APPLICATION

Study field "Economics" for assessment

Study field	*Economics*
Title of the higher education institution	*Biznesa augstskola Turība*
Registration code	*3343800213*
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Self-evaluation report

Study field "Economics"

Turība University

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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:

Turiba University (TU) was founded in 1993 under the name "Turība" Ltd. Training Center. In 1998, the name was changed to the School of Business Administration Turība, Ltd. Since 2009 the name of the educational institution is Turiba University.08.05.1997. accreditation certificate No.002 has been issued to the higher educational establishment "Turiba Teaching Center", which gives the right to implement accredited study programs and issue state recognized diplomas for the acquisition of higher education. Educational establishment registration No.3343800213.

TU Vision: We are the creative core and driving force behind the future Latvian economy.

TU Mission: We steer forward business ideas in the world prospering ourselves and teaching others how to prosper.

TU Values: Freedom. Entrepreneurship. Competence.

Study directions:

Law Science (Accreditation Certificate No.298):

1. First Level Professional Higher Education Study Program "Law"
2. Academic Bachelor Study Program "Law"
3. Professional Master's Degree Program in Law
4. Doctoral study program "Law"

"Economics" (Accreditation Certificate No.209):

1. First level professional higher education program "Finance and Accounting";
2. First level professional higher education program "Marketing and Trade";
3. Professional Bachelor study program "Marketing and Sales Management".

"Information and Communication Sciences" (Accreditation Certifictae No. 55):

1. Professional Bachelor study program "Public Relations".
2. Professional Bachelor study program "International Communication Management".
3. Professional Master's Degree Program in Public Relations
4. Doctoral study program "Communication Management"

Management, Administration and Real Estate Management (Accreditation Certificate No 210):

1. Professional Bachelor's study program "Business Management";
2. Professional Bachelor study program "International Financemanagement "(licensed July 2, 2018)
3. Professional Bachelor Study Program "Business Logistics Management"(licensed June 21, 2018)
4. Professional Master's study program "Business Management";
5. Professional Master's study program "Business Psychology and Human Resource Management in Business "(licensed July 2, 2018);
6. Professional Master's study program "Public administration"

7. Doctoral study program “Business Management”;
8. Doctoral study program “Management Science”.

“Hotel and Restaurant Service, Tourism and Recreation Organization” (Accreditation Certificate No 102):

1. First Level Professional Higher Education Program "Hospitality Service"
2. Professional Bachelor Study Program “Tourism and Hospitality Management”
3. Professional Bachelor Study Program “Business and Recreation Management”
4. Professional Master's study program “Strategic Tourism Management”

“Internal Security and Civil Protection” (Accreditation Certificate No. 55):

1. First Level Professional Higher Education Program, Organization Security (41861)
2. Professional Bachelor's Degree Program in Organizational Security (42861)

"Information Technology, Computing, Electronics, Telecommunications, Computer Control and Computer Science"

Professional Bachelor Study Program "Computer Systems". (licensed June 27, 2018);

General information about TU branches:

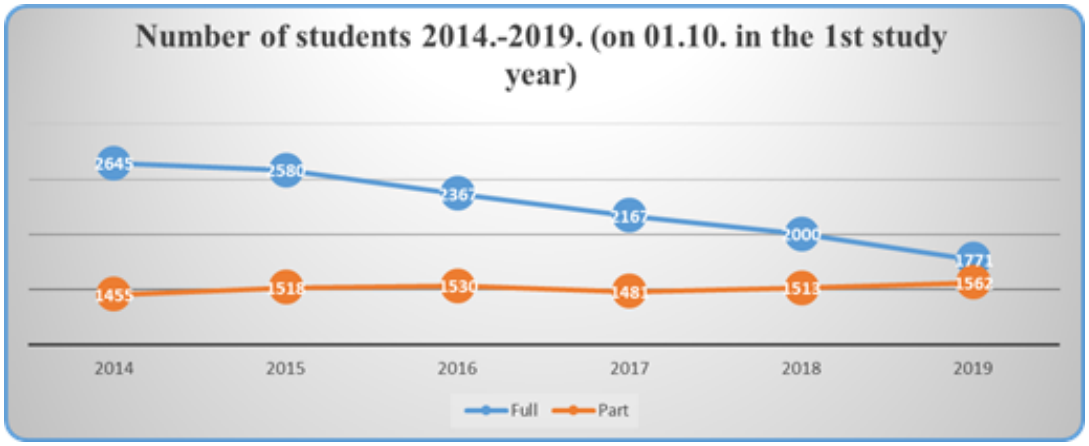
1. Cesis Branch. Established in 2002 as Cesis Study Center. 5/29/2003 is registered in the Register of Educational Institutions as a branch of Turiba University, Cesis branch.
2. Talsi Branch. Established in 2002 as Talsi Studies Center. 5/29/2003 registered in the Register of Educational Institutions as Talsi Branch of Turiba University.
3. Liepaja Branch. Established in 2002 as Liepaja Study Center. 5/29/2003 registered in the Register of Educational Institutions as Liepaja branch of Turiba University.

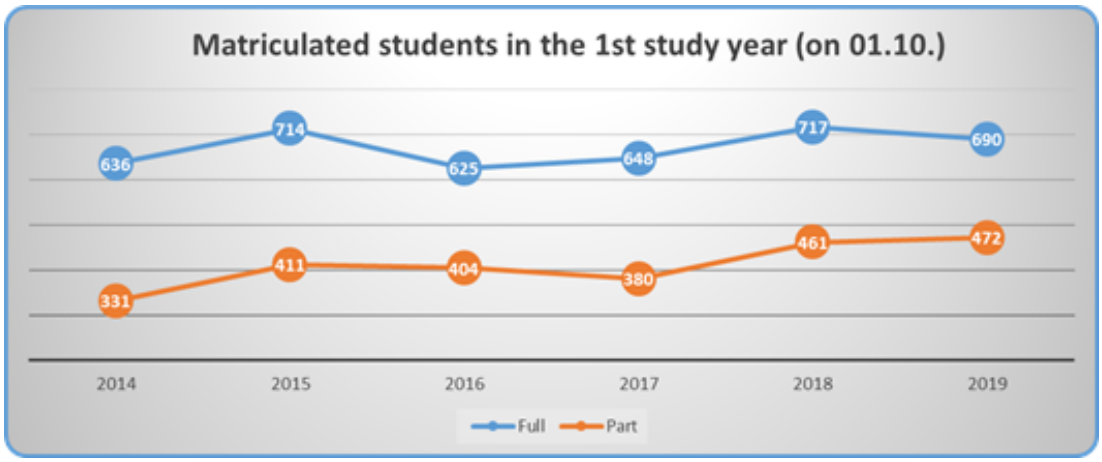
Dynamics of the number of students in the higher education institution during the evaluation period.

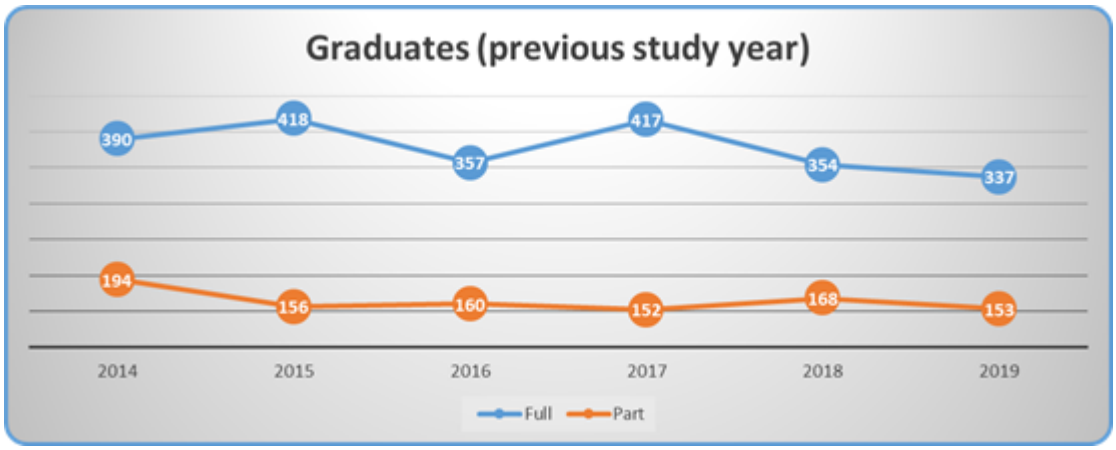
Year	All students			Matriculated students in the 1st study year			Graduates		
	Full	Part	Sum	Full	Part	Sum	Full	Part	Sum
2014	2645	1455	4100	636	331	967	390	194	584
2015	2580	1518	4098	714	411	1125	418	156	574
2016	2367	1530	3897	625	404	1029	357	160	517
2017	2167	1481	3648	648	380	1028	417	152	569
2018	2000	1513	3513	717	461	1178	354	168	522
2019	1771	1562	3333	690	472	1162	337	153	490

Total number of students and number of students matriculated in the 1st study year on 01.10.

PL for part-time students, NL for part-time students







Higher education institution development strategy - main development objectives and defined directions of activities.

According to Turiba University Strategy for 2016-2020, the University has set 4 strategic objectives for itself:

- Objective 1 Our study programs are the first choice for those who wish to study in Latvia in the directions we offer.
- Objective 2 At the heart of our activity is a student, a comfortable study process and a comfortable environment.
- Objective 3 The academic staff is knowledgeable, experienced and engaged in practical research work.
- Objective 4 Turiba University is the most recognized brand in the Latvian business environment.

Priority tasks to achieve the strategic objectives:

- To improve the study content in accordance with current and trends in Latvia and the world.
- To use effective and attractive solutions in the organization and implementation of studies.
- Ensure that our performance allows us to maintain existing and obtain new accreditations in various international organizations and to promote visibility.
- Improve and modernize customer service processes to make them convenient, efficient and studio-friendly.
- Promote multicultural tolerance and integration, facilitate entry of foreigners.
- To improve and develop the campus, creating an attractive environment both for the study process and outside the study activities.
- To develop high quality, interdisciplinary and university-level academic staff.
- To promote research and publication in internationally quoted publications.
- Directing and supporting staff development in international programs, participation in projects, and experience development.
- To develop a common understanding of the culture, values and principles of the institution as an organization.
- Promote staff activities and publicity in business, scientific and community settings.
- Attract the best students, lecturers and professionals to develop products that are important for the economy.
- Communicate with clients and partners, dominate the public space.

Current TU Strategy (ENG):
http://www.turiba.lv/en/augstskola/strategic-guidelines-20162020/478/

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.

Founder / Board. Founder-created executive body for managing Turiba University (TU) in strategic and financial matters. Proposes rector's candidature for election to the Constitutional Assembly and removal of the Rector, makes proposals to the Senate to convene an extraordinary Constitutional meeting, decides in cooperation with the Senate on academic and scientific issues, makes proposals to the Senate on establishment, reorganization or liquidation of TU Draft Constitution or its amendments, etc.

Constituent Assembly. The highest body for the representation, management and decision-making of TU academic and scientific activities. Adopt and amend the TU Constitution, elect and dismiss the Rector in accordance with the Constitution, listen to the Rector's report, elect the Senate and the Academic Arbitration Court, approve the Senate and Academic Arbitration Regulations, elect the Chairman of the Constitutional Assembly, deputy chairman and secretary.

The Constitutional Assembly shall consist of twenty representatives (twelve representatives shall be elected from the academic staff, four representatives from the students and four representatives from the general staff).

Senate. The collegial management body and decision-making body of TU personnel, which approves the rules and regulations governing all areas of the University's activities. The Senate appoints professors, associate professors, leading researchers, researchers with whom to conclude employment contracts, approves study directions, programs and calendar schedules, decides on issues of academic and scientific activities of the higher education institution and departments, academic positions and their election procedure, approve the documents regulating the study process, decide on the establishment of the Council of Advisers, the composition of which is recommended by the TU Board, and approve the regulations of the activities of the Council of Advisers, etc.

The Senate is made up of 28 senators, 21 of whom are academic staff, 1 is from the TU Board and 6 are from the Student Council.

Advisory Convention. Advises the Senate and the Rector on the development strategy of the School.

Faculty councils. The Council evaluates and submits to the Senate proposals for the establishment, reorganization or liquidation of the structural units of the Faculty, examines the study field self-evaluation reports and reports on the actions taken to improve the study field. The Council evaluates and provides proposals to the Dean of the Faculty on the quality of study programs, student success and compliance of the study programs with the labor market requirements, basic directions of the academic activity of the Faculty, its development strategy and perspectives; faculty scientific research and international co-operation directions, new study programs and their director candidates, additions and enhancements of existing study programs, on closure of some existing programs.

The council comprises 30% of the academic and general staff, 50% of the industry professionals and 20% of the students.

The basic documents of TU activities are the Statutes of the TU (V1) and the Constitution of the Turiba University (V2). The TU organizational structure is defined in the TU organizational chart (D1) approved by the Board. The tasks and administration of each structural unit are specified in the structural regulations, but the duties of each employee are described in the job descriptions and job descriptions, in the work instructions.

The main TU long term planning document is the strategy, which is reviewed every 5 years. Currently the Strategic Guidelines 2016-2020 approved by the TU Senate are relevant. years (V46).

TU Ethics Policy (V123) contains ethical principles and norms that are binding to TU employees in their attitude to work, in their interaction, and in their relations with governmental and non-governmental institutions and business partners. Issues relating to restrictions or violations of academic freedom and rights are dealt with by the TU Academic Arbitration Tribunal, which operates in accordance with the Bylaws of the Academic Arbitration Court (N12).

The Study Regulations (N1) are the basic document regulating the study procedure in the study programs implemented by TU. It describes the organization of the study process, examinations and assessment, internships and study papers, final examinations, as well as the rights and obligations of students and lecturers.

Examination regulations (N51) specify the types and forms of examinations, the rights and duties of students and lecturers. The composition of the State Examination Commission, the procedure for approval of supervisors and the composition of the commission, the rights and obligations of the supervisor, the procedure for submission and review of the work and the examination, the rights of the student and the appeal procedure.

The practice, preparation, defense and evaluation of the practice report are carried out in accordance with the **Practice Statute** (N60), while the procedure for approving and evaluating the topic of study papers and supervisors and the obligations of students are set out in the Regulations on Application and Defense.

The Regulations on the Development and Design of Independent Research Papers (N134) set out and approve requirements for the preparation and presentation of research papers.

Requirements for passing tests, assessment criteria, pedagogical methods, etc. are defined in the course descriptions.

The Academic Honesty and Plagiarism Regulations (N157) set out the basic principles of academic integrity for TU administration, academic, scientific and general staff, and the procedure for identifying and preventing plagiarism in student, faculty, and research papers.

TU scheme (ENG):

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.

Turiba University (TU) is a Quality Policy (V66), defined and approved by the Senate, which aims to promote the implementation of the TU strategy and to ensure consistently high quality as defined in the quality policy. There are general guidelines for quality policy, but detailed quality assurance activities are described in TU internal regulatory documents which cover a wide range of documents (policies, regulations, procedures, etc.).
The quality policy is published both on TU employees' intranet page, on BATIS and on www.turiba.lv. The quality policy is implemented by all TU units and their employees both within the unit and individually.
The Quality Management Manual is a Senate-approved description of maintaining the BAT Quality Management System. Its purpose is to ensure that all TU employees have a common understanding of TU quality standards.
The Quality Management Manual, together with other TU internal regulations, is available to any TU employee on the TU Employee intranet page, as well as in paper form. The TU internal normative documents binding on students are published on the TU website and in the BATIS student information system in accordance with the Senate approved list of "Binding documents published on the Internet and in the BATIS student information system" (S45). Information on amended documents as well as changes in specific documents, BATIS students and Outlook Public Folders are regularly published.
The TU quality management system is implemented in accordance with the requirements of Article 5 (21) of the Law on Higher Education Institutions of the Republic of Latvia, Standards and Guidelines for Quality Assurance in the European Higher Education Area (hereinafter - ESG) and ISO 9001 guidelines.

Basic principles of TU quality management system:

- customer orientation;
- leadership and staff engagement;
- process approach;
- continuous improvement;
- evidence-based decision making;
- customer relationship management.

The aim of TU quality management system is to increase the efficiency of TU and the satisfaction level of all stakeholders through continuous improvement.
TU defines the following quality management document structure:

- Strategic Planning Documents (TU Strategic Guidelines with Vision Mission, Goals, Goals and Indicators for Performance Control, SWOT Analysis, Study Area Development Plans);
- Policies (Quality Policy, Ethics Policy, Personnel Policy, Personal Data Processing and Protection Policy, Security Policy for Information and Communication Technology Systems, Energy Policy, etc.);
- Documents describing the process (regulations, rules, procedures, lists, diagrams);
- Planning documents (work plans of structural units, individual work plans of lecturers);
- Supporting documents (order, personnel, correspondence, document forms, references, deeds, minutes, reports, records, etc.).

Responsibility is defined in the Regulations of the Faculties and other regulations, regulations, by-laws, procedures and job descriptions of the structural units.
The Chairman of the Management Board is responsible for the quality management system at TU. The quality manager is responsible for designing, maintaining and improving the TU quality management system. The quality manager ensures the maintenance and improvement of the process management and measurement system, performs the review of the efficiency and effectiveness of the TU quality management system by organizing internal audits, ensures the maintenance of TU normative documents, participates in the development and updating of TU organizational documentation.
It is the responsibility of the Rector and Vice-Rectors to ensure a unified pedagogical process at TU, the organization and management of the study process, the management of scientific methodological activities and the provision of study development and international cooperation.
The Dean of the Faculty is responsible for the compliance of the study programs implemented by the Faculty with the demand of the labor market, initiates the creation of new programs or the improvement of the programs to be implemented, organizes the , implementation and improvement and is responsible for the implementation of the quality management system in the faculty and for proposing improvements.

The Vice-Dean of the Faculty manages the implementation of the study process and its improvement in accordance with the TU vision, mission and strategic development plan, is responsible for the comparative assessment of study process quality and student movement analysis, as well as methodological work in the Faculty.
Program directors are responsible for the design, implementation and development of a particular study program.
Heads of Departments are responsible for systematic improvement and modernization of the study process, participation in the collection of the library, organization of scientific research and methodological work, organization of experience exchange and qualification improvement of the lecturers, preparation of plans and reports, regular meetings of the Department on topical and prospective issues of study quality and scientific research, preparation, approval and publication of study course descriptions for the current academic year.
The TU branch managers, together with the department heads and program directors, are responsible for ensuring the quality of the programs being implemented in the branches and the appropriate control process.
Heads of units are responsible for analyzing the results of surveys related to the operation of their unit, for planning and implementing corrective and preventive actions, and for ensuring continuous improvement of the unit's work.
Each TU employee is responsible for maintaining the quality management system within TU's own competence. It is the responsibility of each employee to inform management of any identified or suspected non-conformities and to propose suggestions for improvement.
Internal audits of the TU quality management system (implemented in accordance with the Quality Management System Internal Audit Regulation (N105)) are conducted to verify that the activities and results of the TU departments are consistent with the planned activities and that these activities are appropriate for achieving the objectives. Various surveys (employees, students, employers, graduates) are conducted to obtain feedback (Survey Procedure (P17)). A process and measurement system was used to improve process quality (Annex 2 to the Quality Management Manual).
Lecturers' qualification development is followed by TU professional competence training and departmental methodological seminars, which are dedicated to exchange of experience, introduction of new technologies and new teaching methods. Also used are the visits conducted in accordance with the Lesson Attendance Procedure (P30), as well as the results of the study course implementation survey, which are collected and analyzed at the end of each semester.
As quality assurance must comply with the standards and guidelines set by the European Association for Quality Assurance in the European Higher Education Area, the higher education institution recognizes in its study process that quality assurance is a guarantee of study outcomes and graduates' competitiveness in the labor market.

Eligible internal quality assurance measures are as follows:

- annual identification of weaknesses and strengths of study fields, changes, opportunities for

development and internal self-evaluation;

- Competent study direction management by the Faculty Council, heads of departments and study program directors, including student self-government;
- listening to students' opinions by advising students and collaborating on the development of a qualification paper;
- Continuous evaluation of the study process, using various forms and methods of diagnostics, for example, conducting regular questionnaires (student survey), as well as analyzing the results obtained and discussing the students' thoughts with the lecturers (feedback);
- Regular meetings of the academic staff at the Faculty Council meetings, where the contents of the courses and the possibilities for their improvement according to the development of the scientific fields are discussed, taking into account the latest scientific and technical achievements;
- Involvement of students and graduates in scientific activities, promoting the development of qualitative papers based on the latest scientific achievements (student research results are published and reported at local and international conferences);
- Invitation of students to the Faculty Council meetings, where problems concerning the quality assurance of the study courses and adjustments in the content of study programs are discussed.

The quality of studies is also ensured by the regular improvement of individual study courses, using the latest teaching aids and books prepared by the academic staff involved in the study fields.

Quality Policy (ENG):
http://inet.turiba.lv/dok_adreses/Dok/2008_gada_marta_sakot/Sekretariats/Kvalitates_politika_V66_3_vers_ENG.docx
http://nodarbibas.turiba.lv/regdok_en.asp
Quality Management Guide (LV):
http://inet.turiba.lv/dok_adreses/Dok/2008_gada_marta_sakot/Sekretariats/Kvalitates_vadibas_rokasgramata_V139_1.versija.docx

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
		Quality policy. Quality management manual.Faculty Regulations. Hospitality procedure. Survey procedure. Article 1.3 of the Report.

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.	Complies
		Regulations for the Development, Approval and Change of Study Programs.Process measurement system included in the Quality Management System Manual. Appendix to paragraph 1.2. report.
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.	Complies
		Study regulations. Examination regulations. State examination regulations. Study course descriptions. Appendix to paragraph 1.2. report.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		Hospitality procedure. Survey procedure. Process measurement system included in the Quality Management System Manual.
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.	Complies
		Process measurement system included in the Quality Management System Manual. Survey procedure, questionnaire.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		The improvement of the study direction is ensured by the constant cooperation with Latvian and foreign companies and organizations, which ensure the achievement of the study goals. New study programs and their actualization are developed in cooperation with representatives of industry companies. The directions of scientific research correspond to the strategy of the institution of higher education, study directions and corresponding study programs, they correspond to the actualities of the branch and the needs of the labor market. Report p.5,6.

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.

The study discipline “Economics” comprises three study programs, the content of which is based on consultations with professional organizations of the field and has been developed over time according to the recommendations of lecturers, students, employers and graduates, as well as following similar study programs in foreign universities:

1. First level professional higher education programme „Finance and Accounting” (41344)
2. First level professional higher education programme „Marketing and Sales” (41342);
3. Professional bachelor's study programme "Marketing and Sales Management" (42342).

The first level professional higher education study programs “Finance and Accounting” and “Marketing and Sales”, and the professional bachelor study program “Marketing and Sales Management” are study programs that have been implemented for a long time already (launched in 2002, 2009 and 2008, respectively). All study programs included in the study directions have obtained accreditation for a maximum term of 6 years during the previous accreditation, which indicates the quality and sustainability of these study programs.

The economic and social importance of the programs included in the study direction is underlined by the fact that in general Latvia is well below the EU average indicators in the criteria of human capital and entrepreneurship[1]. Human capital more than anything else determines the quality of life of the people of a country. Human capital has three dimensions –**education, health and work**. Each dimension is closely interlinked to each other. **High quality education** will increase your chances of working in an exciting and well-paid job. Each **well paid job** adds value to the

society and increases the tax revenue that finances quality education and health care.[2]. Investments in human capital, especially in the training of older workers, should be considered to mitigate the adverse effects of ageing on business performance. The ability to learn in later stages of life is also greater among university graduates.[3]

Amendments are planned to the Accounting Law, which stipulates at least a fourth level qualification of an accountant, as well as at least three years' experience in accounting for those providing accountancy services (a draft law was announced 18.07.2019)[4].

