

APPLICATION

Study field "Management, Administration and Management of Real Property"
for assessment

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Latvijas Universitāte</i>
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Self-evaluation report

Study field "Management, Administration and Management
of Real Property"

University of Latvia

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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:

The University of Latvia (hereinafter - the UL) was founded in 1919 and is the largest general-profile university in Latvia. It plays an important role not only in the development of the educational system, but also sustains the overall national economic growth.

The University of Latvia has assembled the leading teaching and research potential of the Republic of Latvia in natural sciences, humanities and social sciences. The University offers state-of-the-art studies and research through the synthesis of higher education and science. The University of Latvia actively participates in solving topical national and social problems, as well as being the centre of intellectual life of Latvia, it generates new knowledge while nurturing the national language, culture and promoting the development of the state and society.

The UL concentrates its efforts on high return on invested resources, sustainable and environmentally friendly use of resources, the development of scientific excellence, open and interdisciplinary structures for research and studies. The UL has evolved into as a modern academic campus providing the environment and infrastructure for excellence in research, studies and creativity.

The University has developed creative solutions to attract new financial resources, use funding and donations from the European Union, international organizations, national and local governments, entrepreneurs and individuals.

Currently the UL main activities take place in Riga, Raiņa Boulevard 19 and Torņkalns Academic Centre, as well as in various faculties in Riga and in UL regional branches in Aluksne, Bauska, Cesis, Jekabpils, Kuldīga, Madona, Tukums and Ventspils.

The University of Latvia is the only classical university in Latvia and is the largest institution of higher education in Latvia in terms of student numbers (see Figure 1) among state higher education institutions and those established by legal entities. In the year 2018/2019, Turība University shows the highest number of students (3518 students) in among higher education institutions founded by an autonomous legal entities.

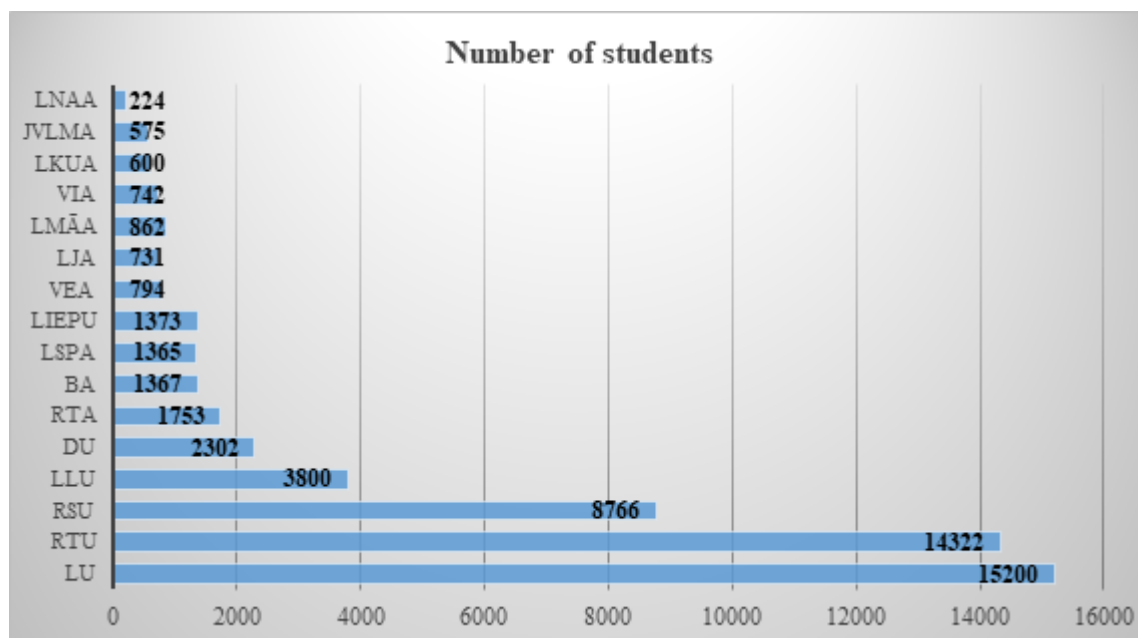


Figure 1. Number of students in state higher education institutions in the academic year 2018/2019 (<https://www.izm.gov.lv> > *augst_izgl* > *Augstakas_izglitibas_LV_parskats_2018*)

1. University of Latvia, UL
2. Riga Technical University
3. Latvia University of Life Sciences and Technologies
4. Daugavpils University DU
5. Riga Stradins University RSU
6. Liepaja University Liepu
7. BA School of Business and Finance (BASBF)
8. J.Vītols Latvian Academy of Music JVLMA
9. Latvian Maritime Academy LMA
10. Latvian Academy of Culture
11. Art Academy of Latvia
12. National Defence Academy of Latvia NDAL
13. Latvian Academy of Sport Education LASE
14. Rezekne Academy of Technology RTA
15. Ventspils University College VUC
16. Vidzeme University of Applied Sciences ViA

The UL implements study programmes at all levels, covering 28 branches of science and 150 study programmes in 22 fields of study are implemented at 13 faculties of the University (see Table 1), where several have gained international excellence and quality assessment. The university has also got 3 medical colleges and 18 doctoral schools.

Table 1.

Study fields implemented by the University of Latvia, number of study programmes

therein and accreditation period (03.09.2019.)

No.	Study fields	Number of study programmes	Accreditation period
1.	Architecture and construction	1	31.05.2013-31.12.2021.
2.	Life sciences	3	29.05.2013-31.12.2022.
3.	Economics	12	26.06.2013-31.12.2020.
4.	Physics, Materials Science, Mathematics and Statistics	7	29.05.2013-28.05.2022.
5.	Geography and Earth Sciences	6	24.04.2017-24.04.2023.
6.	Information technology, computer engineering, electronics, telecommunications, computer management and computer science.	5	29.05.2013-28.05.2023.
7.	Internal security and civil defence	3	05.06.2013-04.06.2023.
8.	Information and Communication Sciences	6	24.05.2013-23.05.2020.
9.	Education, Pedagogy and Sports	24	12.06.2013-11.06.2023.
10.	Chemistry, chemical technologies and biotechnology	3	24.05.2013-23.05.2022.
11.	Arts	1	16.10.2015- 02.06.2022.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	9	12.06.2013-11.06.2023.
14.	Social welfare	2	14.05.2013-13.05.2021.
15.	Religion and Theology	3	22.05.2013-21.05.2022.
16.	Law	4	21.06.2019-21.06.2025.

17.	Translation	2	14.05.2013-28.05.2023.
18.	Management, administration and real estate management	13	26.06.2013-25.06.2020.
19.	Language and cultural studies, native language studies and language programmes	21	26.06.2013-25.06.2023.
20.	Health Care	13	31.05.2013-30.05.2021.
21.	History and philosophy	6	24.05.2013-23.05.2022.
22.	Environment protection	3	05.06.2013-04.06.2023.

The University of Latvia conducts international-level fundamental and applied research in 4 science groups, 12 priority research areas, and 22 areas of excellence. In addition to research work and the provision of studies, the university contributes to knowledge and technology transfer. The University conducts a range of contract research projects worth more than a million euros. The UL intellectual property portfolio has 23 valid Latvian patents (the UL being the sole owner) and 9 valid European patents. In order to promote economic development, the University has set more than sixty potential cooperation solutions for different industries. The UL scientific activities are conducted in 17 scientific institutes <https://www.lu.lv/en/about-us/structure/institutes/>, while various studies, training and counselling are offered in 30 study centres <https://www.lu.lv/en/about-us/structure/ul-centres/>.

In order to promote cooperation between the UL and local governments in the fields of human resources development, education and interdisciplinary research, the UL operates the Regional centre, while in order to strengthen international cooperation, the UL has concluded more than 200 bilateral cooperation agreements with universities in 50 countries <https://www.lu.lv/en/cooperation/international-cooperation/>. The University successfully implements projects funded by the EU and other international organizations, EU Structural Funds and other funds, as well as the state budget and domestic and foreign companies.

The UL has 10 choirs, 4 folk dance groups, 2 ensembles, student theatre, student brass band, folklore dance group and pottery studio. The activities are implemented also by the UL structural units: UL Museum, UL Botanical Garden, UL Rhododendron nursery "Babīte", University of Latvia Press (UL Press), UL Baldone Observatory. The foundations perform successfully too: UL Foundation and Alumni Club.

The competitiveness of the University of Latvia is built on academic and research excellence. The University guides and directs the development, renewal and collaboration of its academic and research staff, and ensures resources and administrative support through an excellence-driven approach. The UL employs 3199 people, incl. 1388 members of UL academic staff and 1811 - UL general staff.

The university's financial performance is characterized by a turnover of EUR 98.1 million and an equity ratio of 68%.

In the academic year 2018/2019 there were 15 200 students at the University of Latvia, and the

studies of 6 359 students were funded from the state budget. In total, about 5,000 new applicants are enrolled each year.

Figure 2 shows the dynamics of the number of students at the University of Latvia and the population of Latvia over a 6-year period, and the respective correlation trends.



Figure 2. Number of students at the University of Latvia compared to the population of Latvia, 2013-2018

UL vision, mission and values

Vision: In 2020, the University of Latvia is one of the leading research universities in the Baltic region and is recognized among the European and global research and innovation centres.

Mission: The University of Latvia trains human resources that would meet the demand of the Latvian and global labour market and the needs of society; it expands the knowledge base, provides knowledge transfer by promoting sustainable development of the national economy and the society at large in compliance with the development priorities set by the Smart Specialisation Strategy of the Republic of Latvia or in the areas of smart specialization. The University of Latvia guarantees the students an opportunity to acquire high quality higher education and professional skills, as well as pursue personal development through scientific and creative work.

Values: People, Excellence, Development, Creativity, Responsibility, Openness, Cooperation.

General information about UL branches

The University of Latvia has 8 regional branches, which were taken over by the University of Latvia in accordance with the Cabinet of Ministers Order No. 164 of April 3, 2017 "On Liquidation of Riga

Academy of Pedagogy and Education Management”.

The branches were established in response to the initiative of local authorities to offer higher education close to the place of residence to promote the development of Latvian regions (see Table 2 for the year of establishing the branches).

Table 2.

Year of establishment of branches

Branches	Foundation year
Cēsis	1995
Kuldīga	1996
Tukums	1996
Bauska	1997
Jēkabpils	1996
Madona	1997
Ventspils	1998
Alūksne	1999

The development of the UL branches is linked to the UL strategic goals and development plans of the municipalities of the region. It is essential for the development of municipalities to maintain the working population levels. The study programmes implemented in branches are actively supported by the local governments, as they promote the development of Latvian regions by offering higher education close to the place of residence, thereby facilitating the development of human resources in the regions. The students combine studies with work, thus preserving jobs and connection with their family. Accordingly, the opportunity to study in the closest proximity to the place of residence and work offered at the branches facilitates the implementation of the Latvian National Development Plan 2014-2020. In line with the plan priority "Growth-Supporting Territories", it should be emphasized that "Our mission is to achieve sustainable growth by strengthening the capacities of the regions and making the most of their strengths and resources. In contrast to the current monocentric population structure, a balanced polycentric approach should be developed." [1] As expected, the graduates of the programmes do not change their place of residence and continue their professional activities in their region when studies are over, thus contributing to the development and growth.

The implementation of study programmes in the UL branches in line with the labour market demand allows to increase the number of qualifications/degrees in the regions, as well as to provide for the advancement of skills required for professional activity and career in the regions.

The students rationalise the choice to obtain education at UL branches by the opportunity to stay and work in their town or region; to be with and take care of the family while pursuing studies; the opportunity to obtain another qualification if the demand of the labour market in the region so

requires; monthly income, which in the regions of Latvia is lower compared to Riga and the area around Riga and is a disincentive for the choice of studies in Riga.

The key tasks set out in the UL strategy include the knowledge base expansion for the needs of the Latvian economy and knowledge management. The UL branches implement this task in cooperation with the local governments and the UL structural units (faculties, research institutes, etc.). The co-operation with local governments highlights the demand for specialists in the regions and facilitates the advancement of relevant study programmes and further education programmes, as well as the development and implementation of the new programmes.

Several study fields are accredited in the branches and 15 different fee study programmes are currently being implemented (see Table 3) starting with the first-level (college) higher education programmes, professional bachelor's to master's degree programmes.

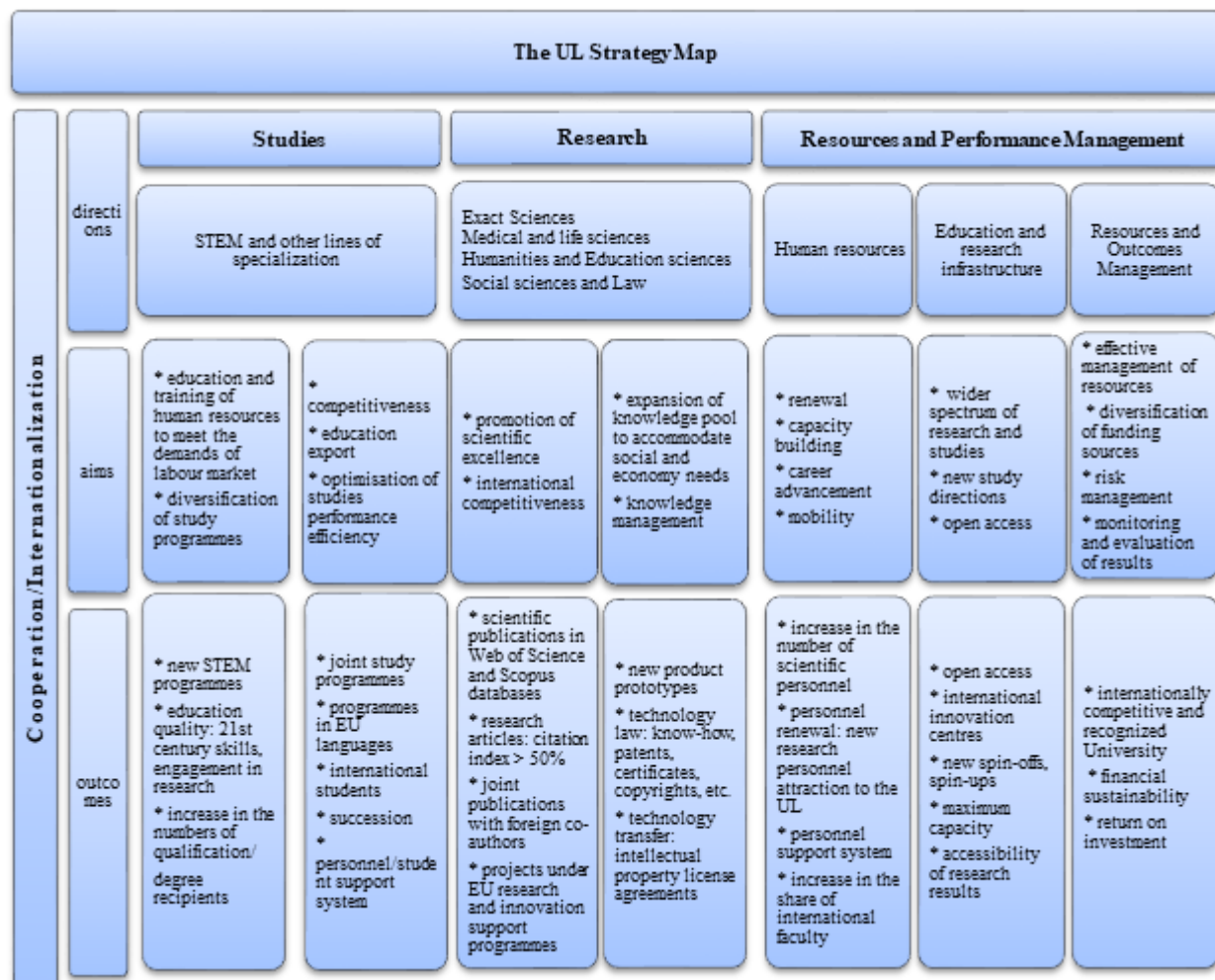
Table 3.

Number of study fields and study programmes implemented in the regional branches of the University of Latvia, data as of 2019

Branches	Alūksne	Bauska	Cēsis	Jēkabpils	Kuldīga	Madona	Tukums	Ventspils
Number of study fields	3	1	2	1	3	1	1	1
Number of study programmes	3	2	5	1	13	2	4	1

The total number of students in the branches in the academic year 2018/2019 amounted to 1513.

The UL plans to develop regional education centres based on the identified needs of the region in cooperation with the regional governments, to expand the range of study programmes and other educational services available in the region, including continuing education programmes and courses.



UL development strategy - key objectives and directions

Figure 3. UL strategic objectives. 2016-2020

1. The objectives of the development direction Development of higher education:
 1. Training of human resources in line with labour market demand;
 2. Enhancement of competitiveness and quality of education;
 3. Internationalization of education;

4. Optimisation of study process efficiency.
5. The objectives of the development direction Development of research capacity and competitiveness:
 - 2.1. Promotion of research and scientific excellence;
 - 2.2. Raising international competitiveness;
 - 2.3. Expansion of the knowledge base.
3. The objectives of the development direction Development of human resources:
 - 3.1. The development of motivation and remuneration system;
 - 3.1.1. The development of UL academic and research staff remuneration system;
 - 3.1.2. The development of UL employees' performance assessment system;
 - 3.1.3. The development of UL academic staff motivation system;
 - 3.1.4. The reinforcement of UL employees' retention, workplace satisfaction, and motivation through job satisfaction surveys
 - 3.2. Capacity building of human resources
 - 3.2.1. Ensuring the availability and recruitment of human resources by strengthening the image of the University of Latvia as of an attractive employer and by improving the UL recruitment and selection system;
 - 3.2.2. The development and improvement of staff further training and upskilling system
 - 3.2.3. The development of staff career planning system
4. The development direction Academic staff renewal and succession;
5. The objectives of the development direction Development of resources and performance management system:
 - 5.1. Financial capacity building;
 - 5.2. Knowledge management system optimization, incl. Marketing activities for promoting technology transfer;
 - 5.3. The establishment of UL Academic Centre;
 - 5.4. The development of higher education and research infrastructure;
 - 5.5. The optimization of real estate management;
 - 5.6. The development of changes support system;
 - 5.7. The optimisation of operational efficiency;
 - 5.8. The implementation of result management system.
6. The objectives of the development direction Promotion of cooperation:
 - 6.1. Expansion of research organizations networks;
 - 6.2. Expansion of cooperation networks with economic operators.
 - 6.3. Expansion of cooperation with the public (raising public awareness of scientific achievements)
7. The objectives of the development direction Internationalization:

7.1. Student mobility;

7.2. Academic and research staff mobility.

UL Development Strategy 2016-2020 summary is available:

- in English:
https://www.lu.lv/fileadmin/user_upload/lu_portal/eng/library/Summary_UL_strategy_EN_250517.pdf

[1] National Development Plan 2014-2020.

http://www.varam.gov.lv/lat/pol/ppd/ilgtsp_att/?doc=13858

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.

The UL is governed by the main decision-making bodies, governance and administration, as well as the councils of the core structural units. The UL students are represented in the main decision-making bodies by the Student Council, while employees are represented by trade unions.

The key UL governance, administration and decision-making bodies (Constitution, Article 5.1) are: Constitutional Assembly, Senate, Rector and Academic Court of Arbitration. The highest representative institution of the University of Latvia is the Constitutional Assembly (Constitution, Article 5.3). The Senate is a collegial administrative and decision-making body elected by the UL staff (Constitution, Article 5.6). The Rector is the senior official of the UL (Constitution, Article 5.10). The UL is also governed by vice rectors, directors, chancellor and a collegial advisory body – the Deans Council. (Constitution, Article 5.2; Council of Deans regulations). The UL leadership is represented by Rector, Vice-Rectors, Chancellor, Head of Administration and other staff members. It has authority to rule on all issues that are not within the specific competence of the Constitutional Assembly of the University of Latvia, the Senate or the Rector of the University. (Administration regulations, pp. 7-8). The UL governance, the Rector's office and the UL administration units are constitutive bodies of the UL administration (Administration regulations, Art.6). The UL Administration responsibilities are defined at five hierarchical levels, the subordination of which to the Rector may be changed for the attainment of the UL mission, strategy and objectives (Administration regulations, Art.35). The collegial advisory bodies of the Rector and Governance of the University of Latvia are the Advisory Council, the Council of Science, the Strategic Board and the Study Programme Quality Assessment Board. The Rector may form advisory councils and employ experts to coordinate the activities of the University and to address various issues. Regulations proposed by Councils are approved by the Senate (Constitution, Article 5.2).

The core structural units of the University of Latvia are academic units, branches and centres, as well as units performing organizational, economic and service duties. The structural units of the University of Latvia do not have legal personality (Constitution, Art.6.1). The UL core structural units

are the units which are not incorporated into other units. They are established, reorganized or liquidated by a decision of the Senate, and their operation is governed by the regulations approved by the Senate (Constitution, Article 6.2).

The academic units of the University of Latvia are the faculties, research institutes, departments, chairs, laboratories, the University of Latvia Library, the Botanical Garden, the Museum of the History of Science and Technology, and the Academic Press. The UL faculty or the UL research institute, in accordance with its needs and following the UL procedure, establishes its self-governing and internal structure, organizes records, staffing, develops and adopts the rules and regulations necessary for the performance of its tasks on issues not regulated by UL governing bodies. The faculty or the UL research institute is established by a decision of the Senate, but is reorganized or liquidated upon the initiative of the respective faculty (research institute), the Rector or the Senate.

The UL Faculty is an academic unit established for the implementation of academic activities in one or several branches of science. In this field the Faculty fulfils the common tasks of the University of Latvia and adheres to its principles. In matters of relevant academic and professional activities, the UL Faculty plays the role of an organizational, methodological and ideological think-tank, without prejudice to the competence and responsibility of the governing bodies of the University of Latvia. In order to achieve the objectives of its activities, the faculty develops, coordinates and implements academic, doctoral and professional studies, as well as interest and continuing education programmes, supervises scientific, pedagogical and methodical activities in the respective branches of science in the UL, coordinates the scientific, pedagogical and methodical activities of its departments and ensures adequate conditions and resources, as well as stimulating academic environment. The functions of the institutes include the organisation of fundamental and applied research in one or several branches of science, as well as the implementation of study programmes, the coordination of scientific and pedagogical activities, while providing the necessary conditions and resources.

The self-governance of the Faculty and/or research institute includes the governing bodies of the faculty (research institute) and its academic units. Its task is to organize the activities of the faculty or research institute in accordance with the competence of the faculty or research institute, to secure the rights of the staff provided for in the Constitution and the statutes of the faculty or research institute and to ensure that the norms and requirements specified therein are respected.

The Council is the supreme decision-making body of the Faculty.

The Scientific Council is the supreme decision-making body of the UL research institute. The Faculty is led by the Dean of the Faculty. The research institute is led by the Director. The work of the academic unit of the Faculty or of the research institute of the University of Latvia according to the competencies specified in its regulations is decided by the meeting of its academic staff (scientists) and guided by the head of the structural unit. The regulations of the department (faculty, research institute) may also provide for other governing bodies. The head of each academic unit is its official representative at the faculty (research institute) and beyond. He is responsible for the performance of the tasks of the unit, as well as for the employment of staff members and the efficient use of the material resources available to the unit (Constitution, Articles 6.12 to 6.14).

For the purpose of academic work, faculties establish departments, research institutes, chairs, centres, laboratories, etc., while the UL research institutes establish departments, chairs, laboratories, etc.

The Centre is an interdisciplinary unit of study and research (covering different subjects or disciplines).

The Department is a study and research unit that participates in the development and

implementation of study programmes and conducts scientific research in at least one sub-branch of science.

The Research Laboratory is a research unit participating in the development and implementation of research programmes, as well as studies.

The training laboratory is a training unit that ensures the implementation of the experimental or practical part of study programmes. Centres, chairs, research and training laboratories are established on the proposal of an individual professor, associate professor, assistant professor, senior researcher by the Faculty Council or Scientific Council of a research institute. They are reorganized or liquidated on the initiative of the department or Faculty Council or the Scientific Council of the research institute. Chairs, research laboratories and professors' groups decide on all issues of their academic activities, which, by Constitution, have not been placed under the responsibility of the Faculty Council (Research institute Council) or the Senate. The sub-units of several branches of science operating in one branch at the faculties or research institutes unite in a department. The academic potential of each department should be sufficient to provide for at least one study (research) programme. The Faculty (UL research institute) may delegate some of its functions and powers to the departments. The academic departmental sub-units may delegate to the department the powers referred to in the preceding paragraph. The department is governed by its regulations, approved by the Faculty Council or the Scientific Council of the research institute. The decision on the establishment, reorganization or liquidation of a department, a research institute, a centre is taken by the relevant Faculty Council or by the Scientific Council of the research institute, which comes into force upon an order issued by the UL. (Constitution, Art. 6.8.-6.11.).

The UL administration ensures the legal enforcement of the UL mission, goals and strategy, as well as the provision of support to UL staff and other UL employees.

The Rector's Office ensures the strategic monitoring of the UL administrative units, spot inspections of the legitimacy and usefulness of the activities of the core structural units on behalf of the Rector, as well as the UL representation in the policy and legislative processes at the national and European Union level. It also ensures the establishment and implementation of the principles of UL international relations and cooperation. The functions of the Rector's Office include the procedures for quality assurance in higher education and the assessment of compliance of the processes with the UL mission, objectives and operational strategy, as well as secretarial functions for the Rector, Vice-Rectors and the UL Governance Sessions (Administration regulations, Art.52, 54).

Department Directors – ensure the compliance of UL operation with the requirements of internal and external regulatory acts, develop, improve and implement the internal UL regulations, control their execution, coordinate management and provide services to the staff and UL structural units. The departments, in accordance with their competence and functions, implement the UL Strategic Plan, UL Development Strategy, UL Rector's Programme and other UL Development Planning Documents, as well as initiate and implement projects of the European Union and other funds related to the improvement of the Department performance. (Administration regulations, Art.61).

Vice Rectors – their functions, responsibilities and competencies are set by Rector's order. The competence of the Vice rectors is determined by decree of the Rector, but it may include the rights to take over certain functions subordinated to the UL departments (Constitution, Art.18).

The University of Latvia has the Student Council, which is a self-governing student body, an independent decision-making body of the University of Latvia, representing the rights and interests of students. Its purpose is to represent the UL students and defend their rights and interests, as well as to promote the development of education and science in Latvia. (Constitution of the Student

Council of the University of Latvia, Art. 1-2). The Student Council operates in accordance with the Student Council Constitution, which is developed by the students and approved by the Senate. Within the framework of self-government, the students have the right to form faculty (institutes) student councils and other bodies. The student self-government of the University of Latvia represents the students of the University of Latvia domestically and internationally, advocates and represents the interests of students in academic, material and cultural issues in the UL and other state and economic institutions, determines the procedures for the election of students at the Constitutional Meeting and the Senate. The decisions of the Student Council of the University of Latvia after their approval by the Senate must be observed for their duration by all students. The student self-government is entitled to request and receive information and explanations from authorized representatives of any structural unit of the University of Latvia on all issues affecting students' interests. The students' self-government representatives have the right to participate in decision-making bodies of the UL at all levels, as well as to participate as observers in examinations. The University of Latvia supports and facilitates the activities of the UL Student Council, including financially. The student self-government uses the funds for the fulfilment of the functions specified in the Law on Higher Education Institutions (Constitution, art.7).

Trade unions are employees' representatives who decide on the matters covered by the Collective Agreement, take part in collective bargaining and consulting (Collective Agreement, art.1.2), incl. before making decisions that may affect employees' rights and have a significant impact on remuneration, working conditions and employment (Collective Agreement, Article 5.1.2).

Table 4

Description of the main institutions involved in UL decision making, their composition and powers

Constitutional Assembly	
<p>Period: Elected from permanent staff for three years, convened by the Senate at least every two years. The composition: 300 participants, of whom: 200 representatives of the academic staff it is 67%(including at least 50% professors (100 representatives of the natural, medical and technical sciences, 100 representatives of the humanities and social sciences), 75 elected students' representatives , it is 25%, 25 elected representatives of the general staff.</p>	<p>Powers:</p> <ul style="list-style-type: none"> § adopts and amends the UL Constitution, by-laws of the Constitutional Assembly, approves by-laws of the Senate, the Audit Commission and the Academic Court of Arbitration; § elects and dismisses the members of the UL Senate, the Rector, the Audit Commission and the Academic Court of Arbitration; § is entitled to take on other conceptual issues of UL operation and development for consideration and decision; § student representatives at the Constitutional Assembly have veto rights on issues that affect students' interests (Constitution, Art. 5.3.- 5.5).
Senate	

<p>Period: Elected at the Constitutional Assembly for a term of three years. The composition: 48 senators, of whom: 38 it is 79% representatives of the academic staff providing representation of each faculty, including 25 professors or associate professors, 2 representatives of general staff; 10 students, it is 21% representatives elected by the Student Council of the University of Latvia. Representatives of the academic and general staff in the Senate are elected only by the members of the respective Constitutional meeting of the group concerned.. The heads of core structural units who are not elected in the Senate have advisory rights.</p>	<p>Powers:</p> <p>§ elect the Honorary Doctors, Honorary Members and the Court of Honour, Convent of Councillors as well as, on the initiative of the Rector, approve the Vice Rectors, UL Directors, UL Chancellor, Deans, UL Research Institute Directors and other Heads of Academic core structural units, study programmes and their directors;</p> <p>§ approve the by-laws of the Convent of Councillors and the by-laws of the UL administration, the statutes or regulations of the UL core structural units, councils and other institutions, the UL-founded association, foundations, public agencies, commercial companies, bodies, etc. by-laws or statutes of institutions established for the achievement of the objectives set out in the Constitution; regulations on academic and administrative positions; UL Student Council Constitution, conceptual documents regulating the study process, UL Honorary Court regulations, UL Agenda regulations, UL Academic Court of Arbitration decisions;</p> <p>§ upon the proposal of the Rector, approve the UL budget, as well as the procedure and regulations governing all areas of the UL activities, except those, which have been transferred to the UL Constitution by the UL Constitution;</p> <p>§ organize elections of the Rector and decide on convocation of the Constitutional Assembly;</p> <p>§ decide on the establishment, reorganisation or liquidation of faculties, scientific institutes and other fundamental bodies, as well as associations, foundations, public agencies, commercial companies, institutions, etc.; on the use of the UL name and attributes; on essential matters of economic activity, including the acquisition, mortgaging or alienation of real estate</p> <p>§ may also consider other significant issues of the UL activity, as well as provide clarification on the application of the Constitution norms;</p> <p>§ in accordance with the main directions of UL activity, establish standing commissions, which draw up proposals or give opinions on draft decisions within their competence;</p> <p>§ the Rector has the right of suspensive veto with respect to the decisions of the Senate, while the representatives of the Students have the right of suspensive veto on issues affecting the students;</p> <p>§ The heads of core structural units who are not elected in the Senate have advisory rights. The rector, vice-rectors, UL directors and the UL Chancellor cannot be the chairman or vice-chairman of the Senate (Constitution, Articles 5.6-5.9)</p>
Academic Court of Arbitration	
<p>Period: elected by the Constitutional Assembly for three years. The composition: 5 members, including four members of the academic staff, who are elected at the University of Latvia and one student representative elected by the Student Council. No members of the administration may be present.</p>	<p>Responsibilities: examine applications from students and academic staff regarding restrictions or violations of academic freedom and rights set forth in the UL Constitution, as well as disputes between UL officials and the governing bodies of the structural units that are subordinate to the Constitution (art.5.15).</p>
The Rector	
<p>Period: Constituent Assembly is elected by open competition from among professors for the tie period of 4 years, but not more than twice in succession. On the recommendation of the Minister of Education and Science is approved by the Cabinet. Take office upon approval by the Cabinet.</p>	<p>Responsibilities:</p> <p>§ implements the general administrative management of the University of Latvia and represents it without special authorization (Constitution, art. 5.10), incl. adopts decisions of the UL administration (Administration Regulations, art.9.3.);</p> <p>§ manages, directs the activities of the University of Latvia and is responsible for the compliance of these activities with the Law on Higher Education Institutions and other regulatory enactments, as well as with the Constitution of the University of Latvia (Constitution, art.5.10) incl. establishes and operates consultative bodies (Article 9.3 of the Administration Regulations);</p> <p>§ within the scope of its competence, issues orders and determines the competence of Vice-Rectors, Chancellor and Directors (Constitution, Article 5.10), may establish programmes and projects within the UL Administration to secure the functions or tasks of particular importance to the UL, may delegate part of own competence; the competence of the Vice Rectors, the Chancellor, the Directors to the Deans of the Faculties, the Directors of the UL Administration Departments and the Directors of the UL Institutes, as well as other UL employees (Administration Regulations, art.9).</p>
Vice-Rectors	
<p>Period: upon proposal of the Rector, approved by the Senate for the term of office of the Rector or for a specified period of time.</p>	<p>Responsibility: within their competence, they are responsible for the legitimacy of UL operations, as well as for matters within their competence, strategic direction, tactical determination and subordination of functionally subordinate units, and for ensuring the smooth and timely execution of the tasks (Administration Regulations, art .13.).</p>
The Chancellor	
<p>Period: upon proposal of the Rector, approved by the Senate for the term of office of the Rector or for a specified period of time.</p>	<p>Responsibility: responsible, without special authorization, for legal, economic and rational use of state budget funds and other UL financial resources, UL property and rights, preparation of UL budget, strategic financial analysis and analytical reports, payment of taxes, duties and charges, issuing and signing of public and private financial documents (Administration Rules of Procedure, Art. 14).</p>
Head of Administration (Director)	
<p>Period: upon proposal of the Rector, approved by the Senate for the term of office of the rector or for a specified period of time.</p>	<p>Responsibility: manages the UL administration and organizes its functions without special authorization, directs its work, ensures its legal, continuous and coherent work, is responsible for the management and supervision of specific projects, manages its financial, personnel and other resources, oversees quality management and internal operation of control systems (Administration Rules of Procedure, Art. 15).</p>
Deans Council	

<p>Regular meetings of the Council take place at least once a month during the academic year. (By-laws of the Deans Council, art.12)</p> <p>Composition: All faculties deans, directors of institutes (core structural units) and the Rector (by-laws of the Deans Council, art. 2). The Council meets at joint meetings or meetings of the Council representative groups. The composition of the Council representative group is formed on the proposal of the Rector, according to the nature of the issue to be resolved. (By-laws of the Dean's Council, art. 8).</p>	<p>Aim: to provide advisory support to the Rector on important issues of the UL (Statutes of the Deans' Council, art.1).</p> <p>Tasks: to evaluate and provide opinions to the Rector on documents prepared by UL Senate commissions, UL governance, UL administration and other UL structural units related to UL academic and economic activities, staff and institutional development issues, quality management and financial management organization issues and budgeting principles. The Council participates in drafting of issues and decisions to be discussed in the Senate of the University of Latvia. The Council meets at joint meetings or meetings of the Council representative groups. (By-laws of the Deans Council, Articles 5, 6). The decisions of the Council are not binding, but may be the basis for the decisions of the UL Governance, the UL normative acts and the submission of a proposal to the UL Senate. Deans Council Regulations, art.18).</p>
Convent of Councillors	
<p>Period: upon proposal of the Rector, approved by the Senate for the period of four years; may be re-elected, but not more than twice in succession (Convent Regulations, art.3). Composition: Representatives from UL social partners in various fields and sectors, who by their competence and achievements have proved public trust and are not employees or students of the UL. Meetings take place at least once a year. (Convent Regulations, §4, 10).</p>	<p>Aim: to advise the Senate and the Rector on the UL development strategy matters with the aim of promoting the UL development and harmonizing it with the development interests of Latvia and its society. (Convent Regulations, § 1, 2).</p> <p>Rights: to initiate the convocation of the extraordinary meeting of the UL Senate or the Constitutional Assembly, to initiate the discussion on some specific matter at the UL Senate or the Constitutional Assembly; to hear the Rector's annual report on the implementation of the UL Development Strategy; request the Rector to provide an extraordinary overview of the activities of the UL or its units for the execution of the strategy; to propose action of the Rector; to represent UL social partners' opinion on issues related to the UL development strategy; to request and receive from the UL's officials and structural units any documents or information required for the work of the Convent (Convent Regulations, §.8).</p> <p>Responsibilities: review and provide opinions on UL draft strategic management documents, supervise the conformity of UL activities to approved UL strategic management documents and report to the UL Senate and the Rector on the results of the monitoring, advise the UL Senate and the Rector on activities to achieve UL strategic goals, promote UL development interests outside UL (Convent Regulations, §.9).</p>
Council of Science	
<p>Composition: established in science groups: Council of Humanities, Council of Social Sciences, Council of Exact, Natural and Life Sciences, Council of Medical Sciences. The Council consists of the UL scientists, representatives of the social partners and cooperation partners – scientific institutes. The Council consists of the Vice-Rector for the respective field of science at the University of Latvia. The composition of the Council is determined, its members, chair and deputy chair are appointed by the UL Rector's order. Meetings are convened whenever necessary, but at least once a semester.</p>	<p>Aim: to improve the quality and competitiveness of UL research activities, to promote scientific co-operation in the European Research Area and beyond, to facilitate the integration of studies and research into the UL academic activities, as well as to improve the normative acts regulating the UL scientific work.</p> <p>Tasks: to provide proposals, recommendations and opinions on the UL academic development plan, the UL doctoral study programmes, documents concerning academic matters at the UL, UL scientific, staff, structural development matters and related economic activities at the UL, as well as cooperation between the UL and social partners. The Council supervises the work of promotion councils and professors' councils, evaluates their annual reports before the approval by the Senate.</p> <p>Rights: get acquainted with the draft documents, reports, plans, strategies, research projects and programme plans and reviews, and any other available documentation at the disposal of the UL leadership, which are necessary for the work of the Council ; invite members of the UL staff, representatives of social partners and scientific institutions to the meetings of the Council; invite experts and to form commissions; delegate its members to other commissions and councils ; to initiate and propose issues for consideration by the UL leadership. The Council may, by its decision, set up committees for in-depth examination of the matters referred to it. The Commissions may include members of the Council and external experts, including from UL social partners. (UL Council of Science Regulations).</p>
Strategic Council	
<p>Composition: maximum 7 members; the members of the Council and its chairman are appointed by the order of the Rector of the University of Latvia. Experts or specialists may be called upon to advise the Council. Representatives of the Ministry of Education and Science or subordinate institutions of the Ministry of Education and Science may participate in the work of the Council in an advisory capacity according to their competence, depending on the issue to be discussed at the meeting of the Council. The members of the Council have the right to add their dissenting opinion on the decision adopted by the Council to the minutes of the Council meeting.</p>	<p>The aim: The development of UL studies and research and a sustainable infrastructure by involving UL academic and general staff in in the design and implementation of UL strategic development policy and providing competent support to the UL Rector.</p> <p>Functions: to participate in the formation and implementation of the UL strategic development policy, as well as to promote information exchange and cooperation between the UL and the society, the Ministry of Education and Science, non-governmental organizations, as well as other state and municipal institutions.</p> <p>Tasks: in accordance with the UL strategic goals and interests, to make recommendations to the UL Rector on issues related to UL strategic development, on priorities set in UL activities, to process opinions of UL structural units on UL strategic development; to assess and approve draft UL policy planning documents according to its competence to provide evaluation and proposals to the UL Rector on the compliance of the UL structure with the implementation of the UL strategic development policy; to participate and represent the University of Latvia in cooperation with the Ministry of Education and Science, non-governmental organizations, as well as other state and municipal institutions; upon the request of the Rector of the University of Latvia, to provide opinions, comments and recommendations to the Rector on topical issues.</p> <p>Rights: to get acquainted with the draft documents prepared by the UL departments within their competence, to request information necessary for the work of the Council from UL departments and employees, to consider issues included in the Council agenda and to make recommendations to the UL Rector; to submit proposals on the place and time of the Council meeting (Strategic Council Regulations).</p>

Study programme quality assessment board		
Composition: Vice-Rectors, Chairman of the Academic Commission of the Senate or a person authorized by him; Director and representatives of the Department of Studies (hereinafter - SD), representative of the Student Services Department; internal auditor; A representative of the Department of Science; LU Library Representative, Student Council Delegated Representative and LU Alumni Club Delegated Representative.	<p>Functions:</p> <p>§ reviews and provides opinions on study programmes and continuing education programmes, incl. evaluates applications for the conception of new study programmes, new study programme and proposals for the closure of programmes, significant changes in accredited fields of study requiring a decision of the Study Quality Board, as well as applications for new study modules and sub-programmes;</p> <p>§ at the suggestion of the DS or the responsible structural unit, examines the free electives included in the UL register of study courses and applications for new electives and, on the basis of independent, anonymous expert opinion, prepares a proposal for inclusion of new electives into the UL register of study courses or the change of the status of the existing elective study course; evaluates annual study fields reports;</p> <p>§ evaluates the results of the study fields of the University of Latvia and the results of the study programmes and prepares proposals for the further development of the programmes to the Faculty Council and the University of Latvia;</p> <p>§ evaluates those continuing education programmes which, in accordance with the procedure established by the University of Latvia, require the approval of the UL Senate;</p> <p>§ In evaluating the concepts of new study programmes, study programmes, continuing education programmes and annual reviews of study fields, the SP QAB relies on anonymous, independent expert opinion. The SP QAB may, by mutual agreement, may arrange anonymous, independent expertise to assess other issues.</p>	
Faculty councils		
The composition: Representatives of the academic and general staff, elected for a term of three years, and of students representing at least 20 per cent of the councillors.	Responsibilities: decide on issues of the faculty's academic work, as well as economic, financial and other activities, which are within the competence of the faculty or to be forwarded to the Senate, as well as determine the main directions of the faculty's academic activities.	
Scientific Councils		
	Period: The Scientific Council is elected by the General Meeting of Scientists for a period not exceeding five years. The election procedure is determined on the basis of the regulations of the Scientific Institute. The composition: If there are students at the institute, then in accordance with the regulations of the scientific institute there are students' representatives elected by the students' self-government. The Scientific Council may include representatives of other institutions besides the elected persons in accordance with the concluded agreements (Constitution, Art.6.17).	
Deans		
	Period: Elected by the Faculty Council for a term of four years.	Deans are the official representatives of the faculty who, within their competence, deal with all matters related to the faculty and carry out the operational management of the faculty. The Dean is accountable for his activities to the Rector and reports annually to the Faculty Council (Constitution, art.6.18).
Directors of Scientific Institutes		
<p>Period: The Scientific Council is elected by open competition for a period not exceeding five years and not more than twice in succession.</p> <p>Responsibilities: The Director of the UL Scientific Institute is a senior official responsible for the overall administrative management of the Institute and represents the Institute without special authorization. The Director is responsible for the administrative, organizational and technical functioning of the Scientific Institute; implementation of the decisions of the Scientific Council of the Scientific Institute; approval of the development programmes of the Scientific Institute; management of the financial resources of the Scientific Institute and the state property owned and used by it and liability for its use. The Director of the Scientific Institute of the University of Latvia is accountable for his activities to the Rector or his authorized person, and the Director of the Scientific Institute of the Faculty - to the Dean. The Director of the Scientific Institute reports annually to the Scientific Council of the Institute on its activities (Constitution, Article 6.19).</p>		
Executive Directors		
	The candidature of the Faculty Executive Director is nominated by the Dean of the Faculty and approved by the Chancellor.	Responsibilities: organizes and maintains the record keeping of the faculty, controls financial, economic and academic matters. The Executive Director of the Faculty is subordinated to the Dean in their work, and the Chancellor confirms their position (Article 6 of the Constitution).

