are held after the first course is run. Feedback meetings also take place if students/faculty/academic leadership would like to bring up certain issues with respect to a particular course or to the study process in general.

The main forum for sharing complaints and suggestions is the SSE Riga Advisory Board, which meets regularly and comprises representatives of the student body, faculty and administration. The Advisory Board is chaired by the chair of the Student Association's Education Committee. Meeting agendas are jointly set by students and the SSE Riga academic administration.

Students – in many cases through the Student Association's Education Committee – may propose ideas and suggestions to serve as a basis for discussion with faculty and academic administration.

Students can appeal grades under certain circumstances. Information about the process and the form to be used are available on the student e-learning platform.

Thanks to the small size of SSE Riga, students are encouraged to share their thoughts and concerns directly with faculty and academic management.

The process of examining complaints and proposals is described in the SSE Riga Bachelor of Social Sciences Programme in Economics and Business Regulations and Procedures. Every student has a right to file a complaint on violation of the School's policies, rules and regulations by submitting a written statement to the Rector. Only one complaint was received during the period 2013-2019. The complaint was registered on January 30, 2015. The complaint was examined in compliance with the SSE Riga Bachelor of Social Sciences Programme in Economics and Business Regulations and Procedures. No proposals were submitted during the period.

2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.

Admission and graduation data are collected on an annual basis and comparisons are drawn with previous years to identify improvements or problem areas.

All individual student grades are analysed twice yearly after the re-exam periods and used for individual student assessment and follow-up as well as identifying potential problems with courses

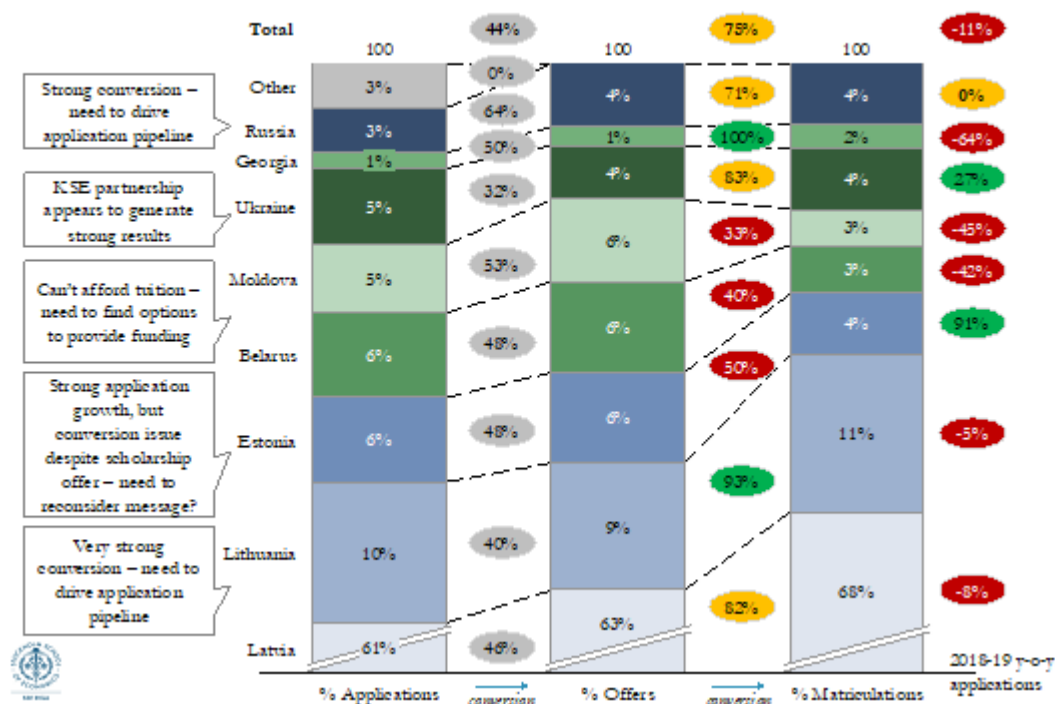
and/or scheduling.

Data on academic publications based on the B.Sc. thesis is collected annually at the end of the academic year.

Student statistics as well as statistics on faculty, research and physical facilities are compiled on a regular basis and reported to the Latvian authorities.

In addition, as the figure below demonstrates, data are collected and compiled on an ad hoc basis when a certain issue – in this case international recruitment – requires deeper analysis.

INTERNATIONAL ADMISSIONS 2019 – OVERVIEW OF RESULTS



2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.

As a consequence of the Licence Agreement with the Stockholm School of Economics that explicitly refers to the EQUIS standards, SSE Riga standards and guidelines for internal quality assurance are built around the EQUIS accreditation criteria or standards – unlike the ESG, they are standards for quality. Acknowledged worldwide, EQUIS offers the most comprehensive accreditation system for business and management schools and can be seen as providing quality benchmarking against international standards in terms of the following ten dimensions or standards:

1. **Context, Governance and Strategy:** The academic institution (henceforth 'the school') should have a clearly articulated mission that is understood and shared throughout the institution. As for governance, the school should have effective and integrated organization for managing its activities based on appropriate processes, with a significant degree of control over its own destiny. In terms of strategy the school should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and

constraints.

2. **Programmes:** Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. Rigorous assessment processes should be in place for monitoring the quality of students' work. Programmes should be regularly evaluated through feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.
3. **Students:** The school should ensure the quality of its students through appropriate selection processes, through management of the student profession in its programmes, and through provision of appropriate student services. In particular, it should ensure the quality of placement of its graduates through a well-resourced career service and should strive to bring together in its programmes a well-balanced student body representing a diversity of backgrounds and nationalities. As for the personal development of students, the school should explicitly and effectively support the personal and professional development of its students beyond acquiring knowledge in such areas as managerial skills, values, ethics, and leadership. It should actively help students to define their future professional orientation.
4. **Faculty:** The school should recruit, develop and manage its faculty in accordance with its strategic objectives and maintain sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise.
5. **Research and Development:** The school should regularly produce original contributions to knowledge that are effectively disseminated. These should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the school, academic peers, management professionals, and students.
6. **Executive Education:** The school's programme offering in the field of executive education should be appropriately integrated into its overall strategy and in its central management systems. Whatever its organizational or legal structure, executive education should be seen as central to strengthening the school's connections with companies and organisations within the markets that it is serving. It should contribute to development of faculty in maintaining relevance in their teaching and research. It should contribute to the improvement of business practice by putting the school's distinctive expertise at the disposal of practising managers.
7. **Resources and Administration:** The school should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and processes to support the school's range of activities.
8. **Internationalization:** The school should have a clearly articulated strategy and policies for internationalization. It should demonstrate its commitment to educating and preparing students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections. The school should be able to attract students and faculty from other countries. It should carry out research of international relevance and scope.
9. **Ethics, responsibility and sustainability:** The school should have a clear understanding of its role as a "globally responsible citizen" and its contribution to ethics and sustainability. This understanding should be reflected in the school's mission, strategy and activities. There should be evidence that the school's contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.
10. **Corporate connections:** The school should have a clearly articulated strategy and policy

with regard to its corporate connections. It should demonstrate that it develops students and participants with a practical understanding of business and management through interaction with the corporate world. Faculty should be involved with current management practice through research and consultancy undertaken in collaboration with corporate partners and through executive education. Corporate input should be a key feature of the school's activities. Corporate connections also include links with the public sector and NGOs.

In addition to the ten EQUIS standards listed above, SSE Riga quality assurance explicitly addresses communication and outreach through e.g. the website and social media.

A quarterly report, Report on Operations, structured according to the criteria above is produced to the Board of the SSE Riga Foundation and also sent to SSE Stockholm as part of the reporting that follows from the licence agreement. The report is based on input from faculty, the different units within the School and its administrative and supportive units. Hence, there is a quarterly assessment of the School's activities.

As seen from the above, there is a substantial overlap between the EQUIS standards and ESG Standards and Guidelines for Quality Assurance, even though the latter are not standards for quality. The EQUIS standards are therefore used to provide a basis for SSE Riga internal quality assurance (in addition to regulating the relationship with SSE Stockholm and providing a basis for reporting to the Board of the SSE Riga Foundation).

ESG identifies the following ten areas as vital for successful quality provision and learning environments in higher education (most of the concepts discussed below are covered in greater detail elsewhere in this report):

1. **Policy for quality insurance:** SSE Riga quality assurance processes and policy are, as discussed above, organised around EQUIS standards and reported on a quarterly basis, involving faculty, staff, students, alumni and other stakeholders. In addition several institutions within the School further support quality assurance, e.g. the Advisory Board involving the student body, Academic Arbitration and the Disciplinary Committee. Furthermore, there are procedures addressing academic integrity such as Turnitin screening of all written work submitted and the use of external examiners in several courses including B.Sc. theses. External stakeholders are involved through the Board of the SSE Riga Foundation.
1. **Design and approval of programmes:** These aspects are mainly covered in EQUIS standards 2 and 10. Were SSE Riga to design and develop new study programmes, they would, according to the licence agreement with SSE Stockholm, require approval by SSE Stockholm, which in turn means that they have to undergo SSE Stockholm procedures for new programmes. In terms of existing programmes at SSE Riga, these are continuously assessed using a number of instruments such as faculty feedback (on their own course as well as on student knowledge gained in other courses), student evaluations of individual courses, student evaluations of the entire programme, and feedback from alumni and employers. Issues related to the design and development of existing programmes are also discussed at bi-monthly B.Sc. Programme Committee meetings at SSE Stockholm. Furthermore, discussion at the level of the Board of the SSE Riga Foundation focusses on stakeholder input as well as on alignment with overall SSE Riga strategy. With respect to EQUIS standard 10 and the role of external expertise and reference points, the involvement of alumni, business representatives and faculty from other academic institutions play an integral role in the educational process.

3. **Student-centred learning, teaching and assessment:** This mainly relates to EQUIS standard 2. The programme is assessed through the course outlines that are approved by the academic leadership to ensure that they fulfil the basic criteria in terms of, e.g. transparency, assessment and feedback, workload and a variety of teaching and assessment methods. The student-centred learning is not limited to academic learning but also involves academic advising during the first year and the business skills programme that runs throughout the three years of studies. In terms of appeals, the School has a standard procedure for appealing as well as Academic Arbitration.
4. **Student admission, progressing, recognition and certification:** This is mainly covered in EQUIS standard 3. Information on the admissions process and admissions criteria are – after approval – communicated on the SSE Riga website. Eligibility of international candidates with secondary school diplomas from outside Latvia is determined by the Academic Information Centre. At graduation the students receive a Diploma (Bachelor of Social Sciences Degree in Economics) and a Diploma Supplement – the latter in line with the standards of the European Commission, the Council of Europe and UNESCO.
5. **Teaching staff:** This is mainly covered in EQUIS standards 4 and 5. The Employment process for permanently employed staff is regulated by the Internal Regulations “Regarding the Academic Positions of Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga”. These stipulate the terms/criteria for selection and taking academic positions, and qualification requirements, tasks and terms of election at SSE Riga. Furthermore, SSE Riga bylaws are developed to ensure implementation of the Law on Higher Education, the Labour Law, the Law “Par Rīgas Ekonomikas augstskolu”, the Law on Scientific Activity, Order No.214 of the Cabinet of Ministers “On Approval of the Constitution of “Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga” as well as corresponding regulations of the Cabinet of Ministers. Research is mandatory for permanently employed faculty and a certain share of their time should be allocated to it. The School provides each faculty member with a budget for conference and research related travel. In addition to quarterly reporting, faculty is also required to produce an annual faculty report covering, research, teaching, international cooperation and community service.
6. **Learning resources and student support:** This is mainly covered by EQUIS standard 7. Individual student support is provided through academic advising during the first year, alumni mentoring, the student counsellor as well as through discussions and meetings with the academic administration and academic leadership. Student support initiated by the School (rather than the student) is to a large extent driven by academic requirements/thresholds. Student support in terms of learning resources is addressed by faculty through discussion of course outlines and through the Student Association – in many cases through the Advisory Board. The same applies to the physical infrastructure.
7. **Information management:** This is mainly covered by EQUIS standards 1 and 2. The application process provides the School with the necessary demographic information of the student body. In terms of student performance thresholds are set for the first, second, third, fourth and fifth semester as well as for the B.Sc. thesis, thus providing information about student progress and drop-out rates. Furthermore, observations by academic advisors provide additional information on the academic as well as social progress of students during the first year. The Graduate Survey, the Placement Report and the Alumni database provide information about the progress of Alumni.
8. **Public information:** This is mainly covered by EQUIS standard 10 and through attention paid to communication and outreach in internal reporting (as discussed above). In addition

to using the website and social media to communicate its educational offerings, SSE Riga organizes Open Doors Days, presentations in Latvia and other focus countries – all this being part of student recruitment activities that are revised on an annual basis. To further contribute to society and raising awareness of SSE Riga as an education and research institution, the School organizes a wide range of events in its fields over the academic year. Essentially all of these events are open to the general public. In many cases they are organized in cooperation with other stakeholders and/or form part of various externally financed projects. All these activities are communicated through the website and other platforms.