Quality, lifelong and creativity-oriented education is a necessity of the 21st century, enabling it to respond to the challenges of global competition and demographics, and is a prerequisite for changing the economic model (clause 32) [5]

In order to make study direction more competitive and increase the demand for Turiba graduates more in the labour market, cooperation with employers and various industry organizations, the Latvian Employers' Confederation and the Latvian Chamber of Commerce and Industry is carried out involving all these parties in organizing and planning the study process.

The quality and sustainability is also evidenced by the survey of employers conducted by prakse.lv, which places BAT in 3rd place[6] (in educating marketing specialists (3rd place), sales specialists (2nd place), and accountants (3rd place)).

Surveys of the graduates show that the graduates are satisfied with the quality of studies and the compliance of the program with the requirements of the labour market, which is also proved by the fact that the majority of graduates work in their speciality[7]

First-level professional higher education study programs allow you to gain or improve competencies and enter the labour market after 2 years and 3 months of study, and graduates of the Marketing and Sales program can continue their education in the Professional Bachelor's program "Marketing and sales management" whereas graduates of the program “Finance and Accounting” can continue studies in the professional bachelor's program “International Financial Management” (in the study direction of “Management, Administration and Real Estate Management”).

After the completion of the professional Bachelor's degree programs, there is also a possibility to continue studies at a higher level - Master's degree programs (implemented in the field of Management, Administration and Real Estate Management).

A detailed description of these programs and their analysis will be provided in the self-evaluation section of each program, including references to the uniqueness of these programs compared to other similar programs in Latvia and abroad.

[1] https://www.makroekonomika.lv/vai-darba-tirgu-spesim-konkuret-ar-maksligo-intelektu

[2] https://www.makroekonomika.lv/latvijas-cilvekkapitala-raksturojums

[3] https://datnes.latvijasbanka.lv/diskusijas-materiali/DM_3_2019_lv.pdf

[4] http://tap.mk.gov.lv/mk/tap/?pid=40475755

[5] https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

[6] http://www.prakse.lv/tops

[7] http://inet.turiba.lv/faili/Absolventu_aptauja_2017.pdf

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.

The aim of the study direction is to provide comprehensive theoretical and practical knowledge and to develop economic thinking to develop the student's professionalism in his / her field, promoting the students' competitiveness in the Latvian and foreign labour market.

The development of the study direction is closely related to the Strategic Guidelines of Turiba University 2016.-2020 (hereinafter – Turiba). The goals and tasks set in the Turiba strategy promote the development of the study direction as a whole and the study programs included therein as well.

To ensure the development and sustainability of the study direction "Economics", the aims and tasks of the study programs have been aligned with the actions described in the Latvian Sustainable Development Strategy (Latvia 2030)[1]

The following directions of Latvia 2030 strategy are used in the development plan for the study direction and implementation of programmes:

- It is the quality of education that is very important for specification of life and work opportunities of a person in Latvia. (..)If inequality in the field of education continues its increase, the shrinking human capital of Latvia will not be fully used (paragraph 116 of the strategy)
- (..)systematic co-operation of general and vocational educational institutions with institutions of higher education becomes important both in creating the content of the studies and in promoting the improvement of the competence of teachers. (140).
- (..) human capital in European countries mainly occurs and develops in employment process, upon individuals improving their knowledge in the system of lifelong education and at work place, training of adults and more active involvement of formal education institutions and employers in provision of informal education offer is an important task also for Latvia(147)
- (..) institutions of higher education and institutions of vocational education have an opportunity to develop training of adults as stable action direction necessary for the Educational institutions in co-operation with regional entrepreneurs should be aware of local and global tendencies in the national economy in order to able to foresee and offer such content and format of studies, which would promote regional development and the competitiveness of individuals and organisations in economy of tomorrow (148).

- (..) a solution should be found for the way to create a link between the system of formal education and information education, and further education of adults so that those who have not followed the traditional path of education would be provided with equal mobility opportunities not only within the scope of educational system, but also in the labour market (149)
- E-lessons. In addition to the usual study process educational institutions should create distance learning programmes, using e-technologies. Institutions of higher education may create programmes, which mainly take place in the e-environment (...)(163)
- Study e-books. Study books and materials should be freely available also in the e-environment (164).
- Integration of further education in the system of formal It is necessary to ensure the recognition of the knowledge, skills and competences acquired in informal way (..) An efficient evaluation system of courses of further education, which is free of bureaucratic obstacles, should be formed so that people who have not followed the traditional path of education would be provided with equal mobility possibilities both within the scope of educational system and the labour market (166).
- In order to promote economic activities and the ability to engage in entrepreneurship, state support not only to entrepreneurship, but also to education of existing and potential entrepreneurs and popularisation of good practice is necessary. Sectoral associations and other non-governmental organisations representing the interests of entrepreneurs should assume a specific role (...) (167).

How specific strategy points are implemented in specific study programs is discussed in the self-evaluation report section of each program.

Tasks included in the course of action have been taken into consideration by the Faculty of Business Administration (hereinafter UVF) when developing the study direction: - UVF Council meeting on May 16, 2019 evaluated and updated tasks to be implemented for implementation of strategic goals (Minutes No.2 / 2019)[2].

The main tasks for the study direction are as follows:

- To ensure acquisition of knowledge and skills necessary for the profession;
- To promote the development of attitudes that ensure the acquisition of qualification and promote the student's competitiveness in the changing socio-economic circumstances;
- To promote the development of the student into a spiritually developed, free, responsible and creative personality;
- To promote self-learning, develop skills and abilities required for information gathering;
- To develop economic thinking and promote students' analytical skills, digital skills;
- To promote the student's creative development in the daily study process, as well as to develop initiative, awareness, accuracy;
- To ensure high quality education competitive in EU;
- To conduct research in economics and trade based on professional practice;
- To promote the proportion of research in studies;
- To create motivation for further education.

The planned learning outcome of the study direction “Economics” is highly qualified professionals, who are competitive in the field of market economy and globalization, and with their knowledge and skills, are able to promote the development of the regions.

The study discipline and the individual study programmes have very good prospects in the Latvian as well as the global context.

Cooperation among HEIs, research institutions and private sector as well as the transfer of research and innovation to the industry/business has also been determined as priority for Latvia in the near future and therefore the aims of the study discipline and its implementation are directly related to the interests of the state and its vision of development.

[1] https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

[2] UVF Council Meeting Minutes No.2 / 2019, Riga, May 16, 2019. Accessible at: H:\UVF\A_LIETU NOMENKLATURA\2019_Nomenklatūra\2.05.-06_Fakultates Domes lemumi, sezu protokoli ar pielikumiem

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.

Strengths of the study direction:

- students' satisfaction with the organization of their study work;
- good material and technical support;
- good infrastructure in Riga;

- study programs of study direction have continuity, students have the opportunity to continue studies in a higher level program after graduation;
- students have access to a wide range of study materials, including materials in the e-environment;
- ability to develop study programs according to labour market requirements;
- students participate in university conferences;
- first-level programs involve lecturers teaching second level programs, thus ensuring continuity of studies;
- studies are offered in regions, thus enabling students to study closer to their place of residence;
- Conformity of the study program to professional standards
- interdisciplinary approach is used in the study process, with emphasis on independent work, which motivate students for further education and career development;
- professionalism of the academic staff;
- involvement of practitioners in the study process

Weaknesses of the study direction:

- Not a fast enough rise in the number of educators with doctoral degrees,
- the study process in branches takes place in rented, customized premises that do not fully provide the study environment;
- a small number of scientific publications for lecturers working in branches;
- lack of foreign lecturers in the study direction.

Opportunities for the study direction:

- to start the implementation of the bachelor study programs in English, thus increasing the number of students in the study program and international opportunities;
- to attract foreign lecturers from cooperation universities;
- to increase the number of scientific experts in scientific research;
- participation in regional development through research work

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Threats to the study direction:

- decline in demographics in the student age group (18 - 25);
- wide range of study programs at other universities;
- the constant amount of state scholarship places in state higher education institutions, irrespective of the decrease in the number of students;
- unclear public policy on higher education.

Weaknesses and threats in the study discipline have been evaluated and explanations are given how Turiba plans to eliminate or improve weaknesses, avoid threats, use opportunities:

Weaknesses of the study discipline:	*Measures taken*
Not a fast enough rise in the number of educators with doctoral degrees,	Turiba University strives to attract lecturers with a doctoral degree each year, offering them both permanent academic positions and guest lectures. This process will continue in an effort to attract new doctors. During the reporting period, several lecturers with doctoral degrees were involved (Aldis Bulis, Zane Driņķe, Jolanta Derkevica-Pilsko, Andris Vanags, etc.)
the study process in branches takes place in rented, customized premises that do not fully provide the study environment;	Turiba contributes to the improvement of the environment in branches, renovation at the Cesis branch, it is planned to refurbish the Talsi branch, a multifunctional projector in Liepaja.
A small number of scientific publications for lecturers working in branches;	Lecturers participate in professional development courses on writing scientific articles, and branch lecturers are invited to participate in scientific conferences. However, many of the lecturers working in the branches are professionals in the field who are active in the professional fields but less active in science.

Lack of foreign lecturers in the study direction.	During the reporting period the number of lecturers involved within the framework of Turiba lecturer mobility as well as implemented projects has increased. Opportunities are being sought to participate in regional projects so that branch students can listen to lectures of foreign professionals.
Threats to the study discipline:	*Measures taken*
Decline in demographics in the student age group (18 - 25);	The programs of the study direction do not focus on young students but on representatives of different age groups; first-level professional higher education programs provide additional qualifications and can be acquired to increase their competitiveness in the labour market.
Wide range of study programs at other universities;	Lecturers express their professional opinion in public space, conduct guest lectures in schools, participate in projects, thus promoting Turiba and its study programs Increasing the competitiveness of the study direction in regions is possible by increasing the involvement of lecturers and students in research in the field, thus gaining two benefits - students' practical experience in conducting research and lecturers' ability to produce scientific publications on the basis of research.

The development plan of the study direction “Economics” is based on three documents:

- Decisions of the study direction accreditation commission;
- Latvia's Sustainable Development Strategy 2030;
- Turiba Strategic Guidelines 2016-2020.

Development plan drafting process:

- Recommendations, directions of development, strategic guidelines should be evaluated at the UVF methodological seminar;
- Setting development goals and objectives in collaboration with program directors, Dean of Faculty, Vice Dean;
- Evaluation and approval of the development plan by the UVF Council.

The development plan is attached in the appendix

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.

Structure of study discipline and corresponding study program management (management)

Study programme directors	Carries out the practical implementation of their study program, prepares reports, makes proposals on necessary changes in the program in accordance with the needs of the labour market; maintains links with program students, cooperates with professional organizations in the field
The Head of the Department of Commerce	Recruits the appropriate lecturers, supervises the symbiosis of academic and scientific research work in the study process
The heads of branches	Recruit lecturers in branches, organize study process in branches, promote cooperation with students, evaluate performance and make recommendations
The UVF Vice Dean	Carries out a practical implementation of the study discipline, works closely with students and graduates, uses their views for formulating proposals for the development of the study discipline
The UVF dean - head of the study direction	Supervises the process of design and implementation of the study direction, promotes the development of the study direction and its existing programs, and, if necessary, proposes the design and incorporation of new programs in the direction.
The UVF Council	Examines the self-evaluation reports (PNZ), recommends improvements needed, evaluates the development plan and actual trends, recommends programs and plans to the Senate for approval, and amendments
Turiba Senate	Approves programs to be included in the study discipline. Approves new programs

Management of the study direction is implemented in a timely manner and is evaluated as effective, enabling rapid response to changes in the situation and implementation of necessary improvements. The cooperation between the program directors, the head of the department, the vice dean and the dean - head of the study direction is important. Collaboration is implemented through methodological seminars, department meetings, and discussions on the implementation of the study process, its improvement and actual trends. There is close cooperation between program directors in implementing study courses and participating in the organisation and evaluation of student internship and study papers.

The existing cooperation between the UVF Dean - head of the study direction and the UVF Council in evaluating the implementation of the direction, actual trends and opportunities for development is essential.

The UVF Dean - head of the study direction reports to the Senate on the effectiveness and possible

improvements in the program quality carried out in the previous study year.

Programme director

- analyse the achievement of the study program goals, the demand for study program graduates in the labour market and the quality of studies using quantitative indicators:
- number of students per study year;
- number of drop-out by study year and its causes;
- dynamics of students' progress in study courses and State examinations;
- demand of graduates in the labour market; graduate employment;
- offer of study opportunities in Latvian and foreign education market.

Quantitative indicators are provided by the Study Department.

The heads of the department and branches analyse the quality of the study process and its implementation (the work of elected and part time lecturers), using quantitative indicators: structure of the academic staff; qualification and development of the academic staff; practical experience of the academic staff in their relevant study courses; research, methodological and consultative activities of the academic staff; publications of the academic staff.

Departments review the results of the analysis during the final department meeting for the academic year and submit them to the program director.

The quantitative indicators are provided by the Departments, Personnel and the Science Department.

Other departments also participate in the implementation of the study direction: Study information centre, Information system department, Library and Student Council.

The self-evaluation procedure for the study process (Approved by Senate 22.01.2014. decision) states that the goal of self-evaluation of study programs and process is to ensure continuous improvement of study quality management.

The management structure scheme of the study direction and description of tasks of structural units is attached in the appendix.

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.

The enrolment regulations are in compliance with the Law on Higher Education Institutions, Cabinet of Minister regulations No. 846 “Regulations on requirements, criteria and procedure for enrolment

in study programmes" as of 10.10.2006 and the Study regulations of Turiba University. All citizens of the Republic of Latvia, persons who are entitled to the non-citizen passport issued by the Republic of Latvia, permanent and temporary residents of Latvia or persons based on inter university agreements shall be entitled to study at TU. TU Rector shall issue a decree on enrolment.

Enrolment requirements for students of the study program are specified in the Turiba enrolment Regulations for the respective academic year (Turiba enrolment Regulations for the academic year 2019/2020 can be viewed at (http://www.turiba.lv/lv/studijas/viss-par-iestasanos/294/).

Study period, and professional experience previously acquired through formal and non-formal education are recognized in accordance with TuribaĀrpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto zināšanu, prasmju un kompetenču atzīšanas nolikums (information accessible on the homepage under the section Studiju process)[1].

The study results achieved through previous education or professional experience are evaluated and determined in accordance with the study programs implemented by Turiba; if they meet the relevant requirements of the study programs implemented by Turiba, they shall be recognized and the relevant credits shall be awarded.

A person, who is not a student of the respective study program may be enrolled in the corresponding study period of this study program, after recognition of the study results and if necessary, the scope of additional study courses or study modules and respective examinations to be completed are determined individually.

- The following criteria must be met for the recognition of study results achieved through prior education or professional experience:
    1. documents submitted by the person contain clear, unambiguous and complete information regarding the knowledge, skills and competences obtained or achieved;
    2. at least one credit point can be granted for the recognised knowledge, skills and competences
    3. the previous education obtained by the person meets the enrolment requirements in the respective study programme;
    4. the person has successfully passed the additional examination set by the Commission and demonstrate knowledge, skills and competence corresponding to the relevant study program or part thereof.
- Study Results gained through professional experience can be recognised only if:
    1. in the part of the respective study program which consists of practice, in addition, these study results must be achieved in the area of professional activity corresponding to the thematic area of education of the study program;
    2. in the study course or study module of the study program which acquires practical knowledge, skills and competence.
    3. Study results achieved in professional experience may be recognized in professional or academic study programs, and only 30 percent of the credits in a professional or academic study program may be awarded in recognition of study results achieved through professional experience.
- The study results achieved in previous education can be recognized if they correspond to the

level of higher education and have been achieved:

1. in an accredited study program;
2. in professional further education program, the acquisition of which gives the possibility to obtain the fourth or fifth level of professional qualification;
3. in a separate course or study module of the study program which the person has acquired as a listener;
4. as a part of the study program;
5. in other forms acquired outside formal education (except for study programs corresponding to regulated professions).

- One credit for study results achieved through prior education or professional experience may be awarded if they have been achieved through at least one week (40 academic hours) of learning;
- Study results achieved and recognized in previous education or professional experience may not be counted as final examinations, state examinations, final examinations, qualification examinations or doctoral theses of the relevant study program.

Graduates of the first level professional higher education program “Finance and Accounting” “Marketing and Sales” can demonstrate readiness, continue education, and there are cases where bachelor or master degree holders wish to supplement their professional competencies. An application for starting education at later stages is written; the application and the supporting documents attached are reviewed by UVF, evaluated and a comparison of credit points is drawn up, transferring the credit points previously obtained and an individual study plan is drawn up for the for the remaining credit points.

Describing opportunities for recognition of professional experience and non-formal education in the study direction, it should be noted that a specially organised commission makes decisions regarding the recognition of previous professional experience and its equivalence to specific study courses on the basis of the application and the documents submitted in the case of graduates of the professional bachelor's study program “Marketing and Sales Management”

[1] http://nodarbibas.turiba.lv/regdok.asp

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.

Study progress/achievements are evaluated on a 10-point scale based on the following criteria:

- Extent and quality of knowledge gained;
- Skills and competences acquired;
- Attitude towards learning;
- Dynamics of development of learning achievements.

The assessment system is designed by the lecturer of the respective study course, according to the credit points and scope of the study course, and the assessment system is described in each study

program. The whole assessment system is regulated by examination regulations[1], Study regulations, Regulations on Application and Defence of Study Papers, Regulations on compilation and layout of independent research papers (these regulations are accessible to students and lecturers on BATIS).

The lecturer of the study course can develop his/her own criteria according to the expected learning outcomes of the course, using the general evaluation criteria included in the study regulations.

The following basic principles are followed when assessing study results/achievements:

- Transparency of assessment of knowledge and skills - in accordance with the stated aims and objectives of the Program, as well as the objectives and tasks of the study course, there is a set of requirements for positive assessment of educational achievements;
- The principle of compulsory assessment - it is necessary to obtain a positive assessment for the acquisition of content of the study program

In order to make the grading system more "transparent" and more understandable to students, each study program includes the number of regular tests and independent work and their weightage in the final assessment; weightage is given for the final examination as well. Students can also see their marks on their BATIS, and thus follow their study progress.

One of the most important indicators of the institution's performance is the results of state examinations (regulated by State examination regulations). The State Examination Commissions are formed by inviting professionals of the field, university lecturers and is chaired by a doctor of science from another university or research institute.

Evaluating the results of the examination, it is possible to evaluate the quality of the study process implemented at the higher education institution and to draw conclusions.

Average assessments for state examinations

Study programme	Study year 2013/2014	Study year 2014/2015	Study year 2015/2016	Study year 2016/2017	Study year 2017/2018	Study year 2018/2019
KF	6.94	7.06	6.98	7.70	7.73	8.05
KM	6.91	7.28	6.96	6.89	7.44	6.96
TV	7.86	7.63	7.13	7.87	8.56	8.50
Total	**7.24**	**7.32**	**7.02**	**7.38**	**7.33**	**7.54**

KF - First level professional higher education programme „Finance and Accounting"

KM - First level professional higher education programme „Marketing and sales"

TV - Professional bachelor's study programme "Marketing and Sales Management"

The average performance in the direction has generally improved, with bachelor students receiving on average higher grades than first level study program students.

Methodological work is carried out during UVF methodological seminars and department meetings to assess students' achievements, methods of evaluation of achievements, and, if necessary, solutions are sought. Lecturers are encouraged to share their experience and provide suggestions and apply new methods.

Student surveys that are carried out at the end of each study course and once a year on the whole study process play an important role in determining the conformity of assessment methods to the program goals and the needs of the students. The results are evaluated and solutions are sought for preventing the problems identified.

Graduate surveys, which take place every two years, provide an opportunity to assess how well graduates feel in the labour market, and how their knowledge and competences are assessed.

The students can get acquainted with the criteria, requirements and procedures for student assessment on the Turiba homepage: http://nodarbibas.turiba.lv/regdok.asp .

This information is also available on BATIS (Regulatory Documents section of the Study Information section) https://batis.turiba.lv/b3.dll/BAT/1/98AEEF128E78ED04FE62E54020191130223051971 (login with student password).

[1]
http://inet.turiba.lv/dok_adreses/?nr=&psearch=p%E2rbaud%EEjumu+&Process=&st_search=&am_search=

https://batis.turiba.lv/pasn/b_pasn.dll/BAT/2/C874A0451C77716DF162E54020191130130414284

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.

Turiba pays special attention to principles of academic integrity and its observance by developing the regulatory framework, organizing informative seminars for lecturers, organizing informative work with students and using anti-plagiarism tools.

A number of internal normative enactments have been drafted to combat plagiarism.

The Regulations on compilation of students' independent papers determine the sequence and procedure for writing individual papers, with particular attention to procedure for references.

The Regulations on academic integrity and plagiarism identifies certain types of plagiarism, describing each of them as follows:

- Absolute plagiarism or playing with words. The author of the work submits work written by another author or authors under his/her name.
- Word by word plagiarism. The author of the work copies large fragments, one or more paragraphs or it parts to another text and submitting it as his/her own without citing references to the original sources.
- Unethical plagiarism. The author of the work submits a work under his/her name in which the names of other author/s who participated in the work are not mentioned.
- The author of the work cites another student/s who had not participated in the compilation of the work as authors.
- Submitting the work repeatedly although the author/s guarantee that the work has not been

submitted for publishing or assessment elsewhere.
- The author of the work takes the work of another author retaining the original content, paraphrasing it a little or not changing it at all and submits it as his/her own work.
- Incorrect sources. The work contains references to non-existing sources or deliberately exaggerated list of sources and literature without any references in the text.
- Secondary sources. The author of the work copies large fragments, one or more paragraphs or parts from secondary sources and submits it as primary sources.

The Study Regulations stipulate the students' obligation to study in good faith within the framework of the respective study program and to use the works of other authors only to the amount corresponding to the purpose of their use in carrying out research, obligatory indicating the author and title of the work used. It is stipulated that each test must be submitted in the form of a properly designed work and that there is no right to submit a single work several times unless it is substantially supplemented. The Study Regulations foresees cases where a student has not acted in good faith and has submitted a plagiarism or repeatedly submitted the same work without any significant additions. In such cases the student has to repeat his / her work, but in case of repeated violation the student is expelled. The State Examination Regulations regulate cases when students have submitted plagiarism for defence of their final thesis (qualification paper, bachelor's thesis or master's thesis). In such a situation the study regulations stipulate that the student is expelled with the right to rewrite and submit the thesis for defence within three years, but if the work shows signs of plagiarism repeatedly, the student is ex matriculated without the right to defend the thesis.

One of the tools for discovering plagiarism, the origin and the lawful use of which is unquestionable, is the unified computerized plagiarism control system (VDPKS)[1], which was created jointly by Latvian higher education institutions and wherein it is possible to compare the works of students [2] of 16 Latvian higher education institutions as well as documents therein. Turiba has joined this system and examines every qualification, bachelor, master and doctoral thesis submitted.

As of November 15, this year, Turiba is launching the Turnitin[3] plagiarism system, an additional tool for combating plagiarism that can be used for student independent research .by supervisors.

If plagiarism is identified, students are not admitted to the defence and are forced to rewrite and submit their work and pay an additional fee for the defence.

According to the Turiba regulations, if a match is found between 15% and 30% of the work submitted to the VDPKS, the work is evaluated by a commission of three staff members organized by the Dean of the Faculty. However, if there is more than 30% of match then it is considered to be plagiarism without further examination.

Papers of UVF students showing signs of plagiarism are evaluated by a commission formed by a Rector's decree, and the work is recognized as plagiarism if the following is recorded:

- similarity in views, comments, conclusions or recommendations expressed;
- similarity in order of sources used, references, citations, and facts;
- the same typing errors or common phrases are found in the work;
- similarity in the title of the paper, the plan and structure of the work.