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.

By implementing quality management, the UL provides a set of activities and methods by which quality is planned, implemented, systematically evaluated and continually improved, thus contributing to the achievement of the objectives set by the UL and to meeting the needs of its stakeholders. UL quality management has been introduced and implemented since 2010, while

quality policy - since 2012. The UL defines quality as a measure of excellence, which characterises the ability to meet and exceed the foreseeable and future needs of its stakeholders and to ensure that the processes meet industry regulatory and standard requirements.

Description of the quality policy implementation mechanism

UL quality assurance policy is a continuous development of excellence to ensure a balanced and sustainable outcome that meets the needs of all stakeholders. Quality policy^[1] is a set of quality-related principles, goals and actions required to achieve them and implemented by the University of Latvia in accordance with internationally recognized standards in higher education and organization management. The aim of the quality policy is to contribute to the implementation of the UL mission, the achievement of strategic goals and sustainable development by defining guidelines and principles for ensuring a consistently high quality of operations. The policy, together with other policies and a set of processes, ensures the coherent planning and implementation of UL activities. This policy is an integral part of the quality assurance system and applies to all areas of UL and is to be implemented at all levels of UL governance.

The UL quality management system is implemented in accordance with the TQM (Total Quality Management) principles, integrating the excellence approach to UL corporate culture. The UL uses the internationally recognized and practically applicable quality management methodology - the EFQM (European Foundation of Quality Management) model of excellence for the implementation of comprehensive quality management. In some areas, the quality management system is enhanced to ensure compliance with current standards and frameworks, including: Adherence to the European Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG) in the provision of the study process. The University of Latvia uses the internationally recognized methodology "Results - Approach - Implementation - Evaluation - Review" to ensure cyclical and continuous quality management. RADAR, *Results - Approach - Deployment - Assessment and Refine*). Scheme of the UL Quality Management System - Figure 4.

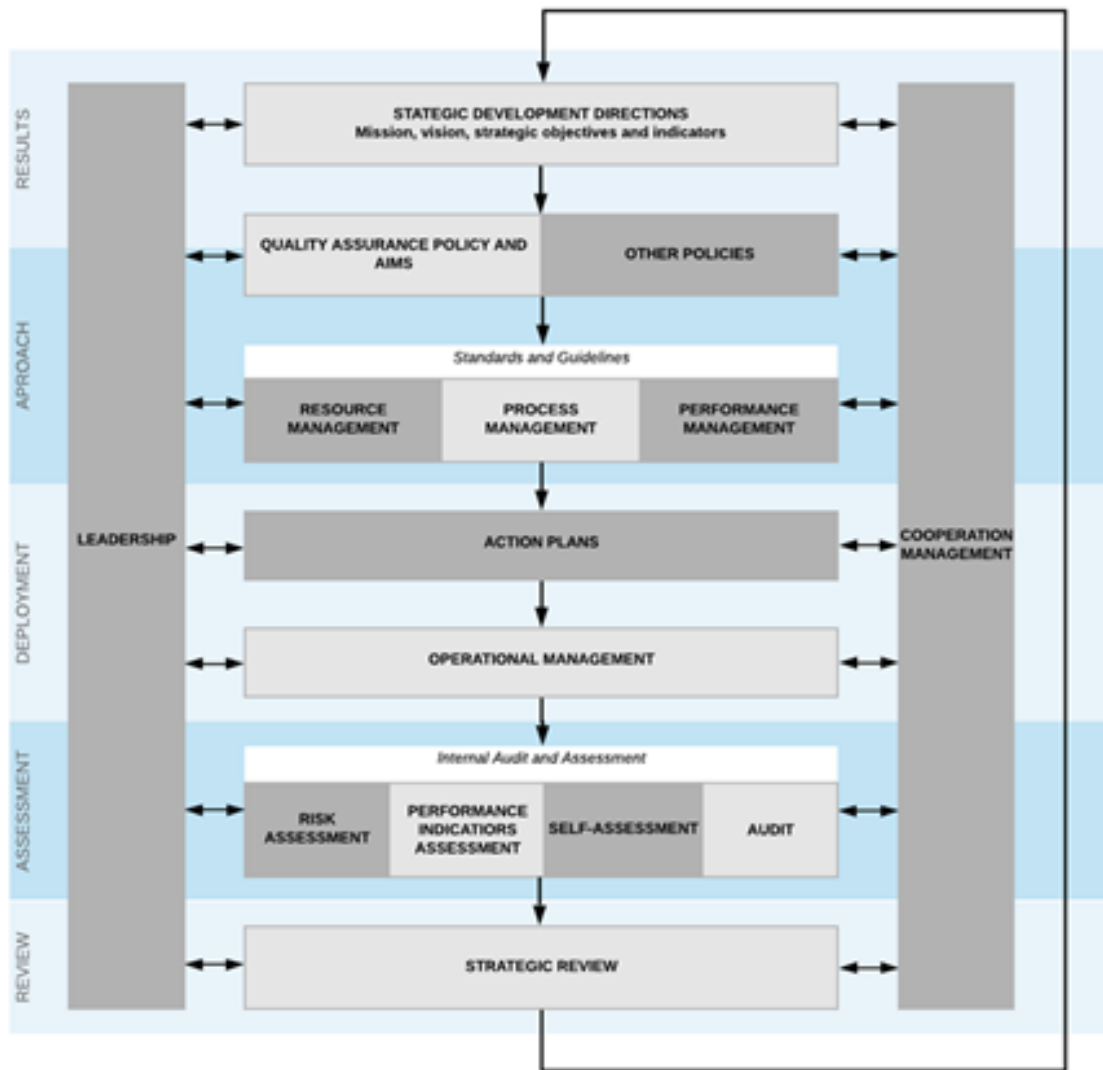


Figure 4. UL Quality Management System Diagram

The UL strategic development directions and the expected results or the intended operational goals are defined in the UL Development Strategy 2016-2020. (hereinafter referred to as the Strategy).

The strategy has been developed taking into account the development directions and priorities set in the planning documents of the European Union and Latvia. Based on the analysis of competitiveness and SWOT, the University of Latvia has defined an action plan and various programmes for achieving the strategic development goals. The strategy also defines the tasks to be performed and the tools needed to achieve the strategic goals. According to the development directions, the UL position and commitment are formulated in policies, incl. Quality Policy, Personnel Policy, etc. Expected results are defined in key areas of activity as well as in financial and governance areas and are aligned with the interests of UL stakeholders. The results describe the achievements, efficiency and sustainability as well as long-term performance. Achievements are benchmarked against others, especially those in the industry, domestically or internationally.

In order to achieve results in selected strategic directions, the UL is developing effective and innovative approaches and solutions integrating up-to-date standards and guidelines, as well as state-of-the-art methods in resource management, process management and quality measurement. The UL management ensures the creation of the prerequisites for achieving the results, awareness of the need for quality, as well as passing the policies to the employees and ensuring that they are followed. The University of Latvia has been implementing a process management system (*QuPeRs*), which provides for the identification, structuring, process development, measurement, analysis and improvement of processes necessary for the quality management.

In order to implement activities aimed at the achievement of strategic objectives, the UL ensures the use of previously agreed policy approaches and solutions. The actions are planned, coordinated and evaluated through the development and implementation of action plans and operational actions coordinated with strategic action plans and programmes. Effective operation of the quality management system is ensured by regular supervision of the introduced quality management system, continuous improvement, as well as by performing internal audits. The UL uses a fact-based decision-making approach through process measurement and result management. The UL assesses and improves the approaches and solutions implemented against the indicators of strategic goals and quality goals. Internal control is ensured through reviews and self-assessments, risk assessment, as well as through planned internal quality audit. Based on the results of internal control, the UL management makes appropriate decisions on the necessary improvement of internal control system and quality management system. The UL has a performance management system in place to monitor and analyse the performance of the UL, its departments and staff, to assess the UL's progress towards the goals set in the strategy, and to compare UL performance with that of other higher education institutions in different areas and scales (intra-UL within different structural units, nationally, internationally). Structured management of results ensures constant monitoring of the results achieved by the University of Latvia and the possibility to use the obtained information in making decisions on the necessity to implement appropriate activities. The main users of results management are UL management, vice-rectors, heads of faculties, institutes and departments. Other employees of different levels of the UL organizational structure involved in the performance of the indicators, though indirectly, are also the users of the performance indicator system.^[2] Internal control and result management ensure identification of improvements and preventive actions, as well as determination of the level of achievement of strategic goals, i.e. annual strategic review, the results of which might determine whether changes in strategic goals, action plans, programmes, incl. indicators are required.

The guidelines for the development, maintenance, improvement and evaluation of the UL quality management system are summarised in the Quality Management Manual, which is binding on each UL employee.^[3]

Description of the parties involved in the design and development of the quality system and their roles

The parties involved in the UL activities are local and foreign natural or legal persons who use the UL services or whose socio-economic situation is influenced by the UL activities. In terms of quality policy, the client can be either internal - a unit or employee of the University of Latvia, or external - students of the University of Latvia, employers, academia, government as a representative of society in general, etc.

The implementation of the UL mission shall take into account the interests and needs of the following parties involved in its activities:

- Saeima and Government of the Republic of Latvia, Ministry of Education and Science and other public administration institutions,
- higher education quality assurance organizations and their associations,
- UL students, Latvian students and students abroad, student representations,
- potential students in Latvia and abroad,
- parents (guardians) and patrons of students and potential students,
- Higher education institutions/ colleges in Latvia and abroad, scientific institutes, networks, associations, academic organizations,
- UL academic and general staff,
- Industries, companies and professional associations (employers),
- UL graduates,
- non-governmental organizations,
- mass media,
-

Employees, students, graduates, employers, business partners and other clients are key stakeholders in the design and development of our quality assurance system.

Table 5.

Description of the main stakeholders involved in UL quality management and their role

<i>Involved Party</i>	<i>Role in quality improvement</i>	<i>Description of examples</i>
<i>Saeima and Government of the Republic of Latvia, Ministry of Education and Science (MES) and other public administration institutions</i>	<p>§ Coherence of UL development directions with national development policy;</p> <p>§ Provision of resources for mission implementation and operational development;</p> <p>§ Provision of comparative data (industry statistics);</p> <p>§ Involvement in public policy-making.</p>	<p>§ National development policy, economic development needs, strategic specialization principles, quality conditions are taken into account:</p> <ul style="list-style-type: none"> - when defining strategic development directions, objectives and indicators; - when developing a quality management system and implementing processes; - when developing, implementing and updating study programmes; - when allocating budget; - when defining scientific directions; - when developing continuing education services; - when acquiring external financing; - etc.; <p>§ Cooperation in Higher Education Policy and Standards Documentation Working Groups, Commissions, etc.</p>
<i>Quality Assurance Organizations, incl. Higher Education Quality Assurance Organizations and their Associations; ranking developers</i>	<p>§ Establishing common standards, ensuring comparability;</p> <p>§ External quality assessment and quality assurance (accreditation, certification, etc.).</p>	<p>§ Adherence to local and international quality standards and integration in the quality management system;</p> <p>§ Provision of internal and external quality assessment;</p> <p>§ Mutual comparison (ratings, benchmarks);</p> <p>§ Participation in the development and improvement of quality criteria and standards (in various external working groups, e.g. for the development of professional standards, evaluation of study fields of other institutions of higher education, etc.);</p> <p>§ etc.</p>
<i>UL academic and general staff</i>	<p>§ Appropriate quality assurance;</p> <p>§ Involvement in creating of quality culture;</p> <p>§ Involvement in strategic planning and control;</p> <p>§ Involvement in quality assessment/evaluation;</p> <p>§ Involvement in identifying, planning and implementing quality improvement needs.</p>	<p>§ Involvement in the definition, coordination and implementation of strategic development trends, objectives, indicators and quality elements;</p> <p>§ Representation in key decision-making bodies, expertise, councils, commissions, working groups, etc.;</p> <p>§ Participation in employee surveys, self-assessments and professional development planning</p> <p>§ Quality Assurance of Resources and Processes in accordance with Binding Requirements;</p> <p>§ Providing the necessary measurements and ensuring their use in decision making;</p> <p>§ Providing employees with a feedback on strategic goals,</p> <p>§ etc.</p>

<i>Involved Party</i>	<i>Role in quality improvement</i>	<i>Description of examples</i>
<i>UL students</i>	<ul style="list-style-type: none"> § Involvement in development planning; § Involvement in quality assessment; § Involvement in identifying quality improvement needs. 	<ul style="list-style-type: none"> § Involvement of students' self-government in defining, coordinating and implementing strategic development directions, goals, indicators as well as quality elements; § Representation of students in key decision-making bodies, expertise, councils, commissions, working groups, etc. (e.g. involvement of experts from students in regular internal evaluation of study programmes and development of new study programmes); § Monitoring of students' satisfaction (questionnaire), review of complaints and recommendations, provision of feedback; § Regular cooperation with the Student Council, informing about current events, coordination, organization of joint events, participation in the Student Council events; § Collection and promotion of student career information and success stories; § etc.
<i>UL graduates</i>	<ul style="list-style-type: none"> § Involvement in development planning; § Involvement in quality assessment; § Involvement in identifying quality improvement needs. 	<ul style="list-style-type: none"> § Involvement of alumni representatives in the Convent of Councillors, council and commission work, consultation with alumni (e.g. involvement in the work of the Strategic Council, regular internal evaluation of study programmes and development of new study programmes, planning and coordination of development activities); § Monitoring of the satisfaction of the graduates upon graduation (questionnaire); § Monitoring of graduates' careers (planned - also employment and remuneration level), success stories; § Regular cooperation with the Alumni Club, news, coordination, organization of joint events, participation in Alumni Club events; § Involvement of graduates in the implementation of study programmes (conducting study courses, giving lectures, supervising works, participation in state assessment committees, internship supervision); § etc.

<i>Involved Party</i>	<i>Role in quality improvement</i>	<i>Description of examples</i>
<i>Employers / industry</i>	<ul style="list-style-type: none"> § Involvement in development planning; § Involvement in quality assessment; § Involvement in identifying quality improvement needs. 	<ul style="list-style-type: none"> § Employer satisfaction monitoring (questionnaires, ratings); § Involvement of employers in initiating and implementing study programmes (conducting study courses, giving lectures, conducting work, participating in examination commissions, providing internships, organizing applied research; organization of excursions to companies; § Involvement of employers' representatives in the Convent of Councillors, council and commission work, consultation with employers and their associations (e.g. involvement in the work of the Strategic Council, regular internal evaluation of study programmes and development of new study programmes, planning and coordination groups for development activities); § Collaboration management, strategic partnerships, organization of career days; § Involvement of employers in defining research directions and research; § Involvement of employers in internship defence boards; § etc.
<i>Cooperation partners</i>	<ul style="list-style-type: none"> § Involvement in development planning § Involvement in ensuring the quality and efficiency of resources and processes; § Providing feedback on industry needs and quality criteria. 	<ul style="list-style-type: none"> § Involvement in defining research directions and conducting research; § Involvement in initiating and implementing collaborative projects (e.g. effective collaborative projects); § Collaboration on resource sharing (use of laboratories, classrooms in the new complex); § Membership in industry associations; § etc.
<i>Other clients (incl. Libraries, further education services, hotel services, etc.)</i>	<ul style="list-style-type: none"> § Involvement in quality assessment. 	<ul style="list-style-type: none"> § Satisfaction monitoring

The University of Latvia has Quality Consultative Committee, which advises the Rector, Quality Manager, Internal Auditor and Leading Expert on quality management at the UL. Its purpose is to advance the development of the UL quality management system, its alignment with current

requirements in the field, quality management standards and guidelines, UL strategic development directions, as well as the interests of the employers, UL students and Latvian society. The Quality Consultative Committee is made up of at least one representative from UL faculties, UL scientific institutes, UL academic centres, UL students, UL Department of Studies, UL Department of Science, UL Department of Human Resources, independent quality management experts, employers, and social partners. The main functions of the Committee are to hear reports on the development of the UL quality management system, to express the opinion of UL stakeholders on UL quality assurance issues, to inform UL governance and staff responsible for quality management, internal audit and results management on current issues and best practices, as well as to indicate the areas for improvement of the UL quality management system and to propose the actions to be taken by UL quality managers. The responsibilities of the Committee include reviewing and discussing the conceptual documents of the UL quality management system, advising on measures to improve the UL quality management system, and promoting the benefits of the UL quality management system.

Procedures for Quality Assurance in Higher Education

The procedures for Quality Assurance at the University of Latvia are identified, formalized and implemented in accordance with Latvia's legal regulations, European standards and guidelines for quality assurance in higher education in the European Higher Education Area (ESG), as well as internal imperatives.

The procedure of the implementation of study programmes is determined by the UL internal legal regulations, including the documents regulating:

- development of new study programmes;
- admission requirements, matriculation and enrolment;
- planning, implementation and updating of study courses and modules, internships/placements;
- organization of examinations, final examinations and rotation;
- exmatriculations and issuance of diplomas and certificates;
- recognition of prior education or professional experience;
- self-assessment of study programmes;
- submission of student proposals and complaints, appeals against administrative decisions;
- promotion process.

The development of new study programmes at the University of Latvia is implemented in accordance with the procedure stipulated in the Regulations on the UL Study Programmes and Continuing Education Programmes (Senate Decision No. 102, approved April 24, 2017) and includes several stages:

- elaboration of the study programme concept in agreement with the Vice Rector and the Dean of the Faculty, and its approval by the Faculty Council;
- evaluation of the study programme concept with the assistance of experts and subsequent approval by the UL Study Programme Quality Assessment Board (SP QAB);
- elaboration of the full study programme, evaluation of the same with the assistance of experts, and subsequent approval by the Faculty Council, the SP QAB and UL Senate.

The development and updating of study courses is consistently implemented by the University of Latvia in accordance with the predefined procedure, requirements for the elaboration of the course and e-course description, as well as by ensuring a unified procedure for inclusion and exclusion of study courses from the study programme.

The study programme ensures consistent adherence to the principles of academic integrity in the conduct of students and staff, avoiding deception and fraud, ensuring objectivity, responsibility,

promoting mutual respect and trust, and thus promoting the quality and prestige of Latvian education and science (see Figure 5).

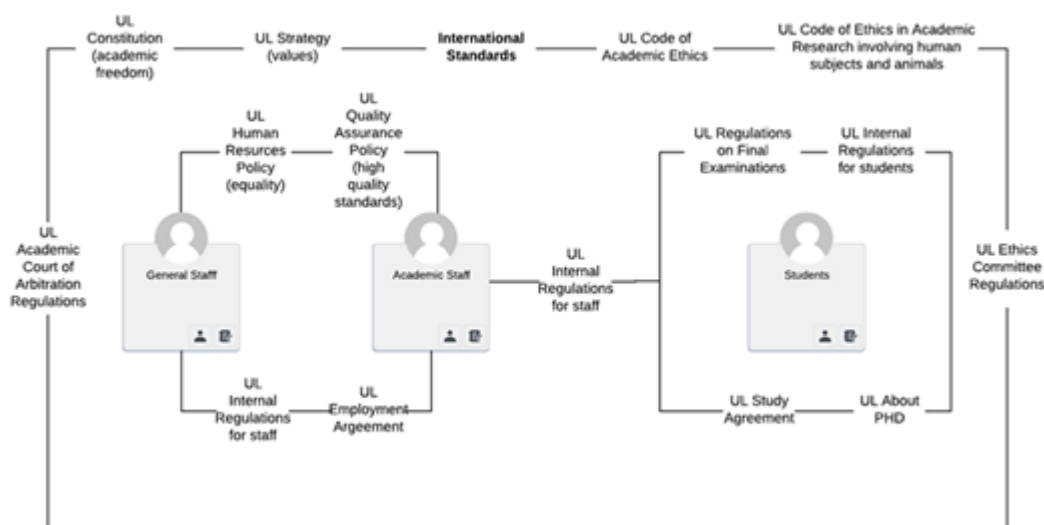


Figure 5. UL academic integrity documentation

The UL systematically ensures appropriate measurements, including measurements of the level of satisfaction of stakeholders. In order to evaluate the study process, the University of Latvia has established a procedure for organizing regular surveys. The questionnaires are administered centrally. The following surveys are organized regularly:

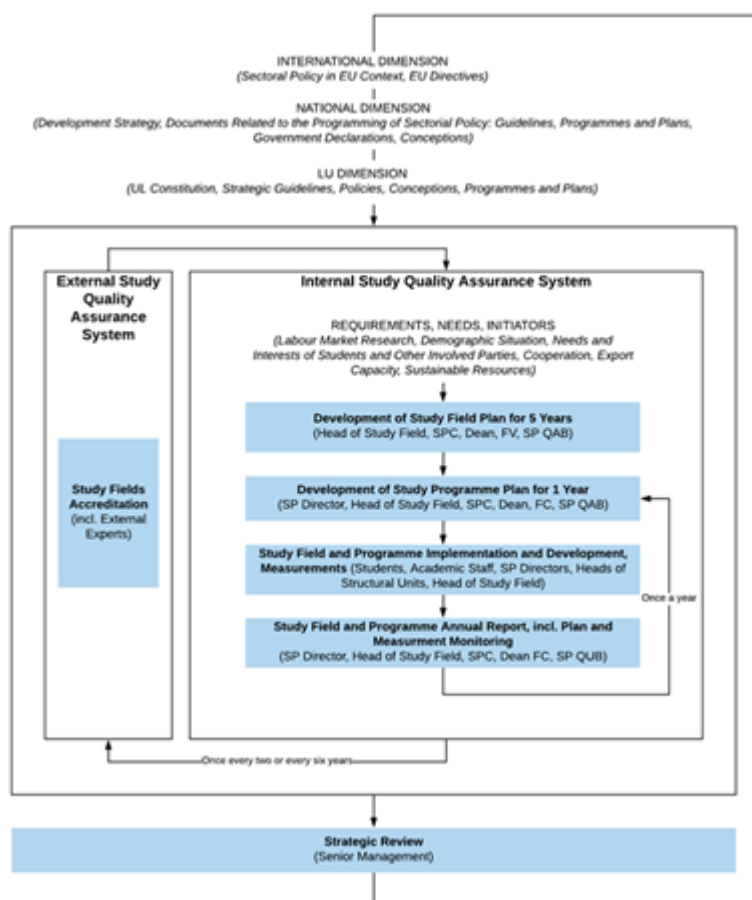
- first year students survey on the commencement studies;
- first year student survey on first study experience;
- survey on study courses and the work of the teaching staff, including a survey on study internship and a survey on course papers and final papers (hereinafter - Study Course Evaluation Survey);
- last year students survey on study programme content and learning outcomes;
- survey for students who have decided to discontinue their studies at their own discretion or for those who have already stopped their studies, hereinafter referred to as a “Attrition Survey”;
- graduates survey;
- employers survey.

The results of the surveys are used for the operational enhancement of the academic staff competences, for the improvement of planning of the study process, for the provision of student services, etc. as well as development planning.

Various activities are implemented for the regular analysis and updating of study programmes, as well as to determine the need for the improvement of the study process, incl. active international cooperation with analogous study programmes abroad, involvement of employers and social partners in the development of study content, participation in the assessment of students' achievements during the study process, elaboration of qualification papers, provision of practical studies, etc. The UL enhances the cooperation between the lecturers involved in the implementation of the field programmes, including mutual assessment of the lecturers (hospitation) and assessment of the lecturers in the faculty units. At the same time, continuous feedback is provided to inform stakeholders about the learning outcomes and competences of students and

graduates, as well as satisfaction rates.

In order to ensure the quality of higher education, the UL has implemented a system of quality assessment and improvement of study fields and study programmes, which is integrated into the UL general quality assessment system and as such ensures regular internal quality assessment, planning and improvement (see Figure 6).



Abbreviations:

FC - Faculty Council

SP Director - Director of the Study Programme

SP QAB - Study Programme Quality Assessment Board

SPC - Study Programme Council

Figure 6. University of Latvia study quality assessment and improvement system

In order to ensure the functioning of the system of internal quality assessment and improvement of study fields, the UL provides for the planning of the development of the study fields and the improvement of the respective study programmes. An annual review of the study field development plan for 6 years and each study programme plan for 1 year is carried out, including assessment of the actual measurement results. This information is analysed in the Annual Study Field Report (hereinafter - the Report, its procedure approved by the UL Order No. 1/255 "On Annual Study Field Report" of 13.07.2018), the preparation of which is supervised by the coordinator of the study field,

involving study programme directors. The study programmes are reviewed to evaluate and improve the quality of their content and implementation. The report analyses the implementation and topicality of the programmes, as well as implemented changes, evolution and improvement and the assessment provided by stakeholders. The report is evaluated by the Study Programme Council and approved by the Faculty Councils after approval by the Dean of the Faculty. Prior to the approval of the study field report by the Senate, the Department of Studies provides an opinion on the study field study quality, as well as compliance with the requirements of regulatory enactments, while the Study Programme Quality Assessment Board (hereinafter - SP QAB) provides an opinion on the study quality of the study field, based on independent expertise.

[1]https://www.lu.lv/fileadmin/user_upload/lu_portal/dokumenti/strategijas-un-koncepcijas/lu_kvalitates_politika.pdf

[2]

https://www.lu.lv/fileadmin/user_upload/lu_portal/dokumenti/strategijas-un-koncepcijas/lu_izcilibas_modelis.pdf

[3] <https://www.lu.lv/studijukvalitate/>

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.	<p>The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.</p>	<p>Complies</p> <p>The University of Latvia's Quality Policy sets out a set of quality principles, goals and actions required to achieve them, which the University of Latvia implements in accordance with internationally recognized standards in higher education and organization management. The aim of the quality policy is to contribute to the implementation of the UL mission, the achievement of strategic goals and sustainable development by defining guidelines and principles for ensuring a consistently high quality of operations. The policy, together with other policies and a set of processes, ensures the coherent planning and implementation of UL activities. This policy is an integral part of the quality management system, it applies to all areas of UL and implements them in a unified system at all UL governance levels.</p> <p>The UL quality management system is implemented in accordance with the TQM (Total Quality Management) principles, integrating excellence approaches to the UL corporate culture. By implementing quality management, the UL provides a set of activities and methods by which quality is planned, implemented, systematically evaluated and continually improved, thus contributing to the achievement of the goals set by the UL and meeting the needs of stakeholders. For the implementation of comprehensive quality management, the UL uses the internationally recognized and practically applicable quality management methodology - EFQM Excellence Model. In some areas, the quality management system is enhanced to ensure compliance with current industry standards and frameworks, including: provision of study process - ESG.</p> <p>The UL has identified, formalized and implemented procedures for quality assurance in higher education in accordance with Latvian legislation, European standards and guidelines for quality assurance in the European Higher Education Area (ESG), as well as internal necessity.</p> <p>The UL has a system of quality assessment and improvement of study fields and study programmes included therein, which, when integrated into the UL quality management system, guarantees responsible involvement of all study management levels in the regular study quality assessment, planning and improvement. The internal quality control of the study field is carried out by the directors of the study programmes, the director of the study field, the Council of the study programmes, the dean, the faculty councils, SPQAB and, in case of external quality assessment, the UL Senate. The assessment of study quality is based on planning and review cycles both in the study field and in each study programme dimension.</p>
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>The design, internal approval, supervision and periodic inspection of the UL study programmes is set in accordance with the relevant external regulations of the Republic of Latvia and the UL internal regulations.</p> <p>The aim of the “Regulations of the University of Latvia Study Programmes and Continuing Education Programmes” (UL Senate Resolution No. 102 of 24.04.2017) is to determine the requirements for the content and implementation of study programmes and continuing education programmes developed and implemented by the University of Latvia. that would ensure the provision of high quality, domestically and internationally competitive, modern study programmes with high added value, continuing education programs for students, as well as efficient implementation of resources. The Regulations establish the principles of the structure, content and management of study programmes and continuing education programmes at the University of Latvia. The regulations include the description of the study programmes and continuing education programmes implemented by the University of Latvia and their structure, as well as the rules of programme development. The Regulations stipulate that the design of the study programme concept and the full study programme development may be initiated by the UL staff representatives and employees, the UL collegial decision-making institutions, as well as non-UL members (e.g. employers). The evaluation of the development of new study programmes according to UL procedure takes place across several successive stages:</p> <ol style="list-style-type: none"> 1) elaboration of the study programme concept; 2) coordination of the study programme concept within the study programme council or councils and with the heads of the structural units involved; 3) submission of the study programme conception to the Department of Studies, submission of the application to the Head of the Study Programme Quality Assessment Board (SP QAB) for evaluation of the conception by external experts and receipt of the opinion; 4) elaboration of a full-time study programme in accordance with external and internal regulations and submission for evaluation and approval to study programme council or councils and faculty council or councils or scientific councils of scientific institutes. 5) Submission of full-time study programme to Department of Studies for evaluation and approval by two independent experts and at SP QAB. To advance to the UL Senate. 6) The examination and approval of study programmes in the Senate of the University of Latvia and advancement of the study programme license application. <p>The annual evaluation of the existing study programmes of the University of Latvia is carried out in accordance with the “Procedure for Preparing the Annual Reports of the Study Fields of the University of Latvia” (UL Order 13/258, of 13.07.2018), which determines the functioning of the system of internal quality assurance of the study fields of the University of Latvia.</p>
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3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>"Procedure for Developing and Updating Study Courses at the University of Latvia" (UL Order No.1 / 277 of 10.08.2018) stipulates that the description of each study course includes the planned learning outcomes and the criteria for their assessment, as well as publication in the e-learning environment.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>In order to ensure modern and effective HR management practice in the organization in accordance with the UL strategy, vision, mission and values, the UL has developed and implemented the "Human Resources Management Policy of the University of Latvia" (UL Senate Decision No 264 of 28.01.2019). It describes the principles and procedures of the University of Latvia in personnel selection, employment relations, provision of motivation system and personnel development. In order to ensure purposeful professional development of the UL academic staff, the University of Latvia elaborated "University of Latvia Academic Staff Development Action Plan 2018-2020" within the framework of the project operational programme "Growth and Employment" 8.2.2. Specific Objective "Strengthening Academic Staff of Institutions of Higher Education in Strategic Specialization Areas".</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>The Procedure for Organizing Regular Surveys for the Evaluation of the Study Process at the University of Latvia (UL Order No. 1/334 of 22.08.2016) stipulates that the Department of Studies of the University of Latvia organizes surveys for students, graduates and employers centrally each academic year. The summary of the results of the course and lecturer work is available at three levels: lecturers, study programme directors, deans. The results of the study surveys are described and analysed in the annual reports of study fields. Information about student achievements is collected at the LUIS. It is available in various sections for analysis of study field programme development.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The functioning of the system of internal quality assurance of the study fields of the University of Latvia is determined by the “Procedure for the preparation of annual reports of the study fields of the University of Latvia”.</p> <p>The UL study fields are being re-accredited with-in the set terms.</p> <p>In order to promote the quality and competitiveness of UL study programmes, the “Order of the University of Latvia Foundation for Quality Improvement of Studies” (UL Order No. 1/149 of 20.04.2018) provides opportunities to receive support within the framework of UL projects for the quality improvement of study programmes and process.</p>
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II - Description of the Study Direction (1. Management of the Study Direction)

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

The study direction “Management, Administration and Real Estate Management” (hereinafter - Study Direction) implemented at the University of Latvia’s Faculty of Business, Management and Economics (hereinafter FBME) during the previous accreditation period includes thirteen study programmes, the content of which is based on consultations with professional organizations of employers such as the Chamber of Commerce and Industry (TRK), the Latvian Employers' Confederation (LDDK), etc. and has been developed over time in accordance with the recommendations of lecturers, students, employers and graduates, as well as industry trends and similar study programmes at foreign universities. Positive feedback from employers, UL FBME cooperation partners and other interested institutions has been the basis for the development of the study field, which has successively ensured the accreditation of the study field for a maximum term of 6 years.

The development of the study direction and the corresponding study programmes corresponds with the objectives and tasks defined in Latvia’s strategic and planning documents. The goal of Latvia's Sustainable Development Strategy until 2030 is to change the paradigm in education to ensure development in research and a competitive higher education. This is reflected in the Latvian National Development Plan 2014-2020. December 20, 2012^[1]

The importance of embedded programmes in national and regional development is justified by the fact that studies place a strong emphasis on developing a creative personality with a broad vision, critical thinking and analytical abilities to generalize ongoing processes in the economy and

business, as well as society, to successfully graduate and to use their human capital productively, thus contributing to the achievement of the goals set in Latvia's sustainable development strategy.

The study direction, according to MoES study field accreditation sheets No. 2020/02, 31.01.2020. includes 13 different study programmes, incl. 3 bachelor study programmes, 4 master study programmes and 2 doctoral study programmes and programmes taken over from Riga Teacher Training and Educational Management Academy (RTTEMA) since 2017/2018 academic year (Study accreditation commission decision No. 26-A of July 26, 2017): 2 first level professional higher education programmes, 2 professional higher education bachelor's programmes. Thus ensuring continuity of all levels and specialization opportunities, which allow to continue the study process effectively, to improve students' acquired knowledge and competences:

1. Doctoral study programme in Education Management (51345) *
2. Doctoral study programme in Management (51345) **
3. Academic Master's study programme "Management Science" ("Business Administration") (45345)
4. Academic Bachelor's study programme "Management Science" ("Business Administration") (43345)
5. Academic Master's study programme "Public Administration" (45345)
6. Professional Master's study programme "International Business" (47345)
7. Professional Master's study programme "Project Management" (47345)
8. Professional Bachelor's study programme "E-Business and Logistics Management Systems" (42345)
9. Professional Bachelor's study programme "Industrial Engineering Management" (42526)
10. First Level Professional Higher Education Programme "Human Resources / Office Administration" (41345) ***
11. First Level Professional Higher Education Programme "Business Organization (41345) ****
12. Professional Bachelor's study programme "Commerce and Business Management" (42345) *****
13. Professional Bachelor's study programme "Personnel Management" (Riga) (42345) *****

* The programme will be closed in the 2019/2020 academic year

** The programme will be closed in the 2019/2020 academic year

*** The programme will be closed in the 2019/2020 academic year

**** The programme will be closed by 31 December 2020.

***** The programme will be closed in the 2019/2020 academic year

***** The programme will be closed by 31 December 2020.

In preparation for the accreditation of 2020, FBME has been working intensively on the development of all study programmes in its field. In order to respond to the latest labour market trends and ensure efficient use of resources, it was decided, after consultation with professional organizations and student representatives, to establish a joint doctoral programme in "Economics and Business" on the basis of the "Management Science" programme doctoral study programmes: "Economics", "Demography", "Education Management" (02.09.2019. UL Senate Resolution Nr. 25). The FBME doctoral study programme "Economics and Business" will be the only programme of its kind in Latvia, which will cover the sub-branches of the economy and entrepreneurship sector, according to the classification of Latvian branches of science and sub-branches.

Due to the study programme optimization process at FBME and the decrease of student interest, it was decided not to submit for accreditation the RTTEMA (Riga Teacher Training and Educational

Management Academy) programmes taken over in the 2017/2018 academic year: "Human Resources / Office Administration" - First Level Professional Higher Education Programme; "Business Organization" - First Level Professional Higher Education Programme; "Commerce and Business Management" - Professional Bachelor's study programme; "Personnel Management" - Professional Bachelor's study programme.

All taken over RTTEMA programmes will continue until the graduation of all students in the programmes, until December 31, 2020. The enrolment of students in the faculty programmes was not implemented because RTTEMA bachelor's level programmes differ significantly in content and credit points in study courses, but First Level Professional Higher Education programmes at FBME are not implemented at all. In the summer of 2018, admission to first level professional study programmes was announced. The only group (with a minimum number of 15 students) was enrolled in the "Business Organization" programme at the Kuldīga branch, where students will graduate in November 2020.

For the accreditation of the study direction "Management, Administration and Real Estate Management" for 2020 there are 8 study programmes - 3 bachelor study programmes, incl. two professional bachelor's study programmes - 4 master study programmes, incl. two professional master's study programmes (see Table 1.1)

Table 1.1

A list of study programmes in the study field "Management, Administration and Real Estate Management" (for this specific accreditation)

No. pk	LRI code	Title of the study programme	Level	Degree	Qualification	Type of study, form (FT, PT, PTD)	Amount of studies (CP)	Director
1.	51345	Doctoral study programme "Economics and Business"	8	Doctor of Science (Ph.D.) in Economics and Business	-	FT PT	144	Prof. Ērika Šumilo
2.	45345	Academic Master's study programme "Public Administration"	7	Master of Social Sciences in Public Administration	-	FT	80	Assist.Prof. Lilita Seimuškāne
3.	45345	Academic Master's study programme "Management Science"	7	Master of Social Sciences in Management Science	-	FT	80	Prof. Margarita Dunska

No. pk	LRI code	Title of the study programme	Level	Degree	Qualification	Type of study, form (FT, PT, PTD)	Amount of studies (CP)	Director
4.	47345	Professional Master's study programme "Project Management"	7	Professional Master's Degree in Project Management	Project Manager	FT	80	Prof. Andrejs Cekuls
5.	47345	Professional Higher Education Master's study programme "International Business"	7	Professional Master's Degree in Business Administration	Head of Organization	FT	80	Prof. Baiba Šavriņa
6.	42526	Professional Bachelor's study programme "Industrial Engineering Management"	6	Professional Bachelor's degree in Industrial Engineering Management	Industrial management engineer	FT	160	Asoc. Visiting Prof. Henrijs Kaļķis
7.	42345	Professional Higher Education Bachelor study programme "E-Business Management"	6	Professional Bachelor's Degree in E-Business Management	E-business manager	FT PT PTD	160	Prof. Signe Bāliņa
8.	43345	Academic Bachelor's study programme "Business Administration"	6	Bachelor of Social Sciences in Management Science	-	FT PT	120	Prof. Margarita Dunska

Studies at UL FBME cover a full three-level study cycle, ensuring the continuity of all levels and opportunities for specialization, which allows efficient continuation of the study process, improvement of students' acquired knowledge and competences. For example, graduates of undergraduate and postgraduate programmes may, after three or four years of study, continue their studies in either the academic master's degree programme in management or in public administration, or one of the two-year professional degree programmes, such as the professional higher education master's degree programme "International Business" and "Project Management", followed by doctoral studies. Graduates of the professional higher education bachelor's programme, after their studies, can obtain a professional master's degree in the respective field or choose one

of the academic master's degree programmes in a related field. The curriculum and training model are thus closer to the idea of creating a single European learning area and are in line with the Bologna Declaration of 19 June 1999 on the European Higher Education Area, which aims to achieve a uniform system of higher education in the Member States, establishing an education system throughout the European Union.

Similarly, the study programmes included in the field of study have been created in order to carry out research in the fields of economics and business science, which are topical in the labour market and science of the Republic of Latvia and EU countries.

Graduates of study programmes can work in the business and public sectors as well as a self-employed or individual entrepreneur. The biggest employers are Latvijas Mobilais Telefons Ltd, Tet Ltd, JSC Latvijas Gaze, Circle K Latvia Ltd, VAS Latvijas Dzelzceļš, JSC Latvenergo, JSC Latvijas Pasts, Rimi Latvia Ltd., Maxima Latvia Ltd., public administration and supervisory authorities (Ministry of Economy, Ministry of Transport, Ministry of Finance, Ministry of Welfare, LIAA, Competition Council, etc.), JSC SEB bank, JSC Citadele bank, JSC Swedbank, JSC Citadele bank, Bank of Latvia, JSC ULminor, JSC Rietumu Bank, JSC Balta, JSC BTA, ERGO Insurance SE, ADB "Gjensidige", JSC Seesam Insurance, Lattelecom Ltd and many others.