9. **Ongoing monitoring and periodic review of programmes:** This is mainly covered by EQUIS standard 2. The programme is regularly monitored and assessed through a wide range of measures, course outlines, student feedback communicated through course evaluations, the Advisory Board and various student administered surveys as well as through quarterly reporting providing the basis for the Report on Operations and the annual faculty reports. The latter also provide faculty with an opportunity to suggest improvements. Furthermore, input is provided from the Board of the SSE Riga Foundation representing various stakeholders. In the Board meeting cycle of the Foundation, the last meeting of the spring semester is devoted to strategic and development issues.
10. **Cyclical external quality assurance:** This is ensured by EQUIS-based reporting submitted to the Board of the SSE Riga Foundation that takes place on a quarterly basis addressing all 10 EQUIS standards.

II - Description of the Study Direction (3. Resources and Provision of the Study Direction)

3.1. Provide information on the system developed by the higher education institution/college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.

SSE Riga offers two educational programmes: a three-year undergraduate programme in Economics and Entrepreneurship and a two-year part-time Executive Master's programme in Business Administration (EMBA).

The School's financial year matches the calendar year, which means that the budget process is run during autumn. The reason for having a calendar year and not an academic year as the budget year is that the owner of SSE Riga – the SSE Riga Foundation – is by law required to have the fiscal year equal to the calendar year. The budget process involves all the School's activities. Costs and revenues for B.Sc. programmes are budgeted separately and reflect the fact that the B.Sc. programme is the School's core activity.

The main sources of revenue for provision of SSE Riga's two degree programmes are:

1. Tuition fees for undergraduate and graduate studies:

a.1. The tuition fee for the B.Sc. programme is EUR 6 250 yearly. Students from the Baltic states are granted a tuition fee waiver of EUR 2 350 each, thereby reducing their tuition fee from EUR 6 250 to EUR 3 900 yearly. Starting from 2018/2019, tuition fee waivers are also granted to the best non-Baltic students in order to promote the quality of education through international experience.

a.2. The tuition fee for the EMBA varies from EUR 27 000 to EUR 29 000 for the whole programme depending on the payment schedule.

1. Income from other educational and research activities which provide additional resources including:

b.1. In addition to the two degree programmes, SSE Riga offers open adult executive education courses as well as corporate training tailored to the individual company's needs and requirements.

b.2. SSE Riga provides, through its faculty, curriculum development to other universities drawing on the SSE Riga experience.

b.3. Faculty provides commissioned research for both public and private sectors. In addition the School receives funding from the EU, Latvian sources and other donors to undertake research. In 2018, SSE Riga joined the Register of Latvian Scientific Institutions. Other types of activity that provide additional revenue to cover the overall costs of the School are also encouraged.

b.4. Through the Anne-Marie and Gustaf Ander Centre for Media Studies at SSE Riga. This provides training programmes and related activities in the field of journalism and media management. The Centre's activities are to a large extent financed through grants.

1. Donations and alumni support. Donations and funds from alumni are channelled to the School through the Rigas Ekonomikas augstskolas-Stockholm School of Economics in Riga Foundation (which is the sole shareholder of the School).

The Foundation has two operational directions and basic objectives: activities of public benefit and activities of the Foundation as sole owner of SSE Riga, including the obligation to ensure the existence and further development of SSE Riga, which is an activity stipulated in the Articles of Association in accordance with paragraph 2.1 of the Articles of Association of the Foundation specifying:

The objective of the Foundation is the social benefit aimed at promotion of quality business education and scientific development ensuring accessibility thereof thus facilitating economic growth for Latvia and the region of Baltic States. Furthermore the objective of the Foundation is to ensure the operation and development of Riga School of Economics-Stockholm School of Economics in Riga (hereinafter the School) in the Republic of Latvia through ensuring proper management of the School and attraction of donations needed for the operations of the School and support of students through tuition fee scholarships, in order to provide talented Baltic students an opportunity to obtain competitive business education locally for the benefit of Baltic economies, thereby ensuring and facilitating highly skilled personnel and new entrepreneurs coming in the Latvian, Estonian and Lithuanian economies.

For the B.Sc. programme, the main financial goal is to keep tuition fees as low as possible in order to make the SSE Riga offering attractive to highly talented students with an interest in economics and business. Thus, the support provided by the Foundation and other donors, as well as additional funds from other types of activities within SSE Riga, have so far enabled the School to provide substantial tuition fee waivers to all students from the Baltic countries.

The programme cost per student depends on the calculation methodology. In the calculation

below, the central costs of the School (including central administration, premises and infrastructure maintenance, library services etc.) are divided by the total number of students and added in the respective proportion of the students of that particular programme to the direct costs of that programme. Note: the cost does not include costs of faculty research.

Costs of the Bachelor study programme in 2018 per student	
Total number of students	375
Cost per student, EUR, broken down as follows:	5 092
- production costs	17.5%
- personnel costs	44.9%
- facility costs	7.1%
- travel expenses	3.1%
- marketing and advertising costs	5.6%
- books, licenses and databases	3.4%
- office costs	2.1%
- administrative services	9.9%
- other costs	6.5%

3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III,

Chapter 3 below the respective study programme).

SSE Riga facilities are located in three buildings: the main campus building at Strelnieku iela 4A; the library and one of the auditoria are located in the adjacent-adjoining building at Strelnieku iela 4A k-2 belonging to the Riga Graduate School of Law; and the student dormitory building at Patversmes iela 22. All facilities, with the exception of the second floor of the dormitory building, are accessible by wheelchair.

The main campus building at Strelnieku iela 4A is located in the centre of Riga. It is a six-floor historic building built in 1907 as a school for German-speaking boys. It was completely renovated 1993-1994 when it was donated to SSE Riga by the Latvian Government. In the courtyard a modern auditorium, the George Soros Auditorium, and a lobby/cafeateria were built.

The largest auditorium – the Soros Auditorium – is located on the second floor of the building, with seating for up to 160 persons. Most of the School's administration is located on the second floor where are seven offices with a total of 24 workplaces for staff and faculty. The second floor contains the main administration space with seven offices and 24 total workspaces for staff and faculty. On the third floor are workplaces for seven staff and faculty members as well as additional workplaces for visiting faculty. There are also two auditoria, each with seating capacity for 65 students. The fourth floor contains office spaces for nine staff members, as well as three classrooms that can accommodate in total 89 students. The fifth floor has three classrooms that can accommodate in total 75 students, 2 employees, as well as two rooms for student organizations that can hold up to 11 workstations. The sixth floor has three classrooms that can accommodate a total of up to 60 students, as well as office space for 13 staff members.

The ground floor of the building consists of a lobby area with a recreation zone for students that can accommodate up to 250 people with standing room as well as a cafeteria-seating zone with tables and chairs for approximately 100 people. There is also a cafeteria/kitchen zone for food preparation and food service, as well as a reception area and copy centre near the entrance to the building, with seating for 2 staff members.

The library is located on the 6th floor of the adjacent/adjoining building owned by the Riga Graduate School of Law (Strelnieku iela 4 k-2), with a reading room, a main library, and a recreation seating zone for students, that accommodates up to 60 people. In addition, a staff office has two workstations. The building also contains one auditorium for SSE Riga with accommodation for around 100 people.

The School also maintains and operates a dormitory building located at Patversmes iela 22. The building accommodates up to 70 students, with living facilities, kitchen areas, bathrooms, study rooms, and leisure rooms located on two floors. School security cameras are located throughout the facilities, on the interior and exterior of the building, as well as motion sensor lighting.

Access to School campus buildings (the School and dormitory buildings) is regulated by an electronic door entrance system. Students, staff and faculty can present a valid SSE Riga ISIC or ITIC card to a card reader at the entrances to gain entry. The entrance card system is continuously monitored to ensure that only authorized persons can access the buildings.

All SSE Riga buildings have a public WiFi service. Students, staff and faculty, as well as visitors, conference attendees and the like are free to use the WiFi network. An additional WiFi network with higher throughput is provided for more network-intensive study work. Access to this network is only available by logging in with each user's individual account credentials.

As noted above, the buildings (School building, library, dormitories) have security cameras installed. This is to prevent theft and ensure the physical and material safety of those on School premises. Visitors are informed of the presence of cameras, their purpose and responsible supervisors by notices posted at all entrances.

The School provides students access to a computer lab located on the sixth floor. The lab is open days and evenings Monday through Sunday. It is equipped with stationary computers and self-service printing. Students can use the computers for any academic purposes, most commonly for printing or looking up academic materials. Furthermore, the computers are equipped with software licensed for academic use on School computers needed for specific courses.

The SSE Riga Library has two reading rooms for student usage: a smaller reading room for group work and discussions plus a larger reading room for quiet individual work. The larger reading room is equipped with stationary computers for student general use. Computers are equipped with software licensed for academic use on School computers needed for specific courses. Both reading rooms provide WiFi service. The library provides printing, scanning and copying facilities for student use during library working hours.

To provide students with space for studies, team work, and so on, the School's policy is to allow students to use classrooms for study purposes when they are not in use for classes, including evenings, Saturdays and Sundays.

The SSE Riga IT infrastructure is partly located on the premises and partly based on cloud solutions. The School maintains a dedicated server room with server infrastructure for on-premises services such as a WiFi system management and computer lab management, as well as infrastructure for services available both inside and outside the School building, for example, e-learning platform and VPN services. The server room is equipped with redundant power supplies and UPS battery backup. All physical servers are configured to be internally redundant. Automated regular backups are performed for all production virtual machines located on these physical servers. Cloud solutions include e-mail system, library databases, Microsoft accounts etc. SSE Riga maintains GDPR-compliant service contracts with all external data operators.

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 direction 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 direction, 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 options for the subscription to the databases.

Library services

The SSE Riga Library is an academic library whose mission is to support the academic

programmes at SSE Riga, SSE Riga faculty and academic centres, students from other academic institutions, and the public at large. The library is open 8:00-20:00 weekdays and 10:00-16:00 weekends. These hours are extended during intense periods of the study year. The library has two reading rooms with 60 seats and eight computer stations. Printing and copying are available for a fixed fee. Scanning is available free of charge. WiFi is available to all patrons throughout the library.

The SSE Riga library collection comprises 29,982 items that cover the subject areas of economics, business, and related social sciences. The majority of the resources the library collects are in English. The library's book collection is accessible via the electronic cataloguing system available through any web browser. The library staff acquire new books through such channels as canvassing the faculty for suggestions on new material, book reviews in prominent subject-area publications, and trade book lists. Books are checked out to patrons for two-week periods. B.Sc. students also check out their course books from the library, i.e. the library provides each student with the course books needed and hence no need to buy books for the courses. Course literature is due back at the end of each course.

The library subscribes to popular economics-related serials in paper that are checked out to patrons for one week. The library keeps a supply of the School's calculator on hand that students may borrow for five days. Since 2015, all students at SSE Riga have an electronic subscription to the Financial Times newspaper that they may read until they graduate.