5 cases of plagiarism were recorded in the study direction "Economics" in the period 2015-2019,

out of which three in the first level study programs and two in the bachelor program.

Students had mainly used the work of the students of the University of Latvia. There is a downward trend in such irregularities with three cases identified in 2016, but only one in 2017 and 2018, but not a single one in 2019.

Principles of academic integrity, as well as cases of plagiarism, are discussed during methodological seminars.

To minimize such violations, students are introduced to the principles of academic integrity within the framework of various study courses and seminars organized by independent research supervisors.

[1] Accessible at (password protected): https://plag3.lu.lv/cgi-bin/ul

[2] University of Latvia, BA School of Business and Finance, Turiba University, University of Daugavpils, University of Culture and economics , Jekabpils Agrobusiness College, Liepaja University, Latvia University of Life Sciences and Technologies, Rezekne Academy of Technology, "RISEBA" University of Business, Arts and Technology, Riga Stradins University, Riga Technical University , International Cosmetology College, Transport and Telecommunication Institute, Ventspils University College, Vidzeme University College

[3] https://www.turnitin.com/

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 list of study programmes implemented at Turiba is accessible on the Turiba webpage: http://www.turiba.lv/lv/studijas/studiju-programmas/184/

The responsibility for correspondence of the information available on the website to the information available in the official registers lies with each study program director, for the study direction - the Dean and for the overall accessibility - the Development Department.

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.

Turiba Quality policy stipulates that:

The Quality Management System of Turiba University is organized using a systemic approach for efficient and continuous improvement which has been designed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the strategic guidelines of Turiba.

- Turiba identifies processes as well as maintains, uses and enhances a process measurement/benchmarking system.
    1. The Faculties, departments and other departments, management, employees and students shall be responsible for improving the performance of Turiba.
    2. All Turiba stakeholders shall also be involved in the enhancement of Turiba's performance.
    3. Turiba personnel (including its students) shall be involved in the introduction of the quality assurance policy and the maintenance and enhancement of the quality management system.
- Study programmes
    1. The design and approval of study programmes shall be organised in accordance with the internal procedures approved by the Turiba Senate.
    2. The study programmes that are designed in accordance with the Turiba strategy shall have clearly formulated goals and learning outcomes.
    3. Turiba students and educators as well as employers and social organisations shall be involved in the design of the study programmes.
- Students:
    1. Turiba's study process are student centred underlining an individual approach towards students during the study process.
    2. Turiba students are actively encouraged to participate in the enhancement of the study process.
    3. The teaching/learning methods, pedagogical approaches, introduction of innovations and new technologies are regularly reviewed.
    4. Involvement in the labour market and establishment of new enterprises is actively promoted during the study process.
    5. Assessment is consistent and in accordance with Turiba approved procedures. The assessment criteria and methods are communicated to both students as well as assessors.
    6. All complaints, suggestions and appeals are reviewed in accordance with procedures approved by Turiba.
- Study process
    1. The study process at Turiba is in accordance with the goals set and consistent, approved and published rules and regulations that describe the whole study process from the moment of enrolment of students till their graduation.
    2. The progress of students' study process is constantly monitored by Turiba.
- Personnel
    1. Competent personnel are employed in accordance with clearly defined, transparent and fair recruitment procedures.
    2. The study process is provided for by highly qualified Latvian and foreign educators, who are characterized by academic professionalism and integrity, as well as intolerance to academic fraud.
    3. Turiba provides its personnel opportunities and motivates them to enhance their professionalism and carry out research activities.
    4. Student and educator exchange and cooperation with other foreign higher educational

institutions is promoted

- Resources
    1. Turiba provides all the necessary financial, personnel and materials resources required for its students and ensuring the performance of its activities.
    2. A high level, modern material technical base, modern infrastructure and comfortable, safe and tidy environment is provided to support the study process.
    3. A convenient and supportive customer service is also provided.
- Information:
    1. Turiba systemises and analyses information regarding its activities and uses it for the enhancement of its study programmes and the internal quality management system.
    2. A systematic self-assessment of Turiba activities is carried out.
    3. Turiba cooperates with students, employers and other stakeholders to ensure a consistent feedback system.
- Informing the Society
    1. Turiba publishes, clear, precise, objective, actual and easily accessible information about its activities through its webpages, social network profiles and informative brochures.
    2. Turiba personnel actively participate in forming public opinion through publications, lectures, seminars and conferences and are actively involved in social organisations.
- Review
    1. Turiba regularly evaluates the correspondence of its study programmes to the expectations and needs of the students and the changing requirements of the society as well as the achievement of the goals set
    2. The review of study programmes is aimed at ensuring the actuality of its study programmes and their continuous development and is carried out with the involvement of students, employees, employers and social organisations

Qualitative indicators of the programme in the study direction are measured using various instruments and various statistical indicators from Turiba's internal database system such as the number of students enrolled; number of alumni and students are also used. Survey of various target audiences are used to gather information on the level of satisfaction of students, employers, alumni and employees, the pedagogical performance of educators, professional career of alumni for example salaries, career growth etc.

The Quality Management Manual (Document v 139, approved by the Senate on 22.05.2019, Minutes No.5) regulates in detail the objectives and standards of the Quality Management System, the various processes and measurement systems, and other relevant quality assurance measures. The documents are accessible in electronic form at:

http://inet.turiba.lv/dok_adreses/?nr=&psearch=kvalit%E2tes&Process=&st_search=&am_search=

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.

10/28/2019 TU Senate approved a new document "Regulations on the Development, Modification and Approval of Study Programs. However, even before this internal legislation was adopted, study programs were designed and revised in accordance with the then existing procedures of TU.

The procedure for the program design process is as follows:

- The development of a new study program can be initiated by the Faculty Council, Dean, Head of Department, and Student Council.
- The proposal to create a new study program is considered at the Faculty Council meeting, which makes the decision.
- Following the decision of the council meeting to create a new study program, the dean or head of department organizes the preparation of the application for the establishment of the study program, which consists of:
    1. substantiation of topicality of the study program in the national and international context;
    2. substantiation of the necessity of the study program, indicating significant differences from similar study programs implemented by TU;
    3. justification of compliance with TU strategy and TU resources;
    4. an evaluation of the potential program director;
    5. cost and profitability assessment.
- Application for study program development is examined by a commission consisting of the rector, vice-rector for scientific and academic work, vice-rector for study development and international cooperation, head of finance department, dean or head of department, which proposes the study program development, potential program director and the student council representative.
- Upon receipt of a positive decision of the commission, the Dean or Head of the Department organizes a working group for the preparation of the study program content and implementation, which consists of potential stakeholders such as Turiba representatives, lecturers, employers and social partners involved in the implementation of the study program.
- The description of the content and implementation are developed in accordance with the criteria for the assessment of the requirements set forth in the fifth paragraph of Article 55^2 of the Law on Higher Education Institutions and Cabinet Regulation No.795 "Regulations for Licensing Study Programs".
- The dean or head of department organizes independent study program expertise, which is attached to the study content and implementation description.
- The Faculty Council shall review the description of the content and implementation of the study and decide on putting forward the study program to the Senate for approval.
- Study content and implementation documents shall be submitted to the Senators for approval not later than two weeks before the Senate meeting.
- The Senate gives a decision on the implementation of the study program and approves the program director.
- The Director of the Study Program prepares for the Academic Information Centre (AIC) an application for the licensing of the study program, signed by the Rector, and submits them to the AIC for a license for the study program.

If changes are to be made in a licensed study program, the following procedure shall be

followed:

- Changes in the study program can be proposed by the program director, dean, and head of department, faculty council, and student council.
- Changes in the study program to be approved by the TU Senate can be as follows:
    1. changes in the requirements set when starting the study program;
    2. changes in the place, form, language of study program implementation;
    3. changes regarding the compliance of the study program with the study discipline;
    4. the changes made during the period of accreditation of the study discipline regarding the duration or scope of the study program that exceed 20 percent to those specified in the application for the accreditation of the study program in the corresponding study disciplines;
    5. Reduction of qualification Turiba academic staff working in the respective discipline or study program since the previous accreditation of the study discipline if it concerns at least 20 percent of the total number of academic staff working in the respective study discipline or at least 50 percent of the overall performance (not including the elective part of the study program, internship and final examinations) in the respective study discipline is no longer ensured by the academic staff elected at TU.
- Desired changes in the study program shall be submitted by the program director for consideration by the Faculty Council, which shall decide on making the changes and forwarding it for approval to the Senate.
- After approval of the changes in the Senate, the program director prepares an application, signed by the rector, about the changes in the study program and submits it to the AIC.

The closure of the study programs is carried out according to the following procedure:

- The closure of the study program is proposed by the program director, dean, head of department at the Faculty Council, vice-rector for scientific and academic work, or rector.
- The Faculty Council considers the proposal to close the study program and forwards to the Senate for its decision.

Documents on the procedure for designing and revising study programs are available here: http://inet.turiba.lv/dok_adreses/?nr=&psearch=programmu+izstr&Process=&st_search=&am_search=

Review of the study programs according to the objectives to be achieved and the requirements of the labour market takes place by regularly preparing the program plan for the new study year. Necessary changes, proposed by the program director, take into account labour market requirements, UVF council recommendations, and student recommendations as well. Changes made, such as new optional courses, updating of compulsory courses, changes in regulatory requirements are evaluated and approved by the UVF Council and TU Senate.

First level professional higher education programme „Finance and Accounting”: The study course "Management" was renamed as "Management and accounting". The study course "Commercial law" was renamed as "Legal regulation of business" .The study course "Civil defence" was renamed as "Civil and environmental protection". A new optional course “Business terminology" was added.

First level professional higher education programme „Marketing and sales”: The study course "Commercial law" was renamed as "Legal regulation of business". The study course "Civil defence" was renamed as "Civil and environmental protection". A new optional course “Business terminology" was added.

Professional bachelor's study programme "Marketing and Sales Management": The study course "Commercial law" was renamed as "Legal regulation of business". The study course "Civil defence"

was renamed as "Civil and environmental protection". The study course "Globalisation and integration processes" was renamed as "International trade". The course "Political science" was replaced with "Health and safety at work". A new optional course “Organisation of procurement processes" was added

The mechanism for obtaining and providing feedback:

- with the students - at the end of each study course and the academic year students fill in a questionnaire in which they express their objections or recommendations for the development of the study program. The results of the student surveys are processed by the Development Department and passed on to the faculties. Faculties take these student recommendations into account when amending or supplementing the content of study programs;
- with graduates - once every two years the Development Department organizes student surveys. In these surveys graduates working often provide information on what was missing in the content of a course to ensure the necessary knowledge, skills and competences;
- with employers - at the end of each practice, the practice enterprise provides information on the student's knowledge and skills by answering questions such as: basic skills, professional skills, demonstration of initiative, etc. The Council of the Faculty of Business Administration includes a number of employers' representatives whose views are carefully heard, debated and analysed. The information obtained is processed and used by modifying or supplementing the content of study programs.

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.

Students have access to information regarding opportunities for making complaints and suggestions:

http://inet.turiba.lv/dok_adreses/?nr=&psearch=iesniegumu+izs&Process=&st_search=&am_search=

All claims and suggestions should be made to the Study Information Centre (SIC), which will then be addressed to the responsible department. The structural unit responds to the results of the review and the improvements made (deadlines are controlled). This procedure is set out in the procedure for reviewing student applications received by the Study Information Centre approved by the Senate on 24.04.2019 and the Board decree dated 26.04.2019.

In turn, the document “Procedure for acceptance and review of claims”, approved by decree No.55 of the Deputy Chairman of the Board as of 14.09.2011. states that 2.2. Turiba accepts any claim addressed to it by a natural or legal person and gives its author a substantive reply in accordance with the procedures prescribed by the laws and regulations of the Republic of Latvia.

Acceptance of claims

Claims from natural or legal persons are accepted as written applications by the heads of structural units, in departments and faculties - also by assistants and secretaries, in the Secretariat - by secretary, in the Study Information Centre - employees of the Study Information Centre.

Claims in writing shall be filed and registered with the Secretariat or the SIC, as appropriate. Written claims shall be answered in writing.

Any employee of BAT who hears an oral claim shall inform the head of their unit. Responses to oral submissions shall be agreed with the complainant.

If the complainant wishes to address the matter to Turiba management (the Chairman of the Turiba Board or his deputy) in person, the Board secretary shall arrange an appointment.

Review of oral complaints and decision-making

If an oral complaint does not require additional verification, head of a structural unit makes a decision on the case and informs the complainant accordingly.

If a complaint requires additional information, the complainant should be duly informed about this fact.

If a complaint requires transfer to another structural unit in charge of the particular issue, it should be performed either by sending an e-mail letter to the head of the particular unit or by informing the head of unit orally and simultaneously – informing the complainant.

Review of written complaints, decision-making and providing response.

After receiving a written complaint, secretary of the Secretariat or employee of SIC no later than the next working day forwards it to the head of the structural unit responsible for the particular issue. Prior to that secretary or an employee of SIC should verify if the complaint concerned is not a repeated complaint.

In case of dealing with a repeated complaint, it is submitted attaching documents related to previous claims or complaints.

In accordance with written instructions of the head of a structural unit, secretary of the Secretariat or employee of SIC forwards a copy of complaint to the responsible executive who prepares information necessary for assessment of the situation.

The Head of the responsible structural unit assesses the prepared information and takes a decision.

The Secretary of the Secretariat or employee of SIC ensure/control that the response is provided in a timely manner.

The Secretary of the Secretariat or employee of SIC has the right to ask responsible executives information regarding the review of a particular complaint.

After making a decision the responsible executive prepares a written answer to the complainant based on the decision made and submits it for signature to the head of the responsible unit

After providing a reply to a written complaint, its time and method of delivery is registered at SIC or Secretariat register

All information accumulated during the process of reviewing a complaint is filed with the Secretariat or SIC.

Record-keeping and preventive activities.

Heads of structural units ensure filing of oral complaints in their units and prepare annual (every June) reports of all complaints received in their units and submit them in writing formally or by e-mail

The Secretary of the Secretariat and an employee of SIC prepare a summary of the written complaints received and submit it to the Head of Secretariat.

The report shall be prepared listing the themes and number of complaints as well as listing actions taken and recommendations for increasing effectiveness of the system.

The Head of Secretariat summarises the reports received and prepares recommendations for streamlining functions or processes in the areas which have received repeated complaints.

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.

Statistics are compiled in accordance with the Personal Data Processing Policy (approved by the Management Board decision No 21 of 08.05.2018).

In accordance with the policy, personal data are stored in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data concerned are processed; personal data may be kept longer insofar as personal data are processed only for archival purposes in the public interest, for scientific or historical research purposes or for statistical purposes in accordance with Article 89 (1) of this Regulation, provided that appropriate technical and organizational measures intended to protect the rights and freedoms of the data subject are carried out.

Turiba has developed an internal data processing system, which enters and stores the necessary data and can be accessed with a password.

Data is regularly collected on student numbers and status (updated monthly, external reports provided), mobility (updated continuously, twice yearly reports), success rates, internship, as well as final thesis topics (as required) and state examination results (2 times a year). If necessary, data may be requested (from the Study Department, International Department, and Faculty) and collected for in-depth analysis. The data are used for the improvement of the study discipline, including changes in the credit points of individual study courses, addition of new study courses (especially in Parts B and C), conversion or removal of outdated study courses.

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.

1. Quality assurance policy

Increased attention is being paid to this standard.

BAT has a Quality Assurance Policy that supports:

- Organisation of quality assurance system (policy, Quality management handbook);
- the responsibility for quality assurance of departments, departments, faculties and other structural units, as well as the higher education institution's management, individual staff members and students (Regulations of the Faculties, Student council regulations, Ethics policy);
- academic integrity and freedom and intolerance towards academic fraud (Regulations on academic integrity and plagiarism; Academic arbitration regulations);
- combating all forms of lack of tolerance and discrimination against students or staff - multicultural environment, giving everyone the opportunity to study regardless of gender, race, health (Turiba University internal regulations)
- the involvement of external stakeholders in quality assurance, with the involvement of employers, social partners and the Faculty Council through their recommendations for improvement;

All publicly available documents are accessible at: http://nodarbibas.turiba.lv/regdok.asp

2. Program design and approval

Increased attention is being paid to this standard.

Programmes:

- study programs are developed in accordance with education and professional standards, providing students with both academic/professional knowledge, clearly articulating both skills and competences, to fully prepare students for the labour market in line with current industry trends.
- they are designed according to the requirements of the standards - taking into account the proportion of compulsory and elective courses and their scope in credit points. Study program levels are designed to create continuity.
- are built around carefully planned practice opportunities,
- are subject to the approval procedures set by the higher education institution, are developed taking into account also the provisions of the Constitution of the higher education, institution, programs and plans are finally approved by the BAT Senate.

3. Student-centred teaching, learning and assessment

Increased attention is being paid to this standard.

- taking into account and respecting the diversity of the student body and their needs, the educator decides on the most appropriate teaching methods for each group individually, adapting it to the individual characteristics and abilities of the group.
- taking into account and using different ways of implementing the programs, the topics are presented in an interactive way, where appropriate, by asking questions to students and encouraging discussion, as well as through presentations, seminars, group work;
- teaching methods and pedagogical methods are regularly evaluated through methodological seminars, discussions, department meetings, visits;
- learners are encouraged to become independent - under the guidance of the lecturer -

independent studies, independent work, research, practice is a compulsory part of the study process. ;
- fostering mutual respect in student-lecturer relationships - through dean lessons, introductory seminars, individual and group discussions with students; discussing problem situations at methodological seminars;
- There are appropriate procedures for resolving student complaints - the "*Procedure for acceptance and review of complaints*" has been developed, the procedure for contesting the study course results is stipulated in the *Study Regulations*, the contesting of the State Examination results is in accordance with the State Examination Regulations. Turiba regulations on rotation of tuition fee discounts for 2019/2020 define the procedure for contesting the results (scholarships, discounts) in the academic year.

The following shall be taken into consideration for the assessment of students:

- the assessors are familiar with the methods of tests and examination and receive support for the improvement of their skills in this field - the lecturers work in accordance with the *Study Regulations, the Examination Regulations*, assessment criteria are discussed in seminars and at the meetings of the Department. Supported by Dean, Vice Dean, Head of Department;
- the assessment criteria and methods, as well as the criteria for putting marks, have been made public in advance - *the Study Regulations, the Examination Regulations, study course descriptions and regulations* are available to each student and lecturer in the BATIS system;
- assessment gives students the opportunity to show the extent to which they have achieved the expected learning outcomes - assessment criteria for regular and final tests;
- Students receive feedback - a follow-up analysis takes place in the form of discussions where the student will be able to identify the strengths, weaknesses,
- Practice and study papers are evaluated by a commission of two lecturers, the state examination is evaluated by a commission composed of five (including professional) members;

4. Matriculation of students, study process, recognition of qualifications and certification

Increased attention is being paid to this standard.

- Enrolment regulations that set out the criteria for admission and procedure for matriculation are accessible both on Turiba's internal information system (BATIS) as well as the Turiba webpage Enrolment regulations for the study year 2019/2020);
- Prior to submitting documents to the university, prospective students have access to relevant information on the Turiba website, including study program content, tuition fees, procedure for obtaining scholarships and budget places and rotation of tuition fee discounts, etc. http://www.turiba.lv/lv/studijas/viss-par-iestasanos/294/
- Both the website and the regulatory documents provide information on student mobility opportunities and criteria http://www.turiba.lv/lv/studijas/studijas-arzemes/104/ (arī Erasmus+ mobilitātes programmas nolikums)
- Study progress - matriculation, study content, study process organisation are determined by Study regulations. (Study regulations)
- Turiba also implements the recognition of results achieved in previous education or professional experience (Regulations on recognition of knowledge, skills and competences gained through non formal education or professional experience)
- Monitoring of the study process of students is carried out - surveys, summary of examination results, compilation of statistics of students.

5. Educators

This standard is addressed but partly perceived as a challenge due to the necessary funding

- Academic staff shall be recruited on a regular basis as appropriate Akadēmiskā personāla vēlēšanu nolikums
- Lecture visits are conducted regularly to assess the educators' professional qualifications in their daily work. After passing the course exam students have the opportunity to express their opinion on all the lecturers. The surveys are conducted anonymously, and students are encouraged to express their views about the lecturers, indicating their positive and negative qualities. Provides opportunities and encourages educators to develop their professionalism;
- There is a regular planning and implementation of the academic staff development policy, and it is planned to support qualification improvement measures also financially - to pay the tuition fee, as well as travel and accommodation expenses, if necessary. The academic staff is involved in scientific research (creative) work. There will be incentives for academic staff and students to publish more of their research, paying for translation and publication wherever possible. Research results are published in internationally available and peer-reviewed editions.

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences.

6. Learning resources and support for students

Increased attention is being paid to this standard.

The infrastructure provisions at TU are regularly appended, renewed and modernised;

The library regularly purchases new literature, both in print and in electronic format.

Students of all departments have free access to the library and other resources at all times.

Students are provided assistance during consultations with educators. The student can address any questions concerning the study process to the Study Information Centre, the department or faculty, or the International Department on international mobility issues.

7. Information management

Increased attention is being paid to this standard.

1) Qualitative indicators of the programme are measured using various instruments and various statistical indicators from Turiba’s internal database system such as the number of students enrolled; number of alumni and students etc. are also used. Survey of various target audiences are used to gather information on the level of satisfaction of students, employers, alumni and employees, the pedagogical performance of educators, Professional career of alumni for example salaries, career growth etc.

2) The satisfaction of students with the existing system is ascertained by the annual students' survey and if necessary, improvements are made to the TU information system BATIS, computer and LAN connection in the lecture halls as well as to the quality of the Wi-Fi internet access.

3)The dynamics of qualitative results are analysed at the management level as well as by each structural unit thereby ensuring prompt and adequate decision making to take the necessary corrective and preventive action required to maintain and enhance the overall quality of services provided and the level of satisfaction of customers.

4) Within the scope of its competence, Turiba collects and compiles students' studies, progress and drop-out indicators.

5) Students are regularly updated through BATIS with the latest information about their deadlines, changes in normative documents, etc. Students also have access to study course descriptions and study materials.

6) Alumni surveys are conducted on a regular basis to ascertain their career progression.

8. Informing the Society

Increased attention is being paid to this standard.

Information regarding activities of students, alumni and their success stories are regularly published;

Educators work in the public domain as opinion makers and opinion leaders through not just the publication of research articles but also expressing recommendations and opinions in the mass media;

Turiba news is published on the website www.turiba.lv, and on Turiba profile on various social networks, such as facebook.com and Instagram. As well as on mass media.

9. Program monitoring and periodic review

Increased attention is being paid to this standard.

Program monitoring and periodic review of

- the content of the program, taking into account the results of recent research in the sector, thus ensuring that the program remains relevant;
- changing needs of society;
- student workload, study progress and graduation;
- effectiveness of student performance assessment procedures;
- students' expectations, needs and satisfaction with the program;
- study environment, support services and their relevance to the program objective.

Programs are regularly evaluated and reviewed with the involvement of students and other stakeholders. The information collected is analysed and the program is updated to ensure it is up to date. The results of the program evaluation are published on the Turiba website in the form of annual PNZ reports, which are available here: http://www.turiba.lv/lv/studijas/studiju-programmas/studiju-virzienu-pasnovertejuma-zinojumi-un-parskati/346/

10. Cyclic external quality assurance

This standard is noteworthy, but in part is perceived as a challenge as not everything can be fulfilled due to limited funding.

Cyclic external quality assurance is implemented in the process of licensing study programs and accrediting study disciplines.

Licensing and accreditation do not end with post-assessment activities at the university. Turiba ensures that progress from previous external quality assurance is taken into account in preparation for the next.