Much attention is paid to management analysis, critical thinking and discussion in management studies. The methodological approach to the study process is based on interactive problem lectures and case studies aimed at teaching students to think independently and critically about various issues that will help them to successfully enter the labour market.

The economic and social justification of the study programmes is determined by:

1. the need for academic and professional higher education graduates in management, administration and real estate management in a variety of companies, private and public institutions.
2. opportunity for students to acquire study programmes in Bachelor's, Master's and Doctoral level in the field of Management, Administration and Real Estate Management, which allows to ensure an efficient study process.
3. the uniqueness of the management, administration and real estate management curriculum, providing the knowledge, skills and competences appropriate to the labour market.
4. the widest range of opportunities offered to students (academic staff, international cooperation, guest lecturers, library resources, internships, participation in research projects, etc.), given that UL is one of the largest universities in the Baltic States.

The timeliness and uniqueness of the study programme and a comparison of the programme's content, learning outcomes, structure and scope to other, similar study programmes in Latvia and abroad.

The "Management, administration and real estate management" programmes are implemented in 37 higher education institutions (HEIs) in Latvia. The range of programmes offered by UL FBME compared to its major competitors - the Latvia University of Life Sciences and Technologies, Riga Technical University (RTU), Riga Stradiņš University (RSU), RISEBA University of Applied Sciences (RISEBA), Turība University (TU) is wide, which can be seen in Table 1.2.

Table 1.2

Place of study direction "Management, Administration and Real Estate Management" in the offer of higher education in Latvia

	UL		LUA		RTU		RSU		RISEBA		Turiba	
Locations of All	Riga		Jelgava		Riga		Riga		Riga		Riga	
Number of undergraduate programmes, incl.	3		2		8		3		4		2	
Academic/ professional programmes (number)	1	2	0	2	2	6	3	0	1	3	1	1
Number of master programmes, incl.	4		3		9		2		8		2	
Academic/ professional programmes (number)	2	2	0	3	3	6	0	2	8	8	0	2
Number of doctoral programmes	1		0		1		0		1		2	
TOTAL number of programmes	8		6		21		5		14		6	

Each study programme includes a set of courses that are in line with the sector's specialisations, well-considered and fully valuable (an exact list of study courses can be seen in the description section and annexes of each study programme). This set of study programmes and the content of those programmes are in line with present-day market trends, the demands of employers, as well as the need to develop scholarly research (which is discussed in detail in descriptions of study programmes). Thus, acquiring the study courses of the study field allows an understanding of not only the awareness of the problems of sustainable development, but also the possible solutions. Study programmes include the acquisition of courses that help to create or deepen the interaction between undergraduate, graduate, academic and professional competencies, and the effective realization of scientific research in doctoral studies and the achievement of success.

The organization of the study direction focuses on the involvement of representatives of the field in the study process; Employers' representatives are also included in the final examination commissions, as well as in the Faculty Council and the Study Council. Students also regularly visit companies with whom they are in constant contact, including in the provision of student placements.

The Faculty successfully operates the Student Business Incubator, which organizes lectures,

conferences, as well as various events to stimulate students' interest in starting and developing a business. For several years in a row, faculty students have been offered the opportunity to join a start-up camp in Latvia and the United Kingdom (Cambridge). During the camp, participants work in teams to develop their own business ideas, improve their knowledge of a wide range of business aspects, and gain new experience in meeting entrepreneurs and mentors. In Latvia, classes are led by FBME faculty and practitioners (entrepreneurs, managers, etc.). The programme includes hands-on lectures, teamwork, mentoring sessions, business stories, homework, and concluding with business idea presentations to experts.

Students have extensive opportunities for improvement during their studies. Students go on traineeships in Latvia and EU institutions and companies; participate in guest lectures delivered by local and foreign professionals and industry experts; students go abroad for mobility programmes and participate in scientific conferences and research projects. Students also go on study trips to companies and public institutions to get to know employers and the work environment.

Graduates of the master's degree programmes may work in public and private companies, international organizations and companies, non-governmental organizations, universities, colleges, banks, public administration, municipal and scientific research institutions. Graduates are successful in setting up their own businesses and are successful entrepreneurs and senior executives, human resources managers, project managers, public relations and marketing managers.

Graduates of undergraduate programmes can work in state and municipal institutions, international and local companies, and create their own companies. Graduates become entrepreneurs and middle managers, HR professionals, project managers, public relations and marketing specialists. Graduates can work as Information Technology (IT), eCommerce Managers and Specialists, Systems or Business Analysts and IT Consultants.

Programme graduates participate and contribute in solving academic and professional problems nationally and internationally and are in demand in Latvia and abroad. This is evidenced by the results of recent labour market surveys. For their assessment, see Appendix 1.

In preparation for the accreditation of 2020, FBME has been working intensively on the development of all study programmes in its field. For the new accreditation period in the field of Management, Administration and Real Estate Management, 3 bachelor study programmes, 4 master study programmes and 1 doctoral study programme have been applied. The detailed description and analysis of these study programmes will be provided in the self-evaluation report section of each programme, while this section will highlight the most significant changes and individual characteristics of the programmes compared to other similar study programmes in Latvia and abroad.

Topicality and uniqueness of study programmes and comparison of study programme's content, learning outcomes, structure and volume with two higher education programmes recognized in EU countries.

Doctoral study programme "Economics and Business"

The FBME doctoral study programme "Economics and Business" will be the only programme of its kind in Latvia, which will cover the sub-branches of the economy and entrepreneurship sector, according to the classification of Latvian branches of science and sub-branches.

The changes in the doctoral study programme are in line with the trends in the development of the OECD science branches and the guidelines of the standards of the European Common Research

Area, which with the accession of Latvia to the OECD (2016) have become an important issue. The advanced Doctoral Programme in Economics and Business represents the scientific field, which is an integral part of research and doctoral studies both in the European Union and worldwide.

The programme is fully in line with the vision and mission of the University of Latvia, which defines the role of the University in ensuring the education of Latvia and sustainable development of the whole society, as well as educating the teaching staff of other higher educational establishments. This is exactly what the education of doctoral students is aimed at in the sub-programmes “Economics and Management” and “Global Economics and Leadership”, as well as in the sub-programme “Education Management”, the development of which is very important for the Ministry of Education and Science (MoES), and other staff in education management, education quality assessment and other areas are also prepared for action within international programmes and organizations (European Union, European Council, OECD, UNESCO, etc.).

The doctoral study programme “Economics and Business” has been compared with doctoral study programmes of the same level and industry recognized in other European Union countries:

1. The Inter-university Berlin Doctoral Programme in Economics and Management (Germany);
2. The Doctoral Programme in Economics and Management, University of Verona (Italy). This comparison covers both the doctoral programme as a whole and applies to the sub-programme “Economics and Management”.

The comparison leads to the conclusion that the above-mentioned programmes are similar in structure. The doctoral programmes of foreign universities in economics and business science differ in the number of courses taught in the doctoral programme, but they are similar in relation to theoretical courses of economics and management science and participation in research seminars in Economics and Business.

Separate comparisons of the Economics and Business PhD sub-programme Global Economics and Leadership with the Swedish University PhD programme and Leipzig's Higher School of Management, which offers a 3-year study programme. The specially designed study programme Stockholm-Uppsala Business Studies (SUBS) is a collaboration with Uppsala University and the Swedish Agricultural University. The UL sub-programme “Global Economics and Leadership” has more in common with US graduate programmes, with more advanced courses and an emphasis on the international dimension.

There is also a separate comparison between the Doctoral study programme “Economics and Business” and the PhD programme at the University of Tartu, Estonia and the University of Coimbra, Portugal.

Academic Master's study programme “Public Administration”

The University of Latvia (UL) Master's Programme in Public Administration is the only academic programme in Latvia. Its aim is to train the Latvian public, academically and professionally qualified personnel for public administration and local government work organization, which would enhance the capacity of the public sector for the development of the Latvian state, as well as ensure its competition within the European and global economy.

The Public Administration study programme offers students great advantages - to gain broad interdisciplinary knowledge, strategic management and complex problem-solving skills, as well as to master the latest management techniques in public administration, collaborative and participatory skills in policy making and decision making.

The content of the master's study programme is constantly updated, taking into account the tendencies of public administration development in the EU and OECD[2], the professional, strategic and innovative competences of public sector employees defined by international organizations[3], strategic directions of public administration policy in Latvia[4] improving efficiency at a lower cost (economy); providing better services (efficiency).

Preparation of specialists with such knowledge is in accordance with the National Development Plan of Latvia for 2014-2020, which defines planned, comprehensive and qualitative development of human resources and services provided by the state, ensuring the development of the necessary competences and co-operation mechanisms to improve efficiency and quality of public administration[5]; Priority of Latvia's Sustainable Development Strategy 2030: Innovative Governance and Public Participation[6], whose aim is effective public governance, is capable not only of responding to change, but also of anticipating and driving it, delivering services that are meaningful and necessary for society in the future. Most of the priority areas of the Latvian society as well as the Public Administration Reform Plan 2020 are actively participating.

There are 3 programmes used to compare the master's study programme:

1. The Professional Master's study programme "Public Administration" implemented by the School of Business Administration "Turība" in Latvia;
2. The Master's programme "Public Administration" implemented by Mykolas Romeris University in Vilnius, Lithuania;
3. Nordic Master's Programme in Innovative Governance and Public Administration, implemented by 3 Nordic universities - Finland (University of Tampere), Norway (University of Agder) and the Royal Swedish Institute of Technology.

The Professional Master's study programme "Public Administration" has been chosen because, like the Public Administration Programme at the University of Latvia FBME, its content is integrated with the content of the programme. The New Public Administration approach, which provides for widespread use of private sector principles in the management of public sector organizations, where possible. The stated goal of both study programmes is to train academically educated and professionally qualified personnel that would enhance the capacity of the public sector for the development of the Latvian state. The ambition of both study programmes is to train senior executives in governmental and inter-governmental institutions, non-governmental organizations, and companies. In order to achieve the set goals, appropriate study programme content is also provided, - both study courses include management science study courses - project management, human resource management (School of Business Administration Turība) or strategic management of human resources (UL FBME); and communication study courses. Both the University of Latvia Master's degree students in Public Administration and the School of Business Administration "Turība" conclude the study process with a successfully defended master's thesis about public administration.

However, there are differences in the implementation of both master's programmes in terms of organization and content. Evaluating the content of both master's study programmes, differences in study directions can be identified: The School of Business Administration "Turība" focuses on the broader study of law (administrative law and process, human rights in public administration, constitutional law, commercial law, municipal law), and the University of Latvia Master's programme in Public Administration - broader interdisciplinary knowledge.

Mikolas Romeris University in Vilnius is implementing a master's programme in Public Administration, which is both the largest and most popular of its kind in Lithuania. Similarly, to the

University of Latvia Master's Degree Programme in Public Administration, the corresponding programme of the University of Lithuania provides 2/3 of the study time for theoretical courses and 1/3 for the elaboration of a master's thesis. The defined goal of the study programme is similar - to prepare highly qualified specialists for public administration and public policy. The choice of study courses is based on the need to provide a broad knowledge and comprehensive approach to public sector management and administration in Lithuanian public administration. Similar study courses are taught in the study programmes of both universities - Public Administration, strategic and project management, human resource management, research methodology. However, there are also many differences in the range of studies offered and the overall implementation of the programme. Mykolas Romeris University has a master's programme in Public Administration of 1.5 years and a smaller number of courses (90 ECTS). The content of the programme focuses on various aspects of management science and specific areas of public administration, teaching courses such as "reform policy", "strategic marketing in the public sector", "public service management", "strategic decision making". In the UL Master's programme these aspects are integrated into the content of different study course content.

The Nordic Master's Programme in Innovative Governance and Public Administration, implemented by 3 Nordic universities - Finland (University of Tampere), Norway (University of Agder) and the Royal Swedish Institute of Technology. The choice of this study programme for comparison is justified by the application of the latest trends in public administration both in the content of the study programme, developing a culture of innovation in the operation of public sector organizations and the proposed study format.

In each of the three specific universities, the study programme is organized for one semester, the compulsory part of the third semester is the participation of students in an innovation lab project "OpenLab environment" at the Royal Swedish Institute of Technology. During the 4th semester students return to the University of Tampere for a master's thesis. In the content of the study programme, it is possible to find similarity in the choice of several study courses with the UL Master's study programme (public administration, reforms and current trends, various aspects of management theory, change management, human resources). Duration of studies, 2 years, credit points 120 ECTS.

However, there are significant differences in the Nordic Master's programme. The Master's programme is of a cross-disciplinary nature, combining elements from the social and engineering sciences as well as humanities and science to deliver solutions for public administration and the business environment. Students learn networking skills, service production, smart solutions, innovative systems, digitization and value chains.

The analysis of the selected master's degree programmes shows that each of the study programmes is specifically nuanced, emphasizing a specific dimension of the public sector. But all programmes also share a common focus - understanding the increasing interplay between the public and private sector and the convergence of borders.

The Academic Master's study programme

"Management Science"

The Master's Degree Programme in Management is the only academic master's programme in Management at UL FBME in the field of Management, Administration and Real Estate Management and is an integral part of the full cycle of Management Science offered at the University of Latvia. Within the framework of the study programme there are implemented sub-programmes - Strategic Management and Leadership, Marketing Management, Business Analysis and Management

Systems, which in general make the programme unified and impossible to integrate in any other UL programme. The Master's degree programme can provide the knowledge of both business organization and management that is required by all entrepreneurs in today's competitive environment in any industry. As business develops, there is a growing demand for specialists with knowledge, skills and competence in management and business. Specialization sub-programmes include in-depth integration of business analysis and research into the study process.

For international comparisons, Master's study programmes at European Union universities were analysed: Vilnius University and Vytautas Magnus University in Lithuania, Aberdeen University in the UK, Dublin City University in Ireland, the University of Barcelona in Spain. The duration of the master's study programmes at all the mentioned universities is 2 years. Similar study courses are offered in the master's degree programmes of UL and EU countries: Risk Management and Statistical Analysis, Project Management, Quantitative Marketing Methods, Business Quantitative Analysis, Strategic Management, Innovation Management, Quality Management, Logistics Management, Information Systems Management and more. Deeper specialization within the framework of the UL Master's study programme is carried out in the directions that correspond to the practice accepted in foreign higher education institutions. Graduates of the UL Master's study programme need theoretical knowledge and practical skills in comparison with higher education institutions of other countries, which gives them a real opportunity to continue successful studies in Latvia and abroad. The level of knowledge and competitiveness also enables graduates to find jobs both domestically and abroad in line with their education and to develop their careers there.

Professional Master's study programme "Project Management"

In order to evaluate the compliance of the master's study programme "Project Management" with the trends of the economy and business sector in the European Union, a comparison was made with two higher education programmes of the same level recognized in European Union countries:

1. University of Applied Sciences Dortmund (Germany) Master's Programme in Project Management, ranked 76th in the National Ranking of Germany in 2019
2. Vienna University of Economics and Business (Vienna, Austria), ranked 38th in the prestigious QS World University Rankings in 2019.

Comparing the UL FBME Professional Higher Education Master's Degree Programme "Project Management" with the European Union state recognized higher education institution or college study programmes, it can be concluded that the UL FBME study programme provides graduates with comprehensive professional competence in project management that meets internationally recognized project management standards. A comparatively large share of programmes in terms of content and volume indicates that a master's degree in Project Management, in terms of prior education, is equivalent to higher education programmes in other EU countries and in line with economic and business trends in the EU. The programme provides a process-oriented learning process stemming from the application of international standards by organizing a student training process leading to a Master's thesis, including project development according to project management documentation requirements, leading to a double degree in collaboration with the University of Applied Sciences Dortmund (Germany). The University of Applied Sciences Dortmund (Germany) is a study programme jointly developed and accredited by a consortium of several European universities. This programme, like the UL FBME Professional Master's Degree Programme in Project Management, provides a master's degree, the duration of the programme is also 2 years, it is a full-time study programme and their total amount is 80 credit points. A prerequisite for starting studies is a bachelor's degree or diploma in economics, economic informatics or a comparable field of science. The obtained master's degree gives the right to continue doctoral

studies.

Implementation of the study programme of the University of Applied Sciences Dortmund (Germany) is based on a modular system. There are 10 compulsory modules that are completed in semesters 1 and 2. In semester 3, students can choose a specialization area, such as information technology, e-commerce, logistics, quality management, etc. and acquire relevant knowledge and skills in one of the partner universities. During the 4th semester students take the final examination and defend their master's thesis. Comparative analysis of programme content shows that both programmes contain important project management issues such as theoretical aspects of project management (project phases, life cycle, project organization), project management processes, risk management, project quality management, social and legal aspects of project management, and project portfolio management, project economics and finance. While the Dortmund University study programme provides detailed knowledge and skills acquired during the first two semesters, choosing a particular industry specialization, the UL FBME study programme includes examples, tasks and situations from different disciplines, and specialization is provided by companies and organizations.

The Vienna University of Economics and Business (Vienna, Austria) study programme is an accredited study programme aimed at providing knowledge and skills in business management, including project management. The difference from the UL FBME Professional Master's degree programme is that it provides an academic master's degree in Business Administration with a Master of Business Administration (Project Management) duration of 24 months (~ 2 years). part-time studies. A prerequisite for entry is a higher education degree equivalent to a bachelor's degree and at least 3 years professional experience in the relevant field. Implementation of the study programme at Vienna University of Economics and Business (Vienna, Austria) is divided into 3 parts: in the first part (about 9 months), students acquire knowledge and skills in various aspects of business management. The second part (also about 9 months), offers study courses according to the chosen specialization - project management. The third part (6 months), involves the development of a master's thesis. The University of Latvia FBME study programme has a different division, Part A and Part B study courses, respectively.

The topicality of the study courses and their correspondence to the needs of the labour market is evidenced by the regular improvement of the study course content. Thanks to regular contacts with graduates and employers, as well as with employers' professional associations and institutions, which provide feedback to the labour market participants - employers and graduates - the content of the programme is regularly updated.

Professional Bachelor's study programme "E-Business Management"

The content and structure of the study programme "E-Business Manager" is designed according to the newly developed professional standard "E-Business Manager". The qualification corresponds to the sixth level of the Latvian Qualifications Framework.

The study programme "E-Business Manager" continues the approach of the study programme "E-Business and Logistics Management System (42345)": to acquire and use information technologies in business. The previous programme "E-Business and Logistics Management Systems (42345)" was in compliance with the Qualification Level 5 of E-Commerce Specialist approved by Order No. 642 of 14 November 2002 of the Ministry of Education and Science, registration number PS0135. The study programme with the new title "E-Business Manager" has been modified in accordance with the new professional standard "E-Business Manager".

The Professional study programme "E-Business Management" provides students with opportunities to acquire integrated knowledge, skills and competences in information technology, business

organization and management. During their studies students acquire comprehensive theoretical knowledge in economics, finance, accounting, logistics, law, business management, marketing, information and communication technology. Students will also acquire practical skills in scientific research as well as in the preparation and implementation of innovative business projects. The programme gives the opportunity to work with the latest information technologies, to acquire a modern profession, to receive a professional bachelor's degree in e-business management.

In order to evaluate the compliance of the study programme “E-Business Management” with the trends of the economy and business sector in the European Union, a comparison was made with two higher education programmes of the same level recognized in European Union countries:

- Carinthia University of Applied Sciences, Austria, undergraduate programme "Digital Business Management"
- Bachelor of Digital Business & Management, Berlin International University of Applied Sciences, Germany

The analysis of these two study programmes and their comparison with the study programme “E-Business Management” revealed their common features: all three programmes provide students with knowledge in economics, business management, computer science and the content of computer science related courses is proportionally similar in all programmes. E-Business Management has a longer study time (eight semesters in full-time study, compared to only six semesters in comparative higher education programmes) and more courses that develop skills in using ready-made tools for e-business and e-commerce solutions courses in management science and mathematics and statistics. In addition, the study programme “E-Business Management” includes two traineeships that allow students not only to acquire the knowledge and skills needed in the labour market, but also to obtain data and information necessary for the development of a Bachelor's thesis.

As a result of the analysis, a sufficiently large share of the content of the programmes can be identified, which indicates that the study programme “E-Business Management” is equivalent to the study programmes of higher education institutions of other EU countries and corresponds to business trends in the EU. The uniqueness of the study programme “E-Business Management” in comparison with the mentioned programmes of the European Union is its in-depth orientation towards business management and use of information technologies for achieving specific business goals, in-depth knowledge in law, project management, ready tools and systems.

Professional Master's study programme “International Business”

The Professional Master's Degree Programme in International Business with the Specialization in Export Management is designed to provide the knowledge needed to meet the needs of an entrepreneur in an international environment using appropriate management techniques and skills to organize business across national borders to successfully integrate in the global economy. The programme focuses on the international aspects of marketing, management and finance. The requirements for the master's degree and the corresponding qualification are designed to provide a practical and theoretical knowledge base for future business executives. The programme builds skills for competitiveness in the global marketplace. Therefore, the graduates of the study programme are provided not only wide opportunities for work, but also career development at the Latvian and international level. The programme is focused on preparing senior executives in every area of business to provide everyone who has successfully mastered it with the necessary prerequisites to succeed in international business, both in the private and public sectors. Graduates of the programme work in multinational corporations both in Latvia and abroad (J.Adamovics

Meridian Trade Bank, K.Stadnik Olfa Press Ltd., Olainfarm, L'Oréal etc.); Graduates of the programme are entrepreneurs who have started a business either before or after graduating from the programme (e.g. R. Freidonsons SIA "Puse PULs", N.Kalniņš NK Consulting Bureau, NK Agro, M.Pētersons SIA NORDI, S.Woolner SJ Newland Ltd., U.Neilands AUTOFI); Graduates of the programme work in international organizations (e.g. J.Adamovics EBRD), ministries of the Republic of Latvia and state institutions; graduates are executives in companies and organizations.

In addition, the programme offers a unique opportunity to study in an international environment. The composition of the international group is different in all study courses, with the participation of full-time local students, foreign full-time students, double-degree students from France (Paris-Est-Créteil University students participating in the double degree programme) and ERASMUS exchange students. Guest lecturers not only represent US and European universities, but also international business professionals (e.g. P. Folkin (Canada) is an International Investment Specialist, M.Trestl represents the International Airline Business, B. Zuromska - Deloitte, Audit and Financial Risk Analysis). Cooperation with visiting lecturers from European universities is based on long-term mutual agreement principles, mainly under the ERASMUS agreements, with visiting lecturers from the US - in cooperation with the US Embassy in Riga, UL North American Studies Centre, mainly US Fulbright Programme. Guest lecturers integrate into the implementation of the basic lecturer courses. There is also co-operation with foreign doctoral students in PhD sub-programmes, Global Economy and Leadership, who present their professional experience as high-level employees in multinational corporations.

Closer cooperation has been established with the master's degree programmes of the University of Paris-Est-Créteil. The University of Paris and the University of Paris-Est-Créteil have signed a bilateral diploma agreement. Now students from both universities (<5 students from each university each year) have the opportunity to obtain another diploma.

Students are involved in research projects led by lecturers at the University of Latvia development and evaluation of economic aspects and subjective perception index). Students have the opportunity to participate in international student conferences, students participated in joint research organized by UL and University of Applied Sciences in Fulda (Germany), MSRIM University in India (similarly - all 2nd year master's students developed specific questions), results were presented in 11 video conferences. Students' advanced knowledge and understanding of current issues in economic theory, classical and innovative management science, and the ability to demonstrate in-depth theoretical knowledge and research skills to analyse, process, critically evaluate, and interpret information and data from a variety of sources in the country as a whole.

The Professional Master's study programme compared:

1. with 2 master's programmes at the University of Paris-Est-Créteil in France, as this university has a double degree contract with the University,
2. with 2 Baltic University Programmes: The Estonian Business School Master's programme in International Business Administration and Vilnius University Master's programme in International Business Management.

Both the University of Latvia's International Business Programme and the French University's International Business and International Trade and World of America programmes are two-year study programmes of 120 ECTS. A traineeship is provided in all 3 study programmes (UL programme and both programmes of the French partner university) - at UL it is 26 CP (= 39 ECTS), but in the French university programmes 4-6 months, which would be equal to one full semester, i.e. 20 CP or 30 ECTS. The content of the programmes is very similar, which also allowed for the conclusion of a double degree programme. The differences are as follows: 1) The French university programmes focus more on geopolitical orientation - such as the Chinese market, its research, the

North American economy, its market, the Brazilian economy, etc .; 2) In the French university programmes, students also acquire a foreign language - business English (which is done at the UL at the undergraduate level) and a foreign language of the respective region, taking several courses in the respective foreign language. As a result, students are given the opportunity to go to the country in question, for example in traineeship, to use their language skills to access authentic materials; 3) The University of Latvia's professional Master's degree programme in International Business pays much more attention to research and its methods (mastering quantitative methods, analysing Big Data for French students is usually new when coming to the University of Latvia).

In addition, the University of Latvia professional master's study programme International Business has been compared with the programmes of two universities in the Baltic States: The Estonian Business School Master's programme in International Business Administration and Vilnius University Master's programme in International Business Management. In all programmes, the duration of studies is 2 years, the number of credit points is 80 CP or 120 ECTS. The basic courses at the Estonian Higher Education Institution are very similar, as are a large research block, but in the 2nd year specialization starts (Strategic Marketing, Corporate Finance and Value Reporting, Big Data & Data Management, Management in Digital Society, Public Administration) and the programme includes the appropriate study courses. By analogy, if the UL professional master's degree programme has a specialization in export management, then the courses related to export management already begin in the 2nd semester. The content of the analysed Lithuanian programme is very similar to the content of the UL programme, but one different course is Business Psychology and Image Management, which seems to be oriented towards the image of the company, which could be an interesting topic for a future UL programme. The similarity of the study programmes analysed is not surprising as they are designed in accordance with the guidelines for higher education in the EU, as well as with national higher education standards and the requirements of profession standards.

Professional Bachelor's study programme "Industrial Engineering Management"

The content of the professional bachelor's study programme "Industrial Engineering Management" has been developed according to the "Industrial Management Engineer" profession standard, as well as taking into account the practice of European and American higher education institutions in the implementation of similar study programmes. Upon successful completion of the study programme, the qualification "Industrial Management Engineer" is awarded.

The study programme is the only one in the Baltic States that provides students with the opportunity to acquire interdisciplinary knowledge, skills and competences within a single programme that combines engineering, management and science study courses to secure the qualification of an engineer. The study courses included in the study programme provide theoretical and practical skills on the application of engineering principles in production processes, as well as on the principles of management, quality and efficiency.

Such programmes are implemented in many universities around the world where the course content is structured in a similar way to the Industrial Engineering Management study programme, such as at the University of Georgia - Bachelor of Science in Industrial Engineering, University of Florida - Industrial and Systems Engineering, Arizona State University - Industrial Engineering, Texas Tech University - Bachelor of Science in Industrial Engineering, etc. Three EU study programmes with content relevant or related to the engineering industry were selected for comparison:

1. "Industrial Engineering" by Greenwich University (UK); Ranked 233rd in the Quality of

Education Rank in 2019.

2. Industrial Technology Engineering, Polytechnic University of Catalonia (Spain), ranked 300th in the QS World University Rankings in 2019.
3. Industrial Technology Management, Kaunas University of Technology (Lithuania).

The study programmes “Industrial Engineering” and “Industrial Technology Engineering” were chosen because they prepare engineers with the same competencies as the UL study programme “Industrial Engineering Management” and the content of the study courses is similar. In addition, the study programme “Industrial Technology Management” was chosen because it also prepares executives for industrial companies, but when examining the content of the study it was found that the study courses are different because the main emphasis is on management courses and graduates are not awarded the professional qualification of engineer. Polytechnic University of Catalonia is distinguished by the fact that it offers a double degree in cooperation with other universities (UOC, INSA, ENSTA ParisTech, ULB).

The training of specialists with such knowledge sets corresponds with several EC education priorities for promotion of interdisciplinary and multidisciplinary knowledge, as well as several goals and tasks of the UL strategic plan, for example, development of separate interdisciplinary and international excellence study programmes.

The content of the study programme has been developed in cooperation with employers who have emphasized the need for such specialists. Graduates can work as managers of an industrial company that manages the operation of the company's engineering systems and processes. The market situation, according to the Economics Ministry's "Medium and Long-Term Forecasts of the Labour Market" and research by the US Institute of Industrial Engineers (www.iise.org), shows a shortage of highly qualified, interdisciplinary and engineer-qualified and the demand for this type of professional is growing rapidly. Therefore, the graduates of the study programme are provided with not only wide opportunities for work, but also career development at the Latvian and international level.

Academic Bachelor's study programme “Business Administration”

Undergraduate students in Business Administration are offered a broad base of knowledge in line with academic education standards as well as the opportunity to specialize in a number of areas of management. There are opportunities to acquire practical skills and realize your business ideas at the Business Incubator of the University of Latvia working in FBME. The programme focuses on incorporating the business component into studies, business analysis and research. The integration of enterprise data analysis in the learning process is based on the use of databases (e.g. MarketLine, Orbis) in several courses, research and course papers, bachelor's papers. On the practical side, studies can be integrated into the activities offered by the Business Incubator and into the academic practice included in the programme. The specialization “International Business” is implemented in English, which develops internationalization processes in the faculty and creates opportunities to increase the number of students enrolled in the programme.

Comparing the Bachelor's programme with programmes of this level and those of the economy and business in foreign universities (e.g. Radboud University (Netherlands), Business Administration) and Bremen University Colleges (University Bremen, Germany)) Bachelor's study programme "Business Studies"), it is possible to find a sufficiently large part of the programme in terms of content, volume and structure and to conclude that the UL Bachelor's study programme "Business Administration" is equivalent to the study programmes of other European Union countries, provides

the basic principles of business management and economics, general skills and research methods, certain specialization knowledge. The courses offered in the programme on basic business management issues are in line with international practice, labour market requirements and scientific developments in this field.

Within the field of study, FBME has long-term successful cooperation with management and economics study programmes in other higher educational establishments of Latvia (Riga Technical University (RTU), Latvia University of Life Sciences and Technologies (LUA), Rezekne University of Technology (RTA), Ventspils University College (VA), Business, Art and Technology Higher Education Institution (RISEBA), Baltic International Academy (BIA), etc.). Similarly, FBME actively cooperates with several foreign universities that implement similar study programmes, such as Dresden Technical University, Kaunas University of Technology and many others. It allows to follow the current trends in foreign higher education institutions in order to improve the content of study programmes included in the study direction. In Latvia and abroad, as well as in the previous study periods, the study courses acquired at the University of Latvia are recognized and the University has developed a system for aligning study courses.

The offered study programmes provide management, administration and real estate management specialists with in-depth knowledge of management science theories, situation analysis and their development modelling and forecasting, considering various possible business development scenarios and risks.

[1] Latvijas Nacionālais attīstības plāns 2014. - 2020. gadam

[2] OECD Recommendation on Public Service Leadership and Capability, OECD, 2019

[3] Mapping skills needs for high performing civil service, OECD, 2017

[4] Valsts pārvaldes reformu plāns 2020

[5] Latvijas Nacionālais attīstības plāns 2014. - 2020. gadam

[6] Latvijas ilgtspējīgas attīstības stratēģijas līdz 2030.gadam

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 University of Latvia is a prestigious institution of academic and professional higher education and science in the Republic of Latvia, which unites and develops study and research potential in the fields of natural, technical, humanities and social sciences, which is reflected in the annual international university rankings. FBME is one of the largest faculties of the University of Latvia, which implements two study fields and its success is integrated in the UL common study and research indicators. The strategy of development of the study direction "Management, Administration and Real Estate Management" implemented by UL FBME is based on the continuous functioning and development of a well-organized, precise and open study system that not only meets the requirements of internal and external regulatory enactments and is focused on students' interests, is an essential element of the Study Strategy Development Strategy. The growth of the Latvian state and economy cannot be achieved without educated and qualified specialists in

economics and business, who are able to work in any sector of the economy and demonstrate a creative approach to solving business and theoretical issues. In today's competitive and changing environment, entrepreneurs, managers and other professionals alike need knowledge and understanding of the processes involved in Economics and Business, and aspects related to their development.

The aim of the study direction development is to provide research-based and innovative management science studies that meet the needs of the Latvian and European labour market, which use and integrate economics, finance, law, social, information and communication knowledge into a unified whole as well as prepare qualified specialists in the area of business management for Latvia, the European Union and the world community by providing the appropriate skills, knowledge and competences. The objective of the direction is directly in line with the strategic goal of the University of Latvia - to provide science-based studies, using modern and competitive educational technologies, promoting the development of higher education, student and staff scientific activities, multi-disciplinary, theme oriented approach. The goal of both the direction and the UL strategy is integrated into the overarching goal of making the UL a University of Science that prepares and attracts high-level scientists. Its knowledge transfer contributes to the competitiveness of the Latvian economy and to the improvement of the quality of life in society. The knowledge and technologies created by the UL are highly valued internationally. The "Sustainable Development Strategy of Latvia until 2030" approved by the Saeima was used to evaluate the perspective of the study field and study programmes from the point of view of the interests of the Republic of Latvia. The goal of the study direction development strategy implemented by UL FBME is to provide students with world-recognized education in management, administration and real estate management, which would not only be used to solve problems important for Latvia's economy, but would also focus on employment development. The study programmes included in the study direction are aimed at the deepening of knowledge in management, administration and real estate management with the aim to provide comprehensive and detailed knowledge in these fields, which is the basis for successful development of the implemented study programme and achievement of its goals.

The development of the University of Latvia is planned on a regular basis and currently the study direction corresponds with the UL Development Strategic Plan 2010-2020;^[1] The Strategic Plan of the University of Latvia for 2010-2020 stipulates - to guarantee access to education in close contact with outstanding academic staff, as well as active scientists and intensively practicing professionals in a modern university environment, guaranteeing the possibility to develop scientific creativity, prepare faculty for other universities, as well as specialists in public administration, municipalities and law enforcement institutions, using modern and competitive educational technologies, thus contributing to the growth of Latvian society and the state.

The principles of the study direction development implemented by the UL FBME are as follows:

- compliance with legislation, requirements, guidelines and strategies of Latvia, the University of Latvia, the European and international space.
- development and implementation of study courses complying with professional standards and ensuring professional direction.
- cooperation with students, employers, professional organizations.
- attraction and development of highly qualified teaching staff.
- quality control and implementation of the study process at all levels.
- continuous improvement of the study process and study quality.
- cooperation with other higher education institutions.

The study direction development strategy is implemented in accordance with the UL common

strategy and detailed information on its integration in the direction's development is provided in the following report.

The principles of the study direction development implemented by the UL FBME are as follows:

- opportunities for students to obtain higher education in management, administration and real estate management, as well as skills in the labour market, and to develop themselves in scientific and artistic creativity.
- to promote the growth of Latvian society and the state.
- actively participate in international academic life.
- to promote collaboration between scientific disciplines and the use of knowledge.
- take care of the professional and creative development of students and staff.
- to unite studies and research, to involve students more intensively in scientific research work.
- to unite the traditions and dynamic development of a classical university.
- to attract the most talented school graduates of Latvia, as well as talented students from other countries, to management study programmes.
- to realize innovative ideas in scientific and creative work, studies and management.
- to promote the creation and use of intellectual values for the development of science, society and the economy.
- adopt a creative approach to seeking and attracting new financial resources.
- to share their expertise in promoting Latvia's competitiveness in a diverse national, regional and global context.
- to develop active cooperation with the state, municipalities, employers and professional organizations.
- expand cooperation with graduates of the study field.
- to develop interdisciplinary research and study integration in cooperation with other higher education institutions in Latvia.
- expand e-learning and distance learning opportunities.
- to provide the Latvian population with education opportunities for professional development, employment prospects and life-long development.
- to promote the availability of highly valued scientific works to the general public in the world academic community.
- actively participate in science communication projects and promote scientific and technological achievements.
- ensure active participation in management science communication projects and the promotion of scientific and technological achievements.

The aims of the study direction and the defined strategic priorities are in line with Latvia's National Development Plan for 2014-2020, where several priorities related to national development are specified to achieve national growth goals. This includes developed research, innovation and higher education^[2]. The prospects for the study direction and programmes from the perspective of the Republic of Latvia's interests and compliance to the needs of society and the economy are determined by the Saeima-approved Latvian Sustainable Development Strategy through 2030.^[3]

- 1) Upon receiving their diploma, students receive academic degrees that are comparable, as well as an addendum to the diploma which is in line with the Europe's unified diploma requirements;
- 2) The education involves two cycles of studies, with the bachelor's degree being usable in the European labour market, as has been seen in the ability of graduates to find work in other European Union member states;
- 3) There is an ECTS point system to accumulate credits, not least in terms of lifelong education

that is ensured by the Management and Business Education Centre (CEMT), and this applies to each course description and sectoral study programmes, with CEMT courses having grades that relate to the ECTS;

4) True mobility for students, faculty members and scientists has been ensured, as confirmed by the exchange of students, professor/lecturers and scientists with other European universities, as well as by virtual courses and conferences.

In order to achieve the common goals of the study field, the following tasks have been implemented:

- to educate competitive and knowledgeable specialists in the labour market.
- to carry out the acquisition of knowledge characteristic to management science in a basic and in-depth form, which ensures the possibility to use existing opportunities of this science qualitatively, to create new and improve existing ones, as well as to prepare students for creative, research and pedagogical work in science;
- to organize and improve an orderly, accurate study system.
- to ensure the acquisition of high-quality consecutive study courses.
- to develop and improve the informative and material-technical provision of the study process.
- to develop students' responsibility, initiative, awareness, accuracy and to promote the comprehensive growth of students' personality in the daily study process.
- promoting self-education, developing abilities and skills to acquire, process and use information.
- besides acquiring theoretical study courses, students should be provided with practical skills under the guidance of lecturers.
- to implement internal quality control to ensure the quality of the study process.
- to attract the most qualified lecturers, including foreign lecturers, to teach study courses.
- to cooperate with employers, professional organizations, as well as other higher education institutions in Latvia and abroad.

UL FBME will continue to provide management studies, from undergraduate (bachelors) to doctoral. Such a strategy is based on the fact that every student has the opportunity to acquire not only the theoretical and practical knowledge required by a qualified management specialist, but also, upon obtaining a doctoral degree in Economics and Business, to focus on research and teaching. This complex approach fulfils several functions: 1) provides opportunities for comprehensive development of each student; 2) ensures the possibility of attracting new teaching staff; 3) Strengthens feedback.

Each student is initially provided with the basic knowledge required in the respective study programme. This takes place in several sub-disciplines simultaneously to provide students with basic knowledge in the entire scientific field (starting from business creation and development, microeconomics, macroeconomics, management theory, statistics and econometrics as well as financial theory, business accounting, economics and business informatics, record keeping and business correspondence etc., study courses). A list of FBME standard courses for undergraduate programmes are in Appendix 2. Subsequently, during the study process, the knowledge provided is gradually deepened on the basis of previously acquired skills in the study courses, which ensure the content of the specific study programmes already in the field. This is reflected in the materials of each study programme. Thus, gradual and sequential implementation of the study process is directly implemented, which, in view of the learning outcomes and skills acquired, indicates a correct approach.

The UL FBME has made all the prerequisites for a well-organized and results-oriented study system

by timely planning of the study process, scheduling of classroom loadings, timely provision of information to students about the number of requirements set for successful completion of each study course. UL FBME has long been using e-learning opportunities, which ensures successful progress of the study process, transparency and the opportunity for every student to keep track of their achievements, study materials, express their appreciation of the quality of studies, as well as academic staff to organize study work. All study courses are implemented in the E-Studies platform Moodle, which contains lecture presentations and methodological materials, usually in PDF format, lesson schedules and course descriptions, practical work descriptions, snippets of study book chapters, software to be used, work examples, web link collections, adaptive and screening tests, tests, exam tests, news forums, dictionaries, and encyclopaedias. The completed practical and test works can be submitted in the E-Studies platform. Multimedia presentations are also used in some directional courses. All necessary methodological resources are available on the FBME Portal and Moodle E-Studies platform: methodological materials for graduation papers and course papers, study practice regulations and programmes, course descriptions, lecture presentations, work examples, study materials in PDF format, etc. The availability of all study materials on the web ensures an efficient study process. Materials and research papers in the E-Studies platform are accessible from computers in classrooms, wireless networks throughout the building at Aspazijas Boulevard 5, and from student residences using the virtual private network provided by the University of Latvia. Students have full opportunities to study outside the UL's premises, read lecture presentations, listen to multimedia materials, submit completed works, perform adaptive tests.

Systematic and increased attention is paid to updating the content of courses taught by FBME. At the end of the semester the study courses of the study field are updated, assessing their content and study results. From 2018, in order to update the study courses, an order was issued by the Rector of the University of Latvia on the Procedure for the Development and Updating of Study Courses of the University of Latvia (10.08.208. No. 1/277), as well as the instruction of the Dean of the University of Latvia FBME on the preparation of study course descriptions and improvement of the E study environment (FBME-A43.1 / 318 15.08.2018.). In order to optimize the study courses included in the study process, a list of FBME standard courses for bachelor's study programmes has been elaborated. For example, the study course "Establishment and Development of a Company" (in the amount of 4CP), which was developed in cooperation with the Student Business Incubator of the University of Latvia.

The results of the implemented study direction show that its content and resources, the involved academic staff and practitioners, as well as the overall staff, quality and uniqueness achieve the mission defined by the University of Latvia. Bearing in mind that UL's mission and strategic goal is to become the leading science university in the Baltic region and occupy a high position among European universities, the management, administration and real estate management programme focuses on the achievement of all these main goals by its content and implementation, because (1) its model is consistent with the form and content of the Single European Education Area; 2) the content ensures the preparation of high-level professionals and scientists in economics and business; 3) realization is aimed at improvement of the qualification of the UL academic staff and its renewal.