The library maintains subscriptions to electronic databases enabling access to academic journals and data sets for students and faculty. Articles from academic journals are used as course material as well as for student and faculty research. Journal databases include EBSCO Business Source Complete (27,585 full-text downloads in the 2018-2019 academic year), EBSCO Econlit (3,340 full-text downloads in the 2018-2019 academic year), EBSCO Academic Search Complete (4,450 full-text downloads in the 2018-2019 academic year), JSTOR, Science Direct and Scopus. The library also maintains subscriptions to collections at the IMF, the OECD, and the World Bank.

For information about specific companies, the library subscribes to the worldwide edition of the ORBIS database (18,587 sessions in the 2018-2019 academic year), which includes accounting information, legal formation, and information on shareholders, owners, and subsidiaries. For information on securities trading, the library has a subscription to Thomson EIKON.

In addition, the library has subscribed to Qualtrics survey software and Nvivo interview parsing software to aid students and faculty in data collection. Since 2012, the EIKON, IMF, OECD, World Bank, and ORBIS databases as well as the Qualtrics and Nvivo platforms have all been added to the collection in response to student and faculty needs. With the exception of EIKON, all of these databases are available to students and faculty anywhere on the SSE Riga data network, either within SSE Riga facilities or over VPN. Librarians work with faculty to determine what databases are needed to satisfy the requirements of courses in different disciplines. A small fund is maintained to obtain academic articles and data sets not covered by the library's subscriptions if the need arises. The library plans to continue to expand its database collection in response to needs of BSc students and SSE Riga faculty.

The library is involved in teaching B.Sc. students how to discern whether or not a source is authoritative, how to reference works in their writing, and how to avoid plagiarism. In addition, students are given no fewer than five academic hours of instruction in how to use academic databases to find articles and data sets. The librarians are also available to B.Sc. students for individual and group research consultations upon request.

IT services

Each SSE Riga student, staff or faculty member is provided with an SSE Riga account which provides access to the e-learning platform/learning management system (Moodle), e-mail system, printing account and Microsoft account. Additionally, each student is provided with an academic database account, research database accounts, access to the computer room, access to printing facilities, access to electronic databases in library reading rooms or via VPN access, access to specific software and online solutions and access to WiFi service on campus.

General use of IT systems at SSE Riga is governed by “Regulations for The Use of The Information System” which sets out general rules for IT system use for staff and faculty as well as the “SSE Riga Privacy Policy” which sets out the basis on which any personal data will be processed. Student use of SSE Riga IT systems is, in addition, governed by “IT Regulations and Procedures”.

Upon first year arrival each student is given an individual SSE Riga account. These accounts govern student access to IT systems, including e-learning and e-mail. These accounts remain active and accessible to students while they have an active study agreement with SSE Riga. Student accounts are closed and deleted within three months after students finish their studies at SSE Riga, either by graduating or being ex-matriculated.

The School provides each student with a SSE Riga ISIC card and each staff and faculty member with an ITIC card. These cards serve as personal identification cards for examinations and in general academic life. The cards also serve as entrance cards to School premises. Furthermore, they serve as identification cards for the printing self-service system. These cards are also valid international student identity ISIC cards for proving student status.

The School’s e-learning platform serves as the main learning management and information platform for study-related materials including all course-related materials, assignment submissions and grade publishing. It is also integrated with the anti-plagiarism software Turnitin. All faculty members are required to use the e-learning platform for publishing course-related information, course materials, tasks for students, collecting student submissions and publishing grades. The e-learning platform is also used by the School’s administration for publishing study-related information, such as rules, regulations, procedures and announcements, as well as publishing information from various School administration departments, such as information about exchange programmes and financial aid information. Additionally, student organizations use the e-learning platform for publishing information about their activities, informing about events, etc.

The School’s e-mail system is used by the administration and faculty for all communication with students about their study matters. In addition to e-mail accounts, students are also provided with a School-managed cloud storage solution that students are encouraged to use for collaboration, storage and backup of study materials. Additionally, students have access to a School-managed calendar system, which allows students to track study schedules and manage their own events and schedules.

SSE Riga uses a printing management system to facilitate student printing for study purposes. Each student receives an individual printing account. At the start of each semester all active students receive printing credits enabling students to use school-provided printing facilities to perform printing needed for studies. Additional printing credits can be bought. Printers are available in the computer lab and in the Library. The Library also provides colour printing, scanning and photocopying services. The printer in the computer lab is available through the School’s network.

The School provides a licensed Microsoft Office productivity suite for free for all students, staff and full-time faculty, allowing use of licensed and updated suite of Office programmes on personal

devices during their studies or employment at SSE Riga.

For academic administration, SSE Riga uses the Latvian LAIS (Latvijas Augstskolu Informatīvā Sistēma) system. The system manages student personal information, academic information and grades. Programme administrators use this system for student record-keeping. Students can use this system to check their grades and other study-related information and to sign up for elective courses.

Faculty, staff and students have access to VPN services provided by the School. This allows for remote work from e.g. home or exchange locations, utilising resources needed for academic work that would otherwise be usable on premises only (e.g. certain library databases).

The School uses digital examinations (DigiExam software) when possible – mainly for essay-based exams, with students writing the exams on their own laptops – the main benefits being easier writing for students and easier grading for faculty. Students can opt out and write exams on paper. Exam answers and graded exams are stored in a cloud solution provided by the software vendor.

3.4. 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.

SSE Riga strives to attract the most knowledgeable and recognized experts in their fields in order to comply with the FREE Educational mission (Fact and science-minded, Reflective and self-aware, Empathetic and culturally literate, Entrepreneurial and responsible), as well as one of the three values of the SSE Riga community – Excellence.

The academic staff consists of permanently employed staff and visiting staff. During the assessment period the number of permanently employed staff has increased and visiting staff numbers have decreased. We envisage maintaining this tendency and attracting even more staff on a permanent basis. Permanent staff members have a better feel for the needs of the University, while permanency also facilitates cooperation and exchange of views with colleagues from other departments in order to maintain an all-inclusive educational system.

SSE Riga bylaws aim to ensure compliance with the Law on Higher Education, the Labour Law, the Law “Par Rīgas Ekonomikas augstskolu”, the Law on Scientific Activity, Order No.214 of the Cabinet of Ministers “On Approval of the Constitution of “Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga” plus corresponding Cabinet of Ministers regulations.

The very small size of SSE Riga argues against excessive formality. Potential candidates are sought by different means – through specific scientific networks, advertising (e.g., the Social Science Research Network, SSRN), through the SSE Riga Alumni network, recommendations from partner universities, plus approaching individuals based on faculty contacts. All positions are open and candidates are assessed by heads of department, the Rector and the Senate.

Recruitment procedures vary as between permanently employed staff and visiting staff.

Permanently employed staff. The employment process is regulated by the ["Internal Regulations On Academic Positions at Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga"](#), approved by the Senate on July 2, 2018, minutes No.3/2018. These regulate the terms/criteria for selection and taking academic positions, and qualification requirements, tasks and terms of

election at SSE Riga.

Positions as associate professor and professor are announced in the official newspaper "Latvijas Vēstnesis". Any candidate can apply within one month. After that, the Senate reviews all applications according to the criteria laid down for the position. The most suitable candidate with the most positive internal evaluation is nominated by the Senate for the next round – to the external Council of Professors in the relevant field. If the candidate passes the election, an agreement is concluded. During the reporting period, three faculty members have been elected as professors and one as an associate professor. The School envisages attracting several new professors and/or associate professors in the following academic year.

The final word in attracting academic staff as lecturers and assistant professors belongs to the Rector and Senate, not to the external Council. These positions are elected internally according to proven qualifications in teaching and/or research and following the processes outlined in the internal regulations. That is, an assistant professor should hold a doctoral degree and proof of potential in academic and scientific work; a lecturer should hold a doctoral or master's degree and should have established a record of continuous growth in teaching and research. The Rector reviews all applications and forwards the most appropriate to the Senate for approval.

Visiting teaching staff are invited to conduct specific courses and/or lectures and are employed on term-based contracts. Typically, the same lecturers return year after year. Most changes appear within elective courses, which tend to vary in line with the interest of students and overall programme development. Visiting teaching staff must satisfy the same qualification requirements as permanently employed staff. Qualifications of Visiting Professors or Visiting Associate Professors are accepted pursuant to the procedure applicable in their home university. Visiting faculty are largely identified using the SSE Riga academic network. As mentioned before, the number of visiting teaching staff has declined over the assessment period.

3.5. 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 qualification (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 Faculty Activity Report (FAR) serves as the basis for faculty development. In addition course evaluations, other forms of student feedback, course outlines and individual discussions with the academic management provide additional input for the process of faculty development.

The FAR is a self-assessment report undertaken by the end of the academic year. The Report is structured around the following four topics:

- teaching, supervision and student advising;
- research/scholarship and professional development;
- university and community service; and

- assessment of distribution of workload.

Once submitted, the Reports are assessed and also form a basis for planning for the upcoming academic year. Thanks to the School's small size, interaction between faculty and the academic leadership is not limited to scheduled meetings but also includes ad hoc meetings when the need arises.

Student satisfaction with the courses and lecturers is assessed by Course Evaluations. After each course, students electronically fill out course evaluation forms developed by the Education Committee of the Student Association. The information gathered is compiled into a report and is delivered to the course director, rector, and academic coordinator. Meetings with the lecturers are organized if needed. In addition, students submit an exit survey at the end of the third and final year. This survey provides valuable input in terms of assessing the overall study process at SSE Riga. The small size of the School allows students to approach lecturers and the rector directly with their suggestions and issues. Students are encouraged to use this opportunity.

The academic administration and the rector hold regular meetings with teaching staff to discuss the overall achievements and challenges within courses – logistics, structure, and students' performance.

The main motivation for teaching staff at SSE Riga is the opportunity to work in an international environment with highly motivated students. The School provides faculty with plenty of time for research. Faculty are granted flexible working hours as stipulated in the Internal Work Regulations.

Faculty are encouraged to identify training courses that they might find relevant for their professional development – these courses could cover issues ranging from pedagogical training to training in certain skills related to their research. Furthermore, the main possibility for faculty development is participation in academic conferences and seminars. In terms of training related to pedagogical skills the impact is naturally to be seen in the courses, their development and delivery. Following the fact that the education at SSE Riga is based on research, research-related professional development opportunities play an integral part in the development of the programme as well. If courses, conferences and seminars are seen as relevant, faculty participation including travel and accommodation is covered by the School.

Annual faculty activity reports play an important role in terms of identifying the needs of each faculty member.

3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment

of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

Altogether, 46 persons have been involved in conducting courses on the B.Sc. programme during 2018/2019. Since 2013, this number has decreased by one-third – a development that reflects the fact that the School's permanent faculty has increased during the period. Permanent faculty members are supposed to devote 40% of their time to teaching, 50% to research and 10% to administrative tasks. These proportions may vary from year to year and should be seen as an average over a longer period.

Faculty members are encouraged to attend academic conferences and workshops in their area of expertise. They are regularly invited to participate in policy discussions, non-academic conferences and events – this is seen by the School as an important way of reaching out to the non-academic community and hence a way of fulfilling its mission.

SSE Riga staff and faculty regularly upgrade their qualifications abroad. The budget allocated for this type of staff and faculty travel has increased during the reporting period. Accordingly, the number of trips for this purpose has increased. Furthermore, thanks to the now discontinued Swedish Government Scholarship Programme for students from the Eastern Partnership countries, close ties with Belarus, Georgia, Moldova and Ukraine have developed. Faculty is required to participate in admission interviews in Estonia, Lithuania, Belarus, Georgia, Moldova, Russia and Ukraine.