[1] Standards and guidelines for quality assurance in the European Higher Education Area (ESG). Accessible at: http://www.aic.lv/portal/content/files/AIC%20ESG2015%20int-1_2.pdf

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.

TU uses only private funds for study provision. TU financial position is remarkably stable. Every financial year, starting from the foundation of the university, has ended with a profit. The reason for this is the successful economic activity of the higher education institution as well as well-considered and goal oriented activities in the field of education. The financing plan for each year is determined by the budget of the institution. Revenue consists of tuition fees for higher education, participation fees for seminars, hotel services and income from other economic activities. Expenditure is planned in the budget proportional to the revenue, the main items of which are salaries of staff, social security payments, maintenance of premises and utilities, material expenses for provision of the study process, purchase of new equipment, as well as renovation and repair of premises. Financial resources to ensure the implementation of the study programs in the study discipline:

The net turnover for the financial year 2018/2019 is EUR 5 564 614, the gross profit is EUR 1 488 422 and the profit after tax for the year is EUR 375 967.

Turiba's revenue from tuition fees has increased by 9.1 % (by 382 549 EUR). Total net turnover increased by 8.1% (415 606 EUR).

Total after-tax profit for the year increased is EUR 375 967 and in comparison to the financial year 2017/2018 decreased by 18.8% due to an increase in operating costs.

Amount of share capital in the balance sheet of the reporting year as of 30.06.2019 is 2 134 300 EUR with retained earnings of EUR 2 248 501, and total equity of EUR 5 975 502.

Sources of funding for research include TU funding, as well as individual projects involving TU or individual lecturers. This funding is used both for participation in conferences with reports and for translation of publications. For indexing a publication in Scopus or WoS databases, an additional bonus is given to the lecturers. Both conference papers and publications are written about the issues included in the study programs, and the researched material is used in the study process and included in the respective study courses.

Another factor determining the stability of a higher education institution is the diversified and branched structure of study programs and forms of study, which allows Turiba to compensate income in one sector when the market narrows in another sector. Combined with prudent, thrifty and efficient use of resources, a stable revenue base is a necessary factor for the continued operation of the university.

Investments in the development of TU are made by forecasting changes in the demographic situation as well as in the European Higher Education Area and Latvian regulatory system. Such an approach will ensure the Turiba's future growth.

Costs per student for the study year 2018/2019 is attached in the Appendix.

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).

Turiba has at its disposal all the resources necessary for the implementation of the study discipline and the corresponding study programs:

1. All necessary conditions/environment for studies are present – new conference halls, lecture rooms, computer classes, and modern library with a spacious reading room. The lecture rooms are equipped with high quality visual equipment – white boards, OHTs and screens, multimedia projectors, audio and video equipment. Students have access to computer workstations. Stationary multimedia projectors as well portable one are available. There is sports hall which can also be used in the study process.
2. Students can use the whole territory of Turiba for practical lessons (except places which have been leased out or restricted areas), including the car park and other buildings.
3. Business incubator has been created for special training of students and they can practically acquire professional skills in business management processes.
4. The infrastructure provisions at TU are regularly appended, renewed and modernised;
5. The library regularly purchases new literature, both in print and in electronic format.
6. Students of all departments have free access to the library and other resources at all times.
7. Students are provided assistance during consultations with educators. The student can address any questions concerning the study process to the Study Information Centre, the department or faculty, or the International Department on international mobility issues.

8. Turiba provides part-time distance learning (e-studies), using INTERNET technologies.The Information Systems Department provides technological support to the study process, to ensure the maintenance and improvement of the information system

During 2018/2019, BAT has created the environment (Moodle platform) for the development of e-learning and has attracted a very good and interested consultant. The activity of e-studies is coordinated by the faculty and the head of departments, and the duty of the lecturers is to improve their study courses and develop new ones.

In a situation of falling number of full-time students, increasing work intensity and occupancy, distance learning is one of the forms of study that allows them to continue their studies while maintaining a stable income base for the university and contributing to its overall development.

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.

The Information Systems Department is a structural unit of Turiba that provides for the study process by offering students and lecturers BATIS, which contains information about the whole study process in terms of calendar plan, study courses and their lecturers, requirements and rights in the study process, regular, and final examinations, study and student loans, academic leave, guest lectures, conferences, discussions, and other current events in Turiba.

Information about possibilities to use TU library services is included in the study course descriptions of all study programs.

The main task of the library is provide the latest text books and scientific literature for the various study programmes and research directions offering access to not only a wide range of text books and press editions but also to online and local databases and other information resources.

The Turiba University library offers students a modern automated free access library with an electronic subscription/registration system as well as access to books and periodicals using the electronic catalogue ALISE. (available https://w3i.turiba.lv/Alise/en/home.aspx)

If the user has a computer with Internet access, TU library's electronic catalogue can be accessed from anywhere in the world.

The list of business-related books available in the library is appropriate for ensuring a successful study process for both Latvian and foreign students. The library subscribes to periodicals in print and electronic form. The library resources are mostly in Latvian, Russian, English and German. The heads of the various departments and programme directors in cooperation with the library personnel work out the list of books, journals and electronic databases to be purchased for the new forthcoming academic year.

The University subscribes to online electronic databases: LETA. Nozare.lv. Letonika, Lursoft, EBSCO Academic Search Complete, EBSCO eBooks Academic Subscription Collection, EBSCO Business Source Complete, also constantly using trial databases: https://www.turiba.lv/en/library/online-databases

Online databases are accessible for students not only at the Turiba library, but also remotely by logging in with their password on to the BATIS environment.

The library provides users with a comfortable and work-friendly environment. The total area of the library is 1532 m². Extensive collection of free-access books - subscription with user-accessible electronic catalogue (708.40 m²), library reading room with latest press issues (772.90 m²). Currently, 182 work places are available for students, 59 of them computerized and there is also a quiet reading room and specialized work places for group work. (Technical space 51.10 m²).

The library offers a variety of library services to students and other users of the library: https://www.turiba.lv/en/library

Library working hours:

- For subscriber's Monday - Thursday 10.30 - 18.30; Friday 11.00 - 18.30; Saturday 8.30 - 16.00.
- Reading room Monday - Saturday 00.00 - 24.00

Night subscription, an additional service provided is a service that offers the opportunity to borrow and use resources on-site (printed matter, books, periodicals, etc.) beyond official Library working hours.

TU Library is a member of LATABA (Latvian Academic Library Association).

Suggestions about the need to supplement information resources can be made by program directors, department heads, deans. The proposal is considered by the Rector's Council and in case of a positive decision, the resource maintaining unit (e.g. Library, Information Systems Department) evaluates the information resource proposals, develops an estimate and makes the necessary agreements.

TuribaTU(both for purchasing literature and subscribing to electronic databases).

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.

*S*tudy process take place under the guidance of experts, educators who are practitioners: entrepreneurs, business executives, accountants, marketing, e-commerce sales executives, who provide not only theoretical knowledge but also practical experience to prepare students for practical tasks in real life situations. The elected academic staff are also actively involved in various projects and professional associations.

The staff recruitment and employment processes at Turiba are determined by several regulations:

Regulations on Election of Academic Staff approved by Senate 28.09.2016. meeting determine the procedures by which:

- assistants, lecturers, assistant professors are elected,
- associate professors and professors on the boards of other relevant professors of higher education institutions are proposed for election.

Vacant positions of academic staff in Turiba departments are appointed by the Rector on the proposal of the Dean of the Faculty, the Director of the study program or the head of the department. Applicants, both resident and non-resident, with education and / or professional experience in accordance with the requirements of the Higher Education Institution Law and Turiba job descriptions, may apply for vacant positions in the academic staff. The process is open, with Turiba administrative staff and other faculties participating as observers.

Turiba University announces competition for vacancies in academic positions twice each academic year. It is a long-term strategy, which allows to increase the proportion of academic staff elected at Turiba University as permanent academic staff by 1-2 lecturers every year. However, the election of such lecturers involves financial investments, so it cannot be implemented rapidly, especially at a time when the number of high school graduates and university students is on the decrease

Application procedure:

- The competition shall be announced by the Turiba Personnel Division in accordance with the regulatory enactments of the Republic of Latvia on the recommendation of the Rector and the approval of the Board.
- Applicants must submit their application to the Turiba Secretariat within one month from the date of publication of the vacancies.
- The application must be accompanied by a copy of the CV, educational, academic and scientific credentials, a list of publications and / or significant achievements in the speciality (industry) during the last six years, and any other project specified in the publication.
- Upon submission of the application, the Applicant shall be acquainted with these Regulations. If the applicant submits documents by mail, then at the request of the applicant the Regulations will be sent to him by e-mail.
- Applicants' documents for election to the position of Associate Professors and Professors in the boards of professors of other higher education scientific boards shall be submitted by Turiba Personnel Division to Turiba science department for evaluation.
- The Scientific Council of the Turiba science department shall evaluate the eligibility of applicants for the position of Associate Professor and Professor and report on its decision to the Turiba Senate.
- At the meeting of the Turiba Senate, by open vote, a decision is made to recommend the election of the Board of Professors of Science of another higher school.
- Upon receipt of a positive approval from the Turiba Senate, the Rector prepares a letter to the professors council of another university, asking them to evaluate and elect the candidate for the position (while guaranteeing payment for the work of the respective professors' council).

The competition takes place in three (3) rounds:

- In the first round of the competition, the documents submitted by the applicants are checked for their compliance with the requirements announced.
- Documents submitted in the second round of the competition are examined by the departments, inviting the candidates,
- In the third round of the competition, candidates for the academic staff positions are evaluated and elected according to the regulations of the Faculty's Extended Council.

After the applicants have been elected for academic positions, Turiba shall enter into employment contracts with them for the period of election specified in the regulatory enactments of the Republic of Latvia.

If the employment contract is terminated during the specified term of the election, the new employment contract shall be concluded only after re-election to the academic position.

The lecturers of the study field are reviewed every year and replaced if necessary.

The procedure for the election of associate professors and professors is determined by the by-laws of the Turiba Council of Joint Professors of Economics and Business, approved by the Senate on 0210.2019.

The procedure for the selection of scientific research assistants, researchers and leading researchers at the Turiba Institute of Business Technology is determined by the by-laws of the Institute of Business Technologies.

Turiba staff who have obtained LZP expert rights in Economics Science:

No.	Structural unit	Name Surname	Degree	Working hours
1	KDK	I. Liniņa	Dr. oec.	21.02.2021
2	KDK	R. Zvirgzdiņa	Dr. oec.	15.11.2020.
3	VK	I. Lūka	Dr.paed.	22.12.2019.
4	TVK	T. Grizāne	Dr. oec.	16.08.2020.
5	KDK	A. Ābeltiņa	Dr.oec.	16.03.2020.

Terms used in the table: KDK - Department of Commerce, VK - Department of language, TVK - Department of tourism and hospitality.

Regulations on the election of the academic staff are available here:

http://inet.turiba.lv/dok_adreses/?nr=&psearch=%E2la+v%E7l%E7%F0anu&Process=&st_search=&am_search=

Study process take place under the guidance of experts, educators who are practitioners: entrepreneurs, business executives, accountants, marketing, e-commerce sales executives, who provide not only theoretical knowledge but also practical experience to prepare students for practical tasks in real life situations. Visiting lecturers are attracted through the UVF Council and cooperation partners, businessmen, and professional associations. Visiting lecturers are evaluated by the faculty and the personnel department by assessing their professional experience and education. A contract is concluded with visiting educators, for the duration of the specific work.

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.

In order to ensure the qualification and quality of work of the academic staff, an incentive system of remuneration has been established, which is described in the Regulations of the organization of TU staff remuneration (approved by the Senate on October 23, 2019):

- Academic staff with a fixed-term salary system shall prepare an electronic report of their individual work plan at least twice during the study year, at the end of December and June.
- Academic staff who are temporary staff (the hourly rate), the monthly salary is calculated by multiplying the amount of scheduled academic hours recorded in the individual work schedule by the hourly rate and divided by ten.
- Payment for paid services and unplanned guided work shall be made in the form of bonuses in addition to the salary at the end of each semester, but not later than January for Semester 1 and July for Semester 2 or the relevant month.

- The total funding of the Faculty for the remuneration of the academic staff and academic positions is 19% of the total tuition fee income in the respective program.
- If there is an overall positive cash balance for the faculties at the end of the financial year, 15% of it is transferred to each faculty bonus fund in proportion to the balance of each faculty, and 85% is placed in a reserve for faculty development.
- The funding of the academic staff and visiting lecturers is distributed by the deans of the faculties to the departments in proportion to the number of credit points of the study courses implemented in the department and the number of academic groups. In agreement with the Dean, the number of students in the academic group may be changed.
- The salaries of the academic staff of the respective department shall be determined by the head of the department in agreement with the dean and the vice-rector for academic work, but they shall not be lower than the rates established by the Cabinet of Ministers.
- For lecturers with academic load in student groups of more than 30 students (regardless of the number of adjoining groups), the rate is increased by 0.67% for each additional student starting from the 31st student in the particular group. All students who have an active student status and have no payment debts are taken into account, and the actual attendance of lectures is not counted and not taken into account. The amount of the additional payout is calculated each month and paid along with the payroll for that month.
- Remuneration for visiting lecturers
    - A contract is concluded with visiting educators, for the duration of the specific work.
    - The hourly rate set for visiting lecturers is not less than the rates set by the Cabinet of Ministers.
    - Remuneration shall be paid in accordance with the actual pedagogical workload recorded in the delivery acceptance act
    - Foreign visiting professors are paid travel and accommodation expenses in Latvia once per study year.
    - The responsible faculty, which invites the foreign visiting lecturer, prepares an estimate of the planned costs. The total costs are shared between all faculties in proportion to their revenues.
    - The director of the program receives a performance bonus based on the qualitative and quantitative criteria that have been met.
    - The quantitative criteria for the Program Director's bonus are as follows:
        - The bonus is applied to and paid for each calendar month in the course of a study year at the rate of salary
        - Bonus is calculated for the two periods of the academic year - I semester and II semester based on the information submitted by the Study Department to the Finance Department on the number of Latvian students matriculated as of September 15 and January 15.
        - From September 1, 2019, the program directors' bonus is per month for each student studying and paying for the program. The bonuses are paid twice a year at the end of each semester. These bonuses are not applicable to doctoral programs, as well as organizational security college and undergraduate programs, as these are subject to other alternative principles for calculating bonuses.
    - The qualitative criteria for the Program Director's salary are as follows:
        - Development of self-assessment reports.
        - Organization of employer surveys.
        - Attracting external financing.
        - Working with and retaining students.
        - Work with lecturers, lecture visits.

        - Cooperation with branches.
        - Improvement of program quality.
    - The Dean assesses the qualitative criteria for the Program Director's bonus. In the event that the work for the Program Director is carried out by another person, the Dean shall be entitled to pay part of the salary of the Program Director to another person.

Improvement of the educators' qualification is the motivation of TU academic staff and the enhancement of their experience and scientific potential.

Further qualification is provided for by lecturers participating in conferences, publishing articles, monographs, sharing experiences or teaching courses within Erasmus +. E.g., R. Zvirgziņa, L. Liniņa, participated in international conferences (Žilina, Porto, Madrid), and Z. Driņķe, I. Bruksle in exchange of experience, and the experience acquired is used in the study process for its further improvement.

During the study year the lecturers of the field are involved in projects organized by TU, where lecturers additionally acquire professional competences and foreign language skills. The acquired knowledge is used in the study process in work with students.

In order to increase the interest of the lecturers to improve their qualification, discussions and exchange of experience are organised during seminars held at UVF departmental meetings. The lecturers are granted funding for participation in international scientific conferences, and publishing of monographs.

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.

Educators who are involved in the implementation of the study direction are elected academic staff, as well as accounting, marketing and sales professionals as well as visiting lecturers. During the reporting period 101 - 71 educators were involved. Educators participate in research, take part in project implementation, and go on mobility to partner universities. Guest lecturers share their practical experience and participate in practical seminars.

The lecturers involved in the study programs carry out the prescribed academic workload according to their position, which includes not only lectures, practical work, but also preparation for lectures, evaluation of regular exams, which is a labour-intensive process. Regardless, each lecturer continues his / her self-education, self-improvement, acquiring current information in the study course he / she teaches and further scientific research in the chosen field. This is done through self-study, participation in conferences and gaining experience in raising the quality of the study process at other universities, and lectures within Erasmus + mobility as well. The Erasmus + mobility program is valuable for improving the study process at TU.

Lecturers show active interest and go to partner higher education institutions (For example, I.Bruksle., I.Liniņa, Z.Driņķe, O. Onževs, R. Zvirgzdiņa). Incoming mobility, which is a significant benefit for both lecturers and students, is also gradually increasing.

Unfortunately, the standards set by the European Commission (10% staff mobility for student mobility) are not sufficient for every lecturer to benefit from Erasmus +. No other significant problems have been observed in the implementation of Erasmus mobility for the lecturers.

Information attached in appendices:

- *a table (in Excel format) providing basic information on the teaching staff involved in the field of study, indicating their degree / qualification, the status of their election at the university, the study programs and courses they participate in and proof of knowledge of the official language and foreign language (if applicable).*
- *CVs of teaching staff (Curriculum Vitae in Europass format).*
- *statistics on incoming and outgoing mobility of teaching staff during the reference period.*

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.).

The Student Council Regulations determine the support available for students (approved by the Senate as of 28 September 2016)

The tasks of the Turiba SP are, among other things, to represent students in the national and international environment, to identify students' needs, interests and desires for improvement of the academic process and to make proposals for their implementation, as well as to draft SP budget and monitor its use.

Turiba SP has the right to request and receive information and explanations from authorised representatives of all Turiba structural units regarding any issues related to the interests of the students;

Study process support is provided by program directors, heads of departments, branch managers, vice dean, dean, helping students integrate into the study process and providing answers to questions by advising on the study process. Communication can take place both in person and over the telephone, as well as via digital communication (E-mail, Skype).

Distance learning students can also use the communication tools available on Moodle.

The Student Information Centre also provides support to students by advising on issues regarding conclusion of contracts, continuation of studies, termination of studies, and change of study form.

Support for international students, including psychological support is provided by the International Department.

In accordance with the Business Incubator Regulations (approved by the Senate on 23.01.2019) its services are available to students, graduates, teaching staff, other employees of higher education

institutions, as well as to any business start-up or entrepreneur. Students widely use the services provided:

Service “Legal address” that entails permission to register one’s enterprise with its legal address at Turiba University, Graudu street 68 A, Riga, LV-1058, as well as metal locker for receipt of correspondence and document storage.

Service “Hot desk” that provides a free work station on the Business Incubator premises that is not specifically allocated to any client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service “Legal address”. The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

Service “Dedicated desk” provides a fixed work station on the Business Incubator premises that is specifically allocated and reserved for solely one client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service “Legal address”. The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

The service “Room for events” provides the opportunity to lease the Business Incubator premises for specific events. The service includes access to relevant equipment (internets, WiFi, projector, screen, computer, TV, whiteboard, furniture), as well as use of kitchen facilities.

Service “Event Organisation” includes planning, organising and managing events for clients with the help of Business Incubator team.

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).

The research activities of the study direction correspond to the priorities set by the Turiba, which pay special attention to the provision of high-quality higher education, development of new knowledge and their application in solving issues important for the Latvian economy and society.

The research is carried out in accordance with the tasks set for the economy - to conduct professional practice-based research in economics and trade.

Research directions and topics of the lecturers:

1) Dz. Arbidāns - Economics and Trade, Business management enhancement system for new enterprises for fostering innovation in Latvia.

2) I. Bruksle - Economics, specifics of pricing, business environment, its competitiveness.

3) A.Bulis - Economics, competitiveness factors, economic cooperation in the context of Latvia-China.

4) J. Derkēvica-Pilskunga – Economics and Trade, Risk and Crisis Communication - impact on Latvian Enterprises.

5) Z. Driņķe - Economics and trade, effectiveness of quality management system in organizations, business problems.

6) N. Kozlovski - Trade, Supply Chains.

7) I. Liniņa - Trade, customer relationship management systems in retail companies in the Baltics.

8) A. Medne - Economics and trade, problems of harmonization of tax rates, practical aspects of accounting.

9) O.Onževs - Economics and trade, identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.

10) D. Šuškovnika – trade - psychological aspects of human behaviour.

11) R. Zvirgzdiņa - economics, SME development in Latvia.

Scientific research in the field: participation in scientific and practical research work, projects, conferences, publication of monographs. Evaluating performance it could be said that the scientific research activity of the study direction has improved during the reporting period and lecturers are more actively involved in research.

Scientific monographs of the lecturers involved in the study direction:

1) I. Liniņa, ”Kā piesaistīt un noturēt pircēju” [How to attract and retain customers], Riga, SIA Turiba University, 2018.

2) Z. Driņķe, ”Kvalitātes vadības sistēmas Latvijas mazo un vidējo uzņēmumu konkurētspējas paaugstināšanai” ["Quality Management Systems for Increasing the Competitiveness of Latvian SMEs”, Riga, SIA Turiba University, 2019.

3) G.Zemītis, Chapter: „ Aspects of security in the history of Latvia.” Organizational and individual security (monograph). Riga, SIA Turiba University, 2019.

4) A. Pētersons, ”Latvijas iedzīvotāju atvērtība starpkultūru komunikācijai” [“Latvian people's openness to intercultural communication”], Riga, SIA Turiba University, 2019.

5) Zvirgzdiņa R., Vanags J., Jirgena H. „Globalizācija un piena ražošanas intensifikācijas ekonomiskie aspekti Latvijas piensaimniecībās.[Intensification of globalization and economic aspects of Latvian Dairy Farms.] Turiba University, Riga 2014.

6) I. Bruksle, A. Medne, O. Onževs, Z. Driņķe, R. Zvirgzdiņa et. al., collective monograph “Uzņēmējdarbības vide un tās attīstības aspekti" [Business environment and its development aspects], Turiba University, Riga, 2013.

Activities in editorial boards of scientific publications:

R. Zvirgzdiņa - editorial board of scientific conferences of Kaunas University of Technology, editorial board of Turiba journal Acta Prosperitatis.

More information can be found in the appendices on samples of educators' publications and educators' CVs.

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.

Scientific research and the study process are closely related and complement each other. This interaction is manifested as follows:

- the final results of the lecturers' scientific research, which are published in scientific monographs, scientific publications, etc. are used in the study process, approbation of research results , using practical examples obtained during the research, encouraging the students to get acquainted with the research and promoting the study course acquisition;
- Within the study process, lecturers develop new ideas for scientific research, as new aspects and issues that have not been researched yet or little researched emerge during the study process;

- Students are required to compile various research papers or reports within the framework of several study courses. Each year students are required to develop study papers that are related to the study courses and during the final semester - qualification paper or bachelor thesis wherein students carry out real research on problems related to enterprise operations or the economic environment, within the framework of the qualification acquired.

Educators give advice both during the study courses and by organizing seminars for their students on how to successfully develop independent research, how to work with library databases, etc.

- Every year an international scientific conference is organized at Turiba with a special focus on the student section. Students are invited to participate at the conference with their research, which is developed in close connection with the study process and the study courses (marketing, trade, accounting and taxation, etc.).

There is an increasing use of research in student theses.

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.

Collaboration in scientific research is carried out through educators' participation in international conferences, including abroad and by carrying out research in cooperation with foreign researchers and implementing international cooperation projects.

Every year Turiba organizes international scientific conferences where Turiba educator and colleagues from other countries share their research; information accessible on the Turiba website: http://www.turiba.lv/en/bizness-zinatne/petnieciba/zinatnisko-konferencu-vesture/162/

Lecturers of the study direction regularly participate in international scientific conferences abroad; examples of successful and repeated cooperation: University of Zilina (Slovakia), Lower Silesia University Wroclow, (Poland), Porto Polytechnic University (Portugal), Vilnius Gediminas Technical

University (Lithuania), Kaunas University of Technology (Lithuania). Educators also regularly participate in international conferences organized by other Latvian higher education institutions, such as Rezekne - RTI, Jelgava - LLU ESAF, Liepaja University, and RISEBA.