The UL Strategy 2016-2020 states that the UL is founded as a university that combines diverse studies and scientific activities to provide world-recognized higher education, create new knowledge and apply it in solving problems important for the Latvian economy and society, as well as supporting successful development of the state, economy and society through the transfer of the UL concentrated competence.

The study field implemented by the UL FBME corresponds to the requirements of a common

educational space in the European Union, and further development of the study field is directly related to the further implementation of a higher quality education system corresponding to the European educational area. The study programme “Management, Administration and Real Estate Management” implements the main theses of the Bologna Declaration:

1. Graduates receive comparable degrees and diploma supplements in Europe that meet the requirements of the Single European Diploma Supplement.
2. education is obtained through a two-cycle study system where the first (bachelor's) degree is available on the European labour market, as evidenced by the ability of graduates to find work in another European Union countries.
3. an ECTS points system for credit accumulation, including lifelong learning, provided by the Centre for Management and Entrepreneurship Learning (CEMT) has been established.
4. real mobility of students, teachers and scientists is ensured through exchanges of students, teachers and researchers with European universities, as well as through virtual courses and conferences.

There are English (both undergraduate and postgraduate) programmes available to foreign students in the field of study, and many European and international aspects are undoubtedly appreciated in many courses. 20% of the total credit points of the programme are planned to be integrated into English courses.

The growing number of foreign students every year testifies to the quality and competitiveness of the programmes on the international market. Taking into account the aims and objectives of the Bologna Declaration, the study model implemented by the University of Latvia FBME offers wide possibilities, for example, the possibility to choose and participate in mobility programmes, as well as the possibility to continue studies in higher education programmes in EU and European Economic Area universities. Currently, the dynamics of foreign students studying at the Faculty (not including exchange students) can be seen in figure 1.1.

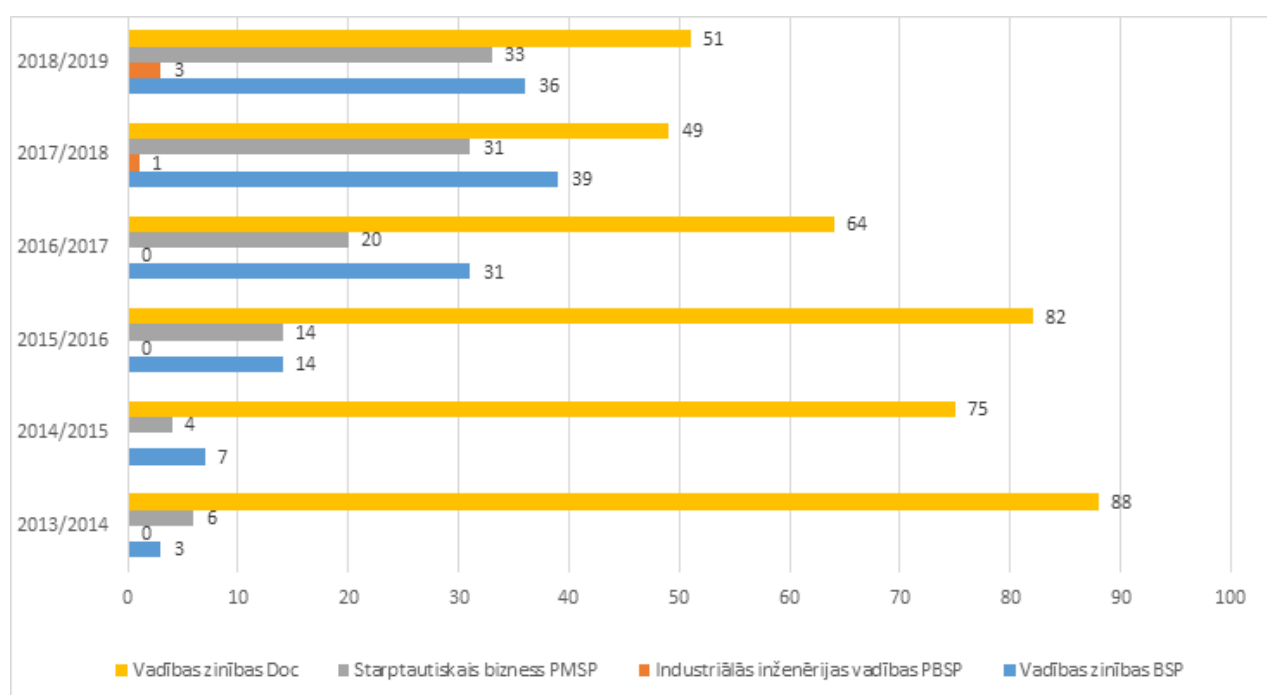


Figure 1. 1. Trends related to the number of foreign students during the reporting period

Students of the specialization have the opportunity to acquire individual study modules, study courses or traineeship(in whole or in part) in the study programmes of other foreign higher

education institutions or colleges, have cooperation agreements on the implementation of joint study programmes and the exchange of academic staff. UL FBME provides ERASMUS + programme mobility types, ERASMUS + Global Mobility, CAMPUS EUROPAE, ISEP as well as bilateral exchange agreements for students, academic and administrative staff. UL FBME is actively involved in projects announced by VIAA and is involved in other international projects, such as the EEA / Norwegian Financial Mechanism. In the academic year 2018/2019, 186 ERASMUS + Collaboration Agreements with universities across Europe, as well as EEA countries, were concluded at the UL FBME. 18 Campus Europae Cooperation Agreements with European Universities. Students can also spend a semester in an ISEP exchange programme at one of the US universities, as well as at one of the UL colleges under a bilateral agreement.

UL FBME has cooperation agreements on Double Diploma programmes with Université Paris - Est Créteil Val de Marne (UPEC) in France, University of Economics in Bratislava, Slovakia and Manipal University in India.

UL FBME has signed an agreement on the establishment of the Silkroad Business School, which aims to promote cooperation between Chinese and Eastern European business schools. Negotiations are underway for a joint programme with Beijing Foreign Studies University, China. It is hoped that this cooperation will allow students of the professional bachelor's programme "International Economic Relations" and the professional master's programme "International Business" to simultaneously obtain two diplomas while going to China. UL FBME has become a member of the Association for Advance Collegiate Schools of Business (AACSB). The process of obtaining international accreditation has already begun, which will significantly increase the competitiveness of the UL FBME both locally and internationally.

Cooperation with foreign higher education institutions and colleges that implement similar study fields and study programmes:

- Dresden Technical University (international conferences, guest lectures, VCL - Virtual Collaborative Learning)
- Ruhr-Bohum University (Ruhr-Universität Bochum Lehrstuhl für Wirtschaftsinformatik / Competence Centre E-Commerce, several students having completed the "Net Economy" course, with a certificate).
- Free University of Berlin (Freedom Universität Berlin Lehrstuhl für Betriebswirtschaftslehre im Kompetenzbereich Organization and Management der Allgemeinen Berufsvorbereitung (ABV), e-Commerce Fachbereich Wirtschaftswissenschaft).
- Kaunas University of Technology (cooperation agreement)

The study direction implemented by the UL FBME corresponds to the UL mission, academic traditions and labour market demand for professionalization of studies, awarding of professional qualification together with an academic degree.

Within the field of study, FBME has long-term successful cooperation with management science and economics study programmes in other higher educational establishments of Latvia (RTU, LLU, RTA, VA, RISEBA, BSA, etc.):

- UL FBME professors and professors from other universities cooperate in the composition of professors and promotion boards.
- UL FBME lecturers and lecturers from other higher education institutions cooperate in final examination commissions of undergraduate study programmes.
- UL FBME and other university lecturers, doctoral and master's students collaborate in international scientific projects, scientific and academic conferences, seminars, preparation of scientific publications and textbooks.

- UL FBME professors and associate professors advise lecturers, doctoral and master's students from other universities.
- UL FBME students have the opportunity to take courses of interest at other higher education institutions on the optional (C) courses (e.g. swimming offered by RTU).

This allows to follow the current trends in foreign higher education institutions in order to improve the content of study programmes included in the study direction.

The organization of the study direction focuses on the involvement of industry representatives in the study process. The faculty regularly has various guest lectures, when leading industry practitioners are invited to present, for example "Grindeks" Chairman of the Board Kirovs Lipmanis, the "DeepTech" company "Komericializācijas reaktors" owner Nikolajs Adamovics, Imarketings board member "Dr.oec. S. Volvenlin, Member of the Board of mCloudGlobal Mag. oec. Agris Magons et al. For example, in the UL FBME in 2018 many public and world-famous professionals gave guest lectures, such as Bank of Latvia Council member, economist Martins Kazaks, Minister of Finance of Latvia Dana Reizniece-Ozola, Agnese Rutkovska, the chief economist of the Bank of Latvia macroeconomic policy administration, a Representative of the Roman CULb, Gunter Pauli, author of the book "BULe Economy", Alise Lace, Customer Support Manager at Kantar TNS, etc. In 2019, Ms. Agita Smite^[4] of the European Parliament, guest lectures by the Bank of Latvia and foreign specialists such as Jan Körnert, professor at the University of Greifswald, Janis Butkevics^[5], Latvian Chamber of Commerce and Industry.

Several lecturers - practitioners work in several study courses, thus ensuring the quality and topicality of the study course content direction. For example, Baiba Medveckā, a graduate of the study programme, whose professional activity is related to the development of public administration policy in the country, is involved in the teaching of the course "Public Administration and Local Government Organization". Likewise, other professionals with extensive professional experience in human resource management are involved in the teaching process Dr. Anita Gaile, Critical Thinking Specialist Dr. Artis Svece, crisis communication specialist Ivars Svīlāns, design thinking and iterative approaches specialist Viktorija Buraka.

Such a faculty choice provides meaningful synergies, collaboration and partnerships between the academic and professional worlds, which students appreciate. Classes are held not only in UL auditoriums but also in public administration institutions - the Cabinet of Ministers, the Saeima and others.

Examples of industry involvement are also presented in section 1.3, *SWOT Analysis of the Study Direction*. The involvement of each study programme in the realization of the study process depends on the specifics of the programme and its implementation. Students also regularly visit companies with whom they are in constant contact, including in the provision of student traineeships. The Faculty successfully operates the Student Business Incubator, which organizes lectures, conferences, as well as various events to stimulate students' interest in starting and developing a business. For several years in a row, faculty students have been offered the opportunity to join a start-up camp in Latvia and the United Kingdom (Cambridge). During the camp, participants work in teams to develop their own business ideas, improve their knowledge of a wide range of business aspects, and gain new experience in meeting entrepreneurs and mentors. In Latvia, classes are led by FBME faculty and practitioners (entrepreneurs, managers, etc.). The programme includes hands-on lectures, teamwork, mentoring sessions, business stories, homework, and concluding with business idea presentations to experts.

To support students, FBME has a support programme and UL Foundation facilities. See above. Section 3.7.

The prospective evaluation of the study programmes of the University of Latvia FBME is determined by:

- The need for academic and professional higher education graduates in management science at various positions at the state, company and institutional levels.
- The opportunity for students to acquire not only bachelor's, but also master's and doctoral level management science study programmes, which allows to continue the study process effectively.
- The uniqueness of management science study programmes, providing the broader knowledge and skills needed in the labour market.
- the widest range of opportunities offered to students (academic staff, international cooperation, guest lecturers, library resources, internships, participation in research projects, etc.), given that UL is one of the largest universities in the Baltic States.

The labour market needs of specialists with integrated knowledge, skills and competences are also taken into consideration when planning further development of the study field. The following competencies seem to be the most important for employers: critical thinking, collaboration, professionalism and communication skills. (National Association of Colleges and Employers. *Job Outlook 2018*).^[6]

The FBME has long-term successful cooperation with professional organizations of employers, and by maintaining mutual feedback of cooperation, the Faculty receives valuable recommendations of employers' organizations for improvement of study programmes and their content.

The UL FBME "Management, Administration and Real Estate Management" study direction complies with the UL mission, academic traditions and labour market demands related to the professionalisation of studies and internships.

[1] „Latvijas ilgtspējīgas attīstības stratēģija līdz 2030. gadam.” <https://www.pkc.gov.lv/en/national-development-planning/national-development-planning>

[2] Latvijas Nacionālais attīstības plāns 2014.-2020.gadam <https://likumi.lv/doc.php?id=253919>

[3] „Latvijas ilgtspējīgas attīstības stratēģija līdz 2030. gadam” Pieejams: <https://www.pkc.gov.lv/en/national-development-planning/national-development-planning>

[4] <https://www.bvef.lu.lv/par-mums/zinas/zina/t/49491>

[5] <https://www.bvef.lu.lv/par-mums/zinas/zina/t/45506/>

[6] National Association of Colleges and Employers. *Job Outlook 2018*. <https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>

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, Weaknesses, Opportunities and Threats (SWOT analysis) of the study area “Management, Administration and Real Estate Management” in relation to the set goals are carried out by FBME in the discussion and evaluation of:

- content, organization and practical implementation of specific study programmes,
- information from employers, students, publications, reviews,
- students' suggestions for improvement of the study process,
- selection and renewal of the academic staff,
- sources of financing,
- material technical and methodological support,
- development opportunities.

SWOT analysis is used to develop operational improvement proposals and identify future challenges. See Table 1.3

Table 1.3

Analysis of the strengths, weaknesses, opportunities and threats of the study direction

The internal environment	
Strengths	Weaknesses

<ol style="list-style-type: none"> 1. International prestige of the University of Latvia. 2. Compliance with national priorities in the labour market context and with employers' requirements and long-term trends in the labour market. The content of the programmes conforms to national standards and to today's changing market requirements. 3. Compliance of the study programme model with the uniform requirements of the European educational area 4. Original study programmes of interdisciplinary nature; versatile and a wide range of study courses. 5. Full study cycle in Management / Entrepreneurship and Management (Bachelor - Master - Doctoral) 6. State-funded budget places, various scholarship programmes available. 7. Studies offered in English, increasing the number of foreign students. 8. Opportunities for foreigners in doctoral study programmes and development of doctoral schools involving students of master's and doctoral programmes. 9. High requirements for implementation of study courses. Student-centred education that protects students' interests. 10. Information technology infrastructure meeting modern requirements, use of modern technologies and methods, appropriate methodological provision, wide availability of resources for the implementation of the study process, abundant library and subscribed database resources, innovations in the study process. 11. Quality management system of the UL study programmes, effectively ensuring internal quality and communication. 12. Experienced, highly qualified, initiative-oriented and professional teaching staff with a great deal of practical and pedagogical work experience, in compliance with the Law on Higher Education Institutions, the proportion of lecturers with a doctoral degree, as well as LŽP expert rights. 13. Lecturers as opinion leaders and thinkers in management science / Economics and Business in Latvia 14. Extensive international exchange programme opportunities for students and lecturers. Cooperation with Latvian and foreign higher education institutions in the field of studies and research, growth of foreign ERASMUS students and lecturers. 15. Opportunities provided for the development of the academic staff of the UL FBME, including international mobility, participation in international conferences, exchange of experience, etc. 16. Close long-term cooperation with employers and professional organizations in the field, professional non-governmental organizations. 17. Close cooperation with the Business incubator of students of the University of Latvia - opportunities for developing business ideas and starting small businesses, the Management and Entrepreneurship Training Centre (CEMT), other structural units of the University of Latvia. 18. Involvement of students and employers in the improvement of the study process at the level of study direction and programmes. Involvement of practitioners in the study process in guest lectures and programme development. 19. Development of research activities of the academic staff and students, involvement of researchers in the implementation of the research of the scientific institute: close connections of the study process with research, international scientific conferences organized by FBME, collection of articles and scientific journals; increasing student activity in the development of scientific papers and participation in scientific conferences; 20. Development of marketing and advertising activities for the promotion of study programmes. 21. Location of FBME in the centre of Riga with easy access (public transportation, central station, etc.). 	<ol style="list-style-type: none"> 1. Lack of competitive remuneration for teaching staff and researchers. Insufficient replacement of academic staff. 2. Relatively small budget space and under-budgeting (<100% of costs). 3. Relatively limited financial resources for academic staff in management science (given the country's focus on exact sciences as a priority research area). 4. Non-homogeneous student groups that hamper successful achievement of study outcomes, especially in English language groups. 5. Insufficient willingness of students to engage in scientific research projects, etc. activities related to scientific activity (e.g. student scientific conferences). 6. Different level of motivation of students towards excellent study results
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The external environment	
Opportunities	Threats
<ol style="list-style-type: none"> 1. Demand in the labour market for professionals with integrated knowledge, skills and competences; graduate competitiveness. 2. Increasing demand for skilled labour in the labour market, good career prospects for graduates. 3. Employers' responsiveness in improving the content of the programme in accordance with the labour market situation and employers' recommendations. 4. Increase of research funding from UL, EU funds. 5. High level of Latvian Internet infrastructure for use in the training and work process. 6. Improvement of mobility of international cooperation students and lecturers in Latvia, promoting Latvia's visibility. 7. Promotion of programmes to foreign students, an increase of foreign students. 8. Opportunities for cooperation with Latvian and foreign higher education institutions in implementation of programmes and participation in scientific projects. 9. Expanding cooperation with professional organizations and employers, attracting professional practitioners to deliver study courses in programmes. <p>Postdoctoral development opportunities with the use of European Union funds.</p>	<ol style="list-style-type: none"> 1. Demographic processes in the country, which are causing a decrease in the number of students due to the low birth rate and migration of the population abroad. 2. Migration of potential students abroad, access to free education abroad (unstable economic situation, financial solvency of the population, inability to finance studies) and an increasing number of high school graduates who choose to work rather than pursue university studies. 3. Non-transparent funding principles for higher education in the country, reduction of state funding for science; Low support priority for economics and management studies. 4. Decrease in the quality of secondary education (lowering the level of preparedness of potential applicants), different levels of preparation of students in secondary education institutions. 5. Increase of competition between local and foreign higher education institutions, possible competition with similar study programmes implemented at other higher education institutions. 6. Developing exact study programmes as a national priority education area. <p>Limited financial opportunities for individuals to study through personal funding, the need to work in paid employment to cover tuition fees.</p>

Advantages and opportunities. Comparing the strengths and weaknesses of the study field implemented by the University of Latvia, it can be concluded that the strengths are dominant and in the future the aim of the UL FBME is to further strengthen and to use its development opportunities to provide FBME with the best business education not only in Latvia, but also in the Baltics.

The University of Latvia is a prestigious institution of academic and professional higher education and science in the Republic of Latvia, which combines and develops study and research potential in the natural, technical, humanities and social sciences and is reflected in annual international university rankings (e.g. The Times Higher Education World University Rankings (THE), Emerging Europe and Central Asia University Rankings 2020, International Graduate Employment Rankings. FBME has also been rated by Latvian entrepreneurs - FBME is at the top of the SKDS 2016 and 2019 ranking, which recognizes the business education offered by Latvian universities, recognizing that LU FBME has the best business education in Latvia.

The proportion of international students and visiting lecturers at universities plays an important role in the assessment of international cooperation. The increase in the UL evaluation is due to the increase in the number of courses offered in English. The international recognition and prestige of the UL FBME is also evidenced by the sub-programme "Global Leadership and Leadership" of the doctoral study programme implemented in English in cooperation with German and Austrian partners.

UL is ranked 201-250 in the International University Graduate Employment Ranking. In 2019 the UL climbed by 50 places. In this ranking, universities are ranked according to five criteria: reputation among employers, graduate performance, university cooperation with employers, student interaction with business and graduate employment^[1].

Given the aims and objectives of the Bologna Declaration, the study model implemented by the University of Latvia's FBME offers a wide range of opportunities, for example, through the choice and participation in mobility programmes. International mobility opportunities are offered and actively used at the Faculty. In 2018, the number of incoming students continued to grow - 238

exchange students were admitted to the University of Latvia (237 in 2017) as part of various international exchange programmes. The number of outgoing students has decreased, 47 students from UL FBME in 2018 (80 in 2017) went to different international exchange programmes and 7 students used ERASMUS + internship mobility. Faculty staff are actively involved in and participate in international activities, including mobility programmes. 5 lecturers took advantage of ERASMUS + lecturer mobility and went on to give guest lectures at UL FBME partner universities. Mobility of ERASMUS + administrative staff was used; 2 staff members went on exchange visits to UL FBME partner universities.

Great support in attracting foreign academic staff is provided by European Social Fund 8.2.2, specific support project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia" (Project Contract No. 8.2.2.0/18/A/010), the aim of the project is to promote staff growth and development - attraction of new and foreign lecturers as well as existing lecturers raising competences. During the period 01.01.2013. until 01.11.2019 FBME had employment contracts with several visiting professors: Eberl Martin, Kellner Klaus-Bernhard, Neuert Josef, Seibt Tatyana, Tysiak Wolfgang, as well as guest docent Zettinig Peter. In the coming years FBME plans to involve several guest lecturers in the study process. UL FBME hosted 24 guest lecturers in 2018.

The study model implemented by UL FBME also offers an opportunity to choose to continue studies in higher education programmes in EU and European Economic Area universities.

Comprehensive study courses are taught in the study programmes belonging to the study direction, according to the specifics of the programme (a detailed description is given in the sections of the respective programmes). Interdisciplinarity is particularly marked from 2018/2019. The graduates will receive a professional bachelor's degree in Industrial Engineering Management.

Based on the analysis of the situation in the labour market and in higher education, FBME management intends to further focus on a unified approach to the development of basic courses in the first year of all faculty study programmes. In order to ensure that the faculty students' knowledge and skills match the core courses as well as to optimize the use of existing resources, it was decided to create a FBME standard course list (see Appendix 2) for undergraduate programmes. (Decision of the FBME Management Meeting, Minutes No. FBME-V14 / 2, January 16, 2017). Given that the Faculty programmes cover both the Management, Administration and Real Estate Management and Economics, the standard course titles and content are appropriate for both.

FBME has been developing and improving its academic staff year after year. During the period since the previous accreditation there has been a qualitative change in the structure of the academic staff. According to the University of Latvia Academic Staff Development Action Plan for 2018-2020 (accepted 19.06.2018), it can be seen that the FBME academic staff consists of a total of 150 people, of whom 73 are lecturers (including 22 professors, 15 associate professors, 10 assistant professors, 1 assistant professor, 25 lecturers) and 77 scientists. The FBME study programmes and scientific institutes attracted a total of 200 academic staff during the reporting year (data for December 2018), of which 61% have PhDs, indicating the increasing role of highly qualified professionals and practitioners in the study process. The number of researchers at FBME's scientific institutes has increased significantly in recent years. Currently, 35 researchers are involved in the Institute, 19 of them with a scientific degree. In comparison, in 2016, 12 and 9, respectively, 25 lecturers have the rights of LŽP experts in the field, 13 of them are lecturers in the doctoral study programme. In 2018, the Dean of FBME, Professor Gundars Berzins, was elected as a correspondent member of the Latvian Academy of Sciences (LAS). FBME prof. Juris Krūmiņš and prof. Pēteris Zvidriņš are full members of the LAS.

In order to improve their professional qualification, the teaching staff participated in various

seminars and trainings. For example, 20 FBME teaching staff in the academic year 2018/2019 was awarded a certificate of non-formal education in the continuing education programme "Methodological Issues in Economics and Business and International Experience in Higher Education". (22.02.2019. Instruction of the Dean of the University of Latvia FBME-A43.1 / 86). Details of academic staff engagement in continuing education programmes, as well as certificates obtained, are provided in Appendix 20 of the Curriculum Vitae for Academic Staff.

Lecturers are opinion leaders and thinkers in Economics and Business in Latvia. For example, FBME lecturers' interviews and opinion papers on topical issues of economics, business and management were initiated and prepared in 2018, as well as press releases on faculty news. A total of 24 press releases and 57 opinion papers have been prepared. In total, the University of Latvia Faculty of Business, Management and Economics and its lecturers have been quoted or mentioned in 475 publications.

The average age of the academic staff at FBME is 53.4 (the UL average is 49.5), which indicates that the renewal of the academic staff is one of the important tasks for ensuring the quality of teaching and research in the future.

One of the strengths of the field is the involvement of students and employers in the improvement of the study process at the level of study field and programmes, as well as cooperation with professional organizations of employers. For example, several representatives of the field participate in the implementation of the master's study programme "Management Science" as lecturers. For example, S.Babris (Brabantia Latvia SIA, factory director) taught a course on Efficiency Management in Organizations; I.Godmanis (field expert) taught the course "State Policy in Support of Business and Export". In several study courses, lecturers invite representatives of companies and institutions to participate in lectures and seminars, sharing practical experience. During the reporting period, G.Grandane, Lean.lv representative in Latvia, Member of the Board of the Business Efficiency Association, participated in the study course "Efficiency Management in Organizations"; A. Magon, a board member of the Strategic Marketing Agency mCloud, attended the course "Integrated Marketing Communications"; A.Lace, Customer Support Manager at KANTAR TNS Marketing Research Agency, introduced the students to the course Neuromarketing Research in the Context of Creating Marketing Communication Content, etc. Four representatives of the industry are involved in the work of the final examination commissions: D.Rūtis, Managing Consultant of SIA Sell More, in the sub-programme "Marketing Management"; in the sub-programme "Strategic Management and Leadership" J.Binde, President and Chairman of the Board of SIA Latvijas Mobilais telefons; M. Jakobsone, Vice President, Latvian Information and Communication Technology Association.

Other field programmes include professional field professionals such as D.Valaks, full-stack web developer and practitioner, A. Rasnācis, IT professional, IT manager at CUNAMI WEB, M. Elste - Google AdWords, Google Analytics, WEB, Head of Digital Marketing Group, A. Graustiņa - Social Media Marketing Specialist, Chairman of the Board of the Professional Association of Project Managers and UL FBME Emeritus prof. Z.Ilmete, Member of the Board of the Professional Association of Project Managers PhD.cand. E.Pulmanis, Member of the Board of the Professional Association of Project Managers PhD.cand. S.Brunna, Senior Account Manager of the Advertising Register, O. Rumpeter, D.Pashkov, Marketing Manager of ALPHA BALTIC Marketing Communication Agency, J.Pankova, Head of Business Process Department of the Commercial Bank, L. Egle, Gemius Latvia, K.Abolīņa, Radiogrupas Super FM co-owner, R. Zak, CEO of Baltic Direct Sales Association, G. Zaleckas (Lithuania), Professor P. Menguy (University of Le Havre, France) etc.

Collaboration with employers is important in providing placements for students in the study field. Examples are the 27.03.2019 signed memorandum. The European Commission Representation in

Latvia wishes to promote mutual cooperation in the implementation of educational and communication activities aimed at involving students, teaching staff and the general public and informing about EU issues. The EC Representation in Latvia signed such a memorandum for the first time with a Latvian higher education institution.[2] In January 2018, UL FBME signed a cooperation agreement with the Competition Council (CC). The cooperation agreement will provide opportunities for undergraduate and graduate students to complete traineeships at the CC.

Co-operation of the UL FBME with employers and public institutions is important. For example, cooperation with the Latvian Productivity, Efficiency, Development and Competitiveness Forum and Ministry of Economics in the field of Latvian Productivity and Competitiveness Analysis[3][4]. A UL FBME study on the impact of the new tax reform on Latvian taxpayers in cooperation with the Ombudsman[5]. A cooperation partnership with Latvijas Mobile Phone (LMT) and Ministry of Environmental Protection and Regional Development. Unique research platform developed by UL FBME and LMT to analyse Big Data and make economically sound decisions. In cooperation with employers - representatives of the sectors during the period from 01.01.2019 to 30.06.2019. 18 activities with organizations within the framework of various study courses, on specific lecture topics, were carried out in the period (See Appendix 4). Developing collaboration with industry and employers, the UL FBME opened the Ernst & Young (EY) Collaboration Area for Knowledge Sharing, Discussion and Recreation, where students can both work together and socialize. A new student idea creation room was opened at the faculty, which is the third student created space.

Characterizing the international cooperation during the accreditation period, for example, from 01.01.2019 to 30.06.2019, it can be concluded that there have been 16 activities in which UL FBME and foreign teaching staff participated. For a summary of International Cooperation for the period 01.01.2019 - 30.06.2019 (see Appendix 3).

In cooperation with society, the faculty has implemented several annual activities aimed at attracting new students and informing society about activities and opportunities in the field of higher education[6]. FBME has participated in the organization and awarding of the National Economy Olympiad, and for the eighth time held seminars for economics teachers and students on the economics of experience, new research methods in tourism marketing and topicalities of the Latvian tax system in writing student research papers. Also, the economics section of the Riga region and Riga conference of scientific research works was organized.

The Faculty also houses the Centre for Management and Entrepreneurship Training (CMET), which, in cooperation with specialists from various fields, offers to study several programmes demanded by the labour market: Financial management for small and medium-sized enterprises; Practical marketing; Practical project management; Development of practical sales skills; an Executive Competence Development Programme; Specialist in real estate affairs; Professional development of teachers in economics. Within the framework of the programme, CEMT implements courses relevant to modern business, such as Digital Marketing and Web Design, Google AdWords Advertising and Digital Marketing Strategy, Social Networking and Digital Marketing Strategy, Multimedia Technologies, Product Design and Sales, Practical Project Management and more. Course listeners are offered a wide range of programmes and as a benefit study course should highlight their interest in further study in one of the FBME study programmes and FBME students, and faculty members have the opportunity to enhance their knowledge, skills and competences through professional continuing education programmes.

Good cooperation has also been established with the Business incubator of the students of the University of Latvia, which regularly organizes various events (business evenings, business competitions, etc.) for the development of business skills. For example, in collaboration with the Blockchain Association of Latvia, a pre-accelerator of Blockchain was organized in early 2019, a

business opportunity conference Icebreakers'18 was held at the People Work Riga co-working and event centre, as well as various business evenings, lectures and other events. The opportunities offered by the Business Incubator of the University of Latvia are being integrated into the study process and the development of business ideas. Business Incubator activities are described, for example, in 2018/2019, 4 Matchmaking events during the year, where interested people could learn how to start their own business with the help of the UL Student Business Incubator and, if necessary, find a business idea and / or team to start; one business conference[7]; 20 business evenings and open lectures; 26 innovation stands have been created to help new and emerging entrepreneurs assess the real demand for the product and find the concept behind the idea. Thanks to the support of the patrons and in cooperation with the UL FBME, the incubator is carrying out a practical study course "Business Economics" with about 270 students. The University of Latvia Student Business Incubator, in cooperation with the Latvian Blockchain Association, has created a unique pre-accelerator programme in Latvia that has helped its members develop business ideas for blockchain technology within 12 weeks. The top three teams had the opportunity to travel to Crypto Valley in Switzerland to present business ideas and raise seed money[8].

In view of the above, the UL FBME is advised to work even more closely with employers in various sectors to provide young people with the opportunity to acquire the missing skills through close contact with the business community. Possible forms of cooperation:

- working with industry conference organizers to enable students to attend industry exhibitions and conferences free of charge, thus gaining insight into industry specifics and principles.
- Master's student consulting project team: employers can apply for a consulting project where students conduct market research and develop a strategy for a business management problem for a limited time.
- promoting the organization of employers' summer schools or practical training sessions for young people, by coordinating schedules with the FBME traineeship calendar, ensuring student information and participation.
- to cooperate more closely with LDDK and LCCI, as well as with industry associations, using internal information channels of organizations for reaching out to employers and receiving feedback.
- cooperation with start-up organizations, including within the Business Incubator to promote youth engagement and awareness of starting a business.
- to form student interest groups in different fields, to attract a practitioner as a mentor who provides support in understanding the specifics of the field, developing practical studies and choosing a career.
- support early involvement of students in part-time work by adjusting lesson times and study module schedules.

A positive factor is the further development and updating of the content and implementation of study programmes in accordance with national priorities and requirements of employers. As the entrepreneurial culture develops in Latvia, the number of start-ups is growing, and existing ones are developing. This stimulates demand for company and department heads. Consequently, FBME's mission is to stimulate young people's interest in starting a business, both by raising the profile of an entrepreneur in society, starting with a student and faculty environment, providing practical opportunities to learn from experienced entrepreneurs and start-up organizations, and developing the FBME Business Incubator activities and its recognition by the general public.

Information technology infrastructure meeting modern requirements, use of modern technologies and methods, appropriate methodological provision, a wide availability of resources for the implementation of the study process, an abundant library and subscribed database resources, innovations in the study process.

For example, UL FBME students are provided with free access to more than 20 international and local databases that compile not only global scientific research and academic literature on any management-related topic, but also provide access to statistics and trend reports in a variety of business sectors by country and by region (e.g. Euromonitor International Password, MarketLine, Orbis databases). Databases for both study and research can be accessed on-site at the university or from any other location by remote registration. E-learning is a widely used means of presenting video, images, statistics, examples, online business tools (e.g. Google Analytics, Mailigen, etc.) to any audience online.

The positive aspect regarding future opportunities for graduates of the UL FBME direction are good career opportunities as well as high salary levels. According to the Latvian Salary and Remuneration Survey conducted by CV-Online in 2017, among the 6 largest salary earner groups, half correspond to professions, which are provided by UL FBME directional programmes: senior and middle managers, product managers, marketing analysts, large client managers, sales specialists. Also, Fontes 2016 research shows that the post of "Organizational Leaders in Product and Service Development" is one of the "critical positions" they are rewarded for because of the shortage of staff and the relative difficulty of maintaining them.[9]

Many undergraduate students continue their education at prestigious universities in Western Europe and the United States. Graduates of the study programme in management science acquire good theoretical knowledge and skills of analytical work, can identify and understand the processes of business and national economy development in the conditions of globalization of the national economy. The students' good analytical abilities, theoretical and practical knowledge are also highly valued in Latvia, many graduates have successfully worked in ministries of the Republic of Latvia, the Bank of Latvia, commercial banks and large companies, commercial companies, Central Statistical Bureau. They have also set up their own businesses and are self-employed or sole proprietors.

In the Latvian Employers' Confederation (LDDK) and the Career Portal Prakse.lv survey of employer recommended educational institutions the University of Latvia (UL) is ranked second and TOP10 for three of its study programmes. The list of TOP 10 employers' recommended study programmes includes Bachelor of Business Administration, Faculty of Business, Management and Economics, University of Latvia, which is ranked 10th. Altogether five study programmes of the UL FBME are included in the study programme's TOP100.

Close cooperation with other departments of the University of Latvia. The Student Services Department of the University of Latvia has developed a programme of professional development of teachers[10], the Faculty of Pedagogy, Psychology and Arts theories and practices"[11]. In the doctoral study programme "Economics and Business" one sub-programme "Education Management" is planned in cooperation with the Faculty of Pedagogy, Psychology and Art. In cooperation with the Faculty of Geography and Earth Sciences (GZF) prof. J. Krūmiņš is implementing the project "Development of a Sustainable and Cohesive Latvian Society: Solutions to the Demographic and Migration Challenges" (Project of the National Research Programme, implemented jointly with the FZF). Active cooperation between faculties takes place in the teaching of courses. For example, the Faculty of Physics, Mathematics and Optometry (FMOF), the Faculty of Chemistry (CHF) provide separate courses (Physics, Mechanical Chemistry) for PBSP "Industrial Engineering Management". For other FBME study programmes the Faculty of Humanities (HZF) provides foreign language teaching, and the Faculty of Social Sciences (SZF) provides political science and sociology courses. The Faculty of Law (JF) provides legal courses. The courses taught by the faculty of other UL faculties are reflected in Appendix 5.

FBME lecturers, in their turn, provide teaching of several study courses: "Business Basics",

"Introduction to Business", "Basics of Statistics", "Comprehensive Quality System", "Quality Management Methods", "Business Management", "Business Management", "Record Keeping and Business Correspondence", "Management Theory" etc. faculties - Faculty of Computer Science (DF), FMOF, PPMF, HZF, GZZF, KF. The courses taught by FBME faculty at other UL faculties are listed in Appendix 6.

Cooperation with the Department of Infrastructure: The University of Latvia provides studios with well-equipped and equipped classrooms and modern laboratories, developing a unified study and science environment at the Tornakalns Nature and Science Home. Improvement of study rooms ensures their accessibility for students with special needs. Cooperation with the University of Latvia Library (ULB): UL Libraries - The UL Library and the UL Academic Library (founded in 1524), with a total of 5.5 million information resources, is the largest library in Latvia. Cooperation with the Department of Information Technology (ITD): For FBME students, e-resources and various subscribed electronic databases are available around the clock. UL offers students and staff access to e-resources. Collaboration with the Student Services Department (SSD): Provides students with information and counselling, including psychological support. The UL Career Centre provides advice and information on labour market offers, career education and communication with employers. The Mobility Unit, together with the Faculty's International Coordinators, organizes the international mobility of students.

In order to reduce the impact of the weaknesses and threats of the study field at the University of Latvia, measures are being taken to improve the study process. The most significant are the demographic processes in the country, which cause a decrease in the number of students due to the low birth rate of the population and migration abroad; opportunities to get free education abroad, (people's ability to pay, inability to finance studies); funding principles for higher education in the country; low priority of support for studies in economics and management; Decrease in the quality of secondary education (lowering the level of preparedness of potential applicants); inadequate renewal of the academic staff; increasing competition between local and foreign universities.

An important threat is the demographic process in the country, which is causing a decline in the number of students due to low birth rates and migration abroad. During the reporting period, changes in the number of FBME students followed a downward trend (see Table 1.4). For the first time in 2019 the number of students increased by 8%. The largest increase (18%) can be found in part-time studies. This could indicate a renewed interest in studying among those with a general education in previous years. Overall, the number of students enrolled in undergraduate programmes has increased by 10%. Top-level studies are also seeing an increase, only to a lesser extent (1%).

Table 1.4

Changes in the number of FBME students in 2013-2019

(on December 23, not including PhD students)

	2013.	2014.	2015.	2016.	2017.	2018.	2019
Number of students at FBME	2489	2254	2157	2017	1858	1781	1917
Changes, %	-18%	-9%	-4%	-6%	-7.9%	-4%	8%

FT	1831	1600	1540	1450	1356	1278	1334
Changes, %	-19%	-13%	-4%	-5%	-6.5%	-6.5%	4%
PT	599	592	563	500	448	434	510
Changes, %	-20%	-1%	-5%	-11%	-10.4%	-3%	18%
PTD	59	62	54	62	54	69	73
Changes, %	90%	5%	-13%	14.8%	-13%	3%	11%
Basic studies	1817	1703	1705	1569	1436	1369	1500
Changes, %	-20%	-10%	0.1%	-7%	-8.5%	-5%	10%
Highest rate	672	551	452	448	442	412	417
Changes, %	-13%	-18%	-18%	-0.8%	-1.4%	-6.8%	1%

Forecasting the total number of students for the coming years, one can cautiously estimate that the number of students will stabilize. It is especially important to achieve the stabilization of the number of students and the possible higher growth of the higher education programmes. For 2020, the projection of the total number of students has been made based on the reduction of the decrease in recent years, as well as the increase in the previous year, assuming a constant number of students (see Table 1.5). The increase in the number of students in the new programmes was taken into account, assuming 25 students enrolled each year, as well as the closure of several study programmes.

Table 1.5

Forecasts related to the number of UL FBME students during 2020-2022

Type and form of studies	2019	2020	2021	2022
	Actual no.			
Basic studies	1500	1500	1500	1500
Higher-level studies	417	417	417	417
Predicted number of students	1917	1917	1917	1917
% compared to 2019		100%	100%	100%

Predict number of students in new programmes	50	75	100	
Total	1917	1942	1967	1992

The importance of attracting foreign students to stabilize the number of students is increasing. Within the direction, several study programmes are implemented in English: BSP Business Management (until a significant change in Management Science) with specialization in International Business; PBSP "Industrial Engineering Management" - is unique in the Baltic States; PMSP International Business (Specializing in Export Management) - Students have the opportunity to participate in a double degree co-operation programme while studying in France (Université Paris-Est Créteil Val de Marne) and obtaining 2 master's degrees.

In 2018, 147 foreign undergraduate and graduate students study full-time at FBME. The first graduation of English undergraduate programmes took place, with a total of 22 undergraduate and graduate students successfully completing their diploma. In the summer of 2018, 300 applications from potential foreign students were accepted at the Faculty (Business Management BSP - 123, International Economic and Commercial Diplomacy - 32, Industrial Engineering Management - PBSP - 21, International Business - PMSP - 85, European study programme 'MSP - 39), of which study contracts were prepared for 102 potential foreign students. But in fact, only 49 foreign students started their studies in the fall semester of 2018 (BSP - 21 in Management, 14 in International Economics and Business Diploma, 1 - PB in Industrial Engineering, 9 in International Business, 4 in European Studies) 2019/2020 The situation is similar in the academic year. Hence the overall task of the University of Latvia - to improve the application and admission procedure for foreign students. The issue is related to the documentation aspect, due to the current inadequate organization of the entry document procedure.

One of the opportunities that FBME is already actively working on is the wider attraction of foreign students. Marketing activities at international exhibitions on higher education are actively pursued, information is provided to partner universities on the study offer for foreign students, cooperation with existing UL recruitment agents is promoted, and new contacts are established.

The threat of demographic change in the country or the reluctance of many high school students to continue their studies cannot be addressed directly by universities^[12]. It largely depends on the overall economic situation in the country - as the economic situation improves and wages rise, as well as the ability of the population to pay, emigration and other demographics may decrease, as well as secondary school graduates not being forced to start working immediately, improving their knowledge and acquiring new skills. A major threat to the quality of studies is the employment of students during their studies, which is also to a large extent linked to the economic situation and the lack of credit facilities for students, who have to work to cover tuition fees and their daily expenses. As a positive factor regarding the threat of limited student loan opportunities, starting from April 2020 students will no longer need an additional guarantee for receiving a state-guaranteed student loan (100% of state loan credits), which will significantly facilitate the study loan. This legislative change will be drafted on the initiative of the Latvian Students' Association. Due to low solvency and limited student lending, the number of high school graduates who choose not to pursue university studies, but to work, is increasing. Of course, the state should also take information measures to encourage high school graduates to continue their studies at higher education and to promote their long-term growth.