Faculty and staff are encouraged to visit partner universities for exchange of experience within the ERASMUS mobility programme. During these events they widen their worldview, form partnerships resulting in new research and projects bringing additional value to study. Most of the faculty members are involved in international projects, several of them funded by the EU or the Nordic Council of Ministers/Nordplus. Thanks to the School's affiliation with the FREE network of research institutes led by the Stockholm Institute of Transition Economics (SITE) at the Stockholm School of Economics, faculty are well-connected with research institutes in the region. SSE Riga faculty has played an active role in establishing the Baltic Economic Association and plays an important role in its governance.

SSE Riga enjoys a close partnership with the University of Central Asia (UCA). This involves SSE Riga faculty playing a pivotal role in terms of developing the UCA undergraduate curriculum in economics. During the reporting period the leadership and part of the teaching staff from UCA have visited SSE Riga. Furthermore, almost all SSE Riga teaching staff members have visited UCA to better understand the needs and environment of UCA for course development and experience exchange purposes.

Professors from other universities regularly attend SSE Riga to give guest lectures in the B.Sc. programme, to hold seminars for the SSE Riga/BICEPS Economics Seminar

(that meets every second week) and in the Open Workshop Series on business and management that meets about every third to fourth week during the academic year. Furthermore, the School organizes conferences and open lectures featuring leading academicians.

Academic staff mostly prefer to use training opportunities or opportunities for research, rather than teaching in other universities. This is caused by their desire to attend professional development courses and learn something new. In future, teaching mobility is planned to be used more widely.

3.7. 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.).

Since 2012, the academic and personal assistance available to SSE Riga students, especially in their first year of studies, has grown substantially. Currently this takes multiple forms, such as academic, psychological, social, and professional support.

Academic

First, upon their enrolment, all first-year students, including returning students, are assigned an academic advisor to guide them through their first year of studies. The role of the advisor is to a large extent to facilitate the transition from secondary school to higher education. The advisor helps with academic planning and study techniques, monitors students' academic performance and helps them get back on track if needed. Moreover, the focus is on teaching the student to take active control of their own progress by setting and assessing goals, analyzing their own performance, planning their time and developing effective study habits while taking care of personal growth and a balanced/healthy study experience.

The academic advisors are recruited from among SSE Riga faculty members. Each advisor has approximately 15 advisees. Four regular meetings are scheduled during the academic year. Additional meetings are organised if needed. Besides the required meetings, students are welcome to see their advisor any time and receive assistance. Advisors themselves meet regularly to discuss their observations and problems identified and to assess overall progress. Feedback from advisors plays an important part in assessment of the curriculum.

The second type of assistance available to SSE Riga students is the Mentoring Programme with the aim of providing second year students with further academic and career guidance. Participation in the programme is voluntary. The programme is run by the SSE Riga Alumni Association in cooperation with the School. Students are paired with SSE Riga graduates through matching student interests and needs with the profile of the graduate. Meeting frequency, format and content is highly individual. Mentoring typically takes place over a period of one year, but may continue if both parties find it valuable. Examples of topics covered during the mentoring process: How to gain most out of studies? How to choose an industry/job? How to get the job that I want? How to choose/Where to study further? In total 80-90 alumni are involved. Mentoring may be face to face and/or over Skype or Zoom.

The third type of assistance available to first year students is through their older peers. The SSE Riga Student Association has launched an initiative that pairs first year students with second year students for additional academic and social support. First year students can sign up for a second year student mentor. The older students share their knowledge and help newcomers with the transition from high school to the university environment and study process. Mentoring runs as long as both parties find it useful: it is particularly intensive during the first semester of the first year. The programme is highly appreciated by the students participating in the programme (both mentees and mentors).

Counselling and psychological support

SSE Riga offers a free counselling service to all students to ensure their psychological and emotional well-being. Counselling, which is individual and fully confidential, is provided by a certified psychologist. Students are informed about the availability of counselling at an informative seminar by the School psychologist at the beginning of the academic year. Students may also be encouraged to seek counselling at meetings with their academic advisors and meetings with the School's academic administration.

Career and personal development

Career advice forms an integral part of the study process. Career guidance has always been part of Academic Advising in spring when students have to choose their first internship. It is also, as noted above, an important feature of the Mentoring Programme. Guest lectures and project work in companies provide additional sources of career information.

As of 2017, the mandatory internship programme has been enhanced by a mandatory non-credit course. This "Business and Leadership Skills" course raises student awareness of key social and business skills. The skills covered are identified and reviewed in cooperation with the School's academic management, faculty and staff. Furthermore, feedback from students, alumni and employers is crucial when identifying the needs – and hence topics – covered in the course. The course runs throughout all three years of studies, with topics sequenced to match student needs. The first year covers topics such as career development, motivation, planning and priority setting, goal-setting, and presentation skills. Among topics covered in the second year are: networking, sales skills, emotional intelligence. The third year covers: the global environment, the impact of technologies, happiness and empathy. The course is delivered by SSE Riga faculty members as well as SSE Riga graduates, other professionals and employers.

International

All international students are assigned a "compadre" – a first-year or second-year student to help them with practical issues, such as making living arrangements, meeting them at the airport or bus station, and supporting them through the first days at SSE Riga. Compadres also provide ongoing support and assistance as well as opportunities for socialising and friendship throughout the semester at SSE Riga.

The School provides an orientation session for students to familiarise them with the academic environment, and SSE Riga's rules and regulations. The session also introduces Latvian culture and traditions.

II - Description of the Study Direction (4. Scientific Research and Artistic Creation)

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

Research lays the basis for the education provided by SSE Riga. The School conducts research in four fields:

- economics
- finance
- business administration (including ethics and sustainability)
- English language with a focus on applied linguistics

Within each of the research fields covered are certain areas with a particular focus and where a distinctive expertise develops. This process is to a large extent determined by the preferences of the faculty.

To fulfil its mission research has to be relevant while at the same time rigorous as the primary vehicle for achieving relevance. SSE Riga promotes relevance through a range of activities that bring researchers into direct contact with practitioners and policymakers. One example is an active research agenda on the shadow economy, its measurement and causes. This started with the observation that the shadow economy is, by EU standards, large in the Baltic states. This encouraged researchers to develop a methodology to estimate the size of the shadow economy. Application of the developed methodology to the Baltic economies further raised policymakers' interest in the issue. Research on demographic issues is another example where academically solid research contributes to shaping the Latvian policy agenda.

Faculty is encouraged to participate in extramural practice-oriented activities. For example, serving in the Latvian Fiscal Discipline Council, working together with the FICIL (the Foreign Investors Council in Latvia) in assessing the Latvian business climate or estimating the social cost of migraine in the Baltic states. It is important that this does not mean that practitioners or policy makers control the research process. On the contrary, research should be free and independent so that faculty members decide which areas to focus on. The School's research profile can, to a limited extent, be managed through faculty recruitment.

Despite its small size SSE Riga possesses strong research potential. Virtually all core faculty perform research. Faculty research largely corresponds to the faculty teaching profile. Following recent years' faculty recruitment SSE Riga's research potential has increased. Consequently, research output is good and has become increasingly

international during the period. Increased research potential also translates into increased external research funding through grants and projects. Faculty across fields meet two to three times each semester to discuss research and possible joint cooperation in terms of research and grant applications. The ambition is to increase external funding for research.

To further attract external funding, SSE Riga has established a scientific institute which is a unit within the School. Finally, several SSE Riga faculty members are also affiliated with the Baltic International Centre for Economic Policy Studies (BICEPS, www.biceps.org). BICEPS is an independent research institute located at SSE Riga. It forms part of the network of research institutes led by the Stockholm Institute of Transition Economics at the Stockholm School of Economics.

The fact that any educational programme from SSE should under the SSE charter be based on academic teaching and research and the *FREE* concept as such ensures that research is an integral part of the SSE Riga objectives and mission.

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.

Science-based teaching and learning is central to SSE, and hence through to SSE Riga through the licence agreement with SSE. Science-based teaching and learning has been part of the SSE mission since its inception in 1909. Therefore, research is considered an imperative for SSE Riga faculty members.

Research impacts learning and programme innovation in two ways: directly and indirectly. First to stress is the direct influence of research on teaching and learning as faculty continually update content to reflect current research findings. In addition to providing input into re-development of existing courses, research also provides a basis for development of new courses. Research has also provided input for SSE Riga teaching cases.

Second, having faculty who are active researchers means that faculty will think as researchers, hence reflecting the key attributes of academic research – such as curiosity, rigour, and methodological transparency – in their teaching. Therefore, beyond the function of research output as input for teaching, faculty participation in the research process itself is important for fostering an open mindset and promoting scientific thinking: key components of the *FREE* concept.

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.

Most faculty members collaborate internationally in their research. Essentially all of them participate in international conferences at least once a year. Thanks to faculty involvement, SSE Riga hosts international conferences, workshops and seminars. Recent examples from spring 2019 are the European Institute for Corporate Governance Roundtable, attracting leading global researchers in the field to discuss “Why are fewer companies going public?” and the annual conference of the Baltic Economic Association. SSE Riga faculty members also engage with other academic institutions in Riga to organize conferences and seminars.

Furthermore, a steady stream of short-term visitors present their research at the SSE Riga/BICEPS Economics Seminar that meets every second week throughout the academic year and the Open Workshop Series in business administration that meets roughly every third week. These seminars and workshops are open to SSE Riga faculty and students as well as external visitors. Beyond presentations, these visits also enable direct collaboration with SSE Riga faculty in terms of research and joint research applications. The School accommodates visitors for periods from a week up to a full semester. When possible, the School cooperates with foreign embassies in Riga in terms of financing and inviting visitors to SSE Riga. SSE Riga’s active participation in international projects also generates an inflow of foreign researchers, faculty and administrators to SSE Riga.

Visitors are regularly invited to participate through guest lectures and seminars – in particular in the courses on Ethics and Sustainability and Introduction to Academic Studies. In many cases these are mandatory. This provides students with opportunities for exposure to different views and different teaching styles. Students are also welcome to join the SSE Riga/BICEPS Economics Seminars and the Open Workshops.

SSE Riga faculty members serve as editors of international academic journals. A majority of core faculty members act as reviewers for international academic journals. The School publishes the Baltic Journal of Economics together with the Baltic International Centre of Economic Policy Studies and in cooperation with Taylor&Francis Routledge.

To encourage international cooperation and exposure, SSE Riga operates a generous policy in terms of travel grants for conference and seminar presentations.

Plans for international cooperation in terms of research are in the light of academic freedom driven by the faculty with the support and encouragement of the School.

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 direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

Research is considered a key activity at SSE Riga – as important as teaching. The normal research workload for a faculty member is 50%. Upward deviations from the 50% include faculty with extensive research funding and hence a reduced teaching load. Faculty members decide on which research areas to focus on. Research is required for promotion.

In terms of research, faculty are assessed on the basis of academic publications, participation in academic conferences, contributions to the policy debate and the debate on business practice. In addition, international cooperation and student involvement in the research process are taken into account.

Research output by SSE faculty is shown in the table below. It includes core as well as non-core faculty.

Articles in refereed journals	107
Articles by SSE Riga core faculty authors	80
Articles by SSE Riga core faculty authors/internationally co-authored	108
Books (monographs)	0
Books edited	1
Book chapters	56
Teaching cases	0
Other publications: Working papers, reports and studies	317

For the academic year 2018/2019 the highlights in terms of academic publications are:

- Three publications in the top 50 academic journals in economics, finance, business and management as identified by the *Financial Times* and influencing the FT
- One article already has 8 000+ downloads and close to 100 citations.
- Several published papers are based on SSE Riga B.Sc. theses and have been further developed in cooperation with SSE Riga faculty members. One of these papers is published in a *Financial Times* ‘top 50’ journal.

An alternative metric is provided by Scopus, which lists 60 international academic peer-reviewed publications (journals) with authors giving “Stockholm School of Economics in Riga” as their affiliation during the period. Overall, publication statistics are expected to increase further as several faculty members are still relatively junior.

Research is mandatory for permanently employed faculty and a certain share of their time should be allocated to it. The School provides each faculty member with a budget for conference- and research-related travel. In addition to quarterly reporting, faculty are also required to produce an annual faculty report covering research, teaching, international cooperation and community service.