Turiba publishes the scientific journal Acta Prosperitatis every year. The magazine is indexed by the international EBSCO

database, and this journal publishes scientific research of Doctors of science and doctoral students from Latvian and foreign universities.

Electronic versions of the magazine are available on the BAT website: http://www.turiba.lv/en/bizness-zinatne/petnieciba/publikacijas/acta-prosperitatis/165/

Educators of the study direction engage in research work and write scientific articles in cooperation with foreign researchers, for example, Aldis Bulis, Andris Pētersons, Ligita Āzena, Ivars Linde.

In 2019 an international cooperation project was implemented by UVF:

Intensive Course Green Logistics NPHE-2019/10314., NordPlus, Partners - Mykolas Romeris University (Lithuania), Turku School of Economics / Turku University (Finland) and Southern Denmark University (Denmark). Ieva Bruksle project manager for academic matters; educators from the study direction were also involved. Information regarding the project is available on the Turiba website: http://www.turiba.lv/en/sadarbiba/international-projects/intensive-course-green-logistics-2019/601//

Overall, the project provided diverse opportunities for collaboration, ideas for new initiatives and projects. It is planned to continue this project.

Cooperation has been started with the Finnish **Lapland University of Applied Sciences** on the implementation of a new project.

Lecturers throughout the university are involved in two EU-funded projects on “Improving Governance at Turiba University” and “Strengthening Academic Staff of Turiba University in Strategic Specialization Areas” as well as nine other projects. The projects enables the strengthening of lecturers' competences, and promoting cooperation with foreign lecturers involved in the projects.

Cooperation in the study direction on scientific research can be considered successful and it is planned to develop it further by engaging in the implementation of new projects and continuing existing scientific cooperation. All the study programs of the study direction benefit from the cooperation, because the lecturers involved can use their newly acquired experience and competences to work with students.

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.

The goal of TU strategy is to focuses on the development of the academic staff: Our academic personnel are knowledgeable, highly experienced and carry out research work that is useful in practice. During these years a stable team with relatively little variability has been formed, able to implement the study process based on both theory and practice. Turiba provides opportunities both for the continuation of academic education and opportunities for participation in various further education courses. Anticipating the increase in the number of foreign students, English courses were also organized for groups of employees with different backgrounds using Turiba's resources. Several educators were involved in various ERASMUS + projects.

In 2019, participation in the EU-funded project “Strengthening Academic Staff of Turiba University in Strategic Specialization Areas” offers even more opportunities. Up to February next year, four professional development seminars are planned on a variety of very topical themes.

Similarly, both last year and this year we funded the publication of several scientific monographs, as well as participation in conferences, presenting internationally quoted scientific research. The total budget earmarked by the University Science and academic staff development last year exceeded one hundred thousand euros. Turiba has established procedures for one-time payment to the author or team of scientific articles, published and indexed in the scientific databases of SCI, SSCI or SCOPUS, Web of Science and Engineering Village.

The budget for scientific research was not used fully and this was mainly due to the slower-than-expected production of publications as well as the relatively lengthy registration of these publications in internationally cited article databases. The funding provided for this year is also sufficient to ensure the professional development of the academic staff.

To emphasize that TU faculty members are industry professionals and experts, monthly articles are produced on a variety topics actual for the society and business Each month, a number of educators express their opinions on areas such as economics, politics, energy, ICT, healthcare, media and communications, law, tourism and hospitality, among others on mass media. The image of the academic staff- experts is gradually gaining ground in the media, which makes journalists increasingly turn to TU educators for advice and comment.

Research of the academic staff is carried out in accordance with the task set in the field of economics - to conduct professional practice-based research in economics and trade. Realized scientific research is in line with economic trends and covers a variety of economic disciplines and challenges. The research topics (shown in apenndix Nr. 4.1) correspond to the courses taught by the lecturers and the direction of economics in general.

Scientific research activity is evaluated as active, participation in various research projects during the reporting period, participation in international conferences, publication of articles (SCOPUS, Web of Science, EBSCO, etc.), publication of monographs, has increased. Lecturers' research activities are a scientific and practical contribution.

Appendix:

1) Samples of data collections of scientific research and/ or artistic innovations relevant to the study direction.

2) a list of the most significant publications of the teaching staff.

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.

Student involvement in scientific research is encouraged within the study direction.

Within the independent research work foreseen for the first level professional higher education program students carry out practice-based research work and compile study papers and qualification paper, which are presented during the defence of study and qualification papers enabling discussion of the research results and their application in practice.

Bachelor students are involved in research of various types and levels of complexity from the first year of study. Students' interest in research is stimulated through study courses such as Research methods and Presentation skills, Research methods in trade. Independent research papers - study papers are elaborated during each study year, and during the last year of study the bachelor thesis as well.

At the annual Turiba scientific conferences, special attention is paid to student participation and students are motivated to participate. The best student research works are published on the Turiba website (http://www.turiba.lv/en/bizness-zinatne/petnieciba/studentu-petijumi/427/). Some of the research results from the student conference have been published, in magazines and in the media, for example, bachelor program "Marketing and Sales Management" student's research work "On self-checkout cash counters". http://www.tirgotajs.lv/category/2017/2017-marts-aprilis/page/3/, and research „ Pārtikas preču iepakojuma dizains un tā ietekme uz pircēja izvēli."[Packing design of food products and their impact on customer choice] http://www.tirgotajs.lv/category/2017/2017-maijs-junijs/page/2/.

Student participation in the conference is increasing year by year. There is a trend of student repeated participation in forthcoming conferences as well, which demonstrates the students' interest and readiness to conduct practical business-based research.

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.

Different study process innovations and innovative methods are applied in the study process. TU lecturers were provided with the opportunity to acquire various skills and knowledge in several seminars:

1. Innovations in Higher Education Pedagogy - Learning Objectives, Learning Outcomes, Independent Studies, November 2017.
2. Innovations in Educational Management - Contemporary Trends in Higher Education in Latvia, Europe and the World. December 2017.

3. Innovations in Higher Education Pedagogy - The influence of local culture and history on the openness of society and individuals to multiculturalism. March 2018.
4. Innovations in Higher Education Pedagogy - Cultural Differences in the study process. April 2018.
5. Enhancement of linguistic competence of lecturers - Opportunities to acquire foreign languages in an interactive complex learning language course. May 2018.
6. Innovations in Higher Education Pedagogy - Using the constructivist approach in the distance learning. May 2018.
7. Innovations in Higher Education Pedagogy - "Design Thinking Lab" Workshop. June 2018.
8. Professional competence of university lecturers - Plagiarism and academic integrity in the study process. November 2018.
9. Professional competence of university lecturers - technological provision for E-study materials. December 2018.
10. Innovations in Higher Education Pedagogy- The latest in psychology - From conscious practice to research worth the Nobel Prize. January 2019.
11. Enhancement of lecturers' language competence - Academic English Writing. March 2019.
12. Professional competence of university lecturers - Application of Contemporary Teaching / Learning Methods and Strategies at HEI. April 2019.
13. Innovations in Information Technologies and their application in the study Process - Opportunities for improvement of e-study materials. June 2019.
14. Professional competence of university lecturers - Academic Integrity", October 2019.
15. Professional competence of university lecturers- Getting Started with Originality Checker. November 2019.
16. Professional competence of university lecturers - Administrative efficiency, quality and financial management aspects. November 2019.
17. "Innovations in Higher education content" January/February 2020.
18. "Online learning methods" January/February 2020.

The lecturers are open to the use of various innovative tools in organizing the study process. For example, UVF organized a methodological seminar on the use of mobile applications in lecturers' work, which received a lot of positive feedback from the lecturers who applied the acquired knowledge in practice.

Lecturers use the e-learning platform Moodle in distance learning courses for both designing materials and self-assessment questions.

UVF is proud of its business incubator, an environment tailored to develop business ideas and innovative solutions. Students can work individually, in teams, get useful tips.

Under the auspices of the UVF, the TU Mentors Association has been established to promote business innovation by advising and supporting young entrepreneurs. Information accessible on Turiba homepage: http://www.turiba.lv/lv/dzive-augstskola/turibas-biznesa-inkubators/mentoru-asociacija/584/.

To support business innovation, the "Business Night" is organised, which is a business idea contest where teams of participants create a business idea plan within 24 hours, which would at the same time provide a solution to one of the challenges posed by the organizers. Lecturers of the study direction participate providing consultation to participants and evaluating the results.

It should be noted that 5 lecturers of the University have worked as experts of the Latvian Council of Science during the reporting period, which is an important indicator of research quality and a prerequisite for the development scientific innovation.

Name Surname	Field of science	Sub branch of science	Duration
I. Liniņa	Social Science	Economics and business	21.02.2021
R. Zvirgzdiņa	Social Science	Economics and business	15.11.2020.
D. Škuškovnika	Social Science	Psychology	22.10.2018.
A. Ābeltiņa	Social Science	Economics and business	16.03.2020.
A. Pētersons	Social Science	Mass media and communication	21.06.2020.

The use of innovative solutions promotes greater student engagement and interest in the study and research process.

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.

To fully realize the goals of the directions and achieve the learning outcomes, cooperation with Latvian and foreign higher education institutions, employers and employers' organizations is implemented.

Cooperation with employers and Professional organisations

Cooperation is implemented as follows:

1) students have the opportunity to go on study visits to companies and business organizations, for example, Latvian Chamber of Commerce and Industry, SIA Poligrāfijas grupa Mūkusala, Hotel Janne, Madara Cosmetics, Sakret, SIA Silja ", SIA" Gemoss "and others ;

2) educators invite visiting lecturers, who are professionals and representatives of companies, accountants, financiers, sales and marketing specialists;

3) Business cooperation partners provide internship placements in case of necessity, internship is

often offered also to graduates who wish to maintain ties with their higher education institution;

4) Entrepreneurs - employers - are invited to participate in state examination commissions and evaluate student research works.

5) representatives of the study direction regularly participate in discussions and seminars organized by the Confederation of Latvian Employers and the Latvian Chamber of Commerce and Industry on topical issues related to the industry and national economy; educators are members of several other industry associations, as well such as: Latvian Association of Economists; Association of Accountants of the Republic of Latvia;; Latvian Direct Marketing Association; Latvian Traders Association.

Cooperation with employers is ensured by organizing UVF Council meetings. Entrepreneurs and employers' representatives work in the UVF Council - information on Turiba homepage: http://www.turiba.lv/en/studijas/fakultates/uznemejdarbibas-vadibas-fakultate/fakultates-dome/50/The Faculty Council discusses all the major issues of the Faculty, such as the content of study programs, and updates the content according to the requirements of the labour market.

The cooperation is realized both on a contractual basis and on the basis of the long-term cooperation of UVF management and lecturers with industry organizations and employers, graduates.

Cooperation with Latvian HEIs/colleges that implement similar study directions and study programmes

Turiba has concluded several cooperation agreements with other higher education institutions in Latvia. Cooperation agreements are concluded according to the study programs implemented, cooperation covers both the provision of study processes, in case of liquidation of programs, and the possibility to continue education at a higher level, cooperation in the implementation of research, e.g. 'Alberta College', 'College of Accounting and Finance", EKA University of applied sciences.

Turiba lecturers attend scientific conferences of other higher education institutions, welcome other university lecturers to their conferences. Conferences are held every year and one of the Turiba faculties is responsible for the organization each year; the organization of the 2020 conference is entrusted to the UVF and lecturers of the study direction will be actively involved. Lecturers of the study direction also invite colleagues from other universities.

Cooperation with foreign HEIs,

Collaboration agreements have been concluded with more than 100 HEIs worldwide with these enable organization of scientific forums of better quality and broader scope and exchange of students and educator internship abroad. Cooperation is under way through Erasmus + mobility, double degree, bilateral exchange programs. Information on opportunities and partner institutions is accessible at the BAT website: http://www.turiba.lv/en/studijas/studijas-arzemes/erasmus-mobilitates-programma/105/

Collaboration is ongoing on various international projects. Lecturers of the study direction participated in the NordPluss project in 2019, partners - Mikolas Romeris University (Lithuania), Turku School of Economics / Turku University (Finland) and Southern University of Denmark (Denmark).

A cooperation project with Finnish partner institution will start soon.

Successful cooperation with other higher education institutions in Latvia and abroad is ongoing within the study direction. Cooperation with several foreign universities, both in joint projects and in the mobility of lecturers and students is ongoing and is planned to be intensified.

Cooperation with employers and employer organizations is also successful.

The main precondition for the implementation of cooperation is the student-centred approach and the development of competences appropriate to the labour market, as well as the development of the lecturers' competences.

Information on cooperation agreements is attached in the appendix.

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.

The attraction of foreign students and lecturers mainly takes place within the framework of the Erasmus + Mobility Program and its procedure is specified in the “Erasmus + Mobility Program Regulations” (approved by the Senate on 22.05.2019).

Foreign students at Turiba University

A foreign student shall apply for the Erasmus Exchange Program using an online application form at www.turiba.lv by the date specified by Turiba, accompanied by a copy of an identity document, a photograph, a Curriculum Vitae and a Study Agreement containing the study courses offered by Turiba. The study agreement must be signed by the Foreign Student and the Partner Institution.

Upon receipt of an application from a foreign student, Turiba shall examine the possibility of ensuring that the foreign student has access to all the study courses included in the study agreement. If possible, the Dean of the respective Faculty and the Vice-Rector for Studies Development and International Cooperation sign the study agreement. If changes to the study agreement are required, the signed study agreement is accompanied by changes sent to the partner HEI.

After the study agreement is signed, the foreign student is included in the exchange student study group by the Rector's decree. A separate student file is created for the foreign student.

After completing studies at Turiba, the foreign student is awarded an academic certificate of the courses he / she has acquired and a certificate of time spent in Erasmus studies.

Twenty-seven students from South Korea, Ukraine, Kazakhstan, Georgia, Russia, Moldova and Belarus studied in Turiba in the bilateral exchange programs in the academic year 2018/19.

Mobility of university lecturers and staff

The number of Turiba lecturers as guest lectures for the next study year, their distribution by faculties shall be determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

The Turiba Faculty shall, by decree of the Dean, determine the procedure for the selection of lecturers for the mobility program, with priority given to lecturers who have not participated in the mobility program for a long time and those that teach study courses in English.

By October 1 of the current year, Turiba faculties shall submit to the International Cooperation Department the list of lecturers nominated for participation in the mobility program.

The number of Turiba staff for experience exchange for the next study year, their distribution by structural units shall be determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

Turiba structural units shall submit to the International Cooperation Department by 1 October of the current year a list of the staff nominated for participation in the mobility program.

Prior to commencement of the mobility, the Lecturer concludes a tripartite Teaching Agreement with the host institution and Turiba.

Prior to the commencement of the mobility, the Turiba staff member concludes a tripartite experience exchange agreement with the host institution or company and Turiba.

Following the mobility, the Turiba lecturer or staff member shall submit the Erasmus Mobility Report online at https://webgate.ec.europa.eu and the Mobility Certificate.

Every year, lecturers go for both experience exchange and teaching under the Erasmus program. For example educators (I.Bruksle, I. Liniņa, R. Zvirgzdiņa, O.Onževs, Z. Driņķe).

Increasingly, lecturers come to Turiba within the framework of the Erasmus exchange program.

Within the European Social Fund project no. 8.2.2.0/18/A/019 “Strengthening academic staff of Turiba University in areas of strategic specialization” a guest lecturer Maria Kovacova from Slovakia, will come to UVF during the first year.

UVF has a successful partnership with guest lecturers from Singapore and the UK, who teach a variety of study courses twice a year. Cooperation with Francis Harman, head of the US-based company InC Blue, and Inessa Shundeeva, who is responsible for the Baltic region, has also begun with the co-organization of guest lectures for finance and accounting study courses.

Students who have studied abroad within the framework of Exchange programmes

Students of the study direction make use of the opportunity to travel abroad; during the reporting period, students of the first level professional higher education program "Finance and Accounting" and "Marketing and Sales" have taken the opportunity to go to Erasmus internship placements, while students of the professional Bachelor program" Marketing and Sales Management " have availed mobility for both studies as well as practice. It should be noted that during the reporting period, graduates of Bachelor's program took the opportunity to obtain a double degree while studying at a partner university in Finland.

Appendix includes data on foreign students and teaching staff during the reference period, outgoing

and incoming student mobility during the reference period by study program.

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.

Agreements on cooperation in the provision of practice have been signed both by UVF within the study direction.

Students also have the opportunity to apply for internship provided by Turiba, internship is registered in an internal database, and students can apply through their BATIS system.

UVF maintains close cooperation with alumni and the companies they represent, who regularly offer internship placements.

Internship placement offers from various Latvian and foreign companies are sent to UVF e-mail.

Information is made public by placing it on a bulletin board, on the BATIS system, as well as by publishing it on Turiba homepage: http://www.turiba.lv/lv/dzive-augstskola/karjeras-iespejas/prakse-latvija/319/

Often, however, UVF students find their own placements without the help of Turiba. Turiba only evaluates whether it is possible to fulfil the practice tasks indicated in the specific description at the respective practice place and, if so, signs a standard tripartite practice agreement (Turiba- student - practice place)

The organization of the practice is described in detail in the Turiba Practice regulations, along with illustrated examples.

The practice regulations and information on agreements on provision of practice can be found in the appendix.

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.
(Not applicable)

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.

Decisions of the study direction accreditation commission as of 18.06.2013. The following assessment was given for the study direction by the experts

Accreditation decision	Quality	Resources	Sustainability	Cooperation
Accreditation for 6 years + compulsory recommendations	*Good*	*Good*	*Good*	*Deficiencies to be overcome within a two year period*

Recommendations of the accreditation on the whole without specifying any study program:

- To develop top-level cooperation with other HEIs in joint study programs and modules for student exchange;
- To increase the number of quantitative and qualitative research publications;
- Involve more people from the industry in the learning process, especially in first level programs;
- Improve feedback communication with all stakeholders;
- Review strategy to maintain student enrolment, especially in finance and accounting.

Recommendations have been taken into account and efforts have been made to address them by promoting collaboration, increasing involvement in research, involving industry professionals in the study process, and working to improve feedback. One of Turiba goals is - student centred activity, convenient study process and comfortable environment and one of the tasks is to achieve a decrease in student drop outs and implementation of active measures to achieve it.

The actions taken to implement the recommendations have enabled enhancement of the implementation of the direction.

Report on implementation of recommendations can be found in the appendix.

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	regulations_11.2019_EN.docx	normativie dokumenti_akreditacijai_11.2019_LV.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	Branch.docx	Filiales.docx
Management structure of the higher education institution/ college	BAT_organziatoriskas_strukturas_shema_D1_38.vers_ENG.pdf	BAT_organziatoriskas_strukturas_shema_D1_38.vers.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	1_Studiju virziena attīstības plāns_en.docx	1_Studiju virziena attīstības plāns.docx
Management structure of the study direction	2_Pārvaldības struktūra_en.docx	2_Pārvaldības struktūra.docx
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	4_1_Ekonomikas_virziena_docetāji_en.xlsx	4_1_Ekonomikas_virziena_docetāji.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	4_2_CV_Ekonomika_en.pdf	4_2_CV_Ekonomika.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	4_3_Mācībspēku_mobilitāte_en.docx	4_3_Mācībspēku_mobilitāte.docx
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	6_Mācībspēku_publikāciju_saraksts_en.docx	6_Mācībspēku_publikāciju_saraksts.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	7_Sadarbības līgumu saraksts_en.docx	7_Sadarbības līgumu saraksts .docx
Statistical data on the teaching staff and the students from abroad	8_Ārvalstu studējošie un mācību spēki_en.docx	8_Ārvalstu studējošie un mācību spēki.docx
Statistical data on the mobility of students (by specifying the study programmes)	9_Studējošo mobilitāte_en.docx	9_Studējošo mobilitāte.docx
Description of the organisation of the traineeship of the students	10 _Prakses organizācijas_apraksts_eng.docx	10_Prakses_organizācijas_apraksts.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	11_Informācija par prakses nodrošināšanu_EN.pdf	11_Informācija par prakses nodrošināšanu.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	12_Rekomendāciju_izpildes_pārskats_en.docx	12_Rekomendāciju izpildes pārskats.docx
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.	13 Apliecinajums par valsts valodas zinasanam_en.pdf	13 Apliecinajums par valsts valodas zinasanam.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	14_BAT Iesniegums Par studiju virziena akreditaciju_en.edoc	14_BAT Iesniegums Par studiju virziena akreditaciju.edoc

Other annexes

Name of document	Document
Izmaksas uz vienu studējošo	3_EK virziena_izmaksas_.xlsx
Costs per student	3_EK virziena_izmaksas_en.xlsx
Kvallifikācijas_darbu_tēmas_KF	2_Kvallifikācijas_darbu_tēmas_KF.docx
Topics of Qualification Papers KF	2_Kvallifikācijas_darbu_tēmas_KF_en.docx
Kvallifikācijas_darbu_tēmas_KM	2_Kvallifikācijas_darbu_tēmas_KM.docx
Diplomdarbu tēmas TV	2_Diplomdarbu_tēmas_TV.docx
Diploma Paper Topics TV	2_Diplomadarbu_tēmas_TV_en.docx
Comparision with higeher education institusions_TV	10_Salīdzinājums_ar_augstskolām_TV_en.docx
Salīdzinājums_ar_augstskolām_TV	10_Salīdzinājums_ar_augstskolām_TV.docx
Comparision with higeher education institusions_KM	10_Salīdzinājums_ar_augstskolām_KM_en.docx
Salīdzinājums ar augstskolām_KM	10_Salīdzinājums_ar_augstskolām_KM.docx
Comparision with higeher education institusions_KF	10_Salīdzinājums_ar_augstskolām_KF_en.docx
Salīdzinājums ar augstskolām KF	10_Salīdzinājums_ar_augstskolām_KF.docx

Marketing and Trading

Title of the higher education institution	*Economics*
ProcedureStudyProgram.Name	*Marketing and Trading*
Education classification code	*41342*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Iveta*
Surname of the study programme director	*Liniņa*
E-mail of the study programme director	*iveta.linina@turiba.lv*
Title of the study programme director	*Dr.oec.*
Phone of the study programme director	*67618746*
Goal of the study programme	*To educate and train the student for the profession of marketing specialist, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification ; to provide the opportunity to acquire the knowledge and develop skills necessary for marketing specialist to successfully develop the enterprise and promote its competitiveness in an active business environment in the Latvian and international market.*
Tasks of the study programme	*1. To ensure acquisition of knowledge and skills necessary for the profession;* *2. To promote the development of the student into a metal and physically developed, free, responsible and creative personality;* *3. To create motivation for further education.* *4. To organize and improve an orderly, accurate study system.* *5. To promote self-learning, develop skills and abilities required for information gathering;* *6. To create the opportunity for students to gain a qualification in close relation with their future work.* *7. To encourage the acquisition of theoretical knowledge and skills that would allow graduates to work in a company as a marketing or sales specialist after completing the program, or to pursue graduate studies.* *8. To develop economic thinking, to stimulate students to independently improve their knowledge and qualification.* *9. To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development.* *10. To effectively use the university campus, the study base and the academic staff to improve the quality of studies.* *11.To improve the qualification of employees of different levels of trading companies*

Results of the study programme	*1. Ability to perform the duties of a marketing and sales specialist responsibly and independently in compliance with the laws and regulations of the Republic of Latvia and the legal norms of the European Union;* *2. Ability to communicate in the official language and at least two foreign languages* *3. Ability to plan and organize one's own work and work performance independently* *4. Ability to provide operational information on the outcomes of one's performance* *5. Ability to work in a team and organize teamwork* *6. Ability to solve problem situations within their competence* *7. Ability to use information technologies according to the specifics of their work* *8. Ability to adhere to the principles of professional ethics* *9. Ability to formulate marketing goals, objectives and applicable methods for different customer segments* *10. Ability to define advertising goals, functions, types and means in accordance with marketing goals and objectives;define the financial objectives of business operations; ability to evaluate the effectiveness of the advertising campaign* *11. Ability to explore the internal and external environment of trade, to analyse strengths and weaknesses, threats and opportunities (SWOT).* *12. Able to carry out market research using simple statistical methods* *13. Ability to draw up a budget for a marketing plan, analyse the results obtained and develop a marketing plan* *14. Ability to apply sales promotion tools* *15. Ability to inform the company management of the marketing goals and objectives to be achieved* *16. Ability to apply knowledge and skills acquired in practice* *17. Ability to make decisions within their competence and to take responsibility for their consequences* *18. Ability to identify factors influencing market behaviour* *19. Ability to determine factors influencing product demand and supply* *20. Ability to determine pricing policies and methods* *21. Ability to identify product labelling, life cycle and plan for new product launches* *22. Ability to generate ideas and apply them to reach marketing goals* *23. Ability to generate ideas and apply them to reach marketing goals* *24. Ability to adapt to market conditions* *25. Ability to ensure compliance with the regulations on labour relations* *26. Ability to meet the requirements of labour protection, fire safety and environmental legislation.*
Final examination upon the completion of the study programme	*Qualification paper*

Study programme forms

Part time extramural studies - 2 years, 3 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*2*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	*Marketing specialist*

Places of implementation

Place name	City	Address
Cēsis branch of Turība University	CĒSIS	LEONA PAEGLES IELA 1, CĒSIS, CĒSU NOVADS, LV-4101
Liepaja branch of Turība University	LIEPĀJA	RĪGAS IELA 50, LIEPĀJA, LV-3401
Talsi branch of Turība University	TALSI	BRĪVĪBAS IELA 29, TALSI, TALSU NOVADS, LV-3201
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

Title of the study programme	First level professional higher education study programme „Marketing and sales”	
Study programme code according to Latvian education classification:	41342	
Type of study programme and level	First level professional higher education study programme	
Qualification level awarded (NQF/EQF)	5	
Profession code in the profession classifications	*Marketing specialist (code 3339 21)*	
Scope of the study programme (CP, recommended ECTS)	80 CP (120 ECT)	
Form, Type and Duration of Implementation (Please indicate in months if it is not full study years) and language of instruction		
Part time studies	Two years and three months	Latvian
Place of Implementation	Turiba University, Graudu street 68, LV-1058. Branch in Cesis, L. Paegles street 1, LV – 4101; Branch in Talsi; Brīvības street 29, LV-3201; Branch in Liepaja; Rīgas street 50, LV-3401;	
Study programme director:	Iveta Liniņa , Dr.oec , 67618746, iveta.linina@turiba.lv	

Enrolment requirements	Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments
Degree, professional qualification or degree and professional qualification awarded	Degree to be awarded - none Professional qualification - Marketing specialist
Study programme objectives:	To educate and train the student for the profession of marketing specialist, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification [1]; to provide the opportunity to acquire the knowledge and develop skills necessary for marketing specialist to successfully develop the enterprise and promote its competitiveness in an active business environment in the Latvian and international market.