From the point of view of the University of Latvia, it is also important to mention the opportunities to obtain free education abroad, which is related to the previously emphasized aspects (economic situation, solvency of the population, inability to finance studies). According to the Ministry of

Foreign Affairs of the Republic of Latvia, Latvian citizens have extensive opportunities to study in EU Member States for free or for a reduced fee: Czech Republic, Denmark, France, Greece, Norway and Finland[13].

In addition, the development of the field is hampered by the varying levels of knowledge of matriculated students, the limited number of budget places, especially for doctoral studies, and the funding principles for higher education in the country and low priority for support for economic and business studies. This situation and the issue of underfunding of social sciences need to be discussed at a national level. However, substantial contributions can also be made at the faculty level. FBME, in cooperation with the National Centre for Curriculum Development (VISC), organizes annual seminars for students and teachers of economics at a national level on current economic issues in the context of writing students' research papers. In order to inform potential students about the opportunities to study in the field and the necessary background knowledge, since 2011, FBME faculty members participate annually in the national evaluation of students' research work (ZPD). Also, the economics section of the Riga region and Riga conference of scientific research works was organized. Potential students are given the opportunity to develop their knowledge and skills on a range of topical issues in industry research and to develop an understanding of their future profession while studying at FBME. In addition, FBME provides a budget space for the winners of this competition, which can be used by potential students.

Since 2010, FBME has been actively supporting the organization of the State Economy Olympiad by participating in both the preparation of tasks and the organization of the State Olympiad at the UL FBME premises[14]. In 2018 and 2019, faculty members also participated in the preparation of Latvian teams for participation in the International Economics Olympiad. In 2018, one team, made up of the winners of the Latvian Economics Olympiad, went to the Olympics in Moscow, while in 2019, two teams were formed to participate in the International Economics Olympiad in St. Petersburg[15]. Mārtiņš Danusēvičs, a lecturer in the Department of Management Science, is the organizer of the Latvian National Olympiad in Economics and chair of the jury. An important part of the Latvian State Olympiad in Economics are issues related to management education and also represented in the national education standard - business management, company forms, marketing, personnel management and other themes. Since 2018 M. Danusēvičs is also the captain of the Latvian team at the International Economics Olympiad and a member of its Executive Board. He has been a member of the International Advisory Board of the China Economics Olympiad since 2019. FBME professor J.Priede was a member of the jury at both Olympiads.

The faculty also successfully participates in the annual school exhibition and organizes the Open-Door Day. FBME as an academic partner has participated in the Latvian Investment and Development Agency's (LIAA) Business Ideas Competition "Idea Cup", in the project "Other Bazaar" organized by the Student Training Enterprise (SMU) within the framework of the Innovation Motivation Programme project. FBME also regularly participates in JA's Latvia's annual student entrepreneurship conference "Dare to Win!". Potential students are given the opportunity to develop their knowledge and skills on a range of topical issues in industry research and to develop an understanding of their future profession while studying at FBME.

In order to improve students' knowledge of mathematics, first-year matriculated students are offered free extra-curricular activities in the first semester, led by the faculty[16]. In its turn, in order to promote students' motivation levels towards excellent study results, as well as to reduce drop-outs. In the 2016/2017 academic year student tutors were centralized in the University of Latvia, with the task of providing first-year students with both practical and moral support to enable them to better adapt to the university both academically and socially. The curatorial tasks also included keeping track of students' learning outcomes and, if necessary, recommending appropriate support measures to the student to promote the development of study skills.

Unfortunately, with the 2018/2019 academic year it was decided to discontinue the curatorial programme and at the moment, only first year student (mentors) support is available to first year students, however, it is not sufficient to ensure a full integration of first year students into the UL study environment and resources.

The low support of the state of social sciences (Economics and Business) is negative. There is a widespread worldwide need to increase the study of exact sciences among students and in Latvia support for exact sciences study programmes has been declared a priority. However, research shows that the employment rate of social science graduates is similar to that of exact science graduates. In addition, social science students have very wide career opportunities in various fields, as well as relatively high salaries[17]. Consequently, neglecting study aid in Economics and Business risks reducing the quality of education and thus the employment of graduates. As for the country's focus on exact sciences, this is also a factor that UL FBME cannot directly change, but university management needs to talk about these aspects at the national education policy level, as each discipline plays an important role in national prosperity and neglecting one can lead to stagnation and negative long-term consequences.

To encourage students' involvement in scientific research projects, for the second year in a row, in cooperation with RTU, FBME is organizing a student scientific conference in the field of scientific activities and with the 2020/2021 academic year participation in the conference is compulsory for students in the master's study programme. For details, see the Report's Section 4.2. It is positive that for the second year in a row the students of the master's programme "Management Sciences" have won the main prize in the competition of students' scientific conference papers, which indicates a high level of preparedness. Students are also offered various opportunities to carry out research work in the framework of individual study courses (preparing reports, reports, writing essays or other works according to the specifics of the study course), as well as engaging in research carried out by the faculty lecturers. Master's and doctoral students also have the opportunity to become involved as researchers or research assistants in the FBME's Institute of Economics and Management (IEM) and to carry out independent research in a particular direction. In the 2018/2019 academic year the FBME units implemented their own research projects involving FBME doctoral students. Some of the projects developed by FBME receive support and succeed in attracting additional funding for scientific research from the faculty, but as already mentioned in the direction of the threat, the current course in science policy in the country is more focused on support for exact sciences.

During the accreditation period, the number of research publications by lecturers in the field of study is increasing in the journals, books or conference proceedings in the Web of Science or SCOPUS (A or B) databases (see Appendix 20, paragraph 4.4).

The lack of a competitive salary is also noted as the weak factor in the University of Latvia Academic Staff Development Plan for 2018-2020. At the same time, FBME faculty members actively involve PhD students in engaging professors, associate professors and associate professors in undergraduate and graduate programmes, thereby introducing them into the specifics and skills of their academic work and attracting study course work after graduation. One of the main reasons for the insufficient involvement of young scientists in academic work is the issue of remuneration.

Comparison between the study programmes of the UL FBME in the field of competition and local and foreign higher education institutions is described in the section Economic and / or social justification of the study programme and its included study programmes (paragraph 1.1).

Due to the construction of the UL Academic Centre, there is a decrease in the renovation of the material and technical facilities, which is also indicated in the student surveys. Although FBME makes regular improvements within its financial capabilities, they are not considered to be optimal

in terms of, for example, depreciation of the premises. The faculty would need to modernize their computer rooms even more, providing them with more up-to-date equipment, as it is not planned to move to the new faculty building in Tornakalns in the next five years. However, one of the strengths of student surveys today is the location of FBME in the centre of Riga with convenient access (public transportation, central station, etc.).

In general, evaluating the strengths, weaknesses of the study field, as well as its development opportunities and threats, it can be concluded that the study field with its study programmes complies with the requirements of regulatory enactments and recommendations for the creation of the European Higher Education Area. With a view to developing a study plan for the next six years, the offer of existing study programmes and their competitiveness in the local and international markets were reviewed. During the decision-making process, the current and forecasted demand of the labour market and potential students were analysed, as well as the efficiency of the use of resources necessary for the implementation of each study programme.

See the development plan of the study direction in Appendix 7 of the self-evaluation report

[1] „LU augstskolu absolventu nodarbinātības reitingā pakāpusies par 50 vietām”
<https://www.lu.lv/par-mums/lu-mediji/zinas/zina/t/51469/>

[2] „Latvijas Universitāte un Eiropas Komisijas pārstāvniecība Latvijā paraksta sadarbības memorandu”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/49103/>

[3] „Ekonomikas ministrija, Latvijas Universitāte un forums LV PEAK sadarbosies produktivitātes pētīšanā”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/44032/>

[4] „LV PEAK pētnieki: Produktivitāte - drošākais ceļš uz labklājību”
<https://www.delfi.lv/news/versijas/lv-peak-petnieki-produktivitate-drosakais-cels-uz-labklajibu.d?id=51268921>

[5] „Tiesībsargs, sadarbībā ar Latvijas Univesitātes pētniekiem prezentē pētījumu par nodokļu reformas ietekmi uz nodokļu maksātājiem”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/48709/>

[7] „Biznesa iespēju konference «Icebreakers'18»”
<https://www.fold.lv/2018/09/biznesa-iespeju-konference-icebreakers18/>

[8] „Blockchain preakseleratora noslēgums Šveicē!”
<https://www.biznesainkubators.lu.lv/par-mums/zinas/zina/t/42954/>

[9] Salīdzinošais pētījums par atalgojuma apmēru
http://petijumi.mk.gov.lv/sites/default/files/title_file/salidzinosaurs_petijums_par_atalgojuma_apmeru.pdf

[10] Par LU Studentu servisu departamenta pedagogu profesionālās kompetences pilnveides programmu (apstiprināts ar LU 03.01.2019. rīkojumu Nr.1/1)

[11] Par PPMF tālākizglītības programmu (apstiprināts ar LU 13.01.2015. rīkojumu Nr.1/12)

[12] „Studentu sociālie un ekonomiskie dzīves apstākļi Latvijā 2017”
https://www.izm.gov.lv/images/izglitiba_augst/eurostudent/Eurostudent-VI-Latvijas-zinojums.pdf

[13] „Studijas ārzemēs”
<https://www.mfa.gov.lv/arpolitika/eiropas-savieniba-arpolitika/sabiedribas-informesana-es-jautajumos/tavas-iespejas/macibas/studijas-arzemes>.

[14] „Latvijas jaunieši no starptautiskās ekonomikas olimpiādes atgriežas ar medaļām!”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/44546/>

[15] „Latvijas jaunieši starptautiskajā ekonomikas olimpiādē ieguvuši sešas medaļas!”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/50904/>

[16] „Bezmaksas matemātikas kurss biznesa un ekonomikas studentiem”
<https://www.bvef.lu.lv/par-mums/zinas/zina/t/44616/>

[17] „Employment rates for social science graduates similar to those of graduates in STEM subjects says Campaign’s latest research”
<https://uk.sagepub.com/en-gb/eur/press/employment-rates-for-social-science-graduates-similar-to-those-of-graduates-in-stem-subjects>

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.

Collegiate responsibility for the administration of the study field lies with the UL decision-making bodies - the Senate, the UL Study programme Quality Evaluation Board (headed by Vice-Rectors), faculty councils and Study programme Councils, which evaluate study quality and decide on study quality assurance measures.

The UL governance is responsible for the functioning of the study quality management system, the management of results, process monitoring and audits.

Responsibility for the quality of the study field and the study programmes implemented therein lies with the study director and dean, study programme directors, and sub-programme directors.

Each lecturer is responsible for the quality of the content and implementation of the course, research activities and professional development.

The students' responsibility is defined in their rights and obligations to promote the achievement of UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

The study direction “Management, Administration and Real Estate Management” management structure is in compliance with the UL study direction quality evaluation and improvement system. It is democratic, with clearly defined duties and responsibilities for administrative staff, academic staff and students. Structure scheme of study direction management is attached in Appendix 8.

The aim is to ensure effective achievement of the study direction's goals. This is a democratic process with clearly defined duties and responsibilities for administrative personnel, academic personnel and students.

There must be various kinds of analysis to evaluate the effectiveness of the study direction management structure and its compliance with the principles of democracy. This also applies to the distribution of roles and responsibilities among the study direction director and the directors of study programmes. First of all, attention must be focused on UL and external normative acts vis-à-vis the management structure of study directions, as well as the criteria related to the distribution of competences and the identified level of effectiveness in the FBME. UL legal acts state that each

faculty's study direction director is the dean, which means that the director of the "Management, Administration and Real Estate Management" study direction is the dean of the FBME, Professor Gundars Bērziņš. He is responsible for the work of study direction councils, as well as the preparation of an annual study direction report that is forwarded to the Study programme Council and the Faculty Council for their consideration. The study direction director works with study programme directors and the UL Study Department to ensure the accreditation and re-accreditation of the study direction. This also involves academic and general personnel, as well as students and their representatives. Similarly, the development and effective implementation of the study direction cannot be imagined without the involvement of a series of collegial institutions and faculty units. Since the last accreditation, the structure of the faculty has undergone substantial changes.

During the 2016/2017, the name of the faculty was changed from the Faculty of Economics and management to the Faculty of Business, management and economics. To optimise academic and scholarly resource work, four departments were established in place of the nine that existed before:

1. The Department of Economics
2. The Department of Management
3. The Department of Finance and Accounting
4. The Interdisciplinary Department of Global Economics

The Department of Economics was created by merging the Department of Econometry and Business Informatics, the Department of Public Administration, Demographics and Socioeconomic Statistics, the Department of Economic System Management Theories and Methods, and the Department of Economics. The Department of Economics is an academic structure that organises and implements academic activities in the following sectors and subsectors:

1. Areas of economic studies:
 - The econometry subsector and its related directions;
 - The economic theory subsector and its related directions;
 - The Latvian economy subsector and its related directions;
 - The macroeconomic subsector and its related directions;
 - The microeconomic subsector and its related directions;
 - The regional economics subsector and its related directions;
 - The social economy subsector;
 - The statistics subsector and its related directions.
2. Areas of demographic studies:
 - The medical demographics subsector;
 - The socioeconomic demographics subsector;
 - The theoretical demographics subsector;
 - The historical demographics subsector.

The Department of Management was established on the basis of a merger of the Department of Market Knowledge, the Department of Management Knowledge, the Department of Econometry and Business Informatics, the Department of Public Administration, Demographics and Sociodemographic Statistics, and the Department of Economic System Management Theories and Methods. The Department of Management is an academic structure that organises and implements academic activities in the following sectors and subsectors:

1. Management sectors:
 - The business management subsector and its related directions;
 - The social management subsector and its related directions.

2. The economics science sector market knowledge subsector and its related directions.

The Department of Finances and Bookkeeping was established on the basis of the Department of Finances and the Department of Bookkeeping and Auditing. It is an academic structure that organises and implements academic activities in the following sectors and subsectors:

- The finance and lending subsector and its related directions;
- The bookkeeping and registration theory subsector and its related directions.

The Interdisciplinary Department of Global Economics was established in the basis of the Department of International Economics and Business. It is an academic structure that organises and implements academic activities in the following sectors and subsectors:

1. Areas of economic science:

- The economic theory subsector and its related directions;
- The regional economics subsector and its related directions.

2. The management knowledge sector business management subsector and its related directions.

The FBME also has four scientific institutes and several study centres:

- The Project Management Scientific Institute is an academic unit of the faculty that engages in scientific activities in the following sectors and helps to gain and improve scientific qualifications so as to organise and implement project management in relation to management science related to social and business subsectors and other areas.
- The International Economic Relation and Commerce Scientific Institute is a unit of the faculty and was set up to engage in scientific research and to obtain and improve qualifications related to organising activities and implement them in comparative research related to international economics and commerce.
- The Economics and Management Scientific Institute is an academic unit of the faculty that was set up to engage in scientific research and to obtain and improve qualifications related to organising activities and implement them in theoretical and applied research related to economics, management, demographics and environmental management.
- Latvia's Productivity, Effectiveness, Development and Competitiveness Scientific Institute relates to the LV PEAK think tank at the University of Latvia.
- The Management and Business Educational Centre (CEMT) is a functional unit of the faculty which organises and implements ongoing education in the areas of business and management.
- The University of Latvia North American Study Centre is an interdisciplinary study and research unit at the faculty which was set up to engage in intellectual, cultural, academic and research centre to focus on co-operation, communications and an exchange of information between the Republic of Latvia and countries in North America.
- The University of Latvia Student Business Incubator is a functional unit of the Faculty that organizes and implements support activities for UL students and their established teams in starting and strengthening their business.

The reorganisation of the faculty was proposed by the Faculty Council, and it was based on decisions from the University of Latvia Senate (Decision No 47, 31 October 2016, Decision No 67, 9 January 2017, Decision No 108, 24 April 2017, and Decision No 141, 3 July 2017).

The management structure of the FBME is presented in Appendix 8. The management is in the hands of the dean, who is the top official at the faculty. The dean officially represents the faculty in relations with UL institutions and structures, as well as outside the UL insofar as his or her

competence is possible. The dean is responsible before the rector and offers a report about his or her work to the Council once a year.

The FBME Council is the highest-ranking decision-making institution at the faculty. Its work and competence are dictated by the statutes of the UL FBME, as well as the Council's regulation (Decision No FBME-V12.2/45, 5 April 2017). The Council has 25 members:

1. Four academic personnel representatives from each department (16 in all);
2. One academic personnel representative from each institute (2);
3. One representative elected by a personnel joint meeting);
4. Representatives elected by the student self-governance institution (5);
5. A representative from another institution who is approved by a faculty meeting.

The current council's composition was approved 16.02.2018 by order of the Rector of the University of Latvia No.1 / 55. The competence of the Council includes approval of changes in the content of the study field, approval of study plans, election of lecturers and other important decisions within the study process.

Another management institution in the study direction is the *Study programme Council* (SPP). In accordance with the rules of the University of Latvia Study programme Council,

The study programme council is also included in the management institutions of the study direction. Pursuant to the Regulations of the University of Latvia Study Programmes Council (Regulations of the University of Latvia Study Programmes Council are adopted in accordance with Article 15, Paragraph one of the Law on Higher Education Institutions and Article 8.4 of the UL Constitution, approved on 25.05.2009. At the Senate session, decision no. 248), the Council is a collegiate governing body that manages all levels of academic, professional and doctoral programmes relevant to one discipline. The SPP develops a strategy for the development of the field study programmes, evaluates applications for new study programmes at all levels in the respective field, evaluates annual study programme self-evaluation reports, changes in study programmes, etc.

The Council of Management Study Programmes (VSPP) includes:

- directors of all the relevant study programmes.
- successful representatives of the students registered in the respective programmes - not less than 20% of the Programme Board, promoting the representation of study programmes of all levels, as well as the representation of as many study programmes as possible. Student self-government nominates students.
- representatives of employers.
- professors in the field and other qualified professionals.

The NSPP has 14 members. 7 programme directors (M. Dunska has 2 programmes) - 3 lecturers without programmes (U. Rozevskis - former programme director, I. Voronucuka-former programme director, A. Batraga - VSPP chairman), 1 employer representative, 3 students. The composition of the SGEI changes approximately once a year due to the necessary changes in student representation. Initially, the composition was approved on 20.04.2017 by UL Instruction no. V31.3 / 2, last modified on 10.01.2019 by UL instruction V31.3 / 1.

Study programme directors make proposals on how to improve the study programme in a systematic manner. No less than once per semester they inform the Study programme Council about their work. No less than once a year, they approve a self-evaluation report that is submitted to the Faculty Council and focuses on the indicators and aspects of the study programme. In partnership with the Study programme Council, the ESPP prepares proposals on how to improve the

programme, using internal and external evaluations for this purpose. It also organises and manages the implementation of these proposals.

The units of the FBME are of importance in pursuing the Management, Administration and Real Estate Management direction and implementing it in practical terms. Departments have goals, missions, and management structures which are specified in the statutes of the FBME and its departments, as approved by the FBME Council[1]. Each department has four or five major research areas, as well as those who are responsible for them. Together with the department director, they organise the Department Council, which monitors the study process, oversees study and scholarly work, deals with the quality and development of study courses (including the preparation of new courses), ensures the evaluation of scholarly research, as well as study and other work results, organises methodological seminars, and deal with other important issues that relate to the work of the relevant department.

The management of the study direction is unimaginable without the support of general personnel, who offer daily and practical support to students and academic personnel as part of the study process. Support personnel at the FBME is based on the involvement of the study programmes, study forms, departments and other institutions. Each day, at least one person is involved with each of the four departments of the faculty (as study methodologists). Each collegial decision-making institution has at least one representative from general personnel to offer technical support (e.g., as the secretary of the Study programme Council, the Dissertation Council or the Faculty Council). Each study programme and form has one person from general personnel as a study methodologists. Technical and legal support for the faculty's management functions is also ensured by these employees. The executive director of the faculty, for instance, is responsible for the FBME's financial, operational, administrative and organisational issues.

The effectiveness of the management of the FBME 's study direction is clearly proven by the fact that there are approximately 25 general personnel employees who ensure the success of studies for more than 2,000 students. This is a mathematical proportion of 1:80.

It must also be noted that students and their representatives are intimately involved in the management of the study direction. Representatives of students are elected to the FBME Council and the Study programme Council, with full veto rights related to any issue that has to do with student interests. Students are also involved in the practical implementation of the study direction, in that all of them have the right to make proposals, submit complaints, etc.

Second, there is the normative and structural system of the UL, which dictates the processes of the implementation and development of the study direction in a centralised manner. In this context, it is important to note the involvement of various decision-making institutions such as the rector's office and the Senate. To be sure, of key importance in successful study direction work are various university units such as the Study Department, the Student Service Department, etc.

[1] Par LU BVEF nodaļu nolikumu apstiprināšanu **Latv., Eng.** (apstiprināts ar 04.10.2016 Domes lēmumu Nr.78)

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.

Admission requirements to the UL and FBME are regulated by admission rules (Senate decision No 15, 30 May 2016, approved in accordance with Article 65.2 of the law on universities and Cabinet of Ministers Regulation No 846, 10 October 2006, "Requirements related to the demands, criteria and procedures related to admission to study programmes), with subordinated instructions which specify procedures for the specific academic year:

1. admission requirements and criteria for undergraduate programmes^[1];
2. admission requirements and criteria for higher-level study programmes^[2];
3. admission requirements and criteria for doctoral programmes^[3];
4. admission requirements and criteria for residency study programmes;
5. admission procedure for the academic year^[4];
6. an estimate of the registration fee;
7. tuition fees in programmes;
8. number of study places for admission;
9. procedure for the preparation of entrance examination materials^[5];
10. composition of the Admission Board;
11. composition of the entrance examination commissions;
12. date and place of entrance examinations.

Admission procedures differ by study levels. Admission to basic studies is centralised, using the "unified admission to bachelor study programmes," which merges admission to 12 universities in Latvia^[6]. The competition for study slots is based on the results of centralised exams, or the grades that people who have been exempted from the centralised exam or have completed their secondary education abroad. Study programmes that do not have appropriate centralized exams are accompanied by additional requirements for certain marks in the certificate, for example. Applicants are ranked on the basis of the points that they have earned.

For example, undergraduate programmes provide benefits to the 1st to 2nd degree students of the Latvian State Economics Olympiad and to the 1st and 3rd degree students of the Economics Section of the Latvian State Students' Scientific Conference in the current and previous year. Detailed information on admission requirements as well as defined benefits are provided in the description of each study programme. However, for example, Admission Requirements and Criteria for Higher Education Programmes 2020/2021 provides for the eligibility for non-competitive registration in the academic year 2019/2020 for UL graduates of the academic year according to the conditions of the study programmes. Persons who have obtained the right to apply for non-competitive registration are provided with budget study places in the amount of 50% of the number of study places budgeted in the study programme within the places approved by the University of Latvia. If the number of budgeted places is an odd number, then most of the number of seats will be for those who have obtained the right to apply for non-competitive registration. In cases where the number of applicants exceeds the number of budget places offered for non-competitive registration, the competition shall take place on the basis of the weighted average mark (60%) and the overall mark of the final tests (40%). Applicants who do not qualify for the off-competition registration may apply for admission to the common position. Admission Requirements and Criteria for Undergraduate Programmes 2020/2021. In the academic year, additional points are awarded to persons who have received awards at the Latvian State Olympic Games, Latvian State Student Scientific Conferences, UL organized competitions for scientific research and creative work, and UL organized young specialist school classes, according to study programme conditions. The extra points are summed

up by the competition evaluation according to the competition criteria. Likewise, eligibility for a study place is determined for individuals who have received award-winning places at Latvian, International and Open Subject Olympiads, Latvian State Student Scientific Conferences, UL organized research and creative work competitions, and UL-organized young specialist school classes, under conditions study programmes. These advantages give them the right to obtain a study place outside the competition. In cases where the number of beneficiaries is higher than the number of budget study places specified in the study programme, persons with higher competition evaluation according to the competition criteria shall receive the study place outside the competition.

Admission to the master's degree programme is decentralised in each faculty, but they all have the same terms.^[7] Admissions are based on evaluations that are made during the fundamental studies. The programmes which accept the previous education in various sectors uses an entrance exam to test the applications knowledge about the study programme sector.

Admission to the doctoral programme is centralised^[8]. Applicants must submit the topic of their dissertation and reach agreement about it with the potential academic advisor. The Doctoral Studies Council evaluates the applicant's readiness to take part in the programme.

The study period, professional experience and previously obtained formal and informal education recognition procedures in the study direction are in line with Article 47.3 of the law on universities^[9], as well as Cabinet of Ministers Regulation No 932, 16 November 2004, "The Procedure for Starting Studies During Later Study Phases."^[10] Article 7 of this regulation and the UL legal document "The Procedure for Beginning Studies During Later Study Phases" (approved by Instruction No 1/128, 8 June 2009) is in line with the process.

Students who wish to start their studies during later phases at the UL must have completed a licenced or accredited higher education programme, as defined by normative acts, or at least a part of the programme that has lasted for at least two semesters or 40 credits (60 ECTS).^[11]

Another prerequisite for starting studies during later study phases is the recognition of previous courses that have been taken. The procedure for the recognition of study courses is stipulated in the legal act "Procedure for the Recognition of Study Courses at the University of Latvia" (Resolution No. 190 of 29.12.2008). In accordance with the above procedure, on the basis of the student's application, the possibility of recognizing study courses acquired at another Latvian higher education institution, higher education institution abroad or during the previous study period at the University of Latvia is considered. In all study programmes, the programme director is responsible for this task. According to the "Procedure for Starting Studies in Later Study Stages at the University of Latvia" 2.3. above, previous courses may be recognized at the same level or at a lower level. As of 16.09.2019 of the active students, FBME had 214 enrolled students, but since 01.01.2013. FBME recognition was granted to 572 students.

When applying for studies, you must complete the application form and submit it with the Academic Certificate (Transcript) issued by the previous institution. The director of the study programme evaluates and recognizes the previously acquired study courses, the study results of which correspond to the planned study results of the UL study programme. Study courses are recognized if the amount of credit points in the two comparable study programmes is the same or the number of credits in the respective study course previously acquired is higher.

Additional courses and exams are a fee-based service. Students from other universities or colleges who start their studies during later study phases at the UL do not receive national budget financing for their studies. Final exams passed at other universities are also not recognised. After the applicant submits his or her application, the UL evaluates and recognises learning outcomes gained

through previous professional experience. This procedure is defined in the legal act "The Procedure for Recognising Study Courses at the University of Latvia (UL Senate Decision No 190, 29 December 2008), and Amendment to "The Procedure for Recognising Study Courses at the University of Latvia (Senate decision 25.05.2009. No. 250.)

The recognised study courses are accredited or nationally recognised study courses that have been taken at Latvian or foreign higher education institutions if the academic obligations, content and scope and in line with the goals, missions, contents and plans of the study programme's learning outcomes. The University of Latvia's study programmes can recognise accredited or nationally recognised courses which students have passed at Latvian or foreign higher education institutions, but this does not apply to final exams or ongoing education courses if credits have been given for completing the course (Latvian higher education courses or the ECTS system).

When students return to their studies, the results of their previous educational studies and/or professional experience can be recognised. Students who apply for this must present documents which prove the achieved learning outcomes - certificates, confirmations from employers, recommendations, project results, job descriptions, etc. Learning outcomes achieved through professional experience can only be recognised in the part of the relevant study programme which includes an internship, and the results must be achieved in an area of professional activity that is in line with the thematic aspects of the study programme and the study programme course or module which offers practical knowledge, skills and competence.

The UL fully recognises courses that have been taken in study programmes that are based on intergovernmental or inter-university agreements, or in international educational programmes with respect to which the student has signed a written agreement with the study programme director. Previously taken courses can be recognised at the same level or a lower level. Courses taken at the first-level professional higher education study programme can be recognised in other bachelor study programmes (bachelor's degree or second-level professional higher education programmes). The recognised study courses are included in the student's fulfilled academic obligations by replacing courses from the obligatory Section A section or the limited electives Section B section. They are also included in the limited electives section or the free electives Section C part if Section C is part of the specific study programme plan. The recognised study courses also involve a 10-point grading system. The recognition is done by the study programme director. When there are questions, the final decision about recognising the courses rests with the relevant study programme council. Applicants who start their studies at later study phases must go through the recognition procedure before they do so. Courses are not recognised if their content and scope or the learned knowledge and skills are not in line with programme requirements. One UL study programme course can be replaced with several other taken courses, or vice versa - several UL study courses can be replaced in one completed course. When a UL study course is replaced with one or more courses, the total scope of the courses must be the same or larger than the scope of the UL study course. This means that in accordance with this procedure, students file applications to seek recognition of study courses that have been completed at a different higher education institution in Latvia, a university abroad or during a previous study period at the UL.

In the bachelor's degree programme, study courses are most often recognised when a student returns from an Erasmus+ or other exchange programme or when students who have entered the bachelor's degree programme ask for recognition of courses taken during a previous study programme if the scope and content are in line with the courses that are in the study programme. Students have every opportunity to recognise courses if they have not managed to complete their studies at a different university. In such cases, programme directors compare the scope and content of previously taken courses to take a decision on whether to recognise them. Sometimes previously taken courses are recognised for students whose studies at the FBME are at the second

or further higher education programme. If, for instance, a student has already taken a civil defence course while taking part in the bachelor's degree programme in chemistry, then he or she does not have to take the same course as part of the bachelor's degree programme "Business Administration". Similarly, when students return to the university after a pause, courses are recognised in accordance with changes that have been made to the study programme plan.

At the master's degree level, in turn, recognition most often involves students who have returned from mobility programme studies, taken part in projects such as a summer school, or have joined the programme from other universities in Latvia where they have not completed their studies. True, this latter possibility is very rare.

In these cases, the programme directors carry out a comparison of the scope and content of the courses they have previously taken and decide whether to recognize the courses. It is also possible to recognize previously completed courses in the doctoral programme. Both applications are rarely received in this programme and the recognition of study courses has been linked to a return from Erasmus studies or to changes in the curriculum.

Less often is there a chance to recognise learning outcomes that relate to a previous education (including an ongoing education programme) or in professional experience. Opportunities for the recognition of learning outcomes obtained in previous education (including a continuing education programme) or professional experience ("Regulations on the Evaluation and Recognition of Learning Outcomes at the University of Latvia" Decision no. 201) and ("Procedure for Circulation of Recognition of Learning Outcomes in Prior Education or Professional Experience" (UL 04.04.2014 Order No.1 /116).

Discontinued studies at the University of Latvia (UL) provide the opportunity to resume and complete education at a certain level of education. This can only be done in a programme that is currently being implemented. In case of substantial changes in the study programme (new courses, changes in the amount of credits), the study programme director compares the completed part of the programme with the valid programme and decides which of the previous study courses can be recognized in the current programme. As a result of the course recognition process, the programme director defines a semester for resuming studies. A transcript of record may be submitted for recognition of previously completed courses when commencing another programme. Procedure for Discontinuing Studies at the University of Latvia Approved by the Senate on 01.12.2008. decision no. 178 and adopted in accordance with Article 15 (1) of the Law on Higher Education Institutions and Article 5.6 of the UL Constitution point 5).

The recognition and comparison to learning outcomes related to mobility periods are handled in accordance with UL instructions on how study courses are recognised (Decision No 190, 29 December 2008), the UL instruction of amendments to the procedure (Decision No 250, 25 May 2009), as well as the UL instruction on the procedure of organising mobility related to the Erasmus+ programme (Decision No 1/363, 18 December 2014). The procedure involves two processes. First of all, the learning outcomes that have been obtained during mobility times are fully recognised in accordance with international programme rules. Second, the learning results gained during the mobility time are compared in accordance with UL professor/lecturers. The comparison of such results is done by the relevant study programme director based on the success of students at partner universities or an affirmation from the place where the internship was conducted. The courses are included in the student's programme by replacing courses from the semester when the student was gone, or with courses that were still planned to be part of the study programme. All students who take part in exchange programmes must reach agreement with the relevant study programme director before they leave, and they must have a provisional study or internship plan. If there are changes to the plan during the time that the student is elsewhere, then

that is also approved by the study programme director. The provisional study or internship plan is also discussed in the comparison process, and the study programme director approves the courses that the student has chosen at a foreign university and marks down which course from the student's plan will be replaced and compared. Students who take part in mobility internships must also reach agreement with the relevant study programme director in terms of how the internship will be recognised. If the UL study plan includes an internship, then the mobility internship is replaced and compared to an internship in the UL programme. If there are no plans for a study internship, then the study programme direction has the right to replace the internship with one of the courses that are part of the study plan, thus ensuring the maximum recognition and comparison of the results that were gained during the mobility process.

The recognition procedures and criteria related to knowledge, skills and competence gained outside of formal education or via professional experience, as well as the criteria related to learning outcomes gained during a previous educational period are determined by "Regulations concerning the study results that have been gained outside of a formal education or via professional experience, as well as learning outcomes gained during a previous educational period" (Cabinet of Ministers Regulation No 505, 14 August 2018)[12]. The decision on accepting these results is taken by the university's or college's recognition commission. It must have at least one commission in each thematic area that is listed in Latvia's education classification if the university or college has stud programmes in that area. The university or college can also have a joint commission for several thematic areas. Members of the commissions are approved by the university's rector or the college's direction. The rights, obligations and organisational aspects of the commission are determined by the university senate or the college council.

People who want recognition for knowledge, skills and competence gained outside of formal education or via professional experience must submit an application to the university or college in about recognising them. If knowledge, skills and competences gained through practical experience are to be recognised in terms of the relevant study programme course or module and the study results that are achieved to prove the practical knowledge or knowledge, skills and competence gained outside of a formal education must relate to the achievable study results in the study programme's course or module, and that means that the person must take all of the tests that are part of the course or model. In order to decide objectively and comprehensively on the recognition of knowledge, skills and competences acquired outside formal education or acquired through professional experience, as well as on the recognition of learning outcomes achieved in prior education, the Commission obtains the information required for decision making.

All of these procedures are public and are available in the UL Normative act system, which is available to every UL employee and student who enters the system with a user name and a password.

[1]

<https://www.lu.lv/gribustudet/normativie-dokumenti/uznemsanas-prasibas-un-kriteriji-pamatstudiju-programmemas-2019-2020-akademiskaja-gada/>

[2]

<https://www.lu.lv/gribustudet/normativie-dokumenti/uznemsanas-prasibas-un-kriteriji-augstaka-lime-na-studiju-programmemas-20192020-akademiskaja-gada/>

[3] <https://www.lu.lv/gribustudet/uznemsanas-kartiba/doktorantura/>

[4] <https://www.lu.lv/gribustudet/uznemsanas-kartiba/pamatstudijas/>

- [5] <https://www.lu.lv/gribustudet/normativie-dokumenti/uznemsanas-noteikumi-latvijas-universitate/>
- [6] Uzņemšanas kārtība. <https://www.lu.lv/gribustudet/uznemsanas-kartiba/pamatstudijas/>
- [7] Uzņemšanas kārtība. <https://www.lu.lv/gribustudet/uznemsanas-kartiba/pamatstudijas/>
- [8] Uzņemšanas kritēriji. <https://www.lu.lv/gribustudet/uznemsanas-kartiba/doktorantura/>
- [9] Augstskolu likums. <https://likumi.lv/doc.php?id=37967>
- [10] Studiju uzsākšanas kārtība vēlākos studiju posmos. <https://likumi.lv/doc.php?id=96800>
- [11] Studiju atsākšana. Pēc pārtraukuma. www.gribustudet.lv
- [12] Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas noteikumi. <https://likumi.lv/ta/id/301013>

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.

In accordance with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal norm "Procedure for Developing and Updating Study Courses at the University of Latvia" stipulates that information on the conditions, aims, tasks, requirements for obtaining credit points, contact classes, the organization and tasks of the students' independent work, the planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria are included in all study course descriptions available to students in the UL Information System (UL) and UL E-Studies platform. The registering and recording of the assessment of the students' results takes place in the e-environment of the respective study course. At UL, each study programme and each study course are formulated with learning outcomes as a combination of knowledge, skills and competence. The courses of the study programmes are designed following the principles of graduality and succession. To ensure this, the study programmes have been mapped at study programme level and study course level.

Each study programmes and course at the UL has formulated learning outcomes as a set of knowledge, skills and competences. In accordance with the Bologna process, higher education programmes must use learning outcomes when describing qualification structures and qualifications. The European unified higher education space has a process in which learning outcomes are described as claims/announcements about that which is expected in terms of what the student will know and/or be able to do after a specific learning period (in terms of the study programme, module, course or activity).

The learning outcomes are formulated to state what is expected in terms of what students achieve and demonstrate. This learning outcome approach is important in the context of recognising and ensuring higher education, lifelong education and formal or informal learning experiences. The UL's Study Department recommendations say that knowledge is the result of gaining information during a study process, as well as a set of ideas that are related to studies and the area of work. Knowledge can be factual or theoretical. Skills mean the ability to apply knowledge to practical or theoretical assignments. Skills can be cognitive (logical and creative thinking), as well as practical (including the dexterity of hands and the use of methods, materials, tools and instruments).

Competence refers to the set of knowledge, skills and attitudes so that responsible and independent work can be done in study and work situations, as well as in developing in a professional and personal way.

Learning outcomes at the level of a study programme or course help to ensure harmonisation among a programme's courses and successive programmes, thus ensuring the implementation of a student-focused study process. Learning outcomes help students to understand what exactly they will be able to do after a successful study period, and that encourages more effective learning. The Latvian law on universities (1995/2015) says that learning outcomes are "the set of knowledge, skills and competence to be obtained at the conclusion of a study programme, module or course."^[1]

In line with this, the UL FBME has prepared knowledge, skills and competence in the study programmes of the "Management, Administration and Real Estate Management" study direction, as well as an integrated study programme and direction levels. The courses in the study programme are based on the principles of gradualness and succession, understanding the principles of teaching (systematics, succession, gradualness, integrity, diversity, etc.). In order to take into account the development and implementation of study courses, the UL rector issued Instruction No 1.277, 10 August 2018, to approve the process for preparing and offering study courses in line with Article 56 of the law on universities. This procedure speaks to the preparation and implementation of courses, as well as requirements for study course descriptions and E-course offerings that relate to distance learning. The study course is included or excluded in the study programme by the procedure.

In order to ensure this, the planned results of study course in the study programme are mapped. The courses in a study programme must be harmonised so that they help students to achieve the results of the programme.

With this in mind, the UL FBME has developed the knowledge, skills and competence of the courses included in the study programme "Management, Administration and Real Estate Management" and integrated them at the study programme and field levels. When preparing a new study programme or updating an existing one, the UL recommends that the study results of a programme are mapped so as to make sure that the learning outcomes that are formulated at the level of study courses and programmes are linked

In preparation for accreditation, programmes within the FBME field of study have been mapped and synergized with programme course outcomes. Each study area mapping matrix plots the results of the study programme alongside the programme's results, which helps to test whether and how the study courses are potentially leading the student toward programme outcomes. The results of the mapping and the analysis carried out in the accreditation report on the study field are available in the appropriate Annex in Section 1.3 of each programme.

During the 2015/2016 academic year, the UL academic development project "Formulation and evaluation of good practice related to learning outcomes in the University of Latvia study programmes" led to the preparation of a handbook about this topic. The handbook focuses on the tested experience related to the prepared and implemented ongoing education programme for academic personnel in terms of methodologies related to the formulation and evaluation of learning outcomes. The goal is to facilitate the ability of study programme directors and professor/lecturers to have competence related to this methodology, facilitating an understanding of good practices that are implemented in the study programmes so as to ensure a student-focused and learning outcome-based study process and an evaluation of the achievements that students have had.^[2]

Students who begin their studies at the FBME receive information during the first week of studies

about how the studies are organised and implemented in the relevant study programme. The planned learning outcomes of each study course, examination methods and grading criteria are defined in all study course descriptions. These are available to students via the UL informative system (LUIS) and the UL E-study Website. The "Procedure for organising study course examinations at the University of Latvia" (UL Senate Decision No 211, 29 June 2015, in line with Article 15.1 of the law on universities and the UL Article 5.6.5 sub-element in the UL Constitution with amendments to the UL Senate decision, Decision No 235, 2 July 2018) directly specify that each faculty member is obliged to ensure that during the first class session, students are informed about the way in which the course is organised, the requirements, grading criteria and exam procedures. These requirement and grading criteria must not be changed during the semester. An important aspect of the FBME study courses and specific achievement of learning outcomes relates to practical skills such as preparing project applications, learning about the business culture of certain countries, examining the strategies of specific companies or organisations, etc. Much attention is focused on the ability of students to do independent work, allowing them to take an in-depth look at specific issues so as to correlate the information that is obtained and to talk about this during classroom activities. This makes use of individual and group working methods. Study courses related to economic research methodologies, statistics, etc., involve a monitoring of each student's progress vis-à-vis the design of research, the selection of data, data collection methods, data transformation, establishment of models and new changes, specifications, evaluations and interpretations. Each student must prepare detailed presentations that are discussed during classroom sessions with fellow students and the faculty member.