4.5. Specify how the involvement of the students in scientific 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 direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

Throughout the three years of studies at SSE Riga the B.Sc. students build their portfolio of research skills. Most of the courses during the first two years of study address at least one particular new research skill through assignments and term papers. Students are introduced to a wide range of quantitative and qualitative research methods – ranging from econometrics to interviews. This knowledge is consolidated in the mandatory research methods course that is run towards the end of the second year. The explicit aim of the course in research methods is to prepare students for B.Sc. thesis writing that takes place during their third year of studies.

B.Sc. thesis writing is where all students are required to undertake academic research. Theses are written individually or in pairs. Students are supervised by SSE Riga faculty members or by external supervisors. In the case of theses with a potential for academic publication and/or conference presentations, supervisors are encouraged to work together with students after thesis submission to develop it into a journal article or paper for conference presentation. This strategy has been successful and resulted in several conference presentations and academic publications. As for the latter, publications during the academic year 2018/2019 based on previous years’ B.Sc. theses include:

- Anna Aleksina, Stanislau Akulenka and Ágnes Lublóy, (2019), Success factors of crowdfunding campaigns in medical research: perceptions and reality, *Drug Discovery Today*, 24.
- Ágnes Lublóy, Karl Arnold Kommel and Martin Sillasoo, (2018), Could crowdsourced financial analysis replace the equity research by investment banks? *Finance Research Letters*, 29.
- Ágnes Lublóy, Edgars Rihards Indars and Aliaksei Savin, (2018), Herding behaviour in an emerging market: Evidence from Moscow Exchange, *Emerging*

Markets Review, 38.

- Talis Putnins, L. Malceniece and K. Malceniaks (2019): “High frequency trading and co-movement in financial markets”, *Journal of Financial Economics* (one of the top three academic journals in the field of finance).

In addition to being good as such, this also provides external control of the quality of SSE Riga education.

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 study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

During the period, the School's recruitment activities have shifted from traditional methods such as school presentations and brochures towards more active use of social media and targeted information. This has made it possible to identify, reach out to and attract prospective students that previously were hard to reach through more traditional methods.

The flipped classroom approach, in particular the aspect that emphasises active learning, enables students to test their skills in applying knowledge. This is seen in increased fieldwork and an increase in the number of analytical reports written and how they are examined - in several cases through discussion between the author(s) and an individual faculty member.

Through cooperation with Riga Technical University, students in the specialisation course in Retail Management use the RTU design lab with opportunities for prototyping including 3D printing to develop service design concepts.

Better integration of the Turnitin anti-plagiarism software with the e-learning platform enables a more efficient approach to checking for plagiarism in student work.

II - Description of the Study Direction (5. Cooperation and Internationalisation)

5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction 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 employers.

In terms of cooperation with Latvian and foreign institutions within the study field,

long-term cooperation is regulated through Erasmus+ agreements and bilateral agreements on student and faculty exchange. In addition to these long-term agreements, there are short-term or project-based agreements with partners from academia, the scientific community, the private and public sectors, and NGOs.

To a large extent employers are attracted through the SSE Riga alumni network comprising B.Sc. and EMBA graduates. In addition, employers are attracted through executive education clients, for example, leading Baltic retailer Rimi, which is actively involved in the School's retail management course. In the light of the ESG and EQUIS standards the cooperation agreements discussed above provide opportunities for student to benefit from external expertise and reference points. It is worth emphasizing that involves experience sharing with academicians, professionals as well as students from other academic institutions in Latvia and from abroad - there by ensuring an exposure to different points of reference.

For the B.Sc. programme these agreements cover a range of activities including:

- joint courses or student projects with international academic partners – in many cases financed by the Nordic Council of Ministers through the Nordplus programme;
- joint courses with Latvian universities – in most cases inviting students from other higher education institutions in Latvia participating and earning credits for courses at SSE Riga, e.g. in the entrepreneurship specialisation course during the third year. Latvian partners include the University of Latvia, Riga Technical University, the Art Academy and Riga Graduate School of Law;
- use of facilities of other universities, e.g. the prototype laboratory at Riga Technical University for student projects on customer-centred design;
- involvement of private and public sectors and NGOs in course projects, e.g. in Organisation and Management and in Market Research;
- involvement of business community representatives in evaluating projects in, e.g., courses in strategy, entrepreneurship and retail management; and
- participation as guest lecturers.

To a large extent the initiatives presented above are driven by individual faculty members when developing their courses. As part of the process of approving course outlines, initiatives are approved by the SSE Riga academic leadership before being launched.

Although to a large extent driven by individual faculty members, these activities are strongly encouraged and indeed are pivotal to the SSE Riga educational experience. For example, they enable students to develop several of the FREE aspects through interaction with students from other programmes and from other backgrounds. In addition, they expose students to real-world problems and enable them to apply the tools learnt in class. Cooperation with students outside Latvia enables students to use virtual tools for teamwork and project work.

To a large extent employers are attracted through the SSE Riga alumni network

comprising B.Sc. and EMBA graduates. In addition, employers are attracted through executive education clients, for example, leading Baltic retailer Rimi, which is actively involved in the School's retail management course.

From the viewpoint of faculty development, projects involving other partners provide opportunities to learn from colleagues at other institutions of higher education and to try out new methods of collaborative work involving students as well as faculty. Cooperation and involvement with the business community provides valuable insights into current business practice and generates ideas for further course development.

5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.

Two types of international students attend SSE Riga: those who are admitted to the B.Sc. programme, and those who choose SSE Riga for their student exchange. Exchange students stay at SSE Riga for one – and in some cases two – semesters and enjoy considerable freedom in terms of composing their own curriculum.

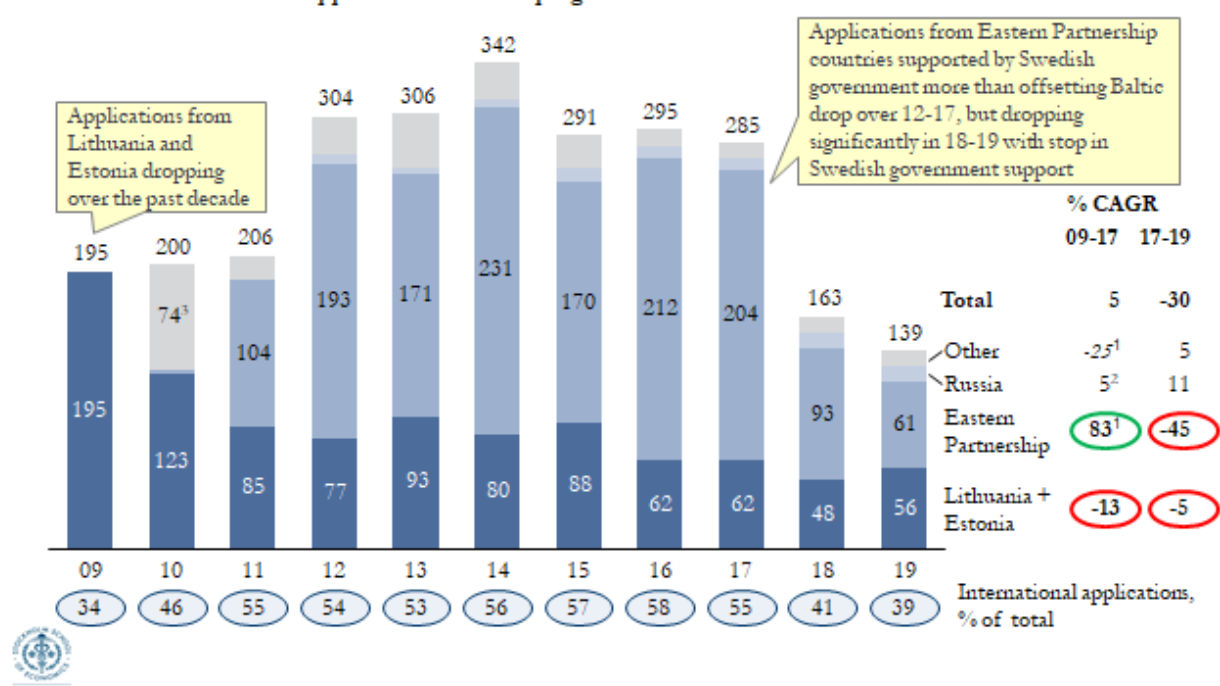
To attract foreign students to the B.Sc. programme the tools used are essentially the same as those used for recruiting Latvian students. Among the tools are: education fairs, student ambassadors, info sessions arranged by SSE Riga, social media (Facebook, Twitter and Instagram), Google ads and the SSE Riga website. A key role is played by students and alumni, who both play an active role in reaching out to secondary schools, identifying prospective students and taking part in presentations. In particular, alumni involvement plays an increasingly important role. This could be illustrated by the effort by the Estonian alumni community to increase the number of Estonian applicants and hence students. In addition to identifying good schools and strong prospective candidates, the Estonian alumni community has made a commitment to cover the first year's tuition fee for up to ten Estonian students.

To reach out to Ukrainian students, SSE Riga has launched a joint offer together with the Kiev School of Economics (KSE) where Ukrainian students who graduate from SSE Riga could continue with Master studies in economics at KSE. As part of the agreement, KSE allocates a person to work on student recruitment for the SSE Riga B.Sc. programme. To reach out to Russian prospects, SSE Riga cooperates with the Stockholm School of Economics in Russia drawing on the School's network of EMBA Alumni and whose children are approaching the age when deciding upon where to go for higher education.

In addition, SSE Riga also cooperates with the Latvian and Swedish embassies and consulates in the region in terms of dissemination of B.Sc. programme information. In Riga, the School cooperates with the Moldovan and Ukrainian embassies. The Ukrainian Embassy has allocated a contact person at the Embassy for Ukrainian students and their parents. To ensure official recognition of the SSE Riga B.Sc. degree in Belarus and Moldova, SSE Riga academic leadership has had meetings with the two countries' Ministries of Education and Science.

INTERNATIONAL STUDENTS

Number of International Applications to the BSc programme



To facilitate financing of SSE Riga studies, the School – in cooperation with SEB Bank Latvia – offers a loan package to cover tuition fees and living expenses. The programme is open to students from the Baltic countries as well as from the Eastern Partnership countries and Russia. The loan offered through the programme is guaranteed by the School. Accordingly, there is no need for parents or relatives of the students to sign any documents.

To attract incoming exchange students, SSE Riga distributes information on exchange opportunities to its Erasmus+ partners as well as other partners with whom SSE Riga maintains bilateral agreements. A designated page on the SSE Riga website exists for prospective exchange students. Information can also be obtained from the SSE Riga International Coordinator. Furthermore, faculty members are encouraged to promote exchange opportunities at SSE Riga when visiting other academic institutions.

Given the small size of SSE Riga and its faculty, the School does not have a specific system for attracting international faculty. The School nevertheless tries to develop a network of faculty contacts through e.g. project participation, joint research and invitations to give seminars in the Open Workshop Series and the SSE Riga/BICEPS economics seminar.

5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.

A total minimum ten weeks of internship is mandatory during the summer holidays between the first and second years, and the second and third years, respectively. Students themselves have to find their own internships. However, the School supports them in several other ways. Aspects of finding an internship and identifying internships relevant to students – given their career objectives – form integral parts of the first year’s academic advising as well as second-year alumni mentoring. Furthermore, the course in Business and Leadership skills that runs throughout the programme also covers a number of skills needed, e.g. CV and cover letter writing and interviews.

Together with the SSE Riga Student Association, SSE Riga facilitates matching students with internship providers and employers. This is done through the job portal and the annual career fair, Days of Opportunities (<https://www.sseriga.edu/recruit-our-students>).

Internships can be fulfilled in public or private organisations as well as NGOs, either in Latvia or abroad. Occasionally SSE Riga and the Baltic International Centre for Economic Policy Studies (BICEPS) offer internships as research assistants.