Study programme tasks	1. To ensure acquisition of knowledge and skills necessary for the profession; 2. To promote the development of the student into a metal and physically developed, free, responsible and creative personality; 3. To create motivation for further education. 4. To organize and improve an orderly, accurate study system. 5. To promote self-learning, develop skills and abilities required for information gathering; 6. To create the opportunity for students to gain a qualification in close relation with their future work. 7. To encourage the acquisition of theoretical knowledge and skills that would allow graduates to work in a company as a marketing or sales specialist after completing the program, or to pursue graduate studies. 8. To develop economic thinking, to stimulate students to independently improve their knowledge and qualification. 9. To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development. 10. To effectively use the university campus, the study base and the academic staff to improve the quality of studies. 11.To improve the qualification of employees of different levels of trading companies.[2]

Learning outcomes.	1. Ability to perform the duties of a marketing and sales specialist responsibly and independently in compliance with the laws and regulations of the Republic of Latvia and the legal norms of the European Union; 2. Ability to communicate in the official language and at least two foreign languages 3. Ability to plan and organize one's own work and work performance independently 4. Ability to provide operational information on the outcomes of one's performance 5. Ability to work in a team and organize teamwork 6. Ability to solve problem situations within their competence 7. Ability to use information technologies according to the specifics of their work 8. Ability to adhere to the principles of professional ethics 9. Ability to formulate marketing goals, objectives and applicable methods for different customer segments 10. Ability to define advertising goals, functions, types and means in accordance with marketing goals and objectives;define the financial objectives of business operations; ability to evaluate the effectiveness of the advertising campaign 11. Ability to explore the internal and external environment of trade, to analyse strengths and weaknesses, threats and opportunities (SWOT). 12. Able to carry out market research using simple statistical methods 13. Ability to draw up a budget for a marketing plan, analyse the results obtained and develop a marketing plan 14. Ability to apply sales promotion tools 15. Ability to inform the company management of the marketing goals and objectives to be achieved 16. Ability to apply knowledge and skills acquired in practice 17. Ability to make decisions within their competence and to take responsibility for their consequences 18. Ability to identify factors influencing market behaviour 19. Ability to determine factors influencing product demand and supply 20. Ability to determine pricing policies and methods 21. Ability to identify product labelling, life cycle and plan for new product launches 22. Ability to generate ideas and apply them to reach marketing goals 23. Ability to generate ideas and apply them to reach marketing goals 24. Ability to adapt to market conditions 25. Ability to ensure compliance with the regulations on labour relations 26. Ability to meet the requirements of labour protection, fire safety and environmental legislation.

The final examination foreseen at the end of the study program	Qualification paper

[1] Cabinet of Ministers Regulation No. 141, Riga, March 20, 2001 (i.e.. No. 12 5§) “Regulations on the state standards for first level professional higher education”. Accessible at: https://likumi.lv/doc.php?id=6397

[2] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: https://www.latvijaskvalifikacijas.lv/izglitibas-sistema/

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 total number of students during the reporting period has been fluctuating and there is a clear interest in the regions. Every year, more new professionals join the labour market. Although there are students who have been expelled, the reasons are most often personal.

Statistical data on students during the reference period are provided in Appendix 1.

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.

The implementation of the first level professional study program “Marketing and sales” (hereinafter KM) ends with the award of the fourth level of professional qualification, the first level higher professional education diploma and the qualification of *Marketing specialist*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - marketing specialist.

The aim of the first level professional higher education study program is to educate and train the student for the profession of marketing specialist, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification; to provide the opportunity to acquire the knowledge and develop skills necessary for marketing specialist to successfully develop the

enterprise and promote its competitiveness in an active business environment in the Latvian and international market.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To ensure acquisition of knowledge and skills necessary for the profession;
2. To promote the development of the student into a metal and physically developed, free, responsible and creative personality;
3. To create motivation for further education.
4. To organize and improve an orderly, accurate study system.
5. To promote self-learning, develop skills and abilities required for information gathering;
6. To create the opportunity for students to gain a qualification in close relation with their future work.
7. To encourage the acquisition of theoretical knowledge and skills that would allow graduates to work in a company as a marketing or sales specialist after completing the program, or to pursue graduate studies.
8. To develop economic thinking, to stimulate students to independently improve their knowledge and qualification.
9. To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development.
10. To effectively use the university campus, the study base and the academic staff to improve the quality of studies.
11. To improve the qualification of employees of different levels of trading companies.

The intended learning outcomes of the program correspond to the set objective and developed ability of organizing and / or conducting market research, analysing the results of market research, developing and implementing a marketing plan, taking steps to market and promote products, to prepare and provide information to the buyer regarding the product or service being sold, negotiate a contract on behalf of the seller or buyer, buy and sell products, establish contacts between buyers and sellers, determine the price of goods, helps to ensure the organization 's trading activities in compliance with the laws and regulations of the Republic of Latvia, as well as with the binding international documents of the European Union, as well as perform duties of a similar nature

The program is designed to develop the competences necessary for work as a marketing specialist, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills of a marketing specialist, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - marketing specialist.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires

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.

The study program "Marketing and Sales" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional qualification. The content of the study courses is designed to provide students with the necessary knowledge on organisation of accounting and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of a marketing specialist and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as marketing and sales issues, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet.

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.

The aim and tasks of each study course are related to the goal of the overall program (to educate and train the student to work as a marketing specialist, promoting his/her development into a mentally and physically developed, free, responsible and creative personality,to provide the opportunity to gain the knowledge and develop skills necessary for marketing specialist to successfully develop the enterprise and promote its competitiveness in an active business environment in the Latvian and international market.) , tasks and learning outcomes providing students with the knowledge, skills and competences required to work professionally within the scope of their competences in accordance with their duties.

The aim of each study course is to make an appropriate contribution to the achievement of the study program goal. The objectives of both compulsory and elective study courses are subordinated to the aim of the program - to prepare students for the profession of marketing specialist - by developing knowledge, skills and competences. We can conclude that the planned results of the study courses correspond to the planned results of the study program and allow to develop the competencies defined in marketing specialist profession standard and to form the knowledge base. This is also confirmed by the comparison in Annexes 4 and 5.

The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

Study courses include information that promotes general, professional, and transversal skills for students from imatriculation to exmatriculation, in accordance with the stated goals, objectives, and outcomes of the program. Allows acquisition of skills and competences appropriate to the qualification being obtained – marketing specialist.

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.

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work

process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach , derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field;

- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance;
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process;
- Whenever possible, more than one examiner will perform the assessment;
- The assessment regulations take into account various circumstances that facilitate student learning
- The assessment is consistent, fair to all students and implemented according to approved procedures;
- There is a procedure for reviewing student appeals.

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.

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of marketing specialist, the content of the program envisages practice of 16 CP, which consists of Practice and Pre-qualification work practice.

The aim of practice work is to consolidate theoretical and practical knowledge in the organization of marketing and sales activities in a company. Practice allows to develop skills to evaluate company performance, factors influencing performance, independently analyse information and organize customer service processes (at practice enterprises), to acquire new knowledge about marketing and sales process management functions in the company.

Practice allows you to develop competencies: evaluate the organization of sales activities, management, customer service processes, evaluate the marketing activities, marketing planning, market research, assortment and pricing policies, product distribution and promotion, make sound recommendations for organization of sales and marketing processes in the company. This

corresponds to the aims and objectives of the program and enables developing the competencies needed for a marketing specialist.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Latvian Traders Association, Latvian direct marketing Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

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 students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying in the reporting period, it can be concluded that they are topical and relevant to current issues and problems in the field of marketing. The final theses topics are chosen to solve a marketing or sales organization problem within a company or organization, the most frequently analysed issues being:. Analysing and planning marketing activities, analysing product assortment, Attracting customers, Increasing sales, Marketing communication, Branding.

In the appendix we have attached the themes of top qualification papers (rated 7 and above)over the last three years in the KM study program.

Analysing the final thesis evaluations, they are slightly below seven during the reference period and even above seven during two study years.

State examination average scores

Study programme	Study year 2013/2014	Study year 2014/2015	Study year 2015/2016	Study year 2016/2017	Study year 2017/2018	Study year 2018/2019
KM	6.91	7.28	6.96	6.89	7.44	6.96

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- List of final thesis topics (Appendix 2)
    - Table on the compliance of the study program with the state education standards (Appendix 3)
    - Table on the compliance of the qualification obtained in the study program “Marketing and Sales” with the profession standards (Appendix 4);
    - study course scheme for achieving the learning outcomes (Appendix 5)
    - Study program plan (Appendix 6)
    - Syllabi of the study courses in the study program (Appendix 7).

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.

In order to improve the study process and environment, and to evaluate the study content, Turiba regularly conducts student surveys, and once in two years graduate surveys, and UVF collects feedback from employers on the students' knowledge and skills in the relevant study programs and their suitability to the labour market.

Evaluating the results of the students' survey, there is an improvement in the evaluation of essential issues, such as the work of the lecturers of the program has reached the maximum level of evaluation ranging from 4.91 to 5 (4.34 to 4.81 in previous study years)testifying their professionalism in the relevant study courses and skills to work with the audience. The highest evaluation of 5 points has been given to the criteria “Assessment” and “Description of independent studies and their assessment”- which certifies the high level of lecturers' skills in conducting study courses.

Students have given a rating in the range of 4.75 to 4.88 while evaluating study courses as well. The highest score of 4.88 is the assessment of the knowledge and skills developed during the course, as well as the reflection of current events. This shows that the programs developed by the lecturers and approved by the department are successfully implemented during the study process.

It should be noted that the criteria “Organization of the study process” and “Material technical provision”, “Study information centre” receive a rating above four (range 4 - 4.75); the rating has improved, which indicates the usefulness of the improvements made during the previous periods. Improvements were made to the material technical base and the range of educational literature was expanded

The results of the student survey are evaluated periodically, and the necessary improvements are made based on the evaluation.

In 2017, out of 522 graduates who participated in the alumni survey 211 were UVF graduates. The graduates confirmed that the profession is in demand in the labour market, as 84% of the respondents were already working during their studies. According to the survey, 35% (36% of respondents were not willing to answer) graduates had higher incomes after their graduation. The following can be inferred from the answer to the question - How has graduation influenced your professional career? - 46% of the respondents declared that they had improved their professional competence within the framework of their position. It has to be admitted that 19% of respondents say that their university career had not been influenced by their graduation, probably because they

had already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational speciality? - where 65% answered in the affirmative. When analysing the answer regarding their current position in the company, 44% of the respondents noted that they were specialists, executives. 46% of respondents indicated that they worked as managers at different levels.

In the employers' feedback on the professionalism of the students studying the program - Knowledge in the field of marketing / sales organization, in the 5-point system the average score was 4.7, the highest average grade of 4.9 points was given to the criterion “Independent planning of work” and the average grade for the criterion “Observance of Professional ethics” is 4.7. It should be noted that the criteria "Argumentation of professional opinion" and "Solving of professional problem situations" were marked by the employers with an average value of 4.2, which means that during the study process these problems should be updated and the necessary skills developed in students. Students are assessed as conscientious and interested and receive from employers on average 9 points out of 10.

On the whole, students, graduates and employers give a good evaluation of the study process organized by Turiba and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

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.

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the Erasmus + mobility program offers for the respective academic year.

The mobility of students in the program is assessed as low, with only outgoing mobility taking place and students taking the opportunity to go on Erasmus + practice placements; students travelled to Czech Republic, Spain, Croatia, France, United Kingdom, Lithuania.

Outgoing student mobility

	Title of the study programme	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019

41342	First level professional higher education programme „Marketing and sales”						
Erasmus+ studies		0	0	0	0	1	0
Erasmus+ practice placement		5	3	5	4	1	1
Other mobility programs		0	0	0	0	0	0

The main reasons for low mobility are as follows:

- Level 1 - college education is available in only a few countries that significantly restricts mobility;
- studies are part-time and most of the students already work, which impedes mobility;
- the study program is implemented only in Latvian, which restricts incoming mobility.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the Erasmus + mobility program[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on Erasmus + Mobility Program (Approved by Turiba University

Senate meeting minutes No.5 dated 22.05.2019)

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.

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing,sales management, client attraction, communication available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office" " programme and "Microsoft Office" programmes are also available in the library reading room. Discussions have begun on the possibility of collaborating on the installation and use of a CRM system for program students.

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).

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.

Every year since 2013 the number of educators has been increasing:

study year 2013/2014 – additional 16%

study year 2014/2015 – additional 4%

study year 2015/2016 – additional 2%

study year 2016/2017 – additional 5%

study year 2017/2018 – additional 9%

study year 2018/2019 – additional 6%

Which is mainly related to the attraction of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but two new lecturers have been elected, one of whom was previously a guest lecturer.

Based on annual assessments as well as feedback from the labour market and students, the quality of teaching has improved. Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, based on appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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 qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turiba (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

31 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1) 11 educators are elected staff at Turiba and have the following positions: 2 professors, 3 associate professor, 2 assistant professors, 4 lecturers.

2) 20 visiting lecturers: 1 visiting assistant lecturer 2 visiting professors, 17 visiting lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in communication sciences, economics, entrepreneurship, law, etc. Guest lecturers include industry professionals, PR, sales management specialists, project managers and business consultants who are closely involved in the day-to-day business activities with business, marketing and sales processes.The actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and

development of student competences appropriate for work as marketing specialists.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1) Developing new course descriptions that are significantly better in quality each year.

2) Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions);

3) The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses;

4) UVF plans to strengthen the involvement of the teaching staff by:

1. a) continuing to organize public lectures and seminars, particularly in the regions;
2. b) developing methodological guidelines for improving the quality of studies, including practical tools and methods;
3. c) improving the mechanism and criteria for evaluation of study papers;
4. d) promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the Erasmus program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety topics actual for the society and business Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media , which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turiba University. Specific publications, monographs are indicated in the CV of the lecturers.

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).

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).

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.

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turiba annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

1. I. Bruksle - specifics of pricing, business environment, its competitiveness.
2. A. Bulis - competitiveness factors, economic cooperation in the context of Latvia-China.
3. J. Derkēvica-Pilskunga – Risk and Crisis Communication - impact on Latvian Enterprises.
4. Z. Driņķe - effectiveness of quality management system in organizations, business problems.
5. I. Liniņa - customer relationship management systems in retail companies in the Baltics.
6. A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
7. O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
8. A. Pētersons – public relations and intercultural communication.
9. R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Bruksle I., Liniņa L., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database: Web of Science
- Bulis A., Kabiraj, S. Siddik, N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, https://doi.org/10.1177/0972150918814104
- Derkevica-Pilskunga, J. (15.07.2019). Domino effect theory and legal regulations: the effects of risk and crisis communication on Latvian enterprises. Domino efekta teorija un tiesiskais regulējums: Komunikācija riska un krīzes situācijās – ietekme uz Latvijas uzņēmumiem. Summary of the doctoral thesis, www.turiba.lv., ISBN: 978-9934-543-21-0
- Driņķe, Z., Zvirgzdiņa, R. (2018) Quality management system and models for small and medium enetrprieses development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALIY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT.

TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Praude V., Liniņa I. Pārdošanas vadība. [Sales management] Riga: Turiba University, 2018., 407 p.
- Liniņa, I. Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Riga: Turiba University, 2018 – 187.
- Medne, A. (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turiba University, Acta Prospertatis No.6, Turiba University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development,Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
- Onževs O., Kolerte G., (2018). Acta Prosperiatis. Journal of Turiba University. No. 9.; Riga; Turība, Ārējā tirgus apgūšanas iespējas Skandināvijā informācijas un komunikācijas tehnoloģiju jomā [Foreign market opportunities in Scandinavia in the field of information and communication technologies], pp. 5.-22.
- Pētersons, A., (2016). Development of Concept of Public Relations in Communication Science// Proceeding of 58th International scientific conference of Daugavpils University, pp. 325-321. ISSN 2500-9842
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4TH INTERNATIONAL CONFERENCE ON LIFELONG LEARNING AND LEADERSHIP FOR ALL (ICLEL 2018) Pages: 678-687. Database: ThomsonReutersWoS

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students 'interest in research and encourage students' participation in Turiba conferences.

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).

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project Nr. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in masterclasses, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and

strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	**2018/2019**
Number of students	***80***
No. of educators	***31***
Educators of the faculty implementing the program	***29***
Educators of other faculties	***2***
Ratio of students to teaching staff	***2.6***

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	1_Statistika_studenti_KM_en.docx	1_Statistika_studenti_KM.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbilstība_izglītības_ standartam_ KM_EN.docx	3_Atbilstība_izglītības_standartam_ KM.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbilstība_profesijas _standartam_ KM_en.docx	4_Atbilstība_profesijas_standartam_KM.docx
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	5_Kartējums_KM_en.xlsx	5_Kartējums_KM.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_ Plāni_KM_en.xlsx	6_ Plāni_KM.xlsx
Descriptions of the study courses/ modules	7_apraksti_KM_ENG.pdf	7_Apraksti_KM.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_KM_en.pdf	8_Diploms_KM.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	9_Studentu_pārņemšana_KM_EN.pdf	9_Studentu_pārņemšana_KM.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	15_ Par zaudējumu kompensāciju_eng.pdf	15_ Par zaudējumu 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.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	14_ Studiju līguma paraugs_en.docx	14_Studiju līguma paraugs.docx
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.		