The grading system is specified in the law on education, which defines the basic principles and procedures related to grading, as regulated by national education standards. Professional qualification procedures are defined in the law on professional education and the law on universities, which also regulates the evaluation of academic higher education. Accredited education programmes end with national exams. Learning achievements are rated on a 10-point scale and on the basis of these criteria:

- The scope and quality of knowledge;
- Skills and abilities;
- Attitudes toward learning;
- The trends in developing learning outcomes (Table 1.6)

Table 1.6

Explanation of the 10-point grading system^[3]

Level of learning	Grade	Explanation	Approximate ECTS grade
Very high	10	Outstanding	A
	9	Excellent	A
High	8	Very good	B
	7	Good	C

Average	6	Almost good	D
	5	Average	E
	4	Almost average	E/FX
Poor	3-1	Unsatisfactory	Fail

In evaluating learning outcomes, the process is based on Cabinet of Ministers Regulation No 512, 26 August 2014, "Regulations on the national standard related to second-level professional higher education", as well as Cabinet of Ministers Regulation No 240, 13 May 2014 "Regulations concerning the fundamental principles of formulated evaluation principles related to national academic education standards:^[4]

- The principle of transparency - the UL has a set of requirements related to the grading of learning outcomes in accordance with the study programme's goal and missions, as well as the goals and missions of the study course;
- The principle of being able to review grades - the UL has a system for reviewing complaints and proposals if there have been violation in the learning process, though in practice, students know their rights and know how to use their defensive resources;
- The principle of mandatory grades - a successful grade must be received in all courses in the study programme;
- The principle of using various types of examinations -- different types of examinations are used in the study programme;
- The principle of appropriate grades - during exams, students can demonstrate their knowledge, skills and competence in relation to relevant assignments and situations, and the scope of the content of examinations is in line with the content of the course.

The relevance of assessment methods and procedures to the achievement of study programme goals and students' needs is analysed and improved, taking into account the experience of the lecturers, analysing the students' achieved study results and the results of the surveys in several academic years. The students acknowledge in the surveys that clearly planned learning outcomes and defined assessment criteria, as well as regular feedback on the students' achievements in the study process are very important for the study. To ensure this, lecturers systematically analyse their experience, collaborate with colleagues, analyse student achievements and improve course descriptions and the E-Studies platform by developing assessment criteria appropriate to the intended learning outcomes, thus providing the basis for the assessment.

The UL has had a centralised grade registration system since 2012, and it calculates the final grades of courses on the basis of the algorithm that is part of the course description, taking into account grades given during midterms and final exams.

The organisation of examinations and the grading of student achievements are in line with UL Senate Decision No 211, 29 June 2015, "The procedure for organising study course examinations at the University of Latvia," which is applicable to part-time and full-time registered students in UL study programmes.

Examinations can be conducted in writing or orally or a combination (written and oral). For the assessment of the students' achievements, the examination form and methods are chosen that correspond to the teaching methods used in the study process. Study results in study programmes are evaluated by two indicators:

- 1) quality indicator - rating on a 10-point scale, taking into account external regulatory enactments.
- 2) quantity indicator - credit points based on the total number of hours in each study course.

In each study course there is an obligatory test (intermediate tests). A course with 2 credit points must include at least one test, a course with 3 or 4 credit points with at least two, and a course with 5 and more credit points must include three tests.

Intermediate tests may include tests, tests, reports, court proceedings, presentation of scientific papers, as well as other forms of knowledge testing appropriate to the specifics of the course, whereby the knowledge of each student is tested according to the same criteria. The number and type of midterm examinations are specified in the description of each course (available on the e-learning website). At the end of each study course there is a final examination: examination or defence (for a study paper, traineeship or final paper). In order to obtain credit for the course, all students must pass an examination. The UL legal act "Procedure of organization of study course examinations at the University of Latvia" allows the assessment of the course's success even if the examination has been passed (if such possibility is specified in the study course description). However, the FBME requires stricter requirements and the principle that the exam must always be passed successfully in order to be awarded the final grade is the same throughout the FBME.

The UL legislation states that the total assessment of the study course consists of: the total assessment of intermediate examinations (not less than 50% of the total assessment) and the examination obtained grade (not less than 10% of the total assessment); grade definition can be specified in each course description. The FBME curriculum descriptions are not dominated by any one approach, but each course description has a strictly defined percentage distribution e.g. semester mid-term examinations, reports, etc. and the exam mark, at the same time the UL legislation is implemented. For example, the Bachelor's level Marketing Course (VadZ2113), which is taught in several study programmes, provides the following breakdown: Attendance of lectures is optional; Attendance at seminars is a must; Intermediate exams: 1. Control work 20%; 2. Control work 20%; independent work 20%; assignments for seminars 20% exam work 20%. The Master's level study course Marketing Planning and Research Methods (Ekon5241), which is also taught in more than one study programme, provides: Attendance of lectures is optional; attendance at seminars and workshops is a must. The assessment of the works performed during the seminars and the assessment of the submitted homework account for 80% of the mark (including 2 compulsory tests - 20%, as well as seminars and homework - 40% and the presentation of independent work - 20%). Intermediate examinations - 80%, incl. 1. control work 10%; 2. control work 10%; Seminar and homework 40%; Independent work (preparation and presentation of a report) 20%; Final examination (examination paper) - 20%.

The total assessment of the study course is calculated in the UL centralized system of recording of success according to the algorithm defined in the course description, taking into account the marks obtained during the intermediate examinations and exam, and recorded in the examination protocol. The course syllabuses in e - learning contain complete information where students can familiarize themselves with the criteria, conditions and binding procedures for assessing student achievement[5].

In line with the specifics of their courses, faculty members can set requirements vis-à-vis attendance. Most faculty members do not require students to attend all lectures, though attendance at seminars is mandatory or partly mandatory (specifying those seminars in the course description at which attendance is mandatory). This approach is more typical for courses that are taken during later study semesters. Since the 2018/2019 academic year, however, the dean of the FBME has stated (Decision No FBME-A43.1.318, 15 August 2018) that first and second-year bachelor's degree students must attend at least 50% of lectures, and all bachelor's degree students

must attend all seminars. In practice, this has ensured positive results, and there have been fewer students who drop out because of the consequences of a free approach toward attending lectures.

Midterms at the FBME can only be taken twice, and a second taking of the test is possible only at a specific time and place, announced at least one week in advance. Students can take their finals three times. During the third time, the work is evaluated by a panel of three professor/lecturers who have not taken part in grading the previous attempts to pass the test.

If the student fails to attend the final examination within the set time, the lecturer makes a note of "not attended" in the examination protocol and is counted as an examination unless the dean of the faculty (or his / her authorized representative) determines that the student was absent with objective reasons as evidenced by appropriate documentation.

The commission for approval of the re-examination of the final course, consisting of three lecturers, is approved by the dean of the faculty with the instruction. The teaching staff who initially accepted the examination shall not be included in the panel but may be invited to a panel meeting for explanations. The assessment is introduced in the UL E-Studies platform and the minutes are signed by the chairman of the commission. The student must re-register for the course in the following cases:

- 1) the student has failed the final examination of the course three times.
- 2) during the semester the student has not fulfilled the number of requirements specified in the course description, which gives him /her the right to take the final examination of the course, which can be fulfilled only by re-acquiring the course.

From 2013, Senate Resolution No. 287 Regulations on Academic Integrity at the University of Latvia has been approved and on 27.06.2016. by Senate Resolution no. 33 Amendments Accepted to the Regulations on Academic Integrity at the University of Latvia, which stipulate that a student who has been suspended from the Final Examination for Violations of the Regulations on Academic Integrity at the University of Latvia are entitled to retake the Final Examination not earlier than the next semester. Re-passing of the final examination, after the end of the semester, if the student has not taken the examination during the semester without a valid reason, as well as re-enrolment are paid services, the fees of which are determined by the UL for each academic year. UL 20.07.2019. Rector's order no. 1/288 "On Cost of Study Process Paid Services". It is not allowed to take the final examination of the course repeatedly, if it has been successfully passed, except for the rule 47.2. where the Dean may, on a proposal from the teaching staff, decide on a re-examination of the course in the event of a significant procedural irregularity. In this case, the student has the right to take the course test repeatedly free of charge.

FBME exams are taken in writing as well as orally. In all study courses, depending on the specifics of the course, theoretical and practical questions may form part of the final examination. It is provided in the description of the specific study course of each study programme "Management, Administration and Real Estate Management" course. Such requirements are aimed at preparing high-level, suitably competent professionals for the labour market.

The extent to which the grading methods and procedures are in line with the study programme's goals and the needs of students is analysed and improved on the basis of professor/lecturer experience, as well as an analysis of the learning outcomes of students. Students have said in surveys that of key importance are clearly formulated planned learning outcomes, along with defined evaluation criteria and regular reciprocal links about the achievements of students during the study process. To ensure this, professor/lecturers systematically analyse their experience, co-operate with colleagues in the relevant FBME departments, analyse the achievements of their students and improve their course descriptions by including in them the planned learning outcomes

and grading criteria. The extent to which these methods and procedures are in line with study programme goals and student needs is also discussed by the Council of Management Study Programmes, with the participation of programme directors and representatives of students. This means that systematic evaluation of methods and procedures and their compliance with study programme goals means that the FBME has a grading system that is in line with the needs of students.

The State Education Quality Service has not set out precise criteria for rounding off grades in terms of two evaluations, but if there is a choice between a higher or lower grade, the principle is that if the number after the comma is five or more, then the number is rounded upward, but if it is lower than five, then it rounded downward. This means a precise approach toward grades and the relevant methods which all students are aware of.

Types and grading principles for final exams are defined in the Regulation of final exams at the University of Latvia (Senate Decision No 183), 27 December 2011) and the UL Instruction No 1/38, 3 February 2012, "Requirements for final papers (bachelor's papers, master's theses and dissertations) and their preparation and defence at the University of Latvia." These rules state that the concluding exams include the finals at the bachelor's and master's degree programmes, as well as national exams related to professional education study programmes.

In the direction of studies in both academic and professional bachelor's programmes, the final examination consists of defending a bachelor's thesis, whereas in academic and professional master's programmes, the final examination consists of defending a master's thesis.

In accordance with UL Instruction No 1/38, grades related to these final exams can have additional criteria that are proposed by the Study programme Council and approved by the Faculty Council. On 10 September 2019, the FBME Council approved methodological instructions on writing and defending concluding exams (bachelor's papers and master's theses), as reviewed by the Council of Management Study Programmes. These mean that in all areas of the study programme, the process has several phases - first preparing the draft of the paper and pre-defending it during the penultimate semester (2 credits) and then the defence of the final version of the paper during the last semester.

Students write these papers individually, and they are evaluated by special commission that are approved by the UL Vice Rector in the relevant area on the basis of proposals from faculty councils. Such commissions are established for each study programme and sub-programme, and decisions about grades are taken collegially. Decisions can be made if at least three commission members are present - the chairperson, the secretary, and one other member. Decisions on grades are taken behind closed doors after all students on the agenda of the specific day have defended their papers. Decisions are made on the basis of an open vote and on the basis of a simple majority.

With regard to the academic and professional Master's programme, it should be noted that representatives of various professional organizations and institutions (e.g. Juris Binde, Dr. oec., Chairman of the Board of Latvijas Mobilais telefons Ltd., Didzis Rūtītis, Dr. sc. Admin., Managing Consultant of Sell More Ltd., Baiba Medvecka, Expert in Public Administration, Deputy Director of the State Chancellery for Public Administration and Communication, Māris Gailis, Expert in Public Administration, Emīls Pūlmanis, Mg., Auditor General of the State Audit Office, Office Development Project Manager Artūrs Ernštreits, Mg., Product Development Manager of Visma Enterprise Ltd.), they take part in the defence of final papers. Grades at the FBME are consistent and justly and equally applied to all students irrespective of their study form and type, and they are implemented in accordance with precisely defined procedures.

The grading of courses and finals allows students to show the extent to which they have achieved

the expected learning outcomes, because faculty members explain any shortcomings that students have when it comes to solutions or answers, also pointing to aspects that should be taken into account when taking a test for a second time or when, in future, doing professional work.

[1] Augstskolu likums. <https://likumi.lv/ta/id/37967-augstskolu-likums>

[2] Studiju rezultātu formulēšanas un novērtēšanas rokasgrāmata <https://www.lu.lv/studijurezultati>

[3] See <http://www.aic.lv/portal/izglitiba-latvija/vertesanas-sistema>

[4] *Ibid.*

[5] <https://estudijas.lu.lv/>

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.

The UL respects the principles of fair and responsible conduct as stipulated in The Academic Ethics Codex of the University of Latvia, (UL Senate 27.10.2018. decision No. 170) and in the Regulations for Academic Integrity at the University of Latvia, (UL Senate 25.02.2013. decision No 287, 27.06.2016. Senate decision No. 33 and publicly available to students of the UL and its staff[1].

When implementing the study direction, FBME fully supports the guidelines of the UL Code of Academic Ethics (27.10.2008. Senate Resolution No. 170) in terms of principles and norms of good and responsible conduct of the University of Latvia family. The University of Latvia Academic Ethics Code includes principles and norms related to honest and responsible activities among employees of the university. The aim is to facilitate academic excellence and to encourage employees to work together on behalf of education and science in Latvia. The code is in place for academic work and mutual contacts. It helps to gain knowledge, free exchanges of ideas and a favourable environment to improve human personalities. It was written in accordance with the Constitution of the Republic of Latvia, as well as other normative acts. The fundamental principles include academic freedom, honesty and justice, responsibility, loyalty, respect and collegiality. The principles are to be implemented for the employees of the university and the work of the FBME. These principles improve the quality of education and scholarly work, facilitate justified respect and trust, prevents conflicts of interest vis-à-vis the UL's property and finances, and bans authority, jobs and academic situations that relate to selfish interests. The principles relate to the work of faculty members, scientific employees, students and general personnel. Their implementation depends on the work, propriety, self-supervision, self-control and self-improvement of every employee of the university. Administrators ensure the availability of the code, and administrative and academic personnel must set an example and work to improve the normative acts and the organisation of work so as to facilitate the implementation of the code's principles and norms. This is facilitated and supervised by the UL Academic Ethics Commission, which reviews violations of academic ethics in accordance with the regulations of the commission. The commission expresses its views, supports activities that are in line with the code, denounces violations and makes proposals to the rector of the UL in terms of how such violations can be avoided.

Academic honesty is identified in UL regulations on academic honesty at the University of Latvia

(Senate Decision No 33, 27 June 2016). This means behaviour that includes objectivity, responsibility and mutual respect and trust, also excluding fraud and cheating and facilitating the quality and prestige of education and science in Latvia. The rules are aimed at strengthening academic culture and honesty in the UL's academic environment.^[2] The adoption of the rules explains academic honesty and related activities. The most frequent violations of academic honesty principles in the academic environment are registered, and UL personnel are obliged to prevent such dishonesty. When assessing academic honesty and relevant violations in scientific work, the following aspects must be taken into account:

- 1) Faking or fabrication of the results and data of an experiment or research project;
- 2) Making reference to non-existing papers, data and research;
- 3) Selective interpretation of research results so as to confirm the hypothesis of the research project, or providing only such information as facilitates trust in the research and its recognition in the academic environment;
- 4) A failure to observe anonymity and confidentiality vis-à-vis people who are involved in the research;
- 5) The use of information collected by other people, databases and published or unpublished resources without the appropriate reference;
- 6) Plagiarism;
- 7) The submission of a patent application related to an invention by someone else or expropriation of inventions related to job relations at the UL.

When UL or FBME personnel file reports about academic honesty violations to the department director, dean, pro-rector or rector when necessary. The UL has said that academic honesty must be observed in all relations that involve university personnel. FBME personnel are obliged to cooperate with the faculty's dean, the university's rector, pro-rector or other members of the personnel structure if they find violations of academic honesty. Violations relate to the rules on academic honesty and to the consequences and responsibility that relate to other Republic of Latvia and UL normative acts (Senate Decision No 33, 27 June 2016). Decisions by the Senate speak to academic honesty among students and academic and general personnel. Students are required to observe the principles of honesty which include the following activities:

- The offer of any material value, property or other benefits for doing or not doing something in pursuit of the academic interests of a student or someone else;
- Unauthorised use of resources in the study process or plagiarism;
- Participation in a violation of academic honesty, including the transfer of individual work results to someone else or the presentation of collective work as one's own work if that has been defined as collective work, taking an exam in the place of another student, signing an attendance sheet or other documents on behalf of another student;
- Provision of false information about the person and his or her work;
- Unauthorised obtaining of exam questions or assignments;
- Hindering or causing problems related to the academic work of academic personnel or students;
- Other purposeful activities which hinder or cause problems for the study process or academic work at the UL;
- When a student violates these terms, the relevant faculty member can make oral criticism or file a report with the faculty's Dean;
- Reduce the grade for a test;

- Tell the student that he or she must complete the exam assignment once again (with a different topic or assignment);
- Refuse to allow the student to take the final without taking the course or part of it again;
- Annul the course grade if the violation has been identified before registration for the next semester;
- Propose to UL administrators that they warn the student of exmatriculation.
- On the basis of a report from a UL faculty member about the violation of such norms the dean of the faculty can, in addition to other consequences dictated in the UL's normative acts:
- Annul the course grade if the violation has been identified before registration for the next semester;
- Propose to UL administrators that they warn the student of exmatriculation.

All academic honesty violations are registered in the LUIS and in the file of the relevant student. If it is found that a student is using or has used unauthorized resources or engaged in plagiarism, then he or she is not allowed to take the exam, with a relevant record in the protocol. At the proposal of a faculty member or the FBME dean, UL administrators can take decisions about disciplinary punishments. Students can express their views as to what they have done to faculty members and the dean in accordance with UL procedures. The student may contest the decisions made in violation of these Regulations in accordance with the procedure prescribed by the UL normative acts. FBME uses the UL common policy on academic integrity issues.

The academic honesty activities of academic personnel at the UL:

- When advising student papers (particularly final papers and dissertations), there must be consultations and a timely reciprocal link;
- The work of students must be evaluated objectively and on the basis of UL criteria, mostly basing the process on the content of the work, not just its scope or formation, thus avoiding a conflict of interests;
- Not permitting the use of unauthorized resources, plagiarism or other impermissible activities during tests;
- Have the right to receive explanations from students about what they have done;
- Reporting academic honesty violations to the dean of the FBME and making note of them in the test protocol;
- Not soliciting or accepting gifts, services or additional payments for job duties, including consultations;
- Use the results and published data of students only with appropriate references;
- Ban plagiarism and self-plagiarism;
- Strictly monitor the observance of copyright in academic work;
- Make use of a diversity of literature and sources, make reference to other specialists in the relevant sector, and not use the faculty member's own textbook while not scorning the research work of other scholars;
- Not involving students in dealing with quarrels among faculty members, scientists and general personnel;
- Preparing original test assignments and regularly updating them.

General personnel and the administrators of the UL facilitate the observance of the principle of academic honesty in their work. Within three days after receiving a report about an academic honesty violation, the dean of the faculty must evaluate it and take the relevant decision. General personnel and administration members of the UL violate the principles of academic honesty if they:

- Unjustifiably punish or ignore UL faculty members, scientists or students who report on

violations of academic honesty;

- Make the process of reporting violations complicated, difficult or even impossible by facilitating a situation in which the fact of the violation is ignored or hidden, with discrimination in evaluating the violation;
- Hide or falsify information about grades and other indicators to gain a higher rating or to avoid negative publicity;
- Ignore confidentiality when correlating expert analysis and other evaluations of academic work;
- Permit conflicts of interest.

A conflict of interest is a situation in which a UL employee has to take decisions, take part in decision or do other things that can impact his or her academic growth, particularly in terms of grading exams, annual papers, theses and dissertations, advising papers, theses and dissertations, awarding scholarships or prizes, awarding financing for scholarly work, or hiring people or electing them to academic or administrative posts. To avoid seeming conflicts of interest, UL faculty members can recuse themselves from decisions if there are circumstances that may create justified doubts about their objectivity. To avoid conflicts of interest, people who are linked to UL faculty members must choose to take a course that is taught by someone else if possible.

Faculty members must refrain from teaching a course or advising the relevant paper or dissertation. If, for reasons of narrow specialization, academic personnel have to take part in grading the relevant person's test or final exam, then the evaluation is conducted by an examination commission or, at least, a neutral representative of academic personnel - the department director or faculty Dean. Academic personnel must refrain from evaluating the relevant person, and they must not be in the examination room. Academic and general personnel who violate these rules may face disciplinary punishments from the UL Rector or an authorized representative in accordance with the norms of the UL and the Republic of Latvia. Regulations about academic honesty at the University of Latvia include relevant additions which offer detailed explanation of what plagiarism is and how it is identified, as well as how reports about a student's violation of academic honesty are to be prepared.

In order to prevent violations of the principles of academic fairness, the University of Latvia has established the Unified Computerized Plagiarism Control System (Order No.1/125 of 22.04.2014). Anti-plagiarism tools are used systematically. With the help of the system all students of the study programme will be tested for their conclusions and promotional papers. There is also a procedure in place to describe further actions to be taken in the event of signs of plagiarism (see annex to UL Order No.1/125 of 22.04.2014 on control of plagiarism).

The UL as the developer of the System and its operator constantly updates the System and provides other higher education institutions with the opportunity to use the System on the basis of a cooperation agreement. Currently, based on the cooperation agreement, seven higher education institutions in Latvia, Daugavpils University, Liepaja University, Latvia University of Life Sciences and Technologies, Riga Stradins University, Rezekne Academy of Technologies, University College of Economics and Culture and Riga International School of Economics and Business Administration use the System. The system automatically compares the final theses uploaded to these university systems, incl. material available on the Internet, and in the event of a certain percentage match, the study programme directors are sent an overview of these test results, whereby the same text snippets from different authors are simultaneously viewed. The programme directors pass this information on to the appointed supervisor and reviewer for review and, in the event of a suspected breach of academic integrity, pass on the results of the analysis to the final examination panel for final consideration.

Since the inception of the tool, there have been occasional cases of plagiarism in the UL FBME, but cases where the work does not fully meet the criteria are rare. In FBME practice, there have been some cases where students have been expelled from the study programme for alleged violations of academic integrity in their final theses. In cases where it is not possible to control plagiarism in a unified system, such as in the case of English-language students, this is done by the director of the programme concerned by manually entering information.

Understanding the potential of this tool has made it easier for students to understand the principle of designing study papers and the potential consequences of violating this principle. A positive fact in FBME's direction of study is the downward dynamics of cases of plagiarism. Summarizing data received on reports on violation of student academic integrity during the accreditation period 2013-2019, we conclude that 2 cases of MSP "Management Science" were identified in the study direction in 2014, which resulted in ex-matriculation of a significant violation of The PMSP "Project Management" also identified 2 cases which resulted in a 0.5 unit reduction in the Job Score. In 2015, 2 cases of PBSP "E-Business and Logistics Management Systems" and BSP "Management Science" were detected, which resulted in ex-matriculation for a significant violation of the UL internal regulations. In 2017, 2 cases of PMSP "International business" were detected, which resulted in ex-matriculation for a significant violation of the UL internal regulations. As of 2018, no cases of plagiarism have been identified in the field of study.

The FBME fully supports the guidelines of the Academic Ethics Code because of the principles and norms of honest and responsible activities among University of Latvia employees. Study programme council chairpersons establish commissions with at least three members to deal with specific appeals so as to avoid any possible conflict of interest.

Consequently, it can be concluded that the plagiarism control system developed by the University of Latvia works successfully and fulfils its tasks successfully. The collaboration of several higher education institutions in the field of application of the system facilitates more effective control of study work in each higher education institution and in Latvia in general, and this system works successfully in practice, raising the significance and quality of the final theses.

All employees of the UL are asked to submit honest and fair information about violations of the code to the UL Academic Ethics Commission. Every employee has the right to submit proposals to the commission on how the code and its implementation could be improved.

[1] Noteikumi par akadēmisko godīgumu Latvijas Universitātē. Latvijas Universitātes Akadēmiskās ētikas kodekss <https://www.lu.lv/darbiniekiem/akademiska-etika/>

[2] <https://www.lu.lv/darbiniekiem/akademiska-etika>

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 target audience of the UL website <https://www.UL.lv/en/> / (hereinafter referred to as the website) is the UL prospective and existing students, employees, cooperation partners, scientists

and the general public.

The site is intended for access to and storage of public information, providing its visitors with an opportunity to familiarize themselves with the UL's activities as reflected in digital environment on the internet.

The site consists of the following sections:

- ROTATING NEWS - Significant UL information utilizing the UL visual identity, which has certain characteristics and strengthens the image of the university and promotes its recognition in the digital environment.
- NEWS AND EVENTS - UL current events and planned events. Information is prepared by UL structural units and communication and innovation department.
- DISCOVER UL - Information about studies, extracurricular activities, science.
- STUDIES - with subdivisions -
 - College study programmes,
 - Bachelor's study programmes,
 - Master's study programmes,
 - Doctoral study programmes,
 -

The information is prepared and published by the Department of Communication and Innovation in cooperation with the Department of Studies and the Department of Student Services.

The STUDIES section in Latvian provides information on programme goals, objectives, study outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. If you have any questions, please contact us for further information. This section also publishes study-relevant information under the heading STUDY PROCESS - Academic calendar, Lecture timetable, Tutorials, Key documents and forms, Information on mobility at higher education institutions, Recognition of experience / education, Lifelong learning opportunities as well as links to UL E-Studies platform and LUIS information system.

The section contains information about the University of Latvia Libraries offer, Career Centre information, Student Council activities.

The two subsections STUDENT LIFE and MORE THAN STUDIES inform existing and potential students about hostels, meals, parking and bicycle parking, mentor support, and information for people with disabilities. There is a wide range of information on how to enrich one's extra-curricular life with sport, culture.

The ADMISSION section contains information for school pupils, prospective and existing students. In this section, the pupils can get acquainted with the events and creative competitions organized by the respective faculty, the participation wherein and successful performance can give additional admission points. The prospective students may get introduced to the information on all levels of programmes, admission requirements, credit and scholarship information, as well as opportunities for the resumption of studies on the site. The prospective students will be able to familiarize themselves with the most frequently asked questions and answers, information on Career Centre activities, preparatory courses and classes for school pupils.

Other Sections - Science, Cooperation, About Us. They provide more information about UL activities in research, projects, conferences, cooperation partners, normative acts, strategy.

The website www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/ contains annual study field self assessment reports.

The websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. The content blocks are exactly the same as the blocks on the UL official site, but more specific information is posted directly about the respective faculty activities. Access to the faculty's Website involves two links - www.FBME.lu.lv or www.bizness.lu.lv. The faculty's Website has timely information for students, faculty members and employees. Lesson schedules are regularly updated, and students can learn about extracurricular activities such as open house days, seminars, guest lectures and the UL Student Business Incubator. There is also information about possible financial support for studies and research. The Website is also offered in English so that it is available to foreign students - www.FBME.lu.lv/en. The structure of the English version is the same as that of the Latvian version, though the information is prepared and posted specifically for foreign students and partners.

The UL Website can be used to find the faculty's Website via the faculty's business card.

The UL Website in English, www.lu.lv/en is similar to that of the Latvian version, but the difference is that in place of I WANT TO BE A STUDENT there is ADMISSION, where foreigners, degree students and guest students can find information about available study programmes, admissions procedures and scholarships. Other sections are analogous to the Latvian version. If information for the portal is submitted in a foreign language other than English, it must be accompanied by a translation or brief summary of the text in Latvia.

Managers of the UL's structures are responsible for posting information about their structures, making sure that it is correct and is regularly updated. Website content administrators are responsible for maintaining the homepage, posting information and regularly updating the site. Each faculty has a public relations specialist who is responsible for the posting of content.

Information about the study field and the corresponding study programmes in Latvian is published on the faculty websites. The sites contain information on programme goals, objectives, learning outcomes, programme volume and duration, programme language, information on job opportunities after graduation, and programme study plans. If you have any questions, contact information for further information is indicated. The sites contain information for students, aspirants and current students. Students can get acquainted with events and creative competitions organized by the faculty, where participation and successful start-up can earn additional admission points. For students wishing to study, information on all levels of programmes, admission requirements, access to credits and scholarships, and resume opportunities is published on the site. For existing students, the site publishes useful study information - academic calendar, lecture notes, consultation times, key documents and sample forms, information on mobility opportunities abroad, recognition of experience / education, lifelong learning opportunities, and links to the UL e-learning UL information system.

Information on the field of study and the corresponding study programmes in English is published on the faculty's websites and where, in addition to the information provided in the description of the site in Latvian, a brief overview of the Latvian state, culture, everyday life, environment and climatic conditions are given.

The Faculty is responsible for the compliance of the information published on the above websites with the information available in the official registers from Rita Žuka and Liene Bērziņa, from the University of Latvia Department of Studies and Student Services Department.

[1]<https://www.lu.lv/>

[2]Vadība, administrēšana un nekustamo īpašumu pārvaldība. Pašnovērtējuma ziņojumi. www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/

[3] www.lu.lv/en

[4] <https://www.lu.lv/studijas/fakultates/fakultates/biznesa-vadibas-un-ekonomikas-fakultate/>

[5] : www.bvef.lu.lv/en/

[6] <https://www.lu.lv/en/studies/faculties/faculties/faculty-of-business-management-and-economics/>

[7] : www.bvef.lu.lv/en/

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.

The FBME internal quality assurance system is based on external quality requirements that are defined in the standards and guidelines which apply to ensuring quality in the European higher education space, as prepared by the European Association to Ensure Quality in Higher Education. It is based on the norms of the Republic of Latvia and the law on universities.^[1] Article 5.2^[2] of the law sets out the internal quality system for the university, which, in turn, establishes policies and procedures to ensure the quality of higher education. The FBME internal quality assurance system is based on the UL's strategic goals, the UL's quality policy^[3] and the university's excellence model,^[4] which speaks to endless development of excellence so as to ensure sustainable results that satisfy the needs of all interested parties, as well as a UL quality management system that is based on an internationally recognised and practically applicable quality management methodology -- the EFQM excellence model and the UL process management procedure.^[5] This sets out guidelines for a study quality management system establishment, evaluation and improvement. All of the elements and instruments in this policy are public, and they are part of strategic management. The FBME quality policy takes into account the opportunities that are created by UL policies, procedures and structures, thus introducing additional procedures which cover internally and externally involved parties.

The FBME internal quality assurance system ensures the ongoing improvement, development and effectiveness of the study direction and its study programmes. It is based on the so-called Deming circle (Plan-Do-Check-Act, or PDPR), which covers four levels -- the institutional level (the UL), the faculty (FBME) level, the FBME study programme level and the FBME study course level (see the Appendix 9).^[6] To ensure more effective control over the quality of study programmes, the FBME prepared a plan for 2019-2014.^[7] It, in turn, is in line with the UL's strategy for 2016-2020,^[8] which speaks to the goals and results of study directions and study programmes. The FBME system was developed by representatives of all interested parties, which provided a key investment in defining the proposed future vision and strategic approach.

The foundation of FBME is a set of processes with mutual co-operation, and it is focused on reaching goals and endless improvement of quality. A mutual flow of information, responsibility,

authority and compensation regulations are ensured.^[9] Goals and processes are clearly defined, understandable and transparent. Assignments, duties and responsibilities are clearly defined, thus encouraging the motivation of employees who do research and try to update personnel.^[10] Faculty members are obliged to ensure high-quality study processes, improvements to the content of courses and a regular review of learning outcomes. Faculty members must take part in the visitation process and take part in methodological seminars so as to increase their professional qualifications in the sector.^[11] The study programme director must ensure that the content of study programmes comply with external and internal normative acts. The programme content must be updated in accordance with developmental trends in the economics and business sector, labour market needs, and the needs of the public and students.

The FBME internal quality assurance system involves the following mechanisms:

- An evaluation of learning outcomes, with a regular review and evaluation of the quality of studies and the quality of work (specifying the quality of faculty member operations,^[12] annual evaluation, supervision and visitation of achievements^[13] at the FBME departments (the Management Department, Economics Department, Finance and Accounting Department and Global Economics Interdisciplinary Study Department) and the relevant study programme councils (the Economics Study programme Council, the Management Study programme Council) at meetings where this is compared to stated goals;
- Quality control -- systemic indicators (the satisfaction of students, the number of students who drop out, achievements, evaluation of final papers, the continuation of studies at the master's degree and doctoral level), as well as analysis and evaluation of the results of student and employer surveys, with quality control being ensured by study programme directors, department directors and the dean of the faculty, regularly discussing related issues at study programme councils;
- Quality management which is based on the results of internal and external audits (inner quality procedure and documentation audits), the work to improve the FBME internal quality assurance system, and the annual self-evaluation of study directions and programmes), with quality assurance achieved by using administrative and financial instruments, with quality management being the responsibility of study programme directors, department directions and the dean of the faculty;
- All-encompassing quality management with all interested parties (faculty members, students, general personnel, social partners, employers, graduates) being involved in the implementation and self-evaluation of programmes. Quality control is ensured via surveys and analysis of their results, as well as employer forums where specialists from the sector can make recommendations on how to improve and develop study programmes. Such forums were held in January 2019, with the participation of employers, Alumni, representatives of the FBME student self-governance system, study programme directors and representatives of the administration. Self-evaluation reports are prepared and discussed at open FBME study programme council meetings and approved by the Faculty Council.

The FBME offers a high-quality and internationally attractive environment for studies and research in the area of economics and business, as well as in the inter-sectoral aspect in line with FBME statutes^[14] and the faculty's strategic plan, with goals related to the period until 2026, aimed at improving the quality of studies and research work, internationalisation, mobility, personnel development, good management principles, and facilitating co-operation with social partners and the public.^[15] The results and quality of work of departments are assessed no less frequently than once a year so as to set out future developmental assignments. In accordance with the FBME statutes, the faculty dean must regularly provide a review of the results of the strategic plan at FBME Council meetings. Department and institute directors report to the dean of the faculty about

their studies and scientific work, as well as to the collegial institution that is indicated in the department's statutes. This ensures the transparency of FBME resources (personnel, infrastructure, finances). The internal quality assurance system also ensures the principle of economic honesty among students and personnel,^[16] with the principle ensuring objectivity, responsibility, mutual respect and trust, an avoidance of fraud and cheating, and an attempt to boost the quality and prestige of education and science in Latvia. The UL and FBME have created an environment which prevents any possibility of discrimination against students and personnel.

The effectiveness and achievement of goals in the study direction internal quality assurance system are confirmed by several students, one of which is the number of students who enter the programmes. In the context of UL faculties and higher education institutions in Latvia, the FBME bachelor study programmes have one of the largest number of students, with student numbers being preserved during recent years even though the social sciences are not seen as a priority that deserves support in the country. The number of high school graduates has been shrinking. Another criterion which confirms the effectiveness and achievement of goals in the study direction internal quality assurance system is the fact that since 1997, international experts have evaluated the study programme several times, declaring that it is in compliance with standards. A third criterion relates to analysis of the results of student, graduate and employer surveys.

Various activities for regular analysis and updating of study programmes, as well as identification of study process improvement needs, include purposeful cooperation with employers and professional organizations, formal and / or informal surveys of employers and social partners, focus group discussions, student survey quality and organization of the study process, questionnaires of graduates and students on the quality of study programmes, monitoring of graduates' careers, etc. Quality assurance is based on active international cooperation with analogous study programmes abroad, involvement of employers and social partners in the development of study content, participation in the assessment of student achievements throughout the study process, elaboration of qualification papers, provision of practical studies, etc.

The lecturers involved in the implementation of the study programme are provided with cooperation, including peer review and regular evaluation of the faculty / departments. In the 2018/2019 and 2019/2020 academic years, the faculty teachers practiced attending (visiting) colleagues in the framework of the continuing education programme "Facilitating Collegial Learning Experience of Lecturers". For example, in December 2019 Assoc. prof. I. Medne visited prof. A. Batraga's lecture in the bachelor's course "Marketing Communication". During the mutual attendance of lessons, experience is exchanged, followed by a discussion of teaching methods, which allows to improve the teaching methods and style of each lecturer. (see Appendix 10).

At the same time, continuous feedback is provided to inform stakeholders about learning outcomes and competences achieved by students and graduates. During regular department meetings and methodological seminars, the lecturers share their experience and inform their colleagues about the innovations that are applied to the study process. Contact with Alumni and industry representatives will listen to their views on the practical content focuses that need to be integrated into the study process, such as the development of digital competences. The career development of graduates is regularly monitored.

The details of the internal quality assurance system are discussed in more detail in section 2.5 below. Characterization and evaluation of the integration of ESG Part 1 standards.

[1] Law on Higher Education Institutions, *Latv., Eng* (See *Latvijas Vēstnesis*, No 179, 17 November 1995).

- [2] The University of Latvia's quality policy, [Latv.](#), (as approved by UL Instruction No 1/187, 30 January 2012).
- [3] *Ibid.*
- [4] The UL excellence model , [Latv](#) (as approved by UL Instruction No 1/48, 5 February 2013).
- [5] The UL process management procedure [Latv](#) (as approved by UL Instruction No 1/338, 19 December 2012).
- [6] The FBME internal quality assurance system [Latv.,Eng.](#) (as approved by FBME Decision No 22-4/13, 9 May 2019).
- [7] The FBME study programme quality assurance plan 2019-2024 [Latv.,Eng.](#) (as approved by FBME Decision No 22-5/318, 1 July 2019).
- [8] The UL development strategy 2016-2020, [Latv](#) (as approved by UL Instruction No 1/302, 8 July 2016).
- [9] Confirmation of the Faculty of Business, Management and Economics distribution and confirmation of authority, [Latv.](#) (as approved by FBME Instruction No BVEF-A43.1/395, 22 October 2018).
- [10] Principles related to the restoration and succession of FBME academic personnel, [Latv.,Eng.](#) (as approved by Council Decision No BVEF-V12.2/95, 26 June 2019).
- [11] The FBME plan to ensure quality in study programmes, 2019-2024, [Latv.,Eng.](#) (as approved by FBME Instruction No 22-5/318, 1 July 2019).
- [12] The principles of restoration and succession of academic personnel at the UL Faculty of Business, Management and Economics, [Latv.](#), [Eng.](#) (as approved by Council Decision No BVEF V12.2/118, 26 June 2018).
- [13] Visitation at lectures, [Latv.](#), [Eng.](#) (as approved by FBME Instruction No 22-05/349, 29 August 2019).
- [14] The statutes of the UL Faculty of Business, Management and Economics, [Latv.](#) , [Eng.](#) (as approved by ULS Senate Decision No 48, 4 October 2016).
- [15] The FBME plan to improve the quality of the study system in the 2019/2020 academic year , [Latv.](#), [Eng.](#) (as approved by FBME Instruction No 22-5/375, 17 September 2019).
- [16] UL regulations on academic honesty, [Latv.](#), [Eng.](#) (as approved by UL Senate Decision No 287, 25 February 2013).

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.

The preparation, confirmation and implementation of study programmes at the UL FBME are

regulated by the relevant UL norms,^[1] as well as the quality management system, including the FBME internal quality assurance system.^[2] There are four phases in this process -- preparation and approval of programme conceptions, preparation of study programmes, an evaluation and approval of study programmes by the UL Senate, and then the preparation of the programmes for licencing and then accreditation.

New study programmes at the UL are established in accordance with the UL study programme and ongoing education programme statutes, and this includes the following phases:

- Preparation of the conception of study programmes, reaching agreement with the relevant pro-rector and the faculty dean, then confirming the programmes at the Faculty Council;
- Evaluation of study programme concepts with the help of experts, having them approved by the UL Study programme Quality Evaluation Commission (SP KNK);
- The full preparation and evaluation of the study programme with the help of experts, having it approved by the Faculty Council, the SP KNK and the UL Senate).

Study direction directors work with study programme directors to prepare self-evaluation reports for each study direction during each academic year. These are approved at faculty councils and submitted to the Study Department. The Study Department evaluates the appropriateness of the reports and submits them to the SP KNK, which has as members all UL pro-rectors, the chairman of the UL Senate Academic Commission, a representative of UL students, a representative of the UL Alumni Club, a representative of the UL Library, the rector's advisor on quality management issues, as well as representatives of the Study Department, Science Department and Student Service Department. Internal and external experts are involved in a partnership with the UL Alumni Club. The goal of reviewing study programmes is to evaluate and improve the quality of their content and their implementation. Self-evaluation reports reflect the implementation of programmes, relevant issues, changes and improvements in the programmes, and the evaluation of interested parties via student survey results and employer evaluations.

A decision by the SP KNK means that expert conclusions are evaluated by study programme councils, which then prepare plans on implementing these conclusions. This involves:

- Study programme directors who are responsible for the operations of study programmes, as well as the review, evaluation and improvement of the programmes, as reflects in the annual self-evaluation report, analysis of evaluations by students, graduates employers, etc., and then a consideration of programme operations at study programme council meetings, etc. (UL Senate Decision No 249, 25 May 2009, "Regulations on the University of Latvia study programme director);
- The study direction director who is responsible for preparing the study direction's strategy, ensuring accreditation and re-accreditation in partnership with programme directors, annual evaluation and improvement of the quality of study direction studies, etc.;
- The dean of the faculty, who is responsible for organising studies at the faculty, economic, financial and bookkeeping issues, with the dean filing annual reports about the faculty's study and scientific work with the Faculty Council, the rector, etc. (UL Constitution, as approved by the UL Constitutional Council, 29 March 1996);
- The Study programme Council, which prepares study programme development strategies, evaluates annual self-evaluation reports, assesses changes in the programme, etc. (UL Senate Decision 248, 25 May 2009, "Statutes of the UL Study programme Council");
- The Faculty Council, which evaluates and approves changes in study programmes, sectoral self-evaluation reports, etc. (UL Constitution, *op .cit.*);
- The Study Departments, which analyses study programmes and courses, makes recommendations on their planning, reorganisation or liquidation, etc. (UL Instruction No

1/244, 17 July 2017, "Regulations of UL Administration");

- The UL Study programme Quality Evaluation Commission, which evaluates new study programmes and fundamental changes to existing ones, as well as annual study direction self-evaluations, the results of study directions and programmes, also preparing proposals for the Faculty Council and UL administrators about the future development of programmes, etc.;
- The UL Senate, which evaluates and approves conceptual regulations related to study processes, the study direction self-evaluation reports, etc. (UL Constitutional Council Decision No 6, 10 May 2001, "Statutes of the UL Senate).