5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.

No joint study programmes are run and none are planned.

II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)

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 direction, 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 direction and the relevant study programmes.

Recommendations by experts in the previous accreditation were:

1. “The School should attempt to restore the high number of applications evident several years ago in order to certainly secure the programme’s continued existence and high quality.”
2. “Most universities have a formal employer/graduates advisory committee today.

The School might with benefit set up such a body to meet regularly with an agenda and minutes taken. This would help ensure the appropriateness of the curriculum. “

Regarding the first comment the Latvian and Baltic demographic reality is quite grim. Compared to ten years ago, the size of today's cohorts graduating from secondary school is roughly half. Hence, an increase in terms of quality applicants is very unlikely to come from Latvia. The School is therefore increasing its efforts to attract more qualified applicants from Estonia and Lithuania. Furthermore, although the Swedish Government scholarship programme offered to students from Belarus, Georgia, Moldova and Ukraine has come to an end, the School is still actively recruiting in these countries, building on the reputation built through the scholarship programme. To further attract strong candidates, the School is gradually increasing its presence in Russia. Finally in this context, it should, however, be emphasized that although the number of applicants has fallen, the quality of the students admitted, as measured by SSE Riga admission tests, has essentially remained intact.

To further encourage prospective students to apply, the School has facilitated the first step of the application process. This is done by cutting to a minimum the required information to be uploaded when registering for SSE Riga admission tests – this should hopefully lower the threshold for applying and accordingly have a positive impact on the number of applicants. The information that previously all applicants were asked to submit is now only submitted by applicants invited for interview.

With respect to the second recommendation, the School – or rather, the SSE Riga Foundation – has added two board members representing the business community to the board of the SSE Riga Foundation. The Alumni Association has, in its capacity as one of the Founders of the Foundation, always been represented on the Board. According to its Charter, the Alumni Association is in the mandate of the Board of the SSE Riga Foundation to provide guidance to the leadership of the School. The Board meets four times a year and minutes are kept. Included in the material presented to the Board at each meeting is a Report on Operations covering the various aspects of academic operations as outlined by the EQUIS criteria and standards.

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

Not applicable.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Appendix 1. List of the governing regulatory enactments and regulations of SSE Riga.pdf	1. pielikums. Saraksts ar galvenajiem SSE Riga iekšējiem normatīvajiem aktiem un regulējumiem.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Appendix 3. SSE Riga management structure.pdf	3. pielikums. SSE Riga pārvaldības struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)		
Management structure of the study direction	Appendix 5. Management structure of the study direction.pdf	5. pielikums. Studiju virziena pārvaldības struktūra.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Appendix 6. Basic information on the teaching staff involved in the implementation of the study direction.pdf.xlsx	6. pielikums. Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācītspēkiem.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Appendix 7. Biographies of the teaching staff members.zip	7. pielikums. Mācītspēku biogrāfijas.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Appendix 8. Summary of the statistical data on the incoming and outgoing mobility of the teaching staff.pdf	8.pielikums. Statistikas datu apkopojums par ienākošu un izejošo mobilitāti pārskata periodā.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	Appendix 9. List of publications of the teaching staff.zip	9. pielikums. Mācītspēku publikāciju saraksts.zip
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Appendix 10. List of cooperation agreements.pdf	10. pielikums. Sadarbības līgumu saraksts.pdf
Statistical data on the teaching staff and the students from abroad	Appendix 11. Statistical data on the teaching staff and the students from abroad.pdf	11.pielikums. Statistikas dati par ārvalstu studējošajiem un mācītspēkiem.pdf
Statistical data on the mobility of students (by specifying the study programmes)	Appendix 12. Statistical data on the mobility of students.pdf	12. pielikums. Statistikas dati par studejošo mobilitāti.pdf
Description of the organisation of the traineeship of the students	Appendix 13. Description of the organisation of the traineeship of students.pdf	13. pielikums. Studējošo prakses organizācijas apraksts.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	Appendix 14. Agreement confirming the traineeship of the students in companies.pdf	14. pielikums. Prakses līgums.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Appendix 15. Overview of the implementation of the provided recommendations.pdf	15. pielikums. Rekomendāciju izpildes pārskats.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Appendix 16. Regarding State Language.pdf	16. pielikums. Par iesaistīto mācītspēku valsts valodas zināšanas atbilstību noteikumiem.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of 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 (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		
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 Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Application2.12.2020..pdf	Iesniegums_2.12.2019.pdf

Other annexes

Name of document	Document
SVID analīze.pdf	SVID analīze.pdf
SWOT analysis.pdf	SWOT analysis.pdf
Faculty Activity Report 2018-2019.pdf	Faculty Activity Report 2018-2019.pdf
SWOT analysis.pdf	SWOT analysis.pdf
Mācībspēku darbības pārskats 2018.-2019. ak.g..pdf	Mācībspēku darbības pārskats 2018.-2019. ak.g..pdf

Economics and Business

Title of the higher education institution	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Economics and Business</i>
Education classification code	<i>43311</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Lars Anders Gustav</i>
Surname of the study programme director	<i>Paalzow</i>
E-mail of the study programme director	<i>anders.paalzow@sseriga.edu</i>
Title of the study programme director	<i>Ph.D</i>
Phone of the study programme director	
Goal of the study programme	<p><i>The B.Sc. programme in Economics and Business aims at establishing the conceptual base and analytical skills in both economics and business providing a solid springboard for further academic and professional careers and educating socially responsible citizens. To achieve these aims the programme combines economics and business studies with entrepreneurial and research experiences and two mandatory internships.</i></p> <p><i>The SSE educational aims are summarised by the FREE concept:</i></p> <ol style="list-style-type: none"> <i>1. Fact- and science-minded. An education from SSE (and accordingly SSE Riga) rests on scientifically produced knowledge. The bases for knowledge and critical thinking are factual.</i> <i>2. Reflective and self-aware. Graduates are to cultivate their reflective minds and understand their own motives, attitudes, preferences, perceptions, values and feelings.</i> <i>3. Empathetic and culturally literate. Graduates are to develop their empathy. Being better at understanding and sharing the feelings of others makes them not only better decision makers but also better citizens.</i> <i>4. Entrepreneurial and responsible. Graduates are to question the status quo, actively drive change, and adopt a creative approach to the activities they engage in. Being entrepreneurial also entails taking responsibility for one's actions and seeing their impact on society and on the world at large.</i> <p><i>In addition to the FREE concept, the following tasks are set:</i></p> <ul style="list-style-type: none"> <i>- Educate students for masters-level graduate programmes in social sciences;</i> <i>- Produce graduates that can successfully lead in business and public sector and function effectively in any organizational environment;</i> <i>- Stimulate students to have an appreciate of the need for continued learning throughout life.</i>

Tasks of the study programme	<p>To provide an internationally competitive education in the fields of economics and business that will prepare students for a professional career and further studies at internationally leading academic institutions.</p> <p>Among the tasks within the programme, they are as follows:</p> <ul style="list-style-type: none"> - Term paper and report writing – both in teams and individually; - Term papers and reports including field work in companies and organisations; - B.Sc. thesis that requires substantial academic research; - Mandatory internships; - Academic advising and mentoring; - Development of the students' business and leadership skills.
Results of the study programme	<p>The results of the programme are graduates that can successfully lead in business and public sector and function effectively in any organisation and who could successfully pursue graduate studies in the social sciences.</p> <p>Additional study programme results are as follows:</p> <ul style="list-style-type: none"> - Employability of the graduates; - For those going for graduate studies: academic placement; - Academic publications based on the B.Sc. theses and term papers; - Career development of the graduates.
Final examination upon the completion of the study programme	Bachelor thesis

Study programme forms

Full time studies - 3 years, 11 months - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	11
Language	english
Amount (CP)	125
Admission requirements (in English)	<p>Secondary education, minimum grade of 7 or 4 (in 10 or 5 grade point scale) in English and Mathematics, Centralised state examinations in Mathematics and English. Candidates are conditionally accepted before they are informed about the results of centralized exams. As to centralized exams - this is verified before students are matriculated, i.e. when they submit official diplomas from secondary school, transcripts etc.</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Economics
Qualification to be obtained (in english)	No

Places of implementation

Place name	City	Address
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Stockholm School of Economics in Riga	RĪGA	STRĒLNIEKU IELA 4A, RĪGA, LV-1010
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Full time studies - 3 years, 11 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>11</i>
Language	<i>english</i>
Amount (CP)	<i>125</i>
Admission requirements (in English)	<i>Secondary education, minimum grade of 7 or 4 (in 10 or 5 grade point scale) in English and Mathematics, Centralised state examinations in Mathematics and English</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Economics</i>
Qualification to be obtained (in english)	<i>No</i>

Places of implementation

Place name	City	Address
Stockholm School of Economics in Riga	RĪGA	STRĒLNIEKU IELA 4A, RĪGA, LV-1010

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

Parameters of the “Economics and Business” study programme

<i>Name of the study programme</i>	<i>Ekonomika un uzņēmējdarbība</i>	
<i>Name of the study programme in English</i>	<i>Economics and Business</i>	
<i>Study programme code according to the classification of education in Latvia</i>	<i>43311</i>	
<i>Science field of the study programme (applicable to Doctoral study programme)</i>		
<i>Type and level of the study programme</i>	<i>Bachelor's study programme</i>	
<i>Degree or qualification to be obtained (NQF/EQF)</i>	<i>First (undergraduate) academic degree, Latvian/European Qualifications Framework (LQF and EOQ) Level 6</i>	
<i>Profession code in the profession classifier</i>	<i>Graduates do not receive a professional qualification</i>	
<i>Volume of study programme (CP, ECTS recommended)</i>	<i>187.5 ECTS credit points</i>	
<i>Form of implementation, type, duration (if not in full years, in months) and language of implementation</i>		
<i>full time studies</i>	<i>3 years</i>	<i>English</i>

<i>full time extramural</i>		
<i>full time extramural (distance learning)</i>		
<i>part time studies</i>		
<i>part time extramural</i>		
<i>part time extramural (distance learning)</i>		
<i>Place of implementation</i>	<i>Strelnieku iela 4a, Riga</i>	
<i>Director of the study programme</i>	<i>Lars Anders Gustav Paalzow, Ph.D.</i>	
<i>Admission requirements</i>	<i>Minimum grades in Mathematics and English: 7 on a scale of 10, or equivalent on a comparable scale, Centralised state examinations in Mathematics and English, successfully in SSE Riga admission tests (written and oral).</i>	
<i>Degree, professional qualification or degree and professional qualification to be awarded</i>	<i>Academic bachelor degree</i>	

Goal of the study programme

The B.Sc. programme in Economics and Business aims at establishing the conceptual base and analytical skills in both economics and business providing a solid springboard for further academic and professional careers and educating socially responsible citizens. To achieve these aims the programme combines economics and business studies with entrepreneurial and research experiences and two mandatory internships.

In addition to the FREE concept, the following tasks are set:

- Educate students for masters-level graduate programmes in social sciences;*
- Produce graduates that can successfully lead in business and public sector and function effectively in any organizational environment;*
- Stimulate students to have an appreciate of the need for continued learning throughout life.*

The SSE educational aims are summarised by the FREE concept:

1. Fact- and science-minded. An education from SSE (and accordingly SSE Riga) rests on scientifically produced knowledge. The bases for knowledge and critical thinking are factual.

2. Reflective and self-aware. Graduates are to cultivate their reflective minds and understand their own motives, attitudes, preferences, perceptions, values and feelings.

3. Empathetic and culturally literate. Graduates are to develop their empathy. Being better at understanding and sharing the feelings of others makes them not only better decision makers but also better citizens.

4. Entrepreneurial and responsible. Graduates are to question the status quo, actively drive change, and adopt a creative approach to the activities they engage in. Being entrepreneurial also entails taking responsibility for one's actions and seeing their impact on society and on the world at large.