Finance and Accounting

Title of the higher education institution	*Economics*
ProcedureStudyProgram.Name	*Finance and Accounting*
Education classification code	*41344*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Anna*
Surname of the study programme director	*Medne*
E-mail of the study programme director	*anna.medne@turiba.lv*
Title of the study programme director	*Mg.oec., Mg.pead., Mg.agr*
Phone of the study programme director	*67617096*
Goal of the study programme	*To educate and train the student for the profession of accountant, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification ; to provide the opportunity to acquire the knowledge and develop skills necessary for an accountant to compete successfully in the labour market .*
Tasks of the study programme	*1.To provide the opportunity for acquisition of knowledge and skills necessary for the profession of an accountant.* *2. To educate students for the profession of accountant in the EU and globally.* *3. To promote students' self-education by developing skills and abilities to constantly acquire the latest information.* *4. To create motivation in students for further education.* *5.To encourage students to develop skills and competences in the use of accounting technology.* *6. To develop economic thinking in identifying professional problems and solving them.* *7. To encourage students to make effective use of Turiba facilities, study infrastructure and academic competences of the educators.*

Results of the study programme	*1. Ability to create a proper, rational and advanced accounting system and to compile accounting records* *2. Ability to register and record business transactions in accounting records and accounting software on the basis of source documents, and to perform audits of recorded business transactions* *3. Ability to calculate taxes, settle taxes, and prepare and file tax returns and statements as well.* *4. Ability to organize the influence of taxes on the decisions made by the company management.* *5. Ability to calculate wages according to the company's remuneration system and make payments according to employee records.* *6. Ability to track long-term investments by recording intangible investment, fixed assets and financial investment transactions, as well as to calculate and register the amount of long-term investments to be written off and depriciation of fixed assets for financial purposes* *7. Ability to track, record and control working capital.* *8. Ability to track and record changes in equity capital.* *9. Ability to evaluate the necessary types of provisions (reserves) in the company, calculate and record them.* *10. Ability to identify liabilities according to their economic nature, to keep records of the source of liabilities and repayment, to settle liabilities on their due dates.* *11. Ability to carry out inventory of balance sheet items and adjust and close entries related to financial reporting.* *12. Ability to prepare and analyse company financial reports.* *13. Ability to ensure cost accounting for cost calculation and pricing.* *14. Ability to prepare accounting information available to company management for short and long term decision making, as well as prepare and submit operational reports to management.* *15. Ability to prepare and provide necessary information to auditors and supervisory institutions and external auditors, and to prepare statistical reports as well.* *16. Ability to be orient oneself in the laws and regulations of the Republic of Latvia and international legal norms in the field of accounting, as well as defend the financial interests of one's company with regards to other institutions in the field of accounting and taxation.* *17. Ability to use information technology to carry out one's duties.* *18. Ability to observe professional ethics and ensure compliance with the rules of labor relations. Ability to communicate in the official language and two foreign languages.* *19. Ability to meet the requirements of labor protection, fire safety and environmental legislation.*
Final examination upon the completion of the study programme	*Qualification paper*

Study programme forms

Part time extramural studies - 2 years, 3 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*2*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	*Accountant (3313- 01)*

Places of implementation

Place name	City	Address
Cēsis branch of Turība University	CĒSIS	LEONA PAEGLES IELA 1, CĒSIS, CĒSU NOVADS, LV-4101
Liepaja branch of Turība University	LIEPĀJA	RĪGAS IELA 50, LIEPĀJA, LV-3401
Talsi branch of Turība University	TALSI	BRĪVĪBAS IELA 29, TALSI, TALSU NOVADS, LV-3201
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part-time extramural studies - distance education - 2 years, 3 months - latvian

Study type and form	*Part-time extramural studies - distance education*
Duration in full years	*2*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments*

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	*Accountant (3313- 01)*

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

Title of the study programme	First level professional higher education programme „Finance and Accounting”	
Study programme code according to Latvian education classification:	41344	
Type of study programme and level	First level professional higher education study programme	
Qualification level awarded (NQF/EQF)	5	
Profession code in the profession classifications	*Accountant* (kods 3313- 01)	
Scope of the study programme (CP, recommended ECTS)	80 CP (120 ECT)	
Form, Type and Duration of Implementation (Please indicate in months if it is not full study years) and language of instruction		
Part time studies	Two years and three months	Latvian
Part time studies (distance learning)	Two years and three months	Latvian
Place of Implementation	Turiba University, Graudu street 68, LV-1058. Branch in Cesis, L. Paegles street 1, LV – 4101; Branch in Talsi; Brīvības street 29, LV-3201; Branch in Liepaja; Rīgas street 50, LV-3401;	
Study programme director:	Anna Medne, Mg.oec., Mg.pead., mg.agr., 67617096, anna.medne@turiba.lv	

Enrolment requirements	Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments
Degree, professional qualification or degree and professional qualification awarded	Degree to be awarded - none Professional qualification – *Accountant*
Study programme objectives:	To educate and train the student for the profession of accountant, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification [1]; to provide the opportunity to acquire the knowledge and develop skills necessary for an accountant to compete successfully in the labour market
Study programme tasks	1.To provide the opportunity for acquisition of knowledge and skills necessary for the profession of an accountant. 2. To educate students for the profession of accountant in the EU and globally. 3. To promote students' self-education by developing skills and abilities to constantly acquire the latest information. 4. To create motivation in students for further education. 5.To encourage students to develop skills and competences in the use of accounting technology. 6. To develop economic thinking in identifying professional problems and solving them. 7. To encourage students to make effective use of Turiba facilities, study infrastructure and academic competences of the educators.[2]

Learning outcomes.	1. Ability to create a proper, rational and advanced accounting system and to compile accounting records 2. Ability to register and record business transactions in accounting records and accounting software on the basis of source documents, and to perform audits of recorded business transactions 3. Ability to calculate taxes, settle taxes, and prepare and file tax returns and statements as well. 4. Ability to organize the influence of taxes on the decisions made by the company management. 5. Ability to calculate wages according to the company's remuneration system and make payments according to employee records. 6. Ability to track long-term investments by recording intangible investment, fixed assets and financial investment transactions, as well as to calculate and register the amount of long-term investments to be written off and depriciation of fixed assets for financial purposes 7. Ability to track, record and control working capital. 8. Ability to track and record changes in equity capital. 9. Ability to evaluate the necessary types of provisions (reserves) in the company, calculate and record them. 10. Ability to identify liabilities according to their economic nature, to keep records of the source of liabilities and repayment, to settle liabilities on their due dates. 11. Ability to carry out inventory of balance sheet items and adjust and close entries related to financial reporting. 12. Ability to prepare and analyse company financial reports. 13. Ability to ensure cost accounting for cost calculation and pricing. 14. Ability to prepare accounting information available to company management for short and long term decision making, as well as prepare and submit operational reports to management. 15. Ability to prepare and provide necessary information to auditors and supervisory institutions and external auditors, and to prepare statistical reports as well. 16. Ability to be orient oneself in the laws and regulations of the Republic of Latvia and international legal norms in the field of accounting, as well as defend the financial interests of one's company with regards to other institutions in the field of accounting and taxation. 17. Ability to use information technology to carry out one's duties. 18. Ability to observe professional ethics and ensure compliance with the rules of labor relations. Ability to communicate in the official language and two foreign languages. 19. Ability to meet the requirements of labor protection, fire safety and environmental legislation.
The final examination foreseen at the end of the study program	Qualification paper

[1] Cabinet of Ministers Regulation No. 141, Riga, March 20, 2001 (i.e.. No. 12 5§) “Regulations on the state standards for first level professional higher education”. Accessible at: https://likumi.lv/doc.php?id=6397

[2] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: https://www.latvijaskvalifikacijas.lv/izglitibas-sistema/

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 total number of students has increased during the reporting period, and the number of students has increased not only in Riga, but also in branches. Every year, more new professionals join the labour market. Although there are students who have been expelled, the reasons are most often personal.

Statistical data on students during the reference period are provided in Appendix 1.

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.

The implementation of the first level professional study program “Finance and Accounting” (hereinafter KF) ends with the award of the fourth level of professional qualification, the first level higher vocational education diploma and the qualification of *Accountant*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - accountant.

The aim of the first level professional higher education study program is to educate and train the student for the profession of accountant, promoting his/her development as a mentally and physically developed, free, responsible and creative personality; to promote the acquisition of knowledge and skills (including self-study skills), which ensure the acquisition of a fourth level professional qualification and promote competitiveness in changing socio-economic conditions; to provide motivation for further education and to prepare for second level professional higher education and fifth level professional qualification ; to provide the opportunity to acquire the knowledge and develop skills necessary for an accountant to compete successfully in the labour market

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1.To provide the opportunity for acquisition of knowledge and skills necessary for the profession of an accountant.

2. To educate students for the profession of accountant in the EU and globally.
3. To promote students' self-education by developing skills and abilities to constantly acquire the latest information.
4. To create motivation in students for further education.

5.To encourage students to develop skills and competences in the use of accounting technology.

6. To develop economic thinking in identifying professional problems and solving them.
7. To encourage students to make effective use of Turiba facilities, study infrastructure and academic competences of the educators.

The intended learning outcomes of the program correspond to the set objective and to provide professional studies based on theoretical concepts of accountancy - to organize his / her work in the company independently according to the job description, create a rational and advanced accounting system in the company, develop the accounting methodology, to use analytical approach in acquiring the laws and regulations of the Republic of Latvia and the binding laws and regulations of the European Union regulating financial and tax accounting, to independently further professional competence and manage other accountants in the company, to compete in the labour market in changing socio-economic conditions, to work as an accountant in the EU and globally

The program is designed to develop the competences necessary for work as an accountant, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills of an accountant, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - accountant.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

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.

The study program "Finance and Accounting" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional qualification. The content of the study courses is designed to provide students with the necessary knowledge on organisation of accounting and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of an accountant and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as accounting and financial issues, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet.

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.

The aim and tasks of each study course are related to the goal of the overall program (to educate and train the student to work as an accountant, promoting his/her development into a mentally and physically developed, free, responsible and creative personality, ensuring the competitiveness of specialists demanded in the labour market) , tasks and learning outcomes providing students with the knowledge, skills and competences required to work professionally within the scope of their competences in accordance with their duties.

The aim of each study course is to make an appropriate contribution to the achievement of the study program goal. The objectives of both compulsory and elective study courses are subordinated to the aim of the program - to prepare students for the profession of accountant - by developing knowledge, skills and competences. We can conclude that the planned results of the study courses correspond to the planned results of the study program and allow to develop the competencies defined in the accounting profession standard and to form the knowledge base. This is also confirmed by the comparison in Annexes 4 and 5.

The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study

period.

Study courses include information that promotes general, professional, and transversal skills for students from imatriculation to exmatriculation, in accordance with the stated goals, objectives, and outcomes of the program. Allows acquisition of skills and competences appropriate to the qualification being obtained – accountant.

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.

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

Distance learning students have the same rules for studying and the same requirements for full-time study. The only difference is that there are no scheduled contact hours. But there is a possibility, if a distance learning student can and wants, then there are opportunities to attend lectures, face-to-face seminars. If necessary, students are provided with face-to-face counseling. The final and final examinations are usually taken by the student in person. More detailed information can be found in the Study Regulations (Study Regulation), which contain additional provisions on the distance learning process:

(1) the distance learning period shall be ten calendar months, excluding July and August;

2) study programs and study plans determine the study courses to be acquired in the respective study year, their volume and the number of credit points. The course of study course acquisition within the year is chosen by the student;

3) students take the final examinations, exams and final examinations of the study course either in person or remotely, using online voice and image digital means of communication. The type and form of the Examination shall be governed by the Examination Regulations;

4) when taking the final examinations of the study course and the final examinations of the study year remotely, the student shall present an identity document (passport or ID card) or a student certificate;

5) when conducting the final examinations of the study course and the final examinations of the academic year, the lecturer determines what kind of digital means of voice and image will be used;

6) distance learning is based on independent studies, using the study material published on the distance learning platform (Moodle), as well as library funds, Internet resources or other sources of information.

7) distance learning students may attend lectures in full-time or part-time studies free of charge, with prior contact and coordination with the relevant lecturer or department;

8) Students shall take the state examination in distance learning according to the calendar schedule. The procedure of passing the State Examination is determined by the Regulations of the State Examination.

9) During the studies, the student can receive consultations on the issues related to the acquisition of the respective study course outside the hours specified in the timetable without additional charge. Counseling times for each lecturer are determined by the list of lecturers' consultation times published on the Department notice board and on the website of the School. The student can also receive paid consultations. The student co-ordinates the time of paid consultation with the lecturer.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach , derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field;

- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.

- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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.

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of accountant, the content of the program envisages practice of 16 CP, which consists of Practice and Pre-qualification work practice.

The aim of the practice is to strengthen the theoretical and practical knowledge related to the organization and performance of accounting work in a company. Practice allows to develop the following skills: to evaluate the accounting activities of the company, the factors that influence them, to constantly acquire new knowledge, to fill in accounting documents and reports, to independently analyse the normative acts and their application in the company (place of practice).

Practice enables to develop the following competencies: to evaluate and analyse practice of accounting of the company, filling in accounting documents and reports, independently analyse information and accounting in the researched company comparing with the requirements of the regulatory enactments, to evaluate the factors influencing the accounting activities of the company, to develop substantiated recommendations and proposals for improvement of the accounting activities of the practice company. This corresponds to the aims and objectives of the program and enables developing the competencies needed for an accountant.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Accountants Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

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 students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying in the reporting period, it can be concluded that they are topical and relevant to current issues and problems in the field of finance and accounting . The final topics are chosen to resolve financial-accounting problems in a company or organization and the most frequently analysed issues are: revenue expense accounting, financial result analysis, payroll procedure, preparation of annual financial report , work accounting, debtors management, inventory and fixed assets accounting, management of accounts receivable. (in the appendix we have attached the themes of top qualification papers (rated 7 and above)over the last three years in the KF study program.

Analysing graduation thesis assessments, a gradual increase in the average grade can be observed.

State examination average scores

Study programme	Study year 2013/2014	Study year 2014/2015	Study year 2015/2016	Study year 2016/2017	Study year 2017/2018	Study year 2018/2019
KF	6.94	7.06	6.98	7.70	7.73	8.05

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- List of final thesis topics (Appendix 2)
    - Table on the compliance of the study program with the state education standards (Appendix 3)
    - Table on the compliance of the qualification obtained in the study program “Finance and Accounting” with the profession standards (Appendix 4);
    - study course scheme for achieving the learning outcomes (Appendix 5)
    - Study program plan (Appendix 6)
    - Syllabi of the study courses in the study program (Appendix 7).

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.

In order to improve the study process and environment, and to evaluate the study content, Turiba

regularly conducts student surveys, and once in two years graduate surveys, and UVF collects feedback from employers on the students' knowledge and skills in the relevant study programs and their suitability to the labour market.

Evaluating the results of the student survey (5-point system), it can be seen that a high rating is given to such important issues as the work of the lecturers in the program which ranges from 4.68 to 4.75, demonstrating the professionalism of lecturers of study courses and their ability to work with the audience. The highest evaluation of 4.75 points has been given to the criteria “Preparation”, but “Assessment” and “Assessment of independent studies” - 4.71, which certifies the high level of lecturers' skills in conducting study courses.

Students have given a rating in the range of 4.64 to 4.77 while evaluating study courses as well. The highest evaluation 4.77 points is given to the correspondence of the study course to the description, and the knowledge acquired in the implemented study course is 4.71. This shows that the programs developed by the lecturers and approved by the department are successfully implemented during the study process.

It should be noted that the criteria “Organization of the study process” and “Material technical provision”, “Study information centre” receive a rating above four (range 4.23 - 4.65); the rating has improved, which indicates the usefulness of the improvements made during the previous periods. Improvements were made to the material technical base and the range of educational literature was expanded

The results of the student survey are evaluated periodically, and the necessary improvements are made based on the evaluation.

In 2017, out of 522 graduates who participated in the alumni survey 211 were UVF graduates. The graduates confirmed that the profession is in demand in the labour market, as 84% of the respondents were already working during their studies. According to the survey, 35% (36% of respondents were not willing to answer) graduates had higher incomes after their graduation. The following can be inferred from the answer to the question - How has graduation influenced your professional career? - 46% of the respondents declared that they had improved their professional competence within the framework of their position. It has to be admitted that 19% of respondents say that their university career had not been influenced by their graduation, probably because they had already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational speciality? - where 65% answered in the affirmative. When analysing the answer regarding their current position in the company, 44% of the respondents noted that they were specialists, executives. 46% of respondents indicated that they worked as managers at different levels.

The following results can be observed in the employers' feedback on the professionalism of students studying in the program - the average grade for Accounting knowledge in the 5-point system was 4.4, the highest grade 4.9 was given to the criterion "Observance of professional ethics";the criterion “Independent planning of the work to be done” had an average rating of 4.8. It should be noted that 62% of students were marked with the maximum score of the criterion “Use of computer programs at work”. Criterion “Argumentation of professional opinion” was evaluated by employers with an average of 4.2 and criterion “Professional problem solving” received an average grade of 4.3 points, which means that during the study process these problems should be updated and students' skills should be developed.

On the whole, students, graduates and employers give a good evaluation of the study process organized by Turiba and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A

direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

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.

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the Erasmus + mobility program offers for the respective academic year.

The mobility of students in the program is assessed as low, with only outgoing mobility taking place and students taking the opportunity to go on Erasmus + practice placements; students travelled to Great Britain, Denmark, Sweden, Norway.

Outgoing student mobility

LRI kods	***Title of the study programme***	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
41344	First level professional higher education programme „Finance and Accounting”						
Erasmus+ studies		0	0	0	0	0	0
Erasmus+ practice placement		0	2	0	1	2	1
Other mobility programs		0	0	0	0	0	0

The main reasons for low mobility are as follows:

- Level 1 - college education is available in only a few countries that significantly restricts mobility;

- studies are part-time and most of the students already work, which impedes mobility;
- the study program is implemented only in Latvian, which restricts incoming mobility.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the Erasmus + mobility program[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on Erasmus + Mobility Program (Approved by Turiba University

Senate meeting minutes No.5 dated 22.05.2019)

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.

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on accounting, tax, financial management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of

periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office" programme and accounting software programme „ Zalktis" and "Microsoft Office" programmes also available in the library reading room.

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).

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.

Every year since 2013 the number of educators has been increasing:

study year 2013/2014 – additional 15%

study year 2014/2015 – additional 3 %

study year 2015/2016 – additional 4%

study year 2016/2017 – additional 3 %

study year 2017/2018 – additional 0 %

study year 2018/2019 – additional 9 %

Which is mainly related to the attraction of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but two new lecturers have been elected, one of whom was previously a guest lecturer.

Based on annual assessments as well as feedback from the labour market and students, the quality of teaching has improved. Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, based on appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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 qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turiba (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

48 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1) 13 educators are elected staff at Turiba and have the following positions: 2 professors, 1 associate professor, 3 assistant professors, 7 lecturers.

2) 35 are visiting lecturers: 3 visiting assistant lecturers,1 visiting professor, 31 visiting lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in economics, entrepreneurship, law, etc. All guest lecturers are professionals in the field , practising accountants, department heads, financiers, record keepers and business consultants, who are closely involved in business and various economic activities on a daily basis. The actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as accountants.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1) Developing new course descriptions that are significantly better in quality each year.

2) Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions);

3) The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses;

4) UVF plans to strengthen the involvement of the teaching staff by:

1. a) continuing to organize public lectures and seminars, particularly in the regions;
2. b) developing methodological guidelines for improving the quality of studies, including practical tools and methods;

3. c) improving the mechanism and criteria for evaluation of study papers;
4. d) promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the Erasmus program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety topics actual for the society and business Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media , which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turiba University. Specific publications, monographs are indicated in the CV of the lecturers.

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).

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).

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.

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turiba annual international scientific conferences, lecturers participate with their research and

encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

1. I. Bruksle - specifics of pricing, business environment, its competitiveness.
2. A. Bulis - competitiveness factors, economic cooperation in the context of Latvia-China.
3. Jolanta Derkēvica-Pilskunga – Risk and Crisis Communication - impact on Latvian Enterprises.
4. Z. Driņķe - effectiveness of quality management system in organizations, business problems.
5. I. Krievs – data protection law.
6. I. Liniņa - customer relationship management systems in retail companies in the Baltics.
7. A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
8. O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
9. A. Pētersons – public relations and intercultural communication.
10. R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Bruksle I., Liniņa L., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Datebase: Web of Science
- Bulis A., Kabiraj S., Siddik N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, https://doi.org/10.1177/0972150918814104
- Derkevica-Pilskunga J. (15.07.2019). Domino effect theory and legal regulations: the effects of risk and crisis communication on Latvian enterprises. Summary of the doctoral thesis, www.turiba.lv., ISBN: 978-9934-543-21-0
- Driņķe Z., Zvirgzdiņa R. (2018). Quality management system and models for small and medium enetrprieses development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Krievs I. (2017) Collective monograph "Latvian legal system" Chapter "Commercial Law" BA Turiba,Library, 2017.
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALIY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Līduma D., Lūsēna – Ezera I., Egliņš – Eglītis A. (2018). Necessity of Work Team in Manufacturing Branch Start-Up Enterprises in Latvia. 32nd International Business Information Management Association Conference (IBIMA) “Vision 2020: Sustainable Economic Development and Application of Innovation Management from Regional expansion to Global Growth”, 15-16 November, Seville Spain. Conference Proceedings, p3561.-3569.
- Medne A., (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turiba University, Acta Prospertatis No.6, Turiba University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development,Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
- Onževs O., Kolerte G. (2018). Acta Prosperiatis. Journal of Turiba University. No. 9.;Riga; Turiba. Foreign market opportunities in Scandinavia in the field of information and communication technologies, pp. 5-22
- Pētersons A. (2016). Development of Concept of Public Relations in Communication Science//

Proceeding of 58th International scientific conference of Daugavpils University, pp. 325-321. ISSN 2500-9842

- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4TH INTERNATIONAL CONFERENCE ON LIFELONG LEARNING AND LEADERSHIP FOR ALL (ICLEL 2018) Pages: 678-687. Database: ThomsonReutersWoS

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students 'interest in research and encourage students' participation in Turiba conferences.

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).

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project Nr. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in masterclasses, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	**2018/2019**
Number of students	***235***

No. of educators	***48***
Educators of the faculty implementing the program	***40***
Educators of other faculties	***8***
Ratio of students to teaching staff	***4.9***

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	1_Statistika_studenti_KF_en.docx	1_Statistika_studenti_KF.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbilstība_izglītības_standartam_ KF_EN.docx	3_Atbilstība_izglītības_standartam_ KF.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbilstība_profesijas_standartam_KF_en.docx	4_Atbilstība_profesijas_standartam_KF.docx
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	5_Kartējums_KF_en.xlsx	5_Kartējums_KF.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_ Plāni_KF_en.xlsx	6_ Plāni_KF.xlsx
Descriptions of the study courses/ modules	7_Apraksti_KF_en.pdf	7_apraksti_KF.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_KF_en.pdf	8_Diploms_KF.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	9_Studentu_pārņemšana_KF_EN.pdf	9_Studentu_pārņemšana_KF.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	15_ Par zaudējumu kompensāciju_eng.pdf	15_ Par zaudējumu 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.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	14_ Studiju līguma paraugs_en.docx	14_Studiju līguma paraugs.docx
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.		

Marketing and Trade Managing

Title of the higher education institution	*Economics*
ProcedureStudyProgram.Name	*Marketing and Trade Managing*
Education classification code	*42342*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Iveta*
Surname of the study programme director	*Liniņa*
E-mail of the study programme director	*iveta.linina@turiba.lv*
Title of the study programme director	*Dr.oec .*
Phone of the study programme director	*67618746*
Goal of the study programme	*To provide professional studies based on theoretical concepts of marketing, professional standards marketing manager that is applicable in practice, corresponding to the economic, cultural, national defence and security, as well as social needs ; to provide the opportunity to acquire knowledge and develop the skills necessary for a marketing manager in order to promote the development of enterprises and promote their competitiveness in the active business environment in the Latvian and international market.*
Tasks of the study programme	*1. To provide high quality competitive EU education, participate and conduct professional research in economics and trade .* *2. To promote the proportion of research in studies;* *3. To create the opportunity for students to gain a qualification in close relation with their future profession.* *4. To stimulate students' interest in the processes taking place in society.* *5. To ensure the proportion of professional study courses corresponding to the professional standards during the study process.* *6. To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development.* *7. To educate and train highly professional Marketing managers.* *8. To effectively use the university campus, the study base and the academic staff to improve the quality of studies.* *9. To improve qualification of marketing and sales specialists of different levels.* *10. To contribute to enhancing the quality of private higher education*

Results of the study programme	*Ability to analyse the environment that affects the organization's activities. Ability to understand and analyse national economic policy and international trends. Ability to identify the economic environment and changes in market situation.* *2. Ability to critically evaluate both internal and external environmental factors and their impact on the organization's performance. Ability to explain the consequences of environmental changes. Ability to evaluate the organization's development prospects locally and internationally.* *3. Ability to assess market development trends. Ability to assess the competition and the competitiveness of the organization.* *4. Ability to make proposals and participate in the development of goals and strategies of the organization.* *5. Ability to formulate strategic, tactical and operational goals of the structural unit, aligning them with organizational goals. Ability to determine the structural unit's directions and activities in accordance with the organisation's strategies and policies. Ability to evaluate organizational development opportunities and risks in accordance with the organization's strategy.* *6. Ability to manage the economic activities of his / her functional area of responsibility, ensuring rational use of resources, including financial resources, for the performance of specific tasks.* *7. Ability to plan and ensure the financial and economic activity of the structural unit. Ability to participate in identifying and planning the necessary investments. Ability to make proposals for developing the organization's overall policy.* *8. Ability to participate in the improvement and maintenance of the organization's quality system.* *9. Ability to analyse and evaluate various processes and their efficiency. Ability to organize and control the development and drafting of documents in accordance with the requirements of regulatory enactments.* *10. Ability to support the implementation of the organisation's personnel management policy. Ability to effectively manage the structural unit by planning, organizing, and coordinating the activities of subordinate personnel for accurate, timely, and high-quality execution of specified tasks. Ability to cooperate and motivate employees, to control the performance of subordinate personnel. Ability to objectively evaluate the performance of subordinate staff and its results.* *11. Ability to develop and manage projects within one's field of activity.* *12. Ability to collaborate effectively within a team while performing professional tasks. Ability to comply with applicable regulatory requirements. Ability to comply with legal labour relations. Ability to perform work tasks in compliance with labour protection requirements.* *13. Able to perform work tasks in compliance with the requirements of the civil and environmental protection laws and regulations.* *14. Ability to demonstrate personal, social and civic, interpersonal and intercultural skills that enable active and effective participation in professional activities and building social dialogue in the society.* *15. Ability to adhere to the basic principles of professional and general ethics and generally accepted standards of conduct.* *16. Ability to prepare publications and present them. Ability to carry out value-added research, interpret and analyze its results. Ability to use knowledge and methods to explain sustainable development issues and to draw evidence-based conclusions.* *17. Ability to safely use information technology for work, including communication in the relevant field.* *18. Ability to organize and take on responsibilities, continue one's further education and training in the professional field, and develop personal skills.* *19. Ability to communicate, write, read, work and speak in one or more foreign languages, understanding and using professional terminology and concepts.* *20. Ability to understand and analyse market trends. Ability to identify changes in the market situation. Ability to analyse, critically evaluate and select target markets.* *21. Ability to analyse consumer needs, demands, behaviour and their influencing factors. Ability to forecast consumer response to various marketing incentives* *22. Ability to formulate marketing goals and strategy, develop a marketing plan.* *23. Ability to drive business development by positioning brands and products in new market segments. Ability to develop a marketing plan. Ability to analyse and forecast demand and supply.* *24. Ability to plan and control the marketing budget. Ability to ensure the achievement of marketing goals.* *25. Ability to put forward proposals for the development of a creative brand concept. Ability to develop short and long term brand strategies.* *26. Ability to make proposals and participate in the product design and development process. Ability to coordinate the concept implementation process. Ability to develop a product management development strategy. Ability to ensure that the company's products meet the quality and safety requirements of regulatory documents and standards.* *27. Ability to develop a brand and / or product management activity plan. Ability to organize and control the implementation of the brand and / or product activity plan. Ability to organize and control the implementation of the brand and / or product activity plan. Ability to organize and control the implementation of the brand and / or product activity plan.* *28. Ability to set marketing communication goals of the company according to the market situation and the company's capabilities.* *29. Ability to integrate corporate image and reputation building principles into company marketing communications. Ability to plan marketing communication according to the market situation and selected target audience.* *30. Ability to organize and manage the implementation of a marketing communication plan and evaluate its effectiveness. Ability to evaluate the opportunities and effectiveness of marketing communications, including digital marketing.*