In order to obtain feedback from the parties involved in the study process and related to their results, the following surveys are regularly organized at the University of Latvia:

- first year students' survey about starting studies.
- first year students' survey about their experience in starting studies.
- a survey on study courses and the work of the teaching staff, including a survey on study practice and a survey on term papers and final papers (hereinafter - course survey).
- final year students' survey about the study programme.
- a survey for those students who have expressed a wish to discontinue studies of their own volition or for those who have already terminated their studies, hereinafter - a survey of graduates.
- graduate survey.
- employer survey.
- survey on the "trial" of the second study programme.

The results of the surveys are analysed and discussed within the study area and reflected in the annual self-evaluation reports.

The development, approval and updating of study programmes at the UL FBME is regulated by the respective UL regulatory enactments and the quality management system (including the FBME internal quality assurance system). The design, evaluation and approval of study programmes is carried out in four stages: the design and approval of the programme, followed by the design of the study programme, then the study programme is evaluated and approved by the UL Senate.

More detailed information about the system for preparation and procedures of study programmes, as well as a review of the relevant collegial institutions so as to ensure internal quality standards can be found in Section 2.5 of this report, with a description and evaluation of the integration of the relevant standards.

The FBME regularly evaluates its study programmes to make sure that goals and learning outcomes are achieved. This process involves an assessment of the study programme offer, compliance in terms of qualitative labour market and social needs, as well as whether the study environment for students is supportive (student support services) and effective (material, technical and methodological support). There is consideration of the workload of students, the progress and graduation of students, their needs and their satisfaction with the programme. This information comes from surveys of UL FBME students, students who have dropped out, and graduates,^[3] from proposals, complaints and petitions received from the FBME student self-governance system^[4] and from appeals related to content before the academic arbitration court.^[5]

The regular evaluation of study programmes involves students, faculty members, graduates and

employers,^[6] and the information about learning outcomes and factors that influence quality is analysed at FBME department and administrator meetings. A good practice is the establishment of forums of employers where specialists and graduates offer recommendations. This allows FBME programme directors to gain important recommendations on how to improve and develop the study programme. Representatives of the student self-governance system are also involved in approving courses and programmes. They do so via the FBME study programme councils and the FBME Council.

Academic personnel receive information about the evaluation of the study programme and about planned and implemented steps taken to improve the programme at Council meetings, meetings of the Economics study programme and Management study programme councils, meetings of the FBME Council and meetings of employees. Students are informed via their personalised LUIS Website, as well as in partnership with the FBME student self-governance system. An exchange of information with graduates involves the UL graduate portal "UL Alumni."^[7] The aim is to allow graduates to strengthen their links to their *Alma Mater*, to receive information about FBME issues and to get an offer to become involved in the life of the university. On a regular basis,^[8] one year in advance, there is public information about admission requirements and criteria in the FBME programmes.^[9] The FBME has set up a council of employers (DDP), which is a collegial advisory institution aimed at developing studies and research at the FBME, becoming involved in the establishment and implementation of the FBME 's strategic development policies, providing consultations to the FBME Council and the dean with respect to development strategic issues, and harmonising these with Latvia's economic development trends (FBME Council Decision No FBME-V12.2, 5 November 2019). The duties of the DDP:

- To take part in the development and implementation of the FBME 's strategic management and policies and to offer conclusions about these;
- To offer conclusions about the FBME 's priorities;
- To supervise the compliance of FBME operations with confirmed strategic management documents, reporting to the FBME Council and dean about the oversight results;
- To facilitate the development of the FBME quality management system;
- To make recommendations to the FBME Council and dean about steps to be taken in pursuit of strategic goals, as well as important aspects of the faculty's development;
- To popularise the FBME 's development interests outside of the faculty.

In order to ensure more effective and uninterrupted control over the quality of student programmes, the FBME study programme has a quality assurance plan for the period between 2019 and 2024.^[10] It speaks to the involvement of students and faculty members improving the content of programmes. The evaluation of each programme content updates the content of each course.^[11] The latest research results are taken into account in the economics and business sector. Study courses that are to be updated or new courses are regularly evaluated by the FBME study programme councils.^[12] The councils have representatives of students, programme directors,^[13] department directors and representatives of employers.

In 2019, the FBME closed study course, and by December, nine study programmes will be closed and new courses will be organised. Eight study programmes have been improved. Two of these are professional programmes that have been turned into academic programmes (the bachelor's degree programme "Accounting, Analysis and Audits" (BSP) and the master's degree programme "Accounting and Audits" (MSP). Four doctoral programmes (DSP) have been merged into a single "Economics and Business" doctoral programme (the "Management" DSP, "Economics" DSP, "Demographics" DSP, "Education Management" DSP (offered together with the Faculty of Pedagogy, Psychology and Art). Two master's degree programmes have been merged into a single MSP,

"European Studies and Economic Diplomacy" ("International Relations (Economics)" MSP, and "European Studies" MSP). Three professional bachelor's degree programmes (PBSP) have changed content and qualifications in accordance with new professional standards (Industrial engineering management PBS, Financial management PSB, and E-business management PBSB). The title of the "Management Studies" BSP has been made more precise, and the content of the degree becomes the "Business Management" BSP. All study programmes have been improved after listening to advice from sectoral specialists, employers, graduates and students.

The preparation and updating of courses occurs in line with the study direction development plan, which is discussed and approved by study programme councils. The aim is to ensure research-based education, allowing students to receive a high-quality education in the sectors of economics and business, attracting national financing for fundamental and applied research, as well as opportunities to receive financing from the EU's structural funds so as to establish research capacity that makes it possible to do research with EU research financing.

Changes to the study programme are evaluated and approved by the FBME Council, which is made up of representatives of students, representatives of employers, programme directors, department directors, faculty members and representatives of general personnel.

The programme evaluation results are included in each year's study direction self-evaluation reports.^[14] These are discussed at open FBME Study programme Council meetings and then approved by the Faculty Council and the UL Senate.

[1] Statutes of University of Latvia study programmes and continuing education programmes [Latv.](#), (as approved by UL Senate Decision No 102, 24 April 2017).

[2] The FBME internal quality assurance system, [Latv.](#), [Eng.](#) (as approved by FBME management meeting Protocol No 22-4/13, 9 May 2019).

[3] On regularly organising surveys to evaluate the study process, [Latv.](#), [Eng.](#) (as approved by LU Instruction No 1/334, 22 August 2016).

[4] The FBME plan to ensure study programme quality, 2019-2024, [Latv.](#), [Eng.](#) (as approved by FBME Instruction No 22-5/318, 1 July 2019).

[5] The statutes of the University of Latvia arbitration court [Latv.](#) (as approved by LUSS Decision No 5, 22 February 2006).

[6] On regularly organising, [Latv.](#), [Eng.](#) *op. cit.*.

[7] See <http://absolventuklubs.lv>.

[8] See <https://www.bvef.lu.lv>, <https://www.bvef.lu.lv/en>.

[9] Admission requirements and criteria for basic study and higher-level study programmes, 2019/2020, [Latv.](#) (as approved by UL Instruction No 1/348, 26 October 2018).

[10] The FBME study programme quality assurance plan for 2019-2024, [Latv.](#), [Eng.](#) (as approved by the FBME Instruction No 22-5/318, 1 July 2019).

[11] The University of Latvia study course preparation and implementation procedure, [Latv.](#), (as approved by UL Instruction No 1/277, 10 August 2018; On preparation of study course descriptions and improvements to the E-study environment, [Latv.](#), [Eng.](#) (as approved by FBME Instruction No BVEF-A43.1/318, 15 August 2018).

[12] The statutes of the LU Study programme Council, [Latv.](#) (as approved by UL Senate Decision

No 248, 25 May 2009).

[13] Regulations about the programme directors at the University of Latvia, [Latv.](#) (as approved by UL Senate Decision No 249, 25 May 2009).

[14] On the annual review of UL study directions, [Latv.](#) (as approved by UL Instruction No 1/255, 13 July 2018), The procedure of preparing annual reports on UL study directions, [Latv.](#) (as approved by UL Instruction No 1/255, 13 July 2018), On confirmation of the "Economics" study direction review report (as approved by Council decision No BVEF-V-12.2/129, 30 December 2018).

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.

In keeping with the principles of democracy and equality, and in line with the UL Quality Assurance Policy, all stages of the study process, from admissions to finals, ensure the participation of applicants and students in the assessment of the UL study process. In matters relating to the admission procedure, the UL applicants have the right to lodge complaints with the Chairman of the Admission Board.

The right of UL applicants to lodge complaints regarding irregularities in the admission procedure are governed by Admission Regulations at the University of Latvia (30.05.2016), specifying the procedures for the lodging, processing and appeal of the complaint.

To improve the quality of studies, students have the right to submit proposals and complaints concerning the study process, including the evaluation of examinations and finals. To ensure the quality of the UL study process, the UL has developed and implemented "Procedure for the Submission and Resolution of Students' Proposals and Complaints" (UL Decision No 1/21 of 18.02.2002.). The procedure specifies the form for the submission of proposals and complaints, as well as the procedure for registration and resolution thereof. Proposals and complaints regarding the study process may be submitted to faculty deans (on the schedule of lectures, on the study process implementation, on the quality of studies administered by the respective faculty and on its development, on the non-fulfilment of the duties of faculty staff, etc.). The initial complaint should be acknowledged and a full response provided within 15 days or within 30 days if additional information is required. Significantly, paragraph 17 of that order expressly provides that: "At the end of each academic year, the Dean of the Faculty must report to the UL Board on the complaints received and decisions taken in the previous academic year." This demonstrates the importance of the internal control mechanisms and the cyclical monitoring of complaints, decision making, student rights and interests, which is important for the proper functioning and possible improvement of this system.

The "Procedure for the organisation of study course examinations at the University of Latvia" has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for interim and final assessment and the procedures for resolution of these complaints have been determined. The complaint is

submitted by the student to the member of academic staff who has evaluated the examination, on condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint. The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they shall submit the application to the Head of Department for consideration and decision.

The evaluation of graduation examinations is determined by "Regulations on graduation examinations at the University of Latvia" (UL Senate Decision No 183 of 27.12.2011), which stipulates that the students are entitled to appeal if the Dean has not given them permission to take the final examinations or to appeal against the final examination procedure.

The University of Latvia has an Academic Court of Arbitration, whose regulations determine the opportunity to apply to this collegial institution regarding any study-related issues, including control over adherence to the principles of assessment.

The students have the right to appeal against the UL order on ex-matriculation in conformity with "University of Latvia state budget subsidized study place competition (rotation) procedure" (University of Latvia Senate Decision No. 381 of 25.06.2010). In its turn, "Procedure for Application for Tuition Fee Discounts (UL Order No. 1/89 of April 14, 2009) provides students with an opportunity to appeal against decisions on granting or refusing tuition fee discounts within one month from notification issued to the student by submitting a written application addressed to the Rector of the University of Latvia, to be considered by the Rector within one month.

The "Procedure for Discontinuing Studies at the University of Latvia" (UL Senate Decision No.178 of 01.12.2008) provides for the right to appeal against the decision of the Dean refusing to grant a student a study break. The "Procedure for the commencement of studies at the later stages of studies at the University of Latvia" (UL Order No. 1/128 of 08.06.2009) also provides for the right to appeal within a specified period against the decisions made by the Dean.

With respect to students' rights outside the study process, it should be mentioned, that the rights and obligations of the students who use the services of UL hostels are regulated by "Law on the internal order of hotels at the University of Latvia" (30.06.2009, with amendments 19.07.2012), including those to inform the hostel superintendent of any problems, submit proposals to improve performance and complaints regarding catering problems. Hostel and catering issues are addressed by the hostel superintendent.

Each student is entitled not only to the rights to apply to the UL Academic Ethics Committee for possible ethical violations as specified by the UL Academic Code of Ethics, but also to submit proposals to the UL Academic Ethics Committee as regards the improvement of the Code and its implementation.

The proposals and complaints are registered with the departments or commissions where they are submitted, as well as outcomes of the enquiry taken and respective resolutions.

At the UL normative level see "Regulations on the UL visiting student from Latvian higher education institutions" (UL Order No 1/17 of 25.01.2006), which define that visiting students in the UL have the same rights and obligations as the UL students, meaning that the system for submitting and addressing complaints and proposals applies equally to these students.

It follows from the above that the centralized segment of the UL Complaint and Proposal Submission and Review System covers all the components of every student study life as applies to enrolment at the UL as well as the full-cycle studies and final examinations.

The following normative acts regulate the submission of student complaints and proposals at the university of Latvia:

- UL Instruction No 1/21, 18 February 2019, which relates to work discipline and has approved the procedure for the submission and review of student proposals and complaints, speaking to the way in which students can submit these to UL administrators or the faculty dean about the study process, the work that is done and the time when it is done;
- UL Senate Decision No 287, 25 February 2013, which deals with academic honesty at the University of Latvia;
- UL Instruction No 1/125, which speaks to the procedure related to electronic tests which find signs of plagiarism in a student's work;
- UL Senate Decision No 211, 29 June 2011, on the process of organising exams at the University of Latvia;
- UL Senate Decision No 1/66, 28 February 2005, on final exams at the University of Latvia;
- UL Instruction No 1/86, 16 April 2007, on the procedure for organising internships for students.

These normative documents mean that proposals or complaints can be submitted individually or by groups (including the student self-governance system), irrespective of the study programme, faculty or study form. This relates to all aspects of students' interests. Proposals and complaints must be submitted in writing and in line with procedures referred to in normative acts, and they are registered via a specific procedure. Students learn about all of this when they begin their studies at the University of Latvia. The Student self-governance in cooperation with the Dean of FBME provides support to students on the possibilities to submit complaints and proposals in accordance with the regulations of the University of Latvia.

At the faculty level, student complaints and proposals are submitted to the dean if they relate to one of the dean's duties:

- Study course schedules;
- The organisation of studies;
- Improvements to the quality of the study programme;
- The failure of employees to do their job fully or partly;
- A lack of justification related to the notation of signs of plagiarism;
- Convening a commission to repeat a course, etc.

During the reporting period, the FBME has received an average of ten complaints per year about various issues that relate to student interests. 13 complaints were received in 2011, and these related to grades related to tests or defence of papers, as well as about rotation issues. 12 complaints were received in 2013, mostly related to grades given in the defence of papers, about violations of student honesty, and about the results of awarding "Wisdom Bank" scholarships. This latter issue had to do with the need for the FBME to review the principles of these scholarships, which were closed down. Instead the faculty came up with new principles of stimulation, which are described in the SWOT section of this report. Nine complaints were received in 2014 about violations of student academic honesty and about a change in auditoria. 17 complaints were received in 2015 about the quality of courses, changes in the number of auditorium hours and about an professor/lecturer's attitude toward students. Nine complaints were received in 2016 about the quality of courses, about grades that were given in the defence of a paper, and about the violation of a student's academic honesty. Several petitions came from general personnel about their evaluation during a process of reorganisation. 26 complaints were received in 2017 about violations of student honesty, the evaluation of general personnel during reorganisation, the quality of courses and the organisation of studies in the programme. The large number of complaints relates to the fact that the FBME underwent reorganisation and staff optimisation during that period. 15 complaints were received in 2015, mostly about student academic violations, grades for the defence of papers, grades related to internships, and about the doctoral exam. As of October

2019, the faculty has received 12 complaints.

When it comes to the response to these submissions, it must be noted that when the complaint is about a grade related to the defence a paper, the response is usually negative, because the procedure has been observed, and it has been carefully tracked by academic personnel in terms of commission work and individually. If students ask for a review of the grade in a manner that does not have to do with the defence procedure, then the request is rejected. The same is true with rotation results, because such complaints are based on the fact that students have not taken an in-depth look at the essence of the matter or have submitted the complaint too late. When it comes to violations of academic honesty, the FBME prepares all relevant documents and immediately submits them to the rector to launch the process of exmatriculation. If the complaint is about the quality of studies, the FBME replaces professor/lecturers for the relevant group of students. If the issue has to do with an professor/lecturer's attitude toward the study process or students, then the professor/lecturer is asked to meet with the programme director, the education pro-dean or, if necessary, the dean so as to discuss the issue. During the reporting period, requests to evaluate personnel led to a very careful preparation of answers by the FBME so as to explain the essence of the issue and to resolve the possible conflict.

If the dean's decision is not acceptable, the student can appeal it in accordance with UL normative documents. In such cases, the complaint or proposal can be submitted to UL administrators or other institutions.

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.

In order to control, analyse and forecast the dynamics of the number of students, the UL collects data:

- characterizing the number of applicants and matriculated students and their profile, such as secondary education institution, year of graduation, assessment obtained in secondary education examinations, age, gender, previous higher education and the assessment obtained in such examinations;
- number of students, broken down by faculties, study programmes, study levels, study years, forms and types of studies, source of financing for studies, status of studies - ex-matriculated on the grounds of academic non-compliance, ex-matriculated on the grounds of financial non-compliance, ex-matriculated on the grounds of completion of studies, on academic leave.

In order to control the progress of students' studies and the implementation of the programme, the UL collects data on:

- intermediate assessment and final assessment of students' study courses, broken down by type of examination, final results of final examinations, weighted average mark; data are collected once a semester;
- completion of the study programme in accordance with the requirements set for the acquisition of the programme, broken down by study semesters, parts of the programme (obligatory part, restricted elective part, free elective part and others, according to the structure of the programme); data are collected once a semester;

- students' academic failures in credit points, by semesters, parts of the programme, study courses; data are collected once a semester;
- fulfilment of the tuition fee schedule provided for in the student agreement, broken down by study programmes and semesters.

In order to obtain information for planning and efficient use of study resources, the following statistical information is collected in connection with study programmes:

- financing of study places, broken down by state-funded, UL-funded and student-funded study places;
- the number of student scholarship recipients and the number of studies and student loans.

In order to prevent violations of the principles of academic integrity in the UL students' final theses and promotion papers, the UL ensures automatic examination of all submitted final theses and doctoral theses by using the unified computerized plagiarism control system. In FBME practice, there have been some cases where students have been expelled from the study programme for alleged violations of academic integrity in their final theses. In cases where it is not possible to control plagiarism in a unified system, such as in the case of English-language students, this is done by the director of the programme concerned by manually entering information. Understanding the potential of this tool has made it easier for students to understand the principle of designing study papers and the potential consequences of violating this principle. A positive fact in FBME's direction of study is the downward dynamics of cases of plagiarism. Summarizing data received on reports on violation of student academic integrity during the accreditation period 2013-2019, we conclude that 2 cases of MSP "Management Science" were identified in the study direction in 2014, which resulted in ex-matriculation of a significant violation of The PMSP "Project Management" also identified 2 cases which resulted in a 0.5 unit reduction in the Job Score. In 2015, 2 cases of PBSP "E-Business and Logistics Management Systems" and BSP "Management Science" were detected, which resulted in ex-matriculation for a significant violation of the UL internal regulations. In 2017, 2 cases of PMSP "International business" were detected, which resulted in ex-matriculation for a significant violation of the UL internal regulations.

In order to evaluate the satisfaction of students, graduates and employers with the study quality and its results, as well as to implement the necessary improvement measures, the UL organizes and compiles data from the following surveys:

- a freshman survey of the first-year students on the commencement of studies, which is conducted electronically once a year. The aim of the survey is to find out the motivation for choosing the study field and programme and sources of information, as well as to evaluate the application and registration process in order to improve the student engagement package. Data is collected and analysed by the UL Department of Studies, but the necessary improvement measures are proposed by the UL governance, faculty governance, programme directors, in cooperation with the UL administrative departments;
- a freshman survey of the first-year students on the first study experience, also conducted electronically once a year. The aim of the survey is to obtain an evaluation of the first study experience at the UL and study support measures to improve the study environment and facilitate student adaptation. The data are collected and analysed by the UL Department of Studies and presented to the faculty governance and departments. The necessary improvement measures are proposed by the faculty governance and the Department of Studies in cooperation with other departments of the University of Latvia;
- An electronic survey is conducted each semester to learn about the views of students about the content of study courses and the work of faculty members. The focus is on courses, internships, annual papers and final papers. The data are correlated by the LUIS and are

available to faculty members, programme directors, the dean of the faculty and the Study Department. The data are analysed by programme directors and the dean, and possible improvements are proposed by the programme director, the dean, and the Study programme Council. The results are used to prepare annual study direction reviews, as well as to prepare study programme development plans;

- Last-year students are surveyed about the entire study programme so as to learn about their views about the study programme so that it can be developed further, that the study process can improve, and so can quality and the study environment. This survey is conducted electronically and once for each study programme. The data are correlated by the LUIS and are available to programme directors and the dean of the faculty. The results are used to prepare annual study direction reviews, study direction self-evaluation reports for accreditation and re-accreditation, as well as study programme development plans;
- Students who have asked to halt their studies or have already done so are surveyed to find out the main reasons why they have done so and to reduce the number of students who drop out. This survey is conducted throughout the academic year, and the results are correlated by the Study Department once per semester;
- Graduates are surveyed to learn about their satisfaction with the programme quality, the knowledge, skills and competence that they gained at the UL, the extent to which the study programme made an investment in their employment, and their future study plans. The survey is conducted electronically by the LUIS after students defend their final paper. The correlated results are available to study programme directors who analyse them and make sure that recommendations from graduates are used to improve the study process. The results are discussed at FBME departments, the ESPP and the Faculty Council;
- Employers are surveyed to learn about their evaluation of the knowledge, skills and competence that UL graduates have, also looking at whether these are in line with labour market needs.

The content of study programmes in the field of study “Management, Administration and Real Estate Management” implemented by FBME, their topicality in the field, as well as the quality of studies are evaluated in the lectures of both students, graduates and employers. The students' satisfaction with the quality of their studies is characterized by the results of the survey, which is organized after the completion of each study course, using the LUIS electronic platform.

Assessment of study courses in the final two years is compulsory for students. Until then, there were uniform paper forms for student questionnaires. These surveys are an integral part of study quality management. The results of regular surveys are restricted access information and are used for continuous improvement of the study process. In order to ensure the anonymity of the answers provided, a summary of student survey results is available in LUIS only if at least three students have completed the questionnaire (UL Order No. 1/334 “Procedure for Organizing Regular Surveys to Evaluate the Study Process at the University of Latvia”, 22.08.2016, Amendments) : UL Order No. 1/8, 13/13/2017). Surveys are organized both on study courses and on study programmes in general. An integral part of both surveys is the comment section, where students have the opportunity to add their own opinion / comment on the content of the study course, the quality of teaching, the methods, the work of the teaching staff, improvement of the courses and the study programme as a whole.

The survey on the quality of study courses asks all students 11 questions, which are the same for all study courses, where students are asked to evaluate the quality of the content, organization and delivery of the study course. The content of the study courses is evaluated by answering the following questions: “did the course content match the course description and did the course

content not duplicate another course unnecessarily". The quality of the study course organization is determined by answering the questions: "were the recommended literature and materials easily accessible and useful, did the materials available in the e-course help in the study course, did the tests during the semester facilitate the study course and was the teaching staff available ". In turn, the quality of the study course delivery is assessed by answering the questions: "did the lecturer explain the course topics clearly, whether the teaching methods used by the lecturer facilitated the study course, or did the learner achieve the study results it was enough if the student would be happy to listen to another course with the particular lecturer. " The summary of the results of the student surveys is presented in detail in the section "Analysis and Evaluation of the Results of the Surveys (Students, Graduates and Employers)".

The University of Latvia's Faculty of Business, Management and Economics conducted a survey of employers in order to evaluate employers' views on the performance of FBME students and graduates. The aim was to find out employers' views on the relevance of the knowledge, skills and competences acquired by graduates to the demands placed on employees. The answers and comments provided are an important source of information to evaluate and improve the quality of the study process for the faculty and students.

The survey of employers which focused on FBME bachelor's degree programmes showed that employers much appreciate the theoretical and practical preparedness of graduates for the labour market. Graduates have a broad understanding of processes in economics and business. Among 182 employers who were surveyed, 143 reported that they were employing UL FBME graduates who earned their bachelor's degree during the past five years or earlier. 31 employers employed more than five of the bachelor's programme graduates. Employers say that these graduates, in comparison to those from other universities, have a very high level of competitiveness in the labour market. According to the employers' survey, the skills, which are valued by the employers in the graduates and which are evaluated by the employers most highly in the employees, have been identified. The top graduates' skills, valued by employers and important to them in their recruits, is the ability to gain new knowledge and skills 92.38%, Responsible and Quality Work 94.86%, Team Response 91.84% and Professional Attitude ethics 92.02%. See Appendix 11 for Bachelor's, Master's and Doctoral Programmes Graduates' Skills Assessment.

Graduates are employed in a variety of fields such as manufacturing, service, information and technology, finance, accounting, insurance, energy, tourism, science, market research, media agencies, construction, real estate, logistics, government, municipalities, self-employed and other. Some of the employers who employ undergraduate students are: Ministry of Economy, Ministry of Foreign Affairs, Ministry of the Interior, State Audit Office of Latvia, State Revenue Service, Association of Accountants of the Republic of Latvia, Latvian Association of Local Governments, Ventspils Development Agency, Riga City Council Housing and Environment Department, Employers' Confederation of Latvia, National Armed Forces, Financial and Capital Market Commission, State Employment Agency, Latvian Language Institute, National Blood Donor Centre, Latvian Innovation Agency. Among the companies surveyed were: Circle K Latvia Ltd.; AS "Radio SWH"; Orkla Confectionery & Snacks Latvija Ltd. - manufacturer; SIA "Pilsētas eco serviss"; SIA Frankopharm Group - Wholesale of pharmaceuticals; Foundation "Public Participation Fund"; SIA "Executive Search Baltics" - personnel selection; "Amrop"; Keywords Network Communications Ltd.; IK "EK Construction" - construction; SIA "TURBOLAT" - services; SIA "KS Terminal" - transit; SIA "Ulre" - construction; JSC "Inčukalns Timber" - logging; JSC "Rīgas piena kombināts" - production; SIA "Pilsētas eco serviss"; SIA "DAW BALTICA" - wholesale; SIA "Executive Search Baltics" - personnel selection; Columbus Tourism Agency - tourism; SIA "UZVARA - LAUKS" - agriculture; Jānis Roze Ltd., Master Training; SIA "M Sped" - freight forwarding; SIA "FactSet Latvia" - data processing; SIA "Cita Santehnika" - retail, wholesale; SIA "KS Terminal" - transit; SIA "Capital force" - wholesale;

Ltd. "SRR" - transport Ltd. "DAW B ALTICA" - wholesale; SIA "Dižozols Puls" - furniture production; SIA "Amplify" - data processing; SIA "Novitus" - designing works; SIA "NITTIS" - retail trade; SIA "Master Sales"; Igo Japina Sports Agency Ltd. - advertising agency; SIA Tradeagent - Public Relations and Communication Management Services; iMarketings.lv - marketing agency; Riga Industrial Park Ltd. - Engineering and related technical consultancy; SIA "RAKUS" - construction; KVITES Ltd.; Bank of Latvia, Latvian branch of ERGO Insurance SE, Latvian branch of ERGO Life Insurance SE, AS SEB Banka, International Relations and Communications Department of the Bank of Latvia, Latvian branch of Svenska Handelsbanken AB, Asset Ltd. Finance Group ", " SEB Global services "; " SLO Latvia "Ltd - electrical equipment;" Tieto Latvia "- IT; SIA" IT Services "; " Visma Enterprise "Ltd; IT; SIA "SLO LATVIA" - electronica, telecommunications; SIA "mCloudGlobal"; SIA "mCloud"; SIA "mCloudRoyal"; SIA "Elva Baltic".

117 employers were surveyed in the Employers' Survey, and currently graduates of the Faculty of Business, Management and Economics of the University of Latvia, who have obtained master's diplomas during the accreditation period and earlier. 21 employers employ more than five graduate students. Employers recognize that graduates have a very high level of competitiveness in the labour market compared to other higher education institutions. Graduates are capable of taking up their duties immediately or require short on-the-job training to be able to perform specific duties.

According to the employers' survey, the skills, which are valued by the employers in the graduates and which are evaluated by the employers most highly in the employees, have been identified. Top graduates' skills, which are valued by employers and important to them in new employees are responsible attitude to work and its quality 94.79%, ability to acquire new knowledge and skills 92.50%, professional attitude and ethics 92.50%, ability to find and process information and ability to work independently, determining working methods and lead time equally rated at 91.46%. Assessment of the skills of graduates of the master's study programmes (see Appendix 11).

Graduates of master's studies are also employed in a wide variety of fields. Some of the employers who participated in the survey and employ graduates of the master's study programme are:

Ministry of Economy, Ministry of Foreign Affairs, Ministry of the Interior, State Audit Office of Latvia, State Revenue Service, Association of Accountants of the Republic of Latvia, Latvian Association of Local Governments, Ventspils Development Agency, Riga City Council Housing and Environment Department, Employers' Confederation of Latvia, National Armed Forces, Financial and Capital Market Commission, State Employment Agency, Latvian Language Institute, National Blood Donor Centre, Latvian Innovation Agency. Circle K Latvia Ltd.; AS "Radio SWH"; Orkla Confectionery & Snacks Latvija Ltd. - manufacturer; SIA "Pilsētas eco serviss"; SIA Frankopharm Group - Wholesale of pharmaceuticals; Foundation "Public Participation Fund"; SIA "Executive Search Baltics" - personnel selection; "Amrop"; Keywords Network Communications Ltd.; IK "EK Construction" - construction; SIA "TURBOLAT" - services; SIA "KS Terminal" - transit; SIA "Ulre" - construction; JSC "Inčukalns Timber" - logging; JSC "Rīgas piena kombinats" - production; SIA "Pilsētas eco serviss"; SIA "DAW BALTICA" - wholesale; SIA "Executive Search Baltics" - personnel selection; Columbus Tourism Agency - tourism; SIA "UZVARA - LAUKS" - agriculture; Jānis Roze Ltd., Master Training; SIA "M Sped" - freight forwarding; SIA "FactSet Latvia" - data processing; SIA "Cita Santehnika" - retail, wholesale; SIA "KS Terminal" - transit; SIA "Capital force" - wholesale; Ltd. "SRR" - transport Ltd. "DAW B ALTICA" - wholesale; SIA "Dižozols Plus" - furniture production; SIA "Amplify" - data processing; SIA "Novitus" - designing works; SIA "NITTIS" - retail trade; SIA "Master Sales"; Igo Japina Sports Agency Ltd. - advertising agency; SIA Tradeagent - Public Relations and Communication Management Services; iMarketings.lv - marketing agency; Riga Industrial Park Ltd. - Engineering and related technical consultancy; SIA "RAKUS" - construction; KVITES Ltd.; Bank of Latvia, Latvian branch of ERGO Insurance SE, Latvian branch of ERGO Life Insurance SE, AS SEB Banka, International Relations and Communications Department of the Bank of Latvia, Latvian

branch of Svenska Handelsbanken AB, Asset Ltd. Finance Group "," SEB Global services "," SLO Latvia "Ltd - electrical equipment;" Tieto Latvia "- IT; SIA" IT Services "," Visma Enterprise "Ltd; IT; SIA "SLO LATVIA" - electronica, telecommunications; SIA "mCloudGlobal"; SIA "mCloud"; SIA "mCloudRoyal"; SIA "Elva Baltic".

The employer survey of the doctoral study programme addressed 51 employers who currently employ graduates of the Faculty of Business, Management and Economics of the University of Latvia, who have obtained doctoral diplomas during the last five years and earlier. 15 employers employ more than five graduate students. Employers recognize that graduates have a very high level of competitiveness in the labour market compared to other higher education institutions. Graduates have a responsible attitude towards work, quickly acquire new skills and competences. Adapting to a new environment and having a professional attitude and work ethic. Able to work successfully with a computer and collaborate on a team. Graduates of the doctoral programme have good communication skills. Graduates have excellent Latvian and foreign language skills. Employers praise the graduates' theoretical knowledge, practical preparation for the job and ability to carry out their work independently. The graduates work in such companies as Rolls-Royce Limited, InnoGames, Novartis, CircleK Latvia, Tieto Latvia, Orkla Confectionery & Snacks Latvia, VVMV, SEB Banka, Kamelota Ltd., DE FONTE GROUP Ltd. Also, in the Republic of Latvia Saeima, Ministry of Economy, Ministry of Foreign Affairs, Latvian Employers' Confederation, State Revenue Service, Latvian Association of Local and Regional Governments, Ventspils Development Agency, Latvian Innovation Agency and National Armed Forces.

According to the employers' survey, the skills, which are valued by the employers in the graduates and which are evaluated by the employers most highly in the employees, have been identified. Top graduates' skills, valued by employers and important to them in their new post-doctoral career, have a responsible attitude to work and its quality, and the ability to acquire new knowledge and skills - 93.4% in both assessments, ability to propose new ideas and solutions to justify them and the ability to plan, manage and organize other work 94.44%, as well as the ability to work in a team, responsible attitude towards work and its quality, ability to acquire new knowledge and skills and communication skills.

Every year the head of the study field in cooperation with the study programme directors prepares a report on the activities of the study field and the programmes included in it during the academic year. In the preparation of the report, statistical data is collected and analysed, and the information obtained is used for the development and implementation of the study plan improvement plan. The report shall include the following statistics, which shall be collected and analysed annually:

- the list and the total number of higher education institutions (HEIs) in Latvia which implement study directions.
- the number of study programmes in other study fields implemented by HEI, broken down by study level and indicating the total number.
- description of study programmes implemented in other study fields implemented by HEIs.
- the number of students in the programmes, indicating the total number, the number of students matriculated in the 1st study year, the number of graduates.
- mobility of teaching staff during the reference period.
- involvement of employers in the programmes during the reporting period.
- number of programme students studying abroad in exchange programmes.
- number of foreign students in programmes.
- summary of the results and analysis of the students' survey about the study courses of the programme.
- summary of the results and analysis of the students' survey about the study courses of the programme.

Specific examples of how the information obtained is used to improve the study field are described in the sections of each study programme report and are binding for the study field as a whole.

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.

The University of Latvia applies the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) to ensure the quality of studies. Higher education has **four mutually linked and important goals - personal development, preparation for life in a democracy society, enhancement of knowledge, and preparation for the labour market.** These are criteria that are included in the ESG. Only a harmonised implementation of goals and missions ensures a synergetic effect which means that the components of the education and learning process are merged in study courses, internships and other study activities. These are turned into fully worthy studies, and the UL FBME is the implementer of this unified set of goals. **Integration of all of the standards of Section 1 of the ESG, therefore, is the essential foundation of the UL FBME 's quality assurance system.** Information about how this is ensured can be found in Table 2.1.

Table 2.1
Implementation of “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) at the University of Latvia