<i>Tasks of the study programme</i>	<p>To provide an internationally competitive education in the fields of economics and business that will prepare students for a professional career and further studies at internationally leading academic institutions. Among the tasks within the programme, they are as follows:</p> <ul style="list-style-type: none"> - Term paper and report writing – both in teams and individually; - Term papers and reports including field work in companies and organisations; - B.Sc. thesis that requires substantial academic research; - Mandatory internships; - Academic advising and mentoring; - Development of the students' business and leadership skills.
<i>Results of the study programme</i>	<p>The results of the programme are graduates that can successfully lead in business and public sector and function effectively in any organisation and who could successfully pursue graduate studies in the social sciences.</p> <p>Additionally, the study programme outcomes are as follows:</p> <ul style="list-style-type: none"> - Employability of the graduates; - For those going for graduate studies: academic placement; - Academic publications based on the B.Sc. theses and term papers; - Career development of the graduates.
<i>Final examination scheduled for the end of the study programme</i>	Exam after each course, Bachelor Thesis, Internship of 10 weeks

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

The number of students admitted to the programme has been stable throughout the years (around 120). Given that there are enough qualified students based on admission results, the constraining factor in terms of student numbers is the physical limitations that come with the facilities.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

In terms of admission requirements, no prior knowledge of economics and business is required. Students admitted are expected to be analytically strong and to have good written and oral communication skills. SSE Riga admission tests, case study analysis and interview assess these criteria as well as the motivation of the applicant when it comes to studies in the field of economics and business. The programme builds on and further develops these skills, putting heavy emphasis on qualitative as well as quantitative analysis. During the first two years of the programme, students take the same core courses and hence get a broad and solid training in business and economics. In other words, the study programme title matches the degree to be acquired.

Student personal and professional development as discussed in the FREE concept is also addressed in the course on Business and Leadership Skills, the critical thinking components in Introduction to Academic Studies and through academic advising and mentoring.

After graduation students can function as effective and empathetic employees and decision makers in any organisation applying the theoretical practical skills acquired during studies. SSE Riga graduates are eligible for graduate studies at Latvian as well as foreign academic institutions.

The Study Direction “Economics” comprises economics as well as business administration. Accordingly, the degree obtained covers economics as well as business administration. The content of the curriculum as well as its objectives match the objectives of the study programme as well as its outcomes or results.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

Following the fact that research is considered an imperative for SSE Riga faculty members, there is a direct influence of research and scientific development on teaching and learning as faculty continually update course content to reflect current research findings. In addition faculty members get input to their course development from consultancy work and commissioned research as well as teaching on the EMBA and Executive Education programmes – this allows them to learn about recent practices and trends.

Content is also development in a dialogue with stakeholders. The current discussion on sustainable finance and how to include it in the curriculum might serve as an example. This was initiated following a discussion between a faculty member and the rector. Currently, it involves faculty members in the fields of finance and sustainability and ethics, visiting faculty as well alumni active in the field and one of the leading banks in Latvia.

The study programme is reviewed annually on the basis of the data obtained from students' and alumni's surveys and the Board of the SSE Riga Foundation as well as faculty suggestions. In this context the Alumni play a dual role – in addition to being Alumni they also represent the labour market and could thereby provide input with respect to recent developments and current trends in the labour market.

Faculty incorporate recent developments in their respective fields by incorporating recent academic literature in the course syllabi that are discussed with and approved by the Rector. Input to the programme development is also obtained through the SSE Riga participation in the SSE Stockholm B.Sc. Programme Committee.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.

To achieve the study programme objective, “Establishing the conceptual base and analytical skills in both economics and business providing a solid springboard for a further academic and professional career, and educating socially responsible citizens”, the programme's two first years essentially consist of mandatory courses

giving students broad and solid training in both economics and business. During the third year the students focus in more detail through specialisation courses, exchange studies and B.Sc. thesis writing. This makes them well prepared for further studies as well as a professional career in the field chosen.

The programme also emphasises the individual student's personal development through academic advising, mentoring and the course in business and leadership skills. In addition courses like sustainability and ethics further contribute to the students' development into socially responsible citizens. Further contributing to this are extracurricular activities encouraged by the School and organized by the SSE Riga Student Association.

To achieve the tasks of the study programme: "Educate students for masters-level graduate programmes in social sciences and other disciplines; produce graduates that can successfully lead in business, public sector and function effectively in any business environment; stimulate student to have an appreciation of the need for continued learning throughout life", the programme puts substantial emphasis on academic rigour and quantitative as well as qualitative research methods and their applications. To develop leaders, aspects of the programme such as academic advising, mentorship and internships play a pivotal role. Furthermore, courses in Organisation and Management and Human Resource Management provide a theoretical basis for an understanding of the role of leaders and leadership.

When it comes to the study outcomes to be achieved: "Upon completion of the programme, the students have a deep understanding of economics and business plus practical skills in research and analysis relevant to the start of a professional career", the first part is covered by the design of the curriculum with its first two years of essentially only mandatory courses in economics and business. The second part of the outcomes to be achieved is addressed throughout the programme through course assignments, projects and term papers that gradually build research and analytical skills. In many cases these tasks are undertaken in cooperation with industry, exposing students to the real world challenges of applied research and analysis.

The study programme parameters are:

Name of the study programme: Economics and Business. The programme provides courses in economics and business and related fields providing a students with a holistic view.

EQF 6: "Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups." The courses in the programme involves substantial tasks, assignments, reports and terms papers (including the B.Sc. thesis) – these various tasks are undertaken either

individually or in groups. If in groups, groups are in several cases mixed with respect to gender and nationality thereby further developing the team skills of the students. Skills are further developed through the mandatory internship programme and the course in Business and Leadership Skills running throughout the programme.

Tasks of the study programme: “Educate students for masters level graduate programmes in social sciences and other disciplines; produce graduates able to lead in business and the public sector and function effectively in any business environment; stimulate students to appreciate the need for continued learning throughout life.” In addition to what is discussed with respect to EQF above, the programme applies an academic rigour and depth that should prepare the students for graduate studies – this is in particular seen in the B.Sc. thesis and the way the students’ portfolio of research skills is built during the entire programme.

Study outcomes to be achieved: “Upon completion of the programme, students should have a deep understanding of economics and business, and practical skills in research and analysis relevant to the start of a professional career.” The holistic approach ensures that students have a deep understanding of economics and business. The development of research skills and analytical skills described above ensure that the students have the practical skills in research and analysis.

2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

A variety of teaching and learning activities is used to help students develop knowledge and skills, including individual work and teamwork, project work and term papers, classroom discussions and case studies. The students are trained by applying a rigorous, analytical approach that advances their problem-solving abilities and their understanding of important issues in economics and business. A programme of regular seminars and guest lectures by visiting speakers keeps students informed of the latest thinking in economics, business and related fields. In addition there are problem sessions, seminars and colloquia to support students in their learning – in many cases these are run by teaching assistants who are students and graduates who performed well in the course.

The School has increased the number of individual assignments, in particular reports and term papers. These reports are to a large extent presented and discussed at one-to-one meetings with individual students and faculty members. The rationale for this

development is increased focus on student analytical skills and ability in terms of critical thinking as well as on student-centred learning plus the need to identify and address the needs of individual students.

Continuous assessment is practised, and the final grade for the course consists of several components: term papers and project work (researching primary and secondary sources, company visits, writing up the paper, presentation and opposition), case studies, seminar participation, colloquia, midterm exams and final examination.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

A total of 10 weeks mandatory internship during the two summer holidays is an integral part of the mandatory course in Business and Leadership Skills. Since students have to find their internship places themselves, they have to apply skills covered in the Business and Leadership Skills course, such as approaching potential internship providers/employees, writing cover letters and CVs and interviews. The internship also provides students with a better understanding of what will be expected from them when they enter the labour market. Furthermore, the internships expose students to current business practice and contribute to several of the FREE educational aims.

From the point of view of the School, feedback provided by employers/providers of internships plays an important role in assessing the content and practical relevance of the academic programme.

Theoretical knowledge and skills are further developed through the mandatory internship programme and the course in Business and Leadership Skills running throughout the programme. Mandatory internships are organised with the aim to expose students to business practice and strengthen their links with potential employers.

2.5. 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 evaluations of the final theses.

The B.Sc. thesis (21 ECTS) is the only full scale research project in the programme. It is a scientific piece of work and not a business or industry report. It has two distinct roles – the final exam of the B.Sc. programme and a learning experience as such. At the same time in the process of writing students acquire research skills that can be used in further academic studies as well as

in their professional life, e.g. writing analytical reports and evidence-based decision-making.

From the exam perspective, students need to use knowledge acquired throughout the entire programme – from mathematics, statistics, academic writing and critical thinking in the first to the specialisation courses in the third year and the portfolio of research skills being built throughout the programme. The course in Research Methods for the B.Sc. thesis given in the late spring of the second year summarizes the findings of the first two years of studies and introduces students to the process of thesis writing including topics such as identifying the research question, the role of the literature review, and choice of research strategy.

Thesis writing is a regulated process involving the following steps:

- Course “Research Methods for bachelor thesis” (June, academic year 2) – summarizes existing knowledge, offers new methods, first attempt to write and defend thesis topic.
- Selection of thesis supervisor (August-September, academic year 3) – students’ responsibility, first feedback on topic from supervisors.
- Thesis proposal (September, academic year 3) – detailed, well-grounded proposals are approved by Degree Committee, feedback by Degree Committee.
- Research design description (November, academic year 3) – theoretical part of thesis reviewed by experts, detailed comments provided.
- Review of findings (February, academic year 3) – first empirical results, presented to peer students, feedback from peer students.
- Final thesis and open examination (April, academic year 3) – comments from examiners, commission, peer students.
- Revised thesis (May, academic year 3) – final version of thesis where all comments are incorporated. Students receive feedback at all stages.

To pass overall, a thesis has to pass all stages.

Students are free to choose the topic of the bachelor thesis in any of the fields or topics covered in the B.Sc. programme. Generally, topics vary between years. For example, in one year there could be several projects covering labour market problems, but in the next year this topic would not be present at all. Students are very eager and usually successful in capturing new developments in the Baltic and world economies. Nevertheless, the topics usually are roughly equally divided between three groups – finance, economics, and ‘others’.

Typically about one-third of the topics would fall in the finance discipline, or finance-related management and economics disciplines. The finance topics would cover a broad spectrum of sub-disciplines: stock markets, currencies, M&A, fund management, corporate finance, investments, crowd-funding, new technologies in finance (for example, crypto currencies) as well as topics on the margin of finance and macroeconomics. The second most common field of bachelor thesis research is macroeconomics and applied economics. These topics cover a broad spectrum: classic monetary and fiscal policy issues, trade, labour markets, migration, economic growth, foreign direct investment, inflation, productivity, inequality, regional development, real estate. Demographic issues would be covered in one or two theses every year. The remaining one-third of theses would usually be in marketing, consumer behaviour, political economy, corporate social responsibility as well as management and human resources, and entrepreneurship. Despite the fact that several courses in the curriculum are devoted to the latter fields, they do not receive broad coverage in thesis topics. This can be explained by the fact that students without management and proper work experience find the respective topics too theoretical and abstract to be able to operationalize them in a thesis.

Theses are written in pairs or alone. Thesis requirements and planned time investment are

calculated for two students working on one project. If a student chooses to write alone, the requirements are identical. Most of the students prefer to work in pairs, but each year about ten students write alone. Writing in pairs is encouraged since it presents such benefits as possibilities to discuss the topic internally and shared workload. Typically, pair-written papers are of better quality for these reasons, but also because lower-performing students find it more difficult to find a thesis partner. On average some 65 theses are defended every year. Out of these a couple receive a failing grade and students have to come back the following year. A few students terminate their thesis writing during the process or have their thesis writing terminated if they have failed one of the steps listed above.