Final examination upon the completion of the study programme	*Diploma paper*

Study programme forms

Full time studies - 4 years - latvian

Study type and form	*Full time studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional bachelor's degree in marketing*
Qualification to be obtained (in english)	*Marketing Manager*

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 4 years, 3 months - latvian

Study type and form	*Part time studies*
Duration in full years	*4*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.*

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's Degree in Marketing*
Qualification to be obtained (in english)	*Marketing Manager*

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 4 years, 3 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*4*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's Degree in Marketing*
Qualification to be obtained (in english)	*Marketing Manager*

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

Title of the study programme	Professional bachelor study programme "Marketing and Sales Management"	
Study programme code according to Latvian education classification:	42324	
Type of study programme and level	Professional bachelor study programme	
Qualification level awarded (NQF/EQF)	6	
Profession code in the profession classifications	*Marketing manager* code 1221	
Scope of the study programme (CP, recommended ECTS)	160 CP (240 ECT)	
Form, Type and Duration of Implementation (Please indicate in months if it is not full study years) and language of instruction		
Full time studies	Four years	Latvian
Part time studies	Four years and three months	Latvian
Part time extramural studies	Four years and three months	Latvian
Place of Implementation	Turiba University, Graudu street 68, LV-1058.	
Study programme director:	Iveta Liniņa , Dr.oec , 67618746, iveta.linina@turiba.lv	
Enrolment requirements	Previous Education - secondary education Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments	
Degree, professional qualification or degree and professional qualification awarded	Professional bachelor's degree in marketing; *Professional qualification Marketing manager*	
Study programme objectives:	To provide professional studies based on theoretical concepts of marketing, professional standards marketing manager that is applicable in practice, corresponding to the economic, cultural, national defence and security, as well as social needs[1]; to provide the opportunity to acquire knowledge and develop the skills necessary for a marketing manager in order to promote the development of enterprises and promote their competitiveness in the active business environment in the Latvian and international market.	

Study programme tasks	1. To provide high quality competitive EU education, participate and conduct professional research in economics and trade . 2. To promote the proportion of research in studies; 3. To create the opportunity for students to gain a qualification in close relation with their future profession. 4. To stimulate students' interest in the processes taking place in society. 5. To ensure the proportion of professional study courses corresponding to the professional standards during the study process. 6. To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development. 7. To educate and train highly professional Marketing managers. 8. To effectively use the university campus, the study base and the academic staff to improve the quality of studies. 9. To improve qualification of marketing and sales specialists of different levels. 10. To contribute to enhancing the quality of private higher education.[2]

Learning outcomes.	1. Ability to analyse the environment that affects the organization's activities. Ability to understand and analyse national economic policy and international trends. Ability to identify the economic environment and changes in market situation. 2. Ability to critically evaluate both internal and external environmental factors and their impact on the organization's performance. Ability to explain the consequences of environmental changes. Ability to evaluate the organization's development prospects locally and internationally. 3. Ability to assess market development trends. Ability to assess the competition and the competitiveness of the organization. 4. Ability to make proposals and participate in the development of goals and strategies of the organization. 5. Ability to formulate strategic, tactical and operational goals of the structural unit, aligning them with organizational goals. Ability to determine the structural unit's directions and activities in accordance with the organisation's strategies and policies. Ability to evaluate organizational development opportunities and risks in accordance with the organization's strategy. 6. Ability to manage the economic activities of his / her functional area of responsibility, ensuring rational use of resources, including financial resources, for the performance of specific tasks. 7. Ability to plan and ensure the financial and economic activity of the structural unit. Ability to participate in identifying and planning the necessary investments. Ability to make proposals for developing the organization's overall policy. 8. Ability to participate in the improvement and maintenance of the organization's quality system. 9. Ability to analyse and evaluate various processes and their efficiency. Ability to organize and control the development and drafting of documents in accordance with the requirements of regulatory enactments. 10. Ability to support the implementation of the organisation's personnel management policy. Ability to effectively manage the structural unit by planning, organizing, and coordinating the activities of subordinate personnel for accurate, timely, and high-quality execution of specified tasks. Ability to cooperate and motivate employees, to control the performance of subordinate personnel. Ability to objectively evaluate the performance of subordinate staff and its results. 11. Ability to develop and manage projects within one's field of activity. 12. Ability to collaborate effectively within a team while performing professional tasks. Ability to comply with applicable regulatory requirements. Ability to comply with legal labour relations. Ability to perform work tasks in compliance with labour protection requirements. 13. Able to perform work tasks in compliance with the requirements of the civil and environmental protection laws and regulations. 14. Ability to demonstrate personal, social and civic, interpersonal and intercultural skills that enable active and effective participation in professional activities and building social dialogue in the society. 15. Ability to adhere to the basic principles of professional and general ethics and generally accepted standards of conduct. 16. Ability to prepare publications and present them. Ability to carry out value-added research, interpret and analyze its results. Ability to use knowledge and methods to explain sustainable development issues and to draw evidence-based conclusions. 17. Ability to safely use information technology for work, including communication in the relevant field. 18. Ability to organize and take on responsibilities, continue one's further education and training in the professional field, and develop personal skills. 19. Ability to communicate, write, read, work and speak in one or more foreign languages, understanding and using professional terminology and concepts. 20. Ability to understand and analyse market trends. Ability to identify changes in the market situation. Ability to analyse, critically evaluate and select target markets. 21. Ability to analyse consumer needs, demands, behaviour and their influencing factors. Ability to forecast consumer response to various marketing incentives 22. Ability to formulate marketing goals and strategy, develop a marketing plan. 23. Ability to drive business development by positioning brands and products in new market segments. Ability to develop a marketing plan. Ability to analyse and forecast demand and supply. 24. Ability to plan and control the marketing budget. Ability to ensure the achievement of marketing goals. 25. Ability to put forward proposals for the development of a creative brand concept. Ability to develop short and long term brand strategies. 26. Ability to make proposals and participate in the product design and development process. Ability to coordinate the concept implementation process. Ability to develop a product management development strategy. Ability to ensure that the company's products meet the quality and safety requirements of regulatory documents and standards. 27. Ability to develop a brand and / or product management activity plan. Ability to organize and control the implementation of the brand and / or product activity plan. Ability to organize and control the implementation of the brand and / or product activity plan. Ability to organize and control the implementation of the brand and / or product activity plan. 28. Ability to set marketing communication goals of the company according to the market situation and the company's capabilities. 29. Ability to integrate corporate image and reputation building principles into company marketing communications. Ability to plan marketing communication according to the market situation and selected target audience. 30. Ability to organize and manage the implementation of a marketing communication plan and evaluate its effectiveness. Ability to evaluate the opportunities and effectiveness of marketing communications, including digital marketing.
The final examination foreseen at the end of the study program	Diploma paper

- [1] *Cabinet of Ministers Regulation No. 512 as of 26th August 2014 “Regulations on the state*

standards for the second level professional higher education”
https://likumi.lv/doc.php?id=268761

[2] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: https://www.latvijaskvalifikacijas.lv/izglitibas-sistema/

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 total number of students during the reporting period has been 157 students on average every year, there is interest in both full-time and part-time study opportunities. An average of 23 new professionals join the labor market each year. Although there are students who have been expelled, the reasons are most often personal.

Statistical data on students during the reference period are provided in Appendix 1.

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.

Professional bachelor study programme "Marketing and Sales Management" (hereinafter TV) ends with the award of a professional bachelor's degree in marketing and a fifth professional qualification level and professional qualification of *Marketing manager*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - marketing manager.

The aim of the professional bachelor study program is to provide professional studies based on theoretical concepts of marketing, professional standards marketing manager that is applicable in practice, corresponding to the economic, cultural, national defence and security, as well as social needs; to provide the opportunity to acquire knowledge and develop the skills necessary for a marketing manager in order to promote the development of enterprises and promote their competitiveness in the active business environment in the Latvian and international market.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1)To provide high quality competitive EU education, participate and conduct professional research

in economics and trade .

2)To promote the proportion of research in studies;

3)To create the opportunity for students to gain a qualification in close relation with their future profession.

4)To stimulate students' interest in the processes taking place in society.

5)To ensure the proportion of professional study courses corresponding to the professional standards during the study process.

6)To promote students' analytical abilities, to develop skills in setting professional problems and solving tasks related to it and in project development.

7)To educate and train highly professional Marketing managers.

8)To effectively use the university campus, the study base and the academic staff to improve the quality of studies.

9)To improve qualification of marketing and sales specialists of different levels.

10)To contribute to enhancing the quality of private higher education.

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in the field of marketing and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to problem solving, take responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances

The program is designed to develop the competences necessary for work as a marketing manager, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills of a marketing manager, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - marketing manager and a professional bachelor degree holder.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

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.

The study program "Marketing and Sales Management" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on organisation of accounting and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of a marketing manager and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as marketing and sales issues, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet.

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.

The aim and tasks of each study course are related to the aim of the whole program (to provide knowledge and develop skills necessary for marketing manager in order to promote the development of companies, promote their competitiveness in active business environment in Latvian and international market) tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences required to work professionally within their competencies as defined in their relevant job descriptions.

The aim of each study course is to make an appropriate contribution to the achievement of the study program goal. The objectives of both compulsory and elective study courses are subordinated to the aim of the program - to prepare students for the profession of marketing manager - by developing knowledge, skills and competences. We can conclude that the planned results of the study courses correspond to the planned results of the study program and allow to develop the competencies defined in marketing manager profession standard and to form the knowledge base. This is also confirmed by the comparison in Annexes 4 and 5.

The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

Study courses include information that promotes general, professional, and transversal skills for students from imatriculation to exmatriculation, in accordance with the stated goals, objectives, and outcomes of the program. Allows acquisition of skills and competences appropriate to the qualification being obtained – marketing manager.

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.

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach , derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field;

- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance;
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process;
- Whenever possible, more than one examiner will perform the assessment;
- The assessment regulations take into account various circumstances that facilitate student learning
- The assessment is consistent, fair to all students and implemented according to approved procedures;
- There is a procedure for reviewing student appeals.

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.

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of marketing manager, the content of the program envisages practice of 26 CP, which consists of Practice 1, Practice 2, Practice 3 and Pre-diploma practice.

The aim of practice work is to consolidate theoretical and practical knowledge in the organization of marketing and sales activities, organisation of personnel, financial and quality management in a company.

Practice enables students to develop skills to evaluate company performance, evaluate company performance in sales organization, evaluate marketing activities and their influencing factors, conduct marketing audits, evaluate personnel, financial and quality management processes and their influencing factors, independently analyse information and organize marketing process (at the practice enterprise), to acquire new knowledge of marketing process management functions in the company.

Practice allows students to develop the following competencies: to evaluate the overall economic activity of the company and organization of market research in the company, to determine the target market; to evaluate competition, company activities in the field of sales organization, company activities in the field of marketing management, marketing strategy, planning; product / service assortment, pricing policy, location or product distribution channels, product promotion activities, brand awareness, assess the company's financial situation, company's personnel management, company's quality management processes, develop sound recommendations for

organization of sales and marketing processes in the company and business development according to the aims and objectives of the program and thus enabling the development of the competencies necessary for the profession of a marketing manager.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Latvian Traders Association, Latvian direct marketing Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

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 students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying in the reporting period, it can be concluded that they are topical and relevant to current issues and problems in the field of marketing. The final bachelor thesis topics are chosen to solve a marketing or sales organization problem within a company or organization, the most frequently analysed issues being: enhancement of marketing communication , digital communication, marketing strategy development, business analysis and development opportunities, increasing competitiveness, personnel management development opportunities, customer relationship management, loyalty, assortment development and new product promotion in the market. (in the appendix we have attached the themes of top bachelor theses (rated 7 and above)over the last three years in the TV study program.

Analysing the final thesis evaluations, they are above seven during the reference period and even above eight during two study years.

State examination average scores

Study programme	Study year 2013/2014	Study year 2014/2015	Study year 2015/2016	Study year 2016/2017	Study year 2017/2018	Study year 2018/2019
TV	7.86	7.63	7.13	7.87	8.56	8.50

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- List of final thesis topics (Appendix 2)
    - Table on the compliance of the study program with the state education standards (Appendix 3)
    - Table on the compliance of the qualification obtained in the study program “Marketing and Sales” with the profession standards (Appendix 4);
    - study course scheme for achieving the learning outcomes (Appendix 5)
    - Study program plan (Appendix 6)
    - Syllabi of the study courses in the study program (Appendix 7).

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.

In order to improve the study process and environment, and to evaluate the study content, Turiba regularly conducts student surveys, and once in two years graduate surveys, and UVF collects feedback from employers on the students' knowledge and skills in the relevant study programs and their suitability to the labour market.

Evaluating the results of the students' survey, there is an improvement in the evaluation of important issues such as the organization of the study process, the availability of information and the work of the lecturers. Study year planning and lesson planning have been rated above 4 (on a 5-point scale), indicating that students are satisfied with the process. Evaluating the performance of Study information centre (SIC), the quality of service is rated at 4.46 points, the sufficiency of information is evaluated at 4.52, and the process of application and payment for permission slips - 4.53 points. The work of the lecturers of the program ranges from 4.55 to 4.69 (in the previous study years 4.5 to 4.67), which testifies to their professionalism in conducting the study courses and ability to work with the audience. The criteria “Preparation”, “Lecture presentation” “Objectivity of assessments”, have received the highest evaluation which confirm the high level of lecturers' skills in conducting study courses, Students have given a rating in the range of 4.24 to 4.48 while evaluating study courses as well. The highest score of 4.48 has been given to the correspondence of the courses to their description and study material, literature. This shows that the programs developed by the lecturers and approved by the department are successfully implemented during the study process.

The evaluation of the material and technical base is also relatively high - above 4 points. The evaluation of free wireless internet access and computers is lower. Improvements were made to the material technical base and the range of educational literature was expanded

The results of the student survey are evaluated periodically, and the necessary improvements are made based on the evaluation.

In 2017, out of 522 graduates who participated in the alumni survey 211 were UVF graduates. The graduates confirmed that the profession is in demand in the labour market, as 84% of the

respondents were already working during their studies. According to the survey, 35% (36% of respondents were not willing to answer) graduates had higher incomes after their graduation. The following can be inferred from the answer to the question - How has graduation influenced your professional career? - 46% of the respondents declared that they had improved their professional competence within the framework of their position. It has to be admitted that 19% of respondents say that their university career had not been influenced by their graduation, probably because they had already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational speciality? - where 65% answered in the affirmative. When analysing the answer regarding their current position in the company, 34% of the respondents noted that they were specialists, executives. 60 % of respondents indicated that they worked as managers at different levels. Employers' feedback on the professionalism of students studying the program - Knowledge in the field of marketing / sales organization has an average rating of 4.7 on a 5-point system, also practical skills are well evaluated. The criterion “Compliance with professional ethics” has received the highest evaluation on average 4.9; the criteria “Use of computer programs at work” and “Independent planning of work to be done”, have received an average evaluation of 4.5. It should be noted that the criteria "Argumentation of professional opinion" and "Solving of professional problem situations" were marked by the employers with an average value of 4.3, which means that during the study process these problems should be updated and the necessary skills developed in students. Students are assessed as conscientious and interested and receive from employers on average 9.6 points out of 10.

On the whole, students, graduates and employers give a good evaluation of the study process organized by Turiba and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

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.

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the Erasmus + mobility program offers for the respective academic year.

Student mobility in the program is considered to be low, with only outgoing mobility taking place, but students have taken advantage of the opportunities offered by Erasmus + studies in the Netherlands, Austria, Spain, Finland, Croatia, Germany, Cyprus, France. And one student even got a double degree from a Finnish partner university.

Outgoing student mobility

LRI kods	*Title of the study programme*	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
42342	Professional bachelor's study programme "Marketing and Sales Management"						
Erasmus+ studies		1	3	2	3	2	0
Erasmus+ practice placement		0	0	0	0	1	0
Other mobility programs		0	0	0	1	0	0

The main reason for low mobility is that the study program is implemented only in Latvian, which restricts incoming mobility.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the Erasmus + mobility program[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on Erasmus + Mobility Program (Approved by Turiba University

Senate meeting minutes No.5 dated 22.05.2019)

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.

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part.

Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing,sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” ” and SPSS programme and "Microsoft Office” programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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).

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.

Every year since 2013 the number of educators has been increasing:

study year 2013/2014 – additional 8%

study year 2014/2015 – additional 0%

study year 2015/2016 – additional 11%

study year 2016/2017 – additional 2%

study year 2017/2018 – additional 11%

study year 2018/2019 – additional 9%

Which is mainly related to the attraction of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but two new lecturers have been elected, one of whom was previously a guest lecturer.

Based on annual assessments as well as feedback from the labour market and students, the quality of teaching has improved. Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, based on appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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 qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turiba (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

30 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1) 13 educators are elected staff at Turiba and have the following positions: 3 professors, 3 associate professor, 2 assistant professors, 5 lecturers.

2) 17 visiting lecturers: 2 visiting professor, 12 visiting lecturers, 3 visiting assistant lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in communication sciences, economics, entrepreneurship, law, etc. Guest lecturers include industry professionals, PR, sales management specialists, project managers and business consultants who are closely involved in the day-to-day business activities with business, marketing and sales processes.The actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as marketing managers.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1) Developing new course descriptions that are significantly better in quality each year.

2) Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions);

3) The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses;

4) UVF plans to strengthen the involvement of the teaching staff by:

1. a) continuing to organize public lectures and seminars, particularly in the regions;
2. b) developing methodological guidelines for improving the quality of studies, including practical tools and methods;
3. c) improving the mechanism and criteria for evaluation of study papers;
4. d) promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the Erasmus program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety topics actual for the society and business Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media , which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turiba University. Specific publications, monographs are indicated in the CV of the lecturers.

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).

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).

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.

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turiba annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

1. L. Āzena – marketing destinations and regional development.
2. I. Bruksle - specifics of pricing, business environment, its competitiveness.
3. A. Bulis - competitiveness factors, economic cooperation in the context of Latvia-China.
4. Z. Driņķe - effectiveness of quality management system in organizations, business problems.
5. V. Ēvele – foreign language teaching process.
6. N. Kozlovski - Supply chains.
7. I. Liniņa - customer relationship management systems in retail companies in the Baltics.
8. A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
9. O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
10. A. Pētersons – public relations and intercultural communication.
11. D. Šuškovnika – socio psychological aspects, problems in the scoiety.
12. V. Vēvere- business ethics, philosophy.
13. G. Zemītis – cultural- historical and legal aspects.
14. R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Āzena L., Vasiļevska D., Rivža B. Evaluation Of Smart Specialisation Influence Indicators In The Riga Planning Region (Latvia), 34th IBIMA Conference 2018, Madrid, Spain, 2019.g.
- Bruksle I., Liniņa L., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database Web of Science
- Bulis A., Kabiraj, S., Siddik N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, https://doi.org/10.1177/0972150918814104
- Driņķe, Z., Zvirgzdiņa, R. (2018). Quality management system and models for small and medium enetrprieses development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Ēvele V., Komorovska A. “Effective Professional Language Learning”, Journal of Turiba, University Acta Prosperitatis No. 10. Publisher Turiba University, Ltd. 2019.161p. (7-23) ISSN 1691-6077

- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALIY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Praude V., Liniņa I. Pārdošanas vadība. [Sales management] Riga: Turiba University, 2018., 407 p.
- Liniņa I. Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Riga: Turiba University, 2018 – 187.
- Medne A. (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turiba University, Acta Prospertatis No.6, Turiba University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development,Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
- Onževs O., Kolerte, G. (2018). Acta Prosperiatis. Journal of Turiba University. No. 9.; Riga; Turība, Ārējā tirgus apgūšanas iespējas Skandināvijā informācijas un komunikācijas tehnoloģiju jomā [Foreign market opportunities in Scandinavia in the field of information and communication technologies], pp. 5.-22.
- Pētersons A. (2016). Development of Concept of Public Relations in Communication Science// Proceeding of 58th International scientific conference of Daugavpils University, pp. 325-321. ISSN 2500-9842
- Škuškovnika D. & Muzikante I. (2018). Human Values and attitudes towards money. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference Rezekne Academy of Technologies. ISSN 1691-5887, 153-162 p
- Vevere V. (2018). Co-dependence, regard for other and ethical demand: Z. Bauman and K. E. Logstrup. Education, Culture, Society. Book of abstracts, 5th International Scientific Conference, Wroclaw 11-12.09.2018, p. 11
- Zemītis G., Lujāne, A. Humanitāro zinātņu komunikācija mūsdienās: vēstures piemērs (Contemporary Communication of Humanitarian Sciences: History as an Example). International Scientific Conference "Communication in a Global Village: Interests and Influences"; May 18, 2017, BAT.
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Iclel 2018) Pages: 678-687. Database: ThomsonReutersWoS

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students 'interest in research and encourage students' participation in Turiba conferences.

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).

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	**2018/2019**
Number of students	***144***
No. of educators	***30***
Educators of the faculty implementing the program	***24***
Educators of other faculties	***6***
Ratio of students to teaching staff	***4.8***

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	1_Statistika_studenti_TV_en.docx	1_Statistika_studenti_TV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbilstība_ izglītības_standartam_ TV_en.docx	3_Atbilstība_izglītības _standartam_ TV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbilstība_profesijas _standartam_TV_en.docx	4_Atbilstība_profesijas _standartam_TV.docx
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	5_ Kartējums_TV_en.xlsx	5_Kartējums_TV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_ Plāni_TV_en.xlsx	6_ Plāni_TV.xlsx
Descriptions of the study courses/ modules	7_Apraksti _TV_en.pdf	7_Apraksti_TV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_TV_en.pdf	8_Diploms_TV.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	9_Studentu_pārņemšana_TV_EN.pdf	9_Studentu_pārņemšana_TV.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	15_ Par zaudējumu kompensāciju_eng.pdf	15_ Par zaudējumu 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.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	14_ Studiju līguma paraugs_en.docx	14_Studiju līguma paraugs.docx
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.		