The quality of theses is ensured through (a) support and monitoring during the writing process as described above and (b) a profound examination process. Each thesis is examined by an external and an internal examiner, the defence commission (3 faculty members and experts) and approved by the Degree Committee. A few students receive the highest grade – excellent – each year. For excellence the thesis needs to be original, focused, and make an academic contribution. The authors have to demonstrate outstanding ability to apply the theories, skills and concepts learned in their courses for analyzing the problem discussed and answering the research question. They have to carry out primary empirical research.

External indicators of the quality of SSE Riga B.Sc. theses can be found in the fact that SSE Riga theses are regular winners of the Bank of Latvia and Nasdaq thesis competitions. Furthermore the fact that a number of theses every year are developed into academic papers (in many cases together with faculty) and presented at academic conferences and published in academic journals provides additional indicators of the quality of the theses as well as of the B.Sc. programme as such.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

Student feedback is encouraged and takes different forms such as course evaluations and the student welfare survey run by the Student Association addressing the overall wellbeing of students. Feedback is also obtained through the Advisory Board, through individual meetings with academic advisors, faculty and the academic leadership.

Feedback is used to further develop the curriculum through, e.g. course development, ideas for new elective courses, improved scheduling and better calibration of the student workload. Feedback from the graduating class through the exit survey provides input for overall assessment of the three years of studies at SSE Riga, in particular with respect to workload and sequencing of courses.

Feedback from employers is gathered through alumni as well as others employing SSE Riga graduates. The main outcome from this type of feedback during recent years has been the launch of the course in Business and Leadership skills. Furthermore feedback by internship providers plays an important role in assessing the academic programme's content and practical relevance.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the

students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

The student mobility programme aims at providing long-term educational, personal and professional benefits for incoming and outgoing students. For outgoing students it also provides an opportunity to specialise in fields in economics and business that are not covered in the SSE Riga curriculum.

Exchange activities are supported by a well-organized administrative structure that provides support for incoming and outgoing students, including information published on the website, brochures made available both as hard copies and electronically downloadable and schemes for evaluation and feedback.

Incoming students are provided with a special welcoming programme, a cultural programme and individual consultations to assist them plan their studies. Outgoing students have to submit study plans listing the courses to be taken for approval. Each year there are 30-60 incoming exchange students, whereas around 35-40 SSE Riga students go on exchange for one semester.

When choosing partners, three aspects are considered:

- the quality of the academic institution and its students;
- the course offerings available to incoming students enabling SSE Riga students to study economics and business topics that are not covered by the SSE Riga curriculum; and
- the geographical location, to ensure a diverse incoming student body and to give outgoing students a broad range of countries.

Furthermore, since exchange agreements in many cases also involve opportunities for faculty and staff exchange, aspects such as research profiles are taken into account as well.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Incoming student mobility	53	57	41	59	34	35
Outgoing student mobility	39	43	42	44	28	37

Prior to going on exchange the students have to submit a study plan including the courses to be taken during on exchange. This plan, i.e. the courses to be taken, are approved by the Rector with the input from faculty and the academic administration.

Students must submit their Transcript of Records from the host university to the SSE Riga Academic Department within two months of their return and no later than the end of April. The Transcript of Records should show all courses taken, listed in English, ECTS credit points and ECTS grades earned. In case the Transcript is incomplete, ECTS credit points earned during mobility might not be recognized at

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

As discussed in section 3, the academic infrastructure in terms of library resources and databases fulfills the needs of the study programme. Access to library and database resources have a strong positive impact throughout the study process – in particular when it comes to writing term papers and the B.Sc. thesis.

The IT infrastructure including access to software fulfills the needs of the study programme. The main challenge is the physical infrastructure that severely restricts expansion in terms of students (and in the future faculty as well). Were it possible, it would be desirable to allocate more space for student use for academic purposes such as individual studies and teamwork.

Finally, the School's financial base is sound and hence allows for continuous and smooth development of the study programme and the faculty base.

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

Not applicable since SSE Riga does not offer a doctoral programme.

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

Faculty can be divided into permanent/resident faculty and visiting faculty. Core courses in the programme are mainly taught by the first group. Among the visiting faculty members teaching core courses are a number of SSE Riga graduates with relevant academic and professional experience in their respective fields.

The dynamics of faculty development is presented in the table below.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Employed from Latvia	9	8	9	9	8	8
Employed from abroad	5	6	7	8	10	10
Visiting staff from Latvia	32	34	27	22	20	20
Visiting staff from abroad	17	18	18	11	7	8
<i>Total:</i>	<i>63</i>	<i>66</i>	<i>61</i>	<i>50</i>	<i>45</i>	<i>46</i>

The total number of teaching staff within the BSc programme has decreased during the reporting period (from 63 in 2013/2014 to 46 in 2018/2019). This can be explained by the growth of permanently employed faculty. In terms of individuals just around 20 per cent of the faculty were permanently employed at the beginning of the reporting period, whereas the share has doubled by the end of the reporting period.

In terms of courses and credit points delivered, the share delivered by permanent faculty is considerably higher, around 80 per cent of the core courses are delivered by core faculty. This has contributed to a considerably quality improvement since permanent faculty have better knowledge of the students as well as of overall educational processes. Visiting faculty, on the other hand, contribute outside and professional experience – something that is of particular relevance in the elective courses.

Ten new faculty members have been hired during the reporting period and five have left. Of those hired, half are foreigners. In particular in terms of visiting faculty, SSE Riga tries to attract a teaching body from its graduates. In 2018/2019 ten visiting lecturers (out of a total 28) and one permanent staff (out of a total 18) were SSE Riga graduates. The indicators on academic positions and age of the faculty are presented in the table below.

	Indicators during 2018/2019	Number
1.	Academic positions	
1.1.	Professors	4
1.2.	Associate Professors	2
1.3.	Assistant Professors	7
1.4.	Lecturers	5

1.5.	Visiting Lecturers	28
2.	Age groups	
2.1.	Up to 30	3
2.2.	31 - 39	21
2.3.	40 - 49	13
2.4.	50 - 59	6
2.5.	60 and more	3

4.2. 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.

The following table presents the Qualifications of the BSc programme faculty during 2018/2019. As discussed in section 4.1. a majority of the core courses are delivered by permanent faculty members out of which most have a doctoral degree. The increase in permanent faculty members has a considerable positive impact on study programme quality since permanent faculty have a better knowledge of the students as well as of the overall educational processes. The increase in permanent faculty with doctoral degrees (and hence in the share of core courses delivered by faculty with doctoral degrees) further contributes to the quality of the study programme, in particular since science-based teaching and learning is central to SSE Riga and research is considered an imperative for SSE Riga faculty members.

	Bachelor's Degree	Master's Degree	PhD Degree	<i>Total</i>
Permanently Employed Staff		4	14	<i>18</i>
Visiting Staff	5	17	6	<i>28</i>

<i>Total</i>	<i>5</i>	<i>21</i>	<i>20</i>	<i>46</i>
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SSE Riga follows the requirements for teaching staff qualification as regulated in the Law on Higher Education and SSE Riga Internal Regulations “Regarding the Academic Positions of Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga”. Both permanently employed staff and visiting staff submit their CVs and diploma copies prior to concluding an agreement. Diploma copies are sent to the Academic Information Centre for verification in case education has been obtained outside Latvia.

Faculty performance is assessed through faculty activity reports. Faculty also report on their activities quarterly - these reports serve as input to the report presented to the Board of the SSE Riga Foundation and SSE Stockholm under the licence agreement.

In addition to the FREE concept, the following tasks are set for the study programme:

- Educate students for masters-level graduate programmes in social sciences;
- Produce graduates that can successfully lead in business and public sector and function effectively in any organizational environment;
- Stimulate students to have an appreciate of the need for continued learning throughout life.

Since the SSE Riga education should rest on scientifically produced knowledge, a majority of faculty members should have a solid background in research. The education should also provide students with insights in business practices, which means that there should be faculty members with substantial professional experience. The mix of competencies and experiences of the faculty ensures that students gain both the theoretical and practical knowledge required to pursue further studies or start a professional career functioning effectively in any organizational setting.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

Not applicable since the School does not offer a doctoral programme.

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).

Not applicable since the School does not offer a doctoral programme.

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

SSE Riga core faculty is active in scientific research. As seen from their CVs and the list of publications in the appendices, they are active both at the national and international levels. At the national level, they also engage in policy-relevant research, e.g. on the shadow economy, investor sentiment and demographic issues.

Science-based teaching and learning is central to SSE, and hence through to SSE Riga through the licence agreement with SSE. Science-based teaching and learning has been part of the SSE mission since its inception in 1909. Therefore, research is considered an imperative for SSE Riga faculty members.

Research impacts learning and programme innovation in two ways: directly and indirectly. First to stress is the direct influence of research on teaching and learning as faculty continually update content to reflect current research findings. In addition to providing input into re-development of existing courses, research also provides a basis for developing new courses. Research has also provided input for SSE Riga teaching cases.

Second, having faculty who are active researchers means that faculty will think as researchers, hence reflecting the key attributes of academic research – such as curiosity, rigour, and methodological transparency – in their teaching. Therefore, beyond the function of research output as input for teaching, faculty participation in the research process itself is important for fostering an open mindset and promoting scientific thinking: key components of the FREE concept.

Faculty bring in their experience gained through scientific activity into the study process in several ways including:

- Readings from scientific journals;
- Datasets obtained through research, for example the Global Entrepreneurship Monitor – data that can be used when student write their B.Sc. theses; and
- Experience from their research activities, in particular in terms of academic publishing – experience useful when developing a B.Sc. thesis or term paper into an academically publishable paper.

Furthermore, from the FREE concept – in particular that the fact- and science mindedness and that an education from SSE Riga rests on scientifically produced knowledge – follows that faculty has to be engaged in academic research.

4.6. 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 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).

Students can also draw on faculty competence from other courses when, e.g. writing term papers.

Currently there are 46 faculty members (as discussed above) and 418 students enrolled in the B.Sc. programme.

The small number of faculty members considerably facilitates learning cooperation. Partly thanks to the small number as such, partly due to the fact that courses within a certain field is delivered by a handful faculty members. One example of the latter is the courses in economics, mathematics and statistics that are delivered by a group of four faculty members. A similar example could be found in the field of accounting and financial economics.

Furthermore, cooperation across the disciplines is encouraged. One example being the course in market research that involves faculty teaching econometrics and anthropology as well. This type of cooperation is brought up and encouraged when the respective course outlines are discussed.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Appendix 5. Statistics on the students over the reporting period.pdf	5.pielikums. Statistikas dati par studējošajiem.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Appendix 6. Compliance of the study programme with the State Education Standard.docx.pdf	6. pielikums. Studiju programmas atbilstība valsts izglītības standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (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	Appendix 8. Mapping of the study courses for the achievement of the learning outcomes of the study programme.pdf	8.pielikums. Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Appendix 9. Curriculum of the study programme.pdf	9.pielikums. Studiju programmas plāns.pdf
Descriptions of the study courses/ modules	Appendix 10. Course outlines.pdf	10. pielikums. Kursa apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Appendix 11. Diploma Sample.pdf	11. pielikums. Diploma paraugs.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Appendix 12. Confirmation with LU_en_translation.pdf	12.pielikums. Apliecinājums ar LU.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Appendix 13. Confirmation about compensation.pdf	13. pielikums. Apliecinājums par kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.eurpass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Appendix 14. Certification-Proof of English.pdf	14.pielikums. Apliecinājums par studiju programmas īstenošanā iesaistāmo mācībspēku attiecīgo svešvalodu prasmi vismaz B2 līmenī.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Appendix 16. Compliance with the provisions Section 55 of HE Law.pdf	16.pielikums. Apliecinājums, ka akadēmisko studiju programmu akadēmiskais personāls atbilst Augstskolu likuma 55. panta prasībām.pdf
Sample (or samples) of the study agreement	Appendix 17. Study Agreement.rtf	17.pielikums. Studiju līgums.rtf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	Appendix 18. Translation of the opinion of the Council for Higher Education.pdf	18. pielikums. Augstākās izglītības padomes atzinums atbilstoši Augstskolu likuma 55. panta otrajai daļai.pdf