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Compliance of UL study fields with ESG
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<p>1.1. Quality assurance policy</p> <p>The standard:</p> <p><i>The university must have a quality assurance policy which must be public and part of strategic administration. The policy must be prepared and implemented by all involved parties, making use appropriate structures and parties and involving external parties.</i></p>	<p>The UL's quality policy is part of the UL strategy.^[1] It defines the UL's study quality assurance system in terms of ongoing development and excellence in scientific studies. The UL's quality policy^[2] as well as the UL process management procedure,^[3] are based on the guideline and excellence model^[4] for the establishment, evaluation and improvement of the study quality management system, as depicted in the UL QuPeRs electronic process management model. Study processes at the University of Latvia are clearly structured, and there are people who are responsible for each one. Collegial responsibility in relation to the UL Constitution^[5] rests with decision-making institutions at the UL - the Constitutional Council, the Senate,^[6] the UL Study programme Quality Evaluation Commission (SP KNK),^[7] faculty councils and study programme councils^[8] which evaluate the quality of studies and decide on what to do to ensure this quality. The UL administration^{[9],[10]} is responsible for the functioning of the study quality management system and ensures oversight and auditing of the study process.</p> <p>Personal responsibility for the quality of the study programmes rests with study programme directors,^[11] as well as sub-programme directors and the dean. Each faculty member^[12] is responsible for the content and quality of implementation of the courses which he or she teaches.</p> <p>The Faculty of Business, Management and Economics (FBME) ensures academic work in several areas of science prepares an academic quality assurance strategy for research and studies in partnership with the public, and ensures personnel development and management. This strategy^{[13],[14]} is approved by the FBME Council, and proposals about the reorganisation of the faculty in pursuit of these goals^{[15],[16]} include the establishment and reorganisation of scientific institutes^{[17],[18],[19],[20]} and centres^{[21],[22],[23]} that are approved by the FBME statutes^[24] and the UL Senate^[25]. This determines the reorganisation procedure and the relevant instructions, and it also focuses on all intersectoral study and research issues. The dean of the faculty and department directors report to the FBME Council about how the strategy is implemented.</p> <p>The UL has a quality assurance policy that is part of its basic strategical development positions^[26] and other documents that are meant to ensure internal quality by involving representatives of employers in the UL Convent of Advisors^[27] and the relevant study programme councils^[28], including FBME study programme councils^{[29],[30]}. At the UL level, the internal quality assurance system is based on the university's strategic goals, quality policy^[31] and excellence model^[32]. The FBME internal quality assurance system ensures the ongoing improvement, development and effectiveness of the study direction and its study programmes on the basis of Deming Cycle (Plan-Do-Check-Act). This involves four levels -- the institutional level (the UL), the faculty (FBME) level, the FBME study programme level, and the FBME study course level (see the FBME internal quality assurance system^[33]). In order to ensure more effective monitoring of the quality of study programmes, the FBME has prepared a study programme quality assurance plan for 2019-2024^[34]. It has been harmonised with the UL strategy for 2016-2020^[35] and the relevant study direction and study programme goals and results. The system was prepared by representatives of all interested parties, who made a key investment in defining the future visions and strategic approaches.</p> <p>Departments which are responsible for scientific subsectors regularly meet at department council meetings to evaluate the work results of each specific unit. They also consider the quality of studies and determine future development tasks. Steps are taken each academic year to ensure and manage the study quality system^[36]. The right and obligation of the students is to facilitate the implementation and excellence of the studies, to take part in the collegial institutions of the UL and the FBME^[37], including the FBME Management studies^[13] and Economics^[14] studies programme councils, while also regularly presenting their views in student surveys^[38].</p> <p>The study quality assurance system provides for academic honesty principles^[39] among students and personnel. These include objectivity, responsibility, mutual respect and trust, no fraud or cheating, and a facilitation of the quality and prestige of education and science in Latvia. In accordance with UL instructions^[40], the FBME regularly prepares study direction reviews^{[41],[42]}, and these are evaluated by students, employers and FBME members so as to make a key contribution in preparing the self-evaluation of study directions^{[43],[44]}. The FBME also has working groups aimed at improving the internal quality system^[45], and it is preparing for the 2020 accreditation^[46] of the study programmes and the faculty.</p>
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<p>1.2. Study programme development and approval</p>	<p>The preparation, evaluation and approval of the programme involve four phases^[47]:</p> <p>Preparation and approval of the programme concept</p> <p>1. The conception for study programmes or of the full study programme can be proposed by representatives and employees of the UL, the UL's collegial decision-making institutions, as well as people who have nothing to do with the UL. The preparation of a study programme's concept is agreed with the faculty dean and the pro-rector of the sector. Intersectoral study programme concepts are prepared and agreed with the pro-rectors of the relevant areas. Study programme conceptions are harmonised by study programme council(s) with the help of the directors of the relevant units. The units that are involved in preparing a programme concept agree on the person who will be responsible for moving forward with the concept, which is then submitted to the UL Study Department.</p> <p>2. The concept for each programme has the following components:</p> <p>A description of the programme's structure, content and learning outcomes; the qualifications that are to be obtained; research of the possible labour market for programme graduates; research of educational offers in Latvia and abroad; a comparison of the plans to comparable study programmes at universities in Latvia and abroad; analysis of the availability of academic potential; analysis of collaboration opportunities with other study programmes and universities; a description of the necessary material resources, including library resources; references from possible employers; an assessment of the cost of the programme. The SP KNK^[48], asks independent experts to evaluate the study programme concept. If the evaluation is positive, the director of the unit organises a working group for further work with the programme, defining the person who will be responsible for further developments in this area.</p> <p>Preparation of a study programme</p> <p>The UL FBME prepares study programmes in accordance with the law on universities, the state's higher education standards^[49], study programme licencing rules^[50], study direction establishment and accreditation rules^[51], and the UL study programme statutes^[52]. The goals of UL study programmes are in line with the Council of Europe's higher education goals^[53], as well as the UL' Strategic plan for 2010-2020^[54]. The aim is to prepare graduates for sustainable employment and personal development so that they can be active participants in a democratic society. Another aim is to ensure the development and maintenance of a broad and modern set of knowledge in research and studies.</p> <p>The specific goals of FBME study programmes include providing a set of knowledge, skills and competence in accordance with Latvia's qualification framework (LKI), Europe's qualification infrastructure (EKI) and the description of the relevant knowledge, skills and competence. The structure and content of programmes are harmonised with the anticipated learning outcomes of the study modules and courses, as well as the learning outcomes that relate to the goals of the programme.</p> <p>Evaluation and approval of a study programme</p> <p>Each UL FBME study programme is evaluated and approved by the UL Senate^[56]. A prepared study programme is submitted for the approval of a study programme council or councils, the faculty council or councils, or the councils of scientific institutes. At the faculty level, representatives of employers and students take part in this evaluation. The UL Study Department makes sure that the study programme satisfies requirements in external study programmes. If so, the quality of the programme is evaluated by two independent experts who are chosen in accordance with UL procedures. The availability of educational literature for the programme is determined by the UL Library. The decision to forward a programme for Senate approval is taken by the SP KNK, which informs the Senate about the quality of the approved programme and the compliance of the programme with legal requirements. The UL Senates decides whether to forward the study programme for licencing or accreditation. Representatives of students take part in all levels of the programme evaluations.</p> <p>Licencing and accreditation of a study programme</p> <p>After the programme is recorded in the direction's accreditation page, its implementation is handled by a Senate-approved programme director and faculty dean. The FBME study direction operations and content are fully in line with higher education standards^[55], and the study direction programmes were prepared and approved in accordance with the relevant rules of UL study programmes^[56], the statutes of the UL Study programme Council^[57], as well as regulations about the UL study programme director^[58]. The quality is evaluated in accordance with UL SP KNK and UL normative act requirements^[59], including procedures related to organising regular surveys^[22] so as to evaluate the study process at the UL, as well as requirements on annual reports from study directions at the UL^[24].</p> <p>The FBME takes steps to implement and maintain the study quality assurance system in accordance with UL and FBME norms^[31,60]. It also examines demand for study programmes^[17,118,120], helps to develop partnerships with employers, improves the content^[61], structure and organisation of study programmes^[62,163], evaluates learning outcomes, and develops E-studies^[64]. The FBME regularly meets with department directors to discuss the weaknesses of study programmes so as to consider ways of improving them. It helps to attract employers and deals with other issues related to improvements to the quality and competitiveness of the study process^[65].</p>
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<p>1.3. Student-centred learning, teaching and evaluation</p> <p>The standard: <i>Universities must ensure that programmes are implemented so that students are actively involved in the study process and that the evaluation of student successes is part of this approach.</i></p>	<p>1. One of the main signs of student-centred studies (SCS) relates to study programmes, study modules and learning outcomes. Each course, including E-studies are in line with UL procedures¹⁴⁴ which specify the learning outcomes that are to be achieved. The structure of the programme is established so as to reach the planned learning outcomes, with planned learning outcomes are related to the programme's goals.</p> <p>Another sign of SCS is a flexible study process which allows students to vary their studies on the basis of their interests and opportunities to gain achievements in terms of academic and professional growth. They can actively take part in improving the content of studies and the organisation of the process. The UL provides study development and management improvement programmes¹⁶⁶. The UL offers various study forms¹⁶⁷ – full-time studies, part-time studies and part-time correspondence courses. Individual study plans can also be established¹⁶⁸. Students have the right to have an individual study plan which differs from the study programme. They can choose an individual and slower study tempo or establish individual modules in the limited electives part of the programme. Agreement has to be reached with the study programme director. Individual studies are regulated by a procedure that was approved by the rector. E-environment studies^{144,148} make it possible to adapt the study process to the individual needs of the students and ensure an interactive learning process. Students also have the right to take courses or modules¹⁶⁹ at other accredited or state-recognised universities in Latvia and other countries. If students want to take additional courses, they can register with the status of a listener¹⁷⁰. Students at all levels have management and consultations from faculty members. Depending on the specifics of the course and the needs of the students, UL and FBM faculty members have a flexible approach toward various pedagogic methods.</p> <p>The UL FBME ensures the participation of students in organising the study process. They are represented at all UL collegial institutions¹⁷¹, including the Senate and the Constitutional Council¹⁷², which make decisions about study issues. This also relates to study programme councils¹⁴¹, faculty councils¹⁰⁸, including that of the FBME, and the SP KNK¹³², where students have the right to make proposals and to veto issues related to studies.</p> <p>Students also have the right to speak to UL administration representatives in accordance with UL procedures¹⁷³, offering proposals or complaints about the content and organisation of studies. Surveys of students¹²² that are organised by the UL each semester evaluate the mastery and pedagogic methods of faculty members, and each year there is a survey about the quality of the study programme.</p> <p>Planned learning outcomes are publicly available at the UL portal. Faculty members are obliged to tell students at the beginning of each course about the expected learning outcomes, the types of tests, and the criteria related to evaluating the results of the tests.</p> <p>2. Grades assigned to students</p> <p>The UL has a specific and publicly available procedure for organising tests at courses¹⁷⁴. It regulates the evaluation of the learning outcomes of students, the rights and obligations of students and faculty members, and a just and equal attitude toward all students. It also speaks to the way in which student complaints about the tests are handled.</p> <p>The evaluation of learning outcomes takes into account the requirements that are in the course description so as to earn credits. The evaluation of the level of planned learning outcomes is based on a summary grade from midterms (no less than 50% of the total grade), as well as a mandatory examination. The registration of learning outcomes involves the E-study environment, which allows students to track the results of their work during each semester. The regulations on final exams¹⁷⁵ at the UL regulate evaluation processes related to these tests, and the learning outcomes are always evaluated by a final examination commission. Faculty members and students must observe rules on academic honesty in this process¹²³.</p> <p>The FBME programme is regulated by documents that specify the opportunity of students to be actively involved in the study process. Students can choose available study types and forms, register as listeners, put together an individual study plan, take a sabbatical¹⁶¹, learn additional foreign languages and make broad use of the E-study environment¹⁴⁸.</p> <p>The rights and obligations of students are regulated by internal UL rules for students¹⁵³, as well as the procedure for reviewing student proposals and complaints¹⁵⁷. Students have the right and obligation to facilitate the UL's goals, as well as outstanding studies by taking part in the university's collegial institutions and by regularly expressing their views in surveys. Curators help students to adapt to the academic environment¹⁷¹. Discounts on tuition fees¹⁷⁶ help students to take part in the learning process. FBME rules on motivating students¹⁷⁹ make an investment in terms of facilitating the public image of the UL and the faculty, taking part in scholarly conferences and competitions, and developing UL-created entrepreneurship.</p>
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<p>1.4. Admission of students, the study process, recognition and certification of qualifications</p>	<p>Admission of students at the UL is regulated^[80] by Senate-approved rules that are based on the law on universities and Cabinet of Ministers regulations. By November 1 of each year, the UL approves and publishes admission rules and requirements on the UL public portal^[81] and in informative brochures^{[82],[83],[84]}. Future students learn about programmes and admission procedures during faculty information days, visits to schools and an annual exhibition, "School." Admission to the UL is handled by a commission that operates in line with rules that have been approved by the rector^{[85],[86],[87]}. Information about the admission procedure, requirements and criteria is published in the UL portal and the FBME homepage^[88] in relation to:</p> <ol style="list-style-type: none"> 1. Basic studies 2. Higher-level studies 3. Doctoral studies 4. Continuation of studies <p>New students are informed by the Student Service Department about the UL study order and requirements via special introductory lessons. The necessary consultations about the study process at the FBME are also provided by programme directors and study administrators. The registration procedure for applicants who cannot arrive for that process during the planned schedule so as to conclude an agreement is specified in a UL instruction^[89]. Students have access to study plans for the whole study process in the UL Informative System (LUIS). Grades are registered and preserved in the E-study environment, and the LUIS tracks the extent to which each student completes the programme. During the registration week at the FBME, a public list of classes is posted, and a list of exams is published before the tests. This, too, is based on UL procedures^[90]. The organisation of professional programme internships at the UL is regulated in a centralised manner^[91]. The UL awards professional status if that is to be done. There are regulations on dissertations at the UL^[92]. The FBME has issued instructions to ease the work of doctoral students in terms of a doctoral study process at the FBME^[93].</p>
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<p>1.5. Teaching staff</p> <p>The standard: Universities must ensure the competence of their faculty members. Procedures in hiring faculty members and developing personnel must be fair and transparent.</p>	<p>1. Selection of academic personnel</p> <p>Academic personnel at the University of Latvia do work in accordance with the law on universities and the normative acts of the university. Faculty members have the right to take part in study and research work and in the taking of decisions at the level of the faculties and universities, including the work of the Constitutional Council and the Senate. Academic personnel have freedom related to studies, research work and artistic creativity¹⁵⁶.</p> <p>Academic personnel have a key role to play in ensuring the quality of the study process. Of particular importance is the quality of work that is done and the provision of a supportive environment so that personnel can do the work effectively. The UL uses standards and guidelines to ensure quality in the European higher education space. It has established and maintains clear, transparent and fair procedures that relate to the hiring and work of personnel. They also are in line with the principle of teaching importance.</p> <p>Professor/lecturers can improve their professional competence and receive support for scientific activities that strengthen links between education and science. There is support for teaching method innovations and the use of new technologies. Personnel planning and selection occur in line with the UL's personnel management policy¹⁹⁴ and the UL Strategic Plan for 2010-2020¹³⁸. These define principles and steps to be taken in the personnel development plan¹⁹⁵. Faculty members are selected on a competitive basis, and the evaluation criteria are the same for all of them¹⁹⁶. Professors and associate professors are elected by the relevant sector's council of professors (the FBME Economics and business and Management science sector council of professors¹⁹⁷ [198]). This is done on the basis of Cabinet of Ministers criteria¹⁹⁹. The councils of professors are established in accordance with UL Senate procedures¹⁰⁸ [180]. The minimal requirement for a new faculty member is a master's degree and Latvian language skills at the C1 level.</p> <p>2. The development of personnel and the evaluation of their work</p> <p>Managers of structures are responsible for hiring academic personnel doing so in partnership with the UL Personnel Department. They plan the professional improvement of the employee in accordance with UL job procedure rules¹⁰⁰. The growth and professional improvement of academic personnel are ensured by the ability to take part in ERASMUS+ faculty member mobility programmes. Once every six years, faculty members can take a sabbatical in accordance with UL procedures¹⁵⁶. They ensure visitation in each other's classes¹⁰¹ and take part in methodological and scientific seminars. The FBME regularly evaluates faculty member. Since 2019, the faculty has had a formalised system for visitation, which increases opportunities to improve the study process and improve the quality of classes. The monitoring of the quality of faculty member work includes a student survey about the quality of each faculty member and course¹²² and an evaluation of learning outcomes once per semester. The scientific and pedagogic work of faculty members and the professional improvements that have been ensured during the reporting period are evaluated by the director of the unit once a year in accordance with the faculty member's individual workload and the work that has been done¹⁰² [103] [104]. The quality of the work of academic personnel is facilitated by public oversight that is based on the UL Code of Academic Ethics¹⁰⁵, as well as regulations on academic honesty at the UL¹²³.</p> <p>The FBME Council has adopted academic personnel restoration and succession principles to facilitate the professional growth and quality of academic personnel¹⁰⁶. This document has additional FBME academic personnel job prognoses through 2026, and they are updated each year¹⁰⁷. The academic personnel have a reporting form to monitor the quality of their work. UL instructions about registering the academic workload¹⁰⁸ and monthly compensation¹⁰⁹ of faculty members are supplemented with FBME instructions about the registration and planning of workloads since the 2017/2018 academic year¹⁰⁹.</p> <p>People who are responsible for strengthening the development of academic work directions come from academic personnel at FBME departments¹¹⁰ and institutes¹¹¹.</p> <p>2. Motivation of personnel and support for academic personnel</p> <p>The UL work procedure rules¹⁰⁴ have prizes and honours to motivate personnel¹¹². The UL Student Council and the faculty student self-governance system offer prizes for pedagogic mastery and attitudes toward students. One stimuULs for the professional growth of academic personnel is a termed six-year job contract for them. The agreements can be renewed only if the faculty members take part in a new competition for jobs in accordance with unified evaluation criteria.</p> <p>The UL Student Service Department has a programme to improve the professional competence of pedagogues¹¹³. The Pedagogy, Psychology and Art Faculty (PPMF) Didactics Centre offers professional improvement programmes for faculty members -- "Introduction to the work of an professor/lecturer¹¹⁴", which is obligatory for all doctoral students and new faculty members, as well as "University didactics: Contemporary theories and practices" ¹¹⁵.</p> <p>The UL ensures an appropriate work environment, workplaces, E-resources, information technologies, library resources and other resources to personnel so as to facilitate the quality of their personal work.</p>
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<p>1.6. Study resources and support for students</p> <p>The standard: <i>Universities must have sufficient financing to ensure learning and learning activities, also guaranteeing an appropriate and easily available range of learning resources, with an assurance of support for students.</i></p>	<p>UL study financing comes from national budget resources and tuition fees^[118]. The Ministry of Education and Science provides budget resources to the UL to implement study programmes in accordance with Cabinet of Ministers regulations on the way in which universities and colleges receive financing from the national budget for a specific number of state-financed study slots, as well as base costs^[117]. The principles of determining the tuition fees are based on a Senate decision^[118].</p> <p>The UL ensures appropriate budget principles^[119] that have been approved by the Senate. The annual budget procedure ensures resources that are necessary for the study process, including educational resources such as the material and technical foundation, which relates to study areas and their equipment, library resources, reading rooms laboratories, the E-environment, dormitories, etc. The UL budget also ensures each year that there are resources for books, electronic resources, inventory and renovation of rooms. The budget is supplemented by an economic and financially effective management of UL real estate^[120]. Study direction needs are financed by the UL and FBME budget for annual increases in educational resources, as based on faculty¹⁰⁸ and FBME department¹⁰⁰ regulations.</p> <p>Studies at the UL involve well-appointed and equipped auditoriums and modern laboratories so as to develop a unified study and science environment at the House of Nature and Science in Torņakalns. Improvement of study areas ensures their accessibility to students with special needs. The regions of Latvia offer training related to several study programmes^[121].</p> <p>The libraries of the University of Latvia -- the UL Library and the UL Academic Library (est. 1524) with 5.5 million information resource units. This is the largest library in Latvia. The UL Library maintains several publicly available databases, including ones that contain the publications of UL scientists, defended dissertations and final papers. UL students have a unified reader card which gives access to 11 more national important resources from Latvian libraries. FBME students have access to E-resources and various subscribed electronic databases on a 24/7 basis. The UL offers access to E-resources to students and employees. Each user has access to "My LUIS," which ensures access to the LUIS and the E-study environment, which includes MOODLE and ULB resources. The UL Information Technology Department offers wireless Internet access in all UL buildings, a live broadcasting service, video conferences and student surveys in the E-environment. E-resources are available in Latvia and English so that they are available to all students and listeners, including foreign ones.</p> <p>Informative and consultative assistance, including psychological support for students, are provided in a centralised way by the UL Student Service Department, as well as faculty members, methodologists, administrators, curators and student mentors. The UL Career Centre provides consultations and information about labour market offers, career education and communication with employers. The Mobility Department works with the international co-operation co-ordinators of faculties so as to organise the international mobility of students^[122]. Students can also receive material support via state budget-financed^[123] or philanthropic scholarships from the UL Fund^[124], student loans^[125] and FBME prizes for taking part in scholarly conferences and competitions¹⁶³. Students who need tuition relief can receive it¹⁶². The activities of FBME students are also supported by the UL Student Business Incubator^[126] and the UL FBME Student Management and Business Training Centre.^{[127]/[128]} Students have access to eight dormitories, which are regularly renovated and improved. They can receive material support there, as well^[129].</p> <p>Surveys of students¹²² which provide information about how satisfied they are with study resources at the UL include questions about educational resources and the material and technical foundations. Information about UL resources and their availability can be found on the UL Website.</p> <p>The Administrative Support Group ensures a systematic evaluation of the UL's internal control system, including support for students and the student survey process^[130].</p>
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<p>1.7. Management of information</p> <p>The standard: <i>Universities must collect, analyse and use necessary information for effective management of programmes and other activities.</i></p>	<p>The University of Latvia information system collects all operative information about UL studies, ongoing education programmes, study and ongoing education courses, students, listeners, employees, facilities and UL normative acts. The information is stored and processed by the UL data warehouse. Information about the results of UL operations and analysis thereof is offered during the reporting year by annual public reports on the UL portal¹⁶⁵. Information about studies, research and FBME employees is also provided on the faculty's homepage.^[133] The dean of the FBME regularly meets with representatives of the student self-governance system, as well as course elders to discuss improvements to the study process.^[132] The LUIS student register gathers information about each student and listener and the studies and successes of these people.^[133] The Luis also processes and stores survey results that are analysed by deans, study programme directors and faculty members to find out whether students are satisfied with their study programmes, the organisation of the study process, educational resources and support. The LUIS stores information about UL academic and general personnel, including CVs, workloads, courses that are taught, plans for classroom activities, participation in projects, publications, professional improvement, registration of working hours, etc. The LUIS databases offer necessary statistical data about students, listeners, employees, courses and study and ongoing education programmes. These data are correlated and analysed for the annual self-evaluation of study directions and programmes. Data from the State Revenue Service and graduate surveys began the establishment of a UL graduate database and career analysis. The procedure for access to UL information^{[134][135]} is dictated by the requirements of the law on information transparency.</p>
<p>1.8. Publicly available information</p> <p>The standard: <i>Universities must regularly publish clear, precise, objective, timely and easily accessible information about their activities, including the programmes that are offered.</i></p>	<p>The UL portal¹⁶⁵ is presented in Latvian, English and Russian. It has timely information about studies, events and planned activities. The portal also offers live broadcasts of major events on the Internet. People are regularly informed one year in advance about admission requirements and changes in the relevant norms.¹⁶⁶ The FBME homepage¹⁷² is presented in Latvian and English, with timely information about studies, events and planned activities. In accordance with the requirements of the law on universities, the UL prepares reviews of work during the reviewing year and posts them on the UL portal every year.^[136] The UL's annual self-evaluation reports^{125,126} of study directions are published on faculty homepages^[137], offering information about study programmes, planned learning results, degrees and qualifications that are to be awarded, admission requirements, the organisation of the study process and grading processes, the study environment and the opportunities that it provides. Each year, the UL Career Centre organises career days for students with the participation of employers. There is also an event for high school students, "Stepping Into the Shoes of a Student",^[138] which allow high schoolers to take part in activities and to learn about the study environment. "UL Alumni",^[139] in turn, is a portal for university graduates so that they can strengthen links with their university. The portal issues information about UL news and offers people a chance to become involved in the life of the university. The Communications and Innovation Department, in turn, regularly updates information about the university.^[140]</p>

<p>1.9. Management and regular verification of programmes</p> <p>The standard: <i>Universities must constantly track and periodically evaluate their programmes so as to make sure that goals are achieved and are in line with student and public needs. The review ensures the ongoing improvement of programmes. All parties must be informed about planned or implemented events.</i></p>	<p>The UL and FBME systematically and regularly track and inspect study programmes to make sure that goals and learning outcomes are achieved and that this complies with student and public needs. The issue is whether a study programme offer is ensured and preserved for public needs. There are also aspects of the quality of programmes, support services, and an effective environment for students in terms of material, technical and methodological support. There is an evaluation of the educational workload of students, the progress and graduation of students, the expectations and needs of students, and their satisfaction with the programme. This information is based on surveys of UL FBME students and students who have dropped out,^[141] from FBME student self-governance proposals, complaints and petitions^[142], as well as appellation complaints and petitions before the academic arbitration court.^[143] Students, graduates and employers are regularly involved in the evaluation of study programmes, and the information about the learning outcomes and factors that influence quality is analysed by FBME departments and administrators. An example of good process is a series of forums for employers where recommendations from sectoral specialists and graduates allow FBME programme directors to gain essential recommendations on how to improve and develop study programmes. The approval of study courses and programmes also involves representatives of the student self-governance system who also take part in discussions about study courses and programmes at the FBME study programme councils. They also take part in discussions and approval at the FBME Council. Academic personnel are informed about study programme evaluation results, as well as about steps that are planned and implemented so as to improve the programmes at Council meetings, the Economics programme and Management programme council meetings, FBME department meetings and employee meetings. Students are informed via the personified LUIS system, as well as in partnership with the FBME student self-governance system. An exchange of information with FBME graduates occurs via the "UL Alumni" portal^[144], which is aimed at ensuring communications between graduates and the universities, providing information about FBME news, and offering graduates a chance to involve themselves in the life of the university. Information about admission requirements and criteria^[145] in the FBME 's study programmes is regularly published one year in advance.¹⁶⁶</p> <p>A FBME employer council was set up during the 2019/2020 academic year to provide consultations to the dean and to facilitate closer co-operation with employers so as to facilitate the timeliness of study programme content in accordance with labour market needs.^[146] Study courses that are to be updated and new study courses are regularly evaluated by FBME study programme councils¹⁴¹ that are made up of representatives of students, programme directors¹⁴², department directors and representatives of employers. The preparation and updating of courses is in compliance with the study direction development plan, which is discussed at study programme council meetings. The plan is to ensure a research-based education so that students can receive a high-quality education in the areas of economics and business, attracting national financing for fundamental and applied research and using EU Structural Fund money to ensure research capacity that makes it possible to do research with research financing from the EU. The programme evaluation results are included in annual study direction self-evaluation reports^{124,125,126} and are discussed at open FBME study programme council meetings. They are then approved by the Faculty Council and the UL Senate.</p>
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1.10 . Cyclical external quality assurance The standard: <i>Universities are submitted to a cyclical external quality assurance in accordance with the ESG.</i>	<p>The requirements of university, college and study direction accreditation and UL internal normative acts^{124,127} lead to the annual preparation of study direction self-evaluation reports. Study direction directors, study programme councils and representatives of students and employers evaluate study programmes to make sure that their content is in line with public needs and achievements in the specific sector. They also examine the extent to which students are satisfied with the course and programmes, as well as the qualification and availability of resources for faculty members. Surveys of students and students who have dropped out are used to learn about the satisfaction of students.¹²²</p> <p>The self-evaluation reports are approved by faculty councils and then evaluated by the Study Department and the UL KNK. The final decision about self-evaluation reports is taken by the UL Senate. The approved self-evaluation is posted on the faculty's homepage so as to make it available on the UL portal.</p> <p>No less often than once during the accreditation period of a programme or a study direction, academic personnel engage in an updating of courses that are in the programme.^{144,148} The quality of study courses is monitored by responsible faculty members who are approved by the rector. Oversight of student achievements is ensured by the E-study environment. The quality of the study process is monitored by deans of faculties, the Study Department and an administration support group.</p> <p>In accordance with the requirements of the law on universities, the external quality of study directions and programmes is ensured by the licencing of study programmes and the accreditation of study directions. Study programmes were accredited in May 2013 for a six-year period (until 31 December 2020). During the accreditation period, the Study programme Accreditation Commission reviews major changes in the study programmes that are part of the accredited study direction -- their names, changes in the degrees or qualification that are awarded, changes in admission requirements or changes in the scope or duration of study programmes if they exceed 20% of the programme's total scope. Decisions are taken on whether the changes are acceptable.</p> <p>The State Education Quality Service, which part of the Ministry of Education and Science, engages in ongoing monitoring of educational processes in Latvia, as well as higher education institutions. It also provides universities with recommendations to address shortcomings that have been identified.</p>
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[1] UL Development Strategy, 2016-220, Implementation of UL's Development Strategy, 2016-2020 [Latv.](#) , Appendix to LU Development Strategy, 2016-2020 [Latv.](#) (as approved by UL Instruction No 1.302, 8 July 2016).

[2] The University of Latvia Quality Policy [Latv](#) (as approved by UL Instruction No 1/187, 30 January 2012).

[3] UL Process Management Procedure [Latv.](#) (as approved by UL Instruction No 1/338, 19 December 2012).

[4] On guidelines for the UL quality management system [Latv.](#); the UL Excellence Model [Latv.](#) (as approved by UL Instruction No 1/48, 5 February 2013).

[5] UL Constitution [Latv.](#) (adopted by the UL Constitutional Council, 29 March 1996).

[6] Statutes of the UL Senate [Latv.](#) (approved by Decision No 6 of the UL Constitutional Council, 10 May 2001).

[7] The statutes and membership of the UL Study programme Quality Evaluation Commission [Latv](#) (as approved by UL Instruction No 1/151, 5 April 2016).

[8] Statutes for the UL Study programme Council [Latv.](#), (as approved by UL Senate Decision No 248, 25 May 2009).

[9] Statutes for the UL administration [Latv.](#) (as approved by UL Senate Decision No 52, 28 November 2016).

[10] Regulations for the UL administration [Latv.](#) (as approved by UL Instruction No 1/244, 17 July 2017).

[11] Regulations on the UL study programme director [Latv.](#) (as approved by Senate Decision No

249, 25 May 2009); The duties and rights of the study programme sub-programme director [Latv.](#) (as approved by UL Instruction No 1/86, 20 March 2012).

[12] Job descriptions at the UL [Latv.](#), (as approved by UL Instruction No 1.155, 13 June 2012).

[13] On confirming the basic positions of developing the Faculty of Economics and Management [Latv.](#) (as approved by Council Decision No 28, 29 April 2016).

[14] On the Strategic Plan of the Faculty of Economics and Management in Latvia (directions of action, responsible persons, time) (approved by the Council Resolution No. 26, 24 March 2015)

[15] On changes to the name of the FEM [Latv.](#) (as approved by Council Decision No 72, 4 October 2016)

[16] On approving the statutes of UL FBME departments [Latv.](#), (as approved by Council decision No 78), UL Faculty of Business, Management and Economics Management Studies Department statutes [Latv.](#), [Eng.](#) (as approved by Council Protocol No 2070-V2/16, 4 October 2016)

[17] On approving the statutes of the UL FBME Scientific Institute of Economics and Management [Latv.](#), [Eng.](#) (as approved by Council Decision No 87, 25 October 2016)

[18] On the establishment of the UL FBME Scientific Institute of Project Management and the confirmation of its statutes [Latv.](#) (as approved by Council Decision No 88, 25 October 2016)

[19] On the establishment of the UL FBME Scientific Institute of International Law and International Economics and Commerce and the confirmation of its statutes [Latv.](#) (as approved by Council Decision No 96, 22 November 2016)

[20] On amendments to the statutes of the UL FBME Scientific Institute of International Law and International Economics and Commerce [Latv.](#) (as approved by Council Decision No BVEF-V12.2/41, 5 April 2017)

[21] On confirmation of the statutes of the UL FBME Business Incubator [Latv.](#), (as approved by Council Decision No BVEF-V12.2/26, 21 March 2017, The statutes of the UL FBME Business Incubator [Latv.](#), [Eng.](#) (as approved by Council Decision No BVEF-V12.2/26, 21 March 2017)

[22] On confirmation of the statutes of the UL FBME Management and Business Training Centre [Latv.](#), (as approved by Council Decision No BVEF-V12.2/27, 21 March 2017), The statutes of the UL FBME Management and Business Training Centre [Latv.](#), [Eng.](#) (as approved by Council Decision No BVEF-V2.2/27, 21 March 2017)

[23] On the inclusion of the UL FBME UL North American Study Centre into the FBME and confirmation of its statutes [Latv.](#) (as approved by Council Decision No BVEF-V12.2/66, 6 June 2017), The statutes of the UL FBME UL North American Study Centre [Latv.](#) (as approved by Council Decision No BVEF-V12.2/66, 6 June 2017)

[24] The statutes of the UL Faculty of Business, Management and Economics [Latv.](#), [Eng.](#) (as approved by UL Senate Decision No 47, 4 October 2016)

[25] On the reorganisation of the UL Faculty of Economics and Management [Latv.](#) (as approved by UL Instruction No 1/458, 5 December 2016)

[26] UL Constitution [Latv.](#) (adopted by the UL Constitutional Council, 29 March 1996).

[27] The statutes of the UL Convent of Advisors [Latv.](#), (as approved by Senate Decision No 169, 27 October 2008)

[28] UL Study programme Board Regulations [Latv.](#), (as approved by Senate Decision No 248, 25 May 2009)

[29] On the membership of the FBME Management Studies Study programme Council [Latv.](#), (as approved by Council Decision No BVEF V12.2/48 5 April 2017), Changes in the membership of the FBME Management Studies Study programme Council (as approved by Council Decision No BVEF V12.2/104, 8 November 2017, Council Decision No BVEF V12.2/76, 18 May 2018, Council Decision BVEF V12.2/138, 6 November 2018, and Council Decision No BVEF V12.2/3, 8 January 2019 [Latv.](#),

[30] On the membership of the FBME Economics Study programme Council [Latv.](#), (as approved by Council Decision No BVEF V12.2/49, 5 April 2017, Changes in the membership of the FBME Economics Study programme Council (a approved by Council Decision No BVEF V12.2/103, 8 November 2017, Council Decision No BVEF V12.2/75, 18 May 2018, and Council Decision No BVEF V12.2/2, 8 January 2019. [Latv.](#),

[31] The University of Latvia Quality Policy [Latv](#) (as approved by UL Instruction No 1/187, 30 January 2012).

[32] On guidelines for the UL quality management system [Latv.](#),; the UL Excellence Model [Latv.](#) (as approved by UL Instruction No 1/48, 5 February 2013).

[33] The FBME system for ensuring internal quality [Latv.,Eng.](#) (as approved by FBME Management Meeting Protocol No 22-4/13, 9 May 2019)

[34] The FBME study programme quality assurance plan for 2019-2024 [Latv.,Eng.](#) (as approved by FBME Instruction No 22-5/318, 1 July 2019)

[35] UL Development Strategy, 2016-220, Implementation of UL's Development Strategy, 2016-2020 [Latv.](#) , Appendix to LU Development Strategy, 2016-2020 [Latv.](#) (as approved by UL Instruction No 1.302, 8 July 2016).

[36] On the FBME plan to improve the quality system of studies during the 2019/2020 academic year [Latv.](#), [Eng.](#) (as approved by FBME Instruction No 22-5/375, 17 September 2019)

[37] The statutes of the UL Faculty of Business, Management and Economics [Latv.](#) , [Eng.](#) (as approved by UL Senate Decision No 47, 4 October 2016)

[38] On the organisation of regular surveys to evaluate the study process [Latv.](#), [Eng.](#) (as approved by UL Instruction No 1/334, 22 August 2016)

[39] On regulations about academic honesty at the UL [Latv.](#), [Eng.](#) (as approved by UL Senate Decision No 287, 25 February 2013)

[40] On the annual report about study directions at the UL [Latv.](#) (as approved by UL Instruction No 1/255, 13 July 2018), The procedure for preparing annual reports about study directions [Latv.](#) (as approved by UL Instruction No 1/255, 13 July 2018)

[41] On confirmation of the "Economics" study programme report [Latv.](#), (as approved by Council Decision No BVEF V12.2/129, 30 October 2018)

[42] On confirmation of the "Management, Administration and Real Estate Management study direction [Latv.](#), (as approved by Council Decision No BVEF V12.2/130, 30 October 2018)

[43] On preparation of the self-evaluation of Faculty of Business, Management and Economics study directions [Latv.](#), [Eng](#) (as approved by FBME Instruction No BVEF-A43.1/285, 15 June 2017)

[44] On amendments to the FBME Instruction No BVEF 43.1/285, 15 June 2017, "On preparation of the self-evaluation of the study direction" [Latv.](#) (as approved by FBME Instruction BVEF-A43.1/285,

15 June 2017)

[45] On approval of the membership of the working group [Latv.](#) (as approved by FBME Instruction No BVEF-A43.1/405, 7 November 2018)

[46] On establishment of the working group [Latv.](#) (as approved by FBME Instruction No BVEF-A43.1/64, 23 April 2018)

[47] The statutes of the University of Latvia study programmes and ongoing education programmes [Latv.](#) (as approved by UL Senate Decision No 102, 24 April 2017)

[48] The statutes and membership of the UL Study programme Quality Evaluation Commission [Latv](#) (as approved by UL Instruction No 1/151, 5 April 2016)

[49] Regulations on the state's first-level professional higher education standard [Latv.](#) (Cabinet of Ministers Regulation No 141, 20 March 2001), Regulations on the state's second-level professional higher education standard [Latv.](#) (Cabinet of Ministers Regulation No 512, 26 August 2014), Regulations on the state's academic education standard [Lat.](#) (Cabinet of Ministers Regulation No 240, 13 May 2014)

[50] Regulations in the licencing of study programmes [Latv.](#) (Cabinet of Ministers Regulation No 795, 11 December 2018)

[51] Regulations on the opening and accreditation of study directions [Latv.](#) (Cabinet of Ministers Regulation No 793, 11 December 2018)

[52] The statutes of UL study programmes and ongoing education programmes [Latv.](#) (as approved by UL Senate Decision No 102, 24 April 2017)

[53] Council of Europe Standing Conference of Ministers of Education “[Governance and Quality Education](#)” 24th session Helsinki, Finland, 26-27 April 2013 Final Declaration on the Conference Theme, 27 April 2013

[54] The UL development strategy for 2016-2020 [Latv](#), On the plan for the implementation of the UL development strategy for 2016-2020., the UL development strategy for 2016, 2020, appendix (as approved by UL Instruction No 1/302, 8 July 2016)

[55] Regulations on the state's first-level professional higher education standard [Latv.](#) (Cabinet of Ministers Regulation No 141, 20 March 2001), Regulations on the state's second-level professional higher education standard [Latv.](#) (Cabinet of Ministers Regulation No 512, 26 August 2014), Regulations on the state's academic education standard [Lat.](#) (Cabinet of Ministers Regulation No 240, 13 May 2014)

[56] The statutes of UL study programmes and ongoing education programmes [Latv.](#) (as approved by UL Senate Decision No 102, 24 April 2017)

[57] Statutes for the UL Study programme Council [Latv.](#), (as approved by UL Senate Decision No 248, 25 May 2009).

[58] Regulations on the UL study programme director [Latv.](#) (as approved by Senate Decision No 249, 25 May 2005), The obligations and rights of the UL study programme subprogramme director [Latv.](#) (as approved by UL Instruction No 1/86, 20 March 2012)

[59] On the UL study programme quality improvement plan [Latv.](#) (as approved by UL Instruction No 1/83, 1 March 2013)

- [60] The procedure for preparing and updating University of Latvia study courses [Latv.](#), (as approved by UL Instruction No 1/277, 10 August 2018)
- [61] On preparing descriptions of study programmes [Latv.](#), [Eng.](#) (as approved by FBME Instruction No BVEF-A43.1/393)
- [62] On the distribution of study courses [Latv.](#) (as approved by FBME Instruction No BVEF-A43.1/86)
- [63] On the distribution of study courses [Latv.](#) (as approved by FBME Instruction No BVEF-A43.1/73)
- [64] On the preparation of study courses and improvement of the E-study environment [Latv.](#), [Eng.](#) (as approved by FBME Instruction No BVEF-A43.1/318)
- [65] FBME management protocols (see FBME dean's office)
- [66] The procedure for implementing the UL study development and management improvement programme [Latv.](#), (as approved by UL Instruction No 1/347, 25 October 2018)
- [67] On study types and forms at the UL [Latv.](#) (as approved by UL Instruction No 1/6, 24 January 2000)
- [68] On individual study plans [Latv.](#), [Eng.](#) (as approved by UL Instruction No 1/79, 22 March 2010)
- [69] UL internal procedure regulations for students [Latv.](#), [Eng.](#) (as approved by UL Senate Decision No 258, 31 May 2004)
- [70] The procedure for registering and counting listeners [Latv.](#) (as approved by UL Instruction No 1/187, 7 November 2003)
- [71] The statutes of the UL Senate [Latv.](#) (as approved by UL Constitutional Council Decision No 6, 10 May 2001)
- [72] The UL Constitution [Latv.](#), (as approved by the UL Constitutional Council, 29 March 1996)
- [73] The procedure for submitting and reviewing student proposals and complaints [Latv.](#), [Eng.](#) (as approved by UL Instruction No 1/21, 18 February 2002)
- [74] The procedure for organising study course examinations at the University of Latvia [Latv.](#), [Eng.](#) (as approved by Senate Decision No 296, 30 November 2009)
- [75] Requirements for the writing and defence of final papers [Latv.](#), [Eng.](#) (bachelor's papers, master's theses, dissertations and qualification papers (as approved by UL Instruction No 1/38, 3 February 2012)
- [76] On the procedure of suspending studies at the UL [Latv.](#), [Eng.](#) (as approved by Senate Decision No 178, 1 December 2008)
- [77] Regulations on UL student curators [Latv.](#), (as approved by UL Instruction No 1/288, 15 September 2017)
- [78] The procedure for providing tuition payment relief [Latv.](#), [Eng.](#) (as approved by UL Instruction No 1/89, 14 April 2009)
- [79] The UL FBME regulations of awarding prizes to students [Latv.](#), [Eng.](#) (as approved by Council Decision No BVEF-V12/1.7, 8 May 2018)
- [80] Admission regulations at the UL [Latv.](#), [Eng.](#) (as approved by Senate Decision No 363, 26 March

2010)

[81] The UL portal -- <https://www.lu.lv>

[82] Admission requirements and criteria for bachelor study programmes during the 2019/2020 academic year [Latv.](#) (as approved by UL Instruction No 1/348, 26 October 2018)

[83] On the application of foreigners for studies at the UL during the 2019/2020 academic year [Latv.](#), (as approved by UL Instruction No 1/8, 8 January 2019)

[84] The admission procedure at the University of Latvia during the 2019/2020 academic year [Latv.](#), (as approved by UL Instruction No 1/123, 3 April 2019)

[85] Admission requirements and criteria for bachelor study programmes during the 2019/2020 academic year [Latv.](#) (as approved by UL Instruction No 1/348, 26 October 2018)

[86] On the application of foreigners for studies at the UL during the 2019/2020 academic year [Latv.](#), (as approved by UL Instruction No 1/8, 8 January 2019)

[87] The admission procedure at the University of Latvia during the 2019/2020 academic year [Latv.](#), (as approved by UL Instruction No 1/123, 3 April 2019)

[88] <https://www.lu.lv/studijas/fakultates/fakultates/biznesa-vadibas-un-ekonomikas-fakultate>

[89] About the registration procedure for applicants who are unable to attend the registration within the deadline [Latv.](#) (as approved by UL Instruction No 1-3/26, 20 June 2019)

[90] The procedure for preparing and publishing lists of lessons and examinations at the UL [Latv.,Eng.](#) (as approved by UL Instruction No 1/82, 24 April 2008)

[91] The procedure for organising student internships at the University of Latvia [Latv.](#), (as approved by UL Instruction No 1/417, 25 November 2019)

[92] The procedure for writing and preparing summaries of UL dissertations [Latv.](#), (as approved by UL Instruction No 1/201, 12 July 2012)

[93] On the procedure of doctoral studies at the FBME (as approved by FBME Instruction No 22-5)

[94] The University of Latvia personnel management policy [Latv.](#), (as approved by UL Senate Decision No 264, 28 January 2019)

[95] The UL academic personnel development plan for 2018-2020 [Latv.](#), (as approved by UL Instruction No 1/220, 19 June 2018)

[96] Regulations on academic and administrative jobs at the UL [Latv.](#), (as approved by UL Senate Decision No 153, 31 October 2011)

[97] On making more precise the list of sectoral professor councils [Latv.](#), (as approved by Higher Education Council Decision No 1.10/22, 17 October 2018)

[98] On UL professor councils [Latv.](#), (as approved by UL Senate Decision No 260, 28 January 2019)

[99] The procedure for evaluating the scientific and pedagogical qualifications of applicants for the jobs of professors and associate professors [Latv.](#), (as approved by Cabinet of Ministers Regulation No 391, 4 September 2001)

[100] The University of Latvia's work regulations [Latv., Eng.](#) (as approved by UL Senate Decision No 59, 3 March 2014)

[101] On visitation [Latv., Eng.](#) (as approved by FBME Instruction No 22-5/349, 29 August 2019)

- [102] Regulations on academic work costs [Latv.](#), [Eng.](#) (as approved by Senate Decision No 14, 30 May 2016)
- [103] On obligations related to the workload of UL academic personnel [Latv.](#), (as approved by UL Senate Decision No 227, 2 July 2012)
- [104] Norms related to the registration and planning of academic personnel workloads [Latv.](#) (as approved by UL Instruction No 1/469, 7 December 2016)
- [105] The UL code of academic ethics [Latv.](#), [Eng.](#) (as approved by UL Senate Decision No 170, 27 October 2008)
- [106] Principles related to the restoration and succession of academic personnel at the UL Faculty of Business, Management and Economics [Latv.](#), [Eng.](#) (ass approved by Council Decision No BVEF V12.2/118, 26 June 2018)
- [107] On the On the principles of the restoration and succession of FBME academic personnel [Latv.](#),[Eng.](#) (as approved by Council Decision No BVEF-V12.2/95, 26 June 2019)
- [108] On the calculation of monthly wages for academic personnel [Latv.](#), (as approved by UL Instruction No 1/447, 28 December 2018)
- [109] On the planning of he registration and planning of FBME academic personnel workload as of the 2017/2018 academic year [Latv.](#), [Eng.](#) (as approved by FBME Instruction No A43.1/211, 16 May 2017)
- [110] On the responsible persons related to departmental academic directions [Latv.](#), [Eng.](#) (as approved by FBME Instruction No BVEF-A43.1/57, 15 February 2017)
- [111] On the responsible persons related to the academic directions of institutes [Latv.](#), (as approved by FBME Instruction No BVEF-A43.1/58, 16 February 2017)
- [112] The procedure for declaring the employee of the year of the UL [Latv.](#), (as approved by UL Instruction No 1/300, 5 November 12)
- [113] On the professional competence improvement programme of UL Student Service Department pedagogues [Latv.](#) (as approved by UL Instruction No 1/1, 3 January 2019)
- [114] On the PPMF ongoing education programme [Latv.](#), (as approved by UL Instruction No 1/12, 13 January 2015)
- [115] On the PPMF ADC ongoing education programme [Latv.](#), (as approved by UL Instruction No 1/333, 17 December 2015)
- [116] The process of financing studies at the UL [Latv.](#), [Eng.](#) (as approved by Senate Decision No 1/198, 24 November 2003)
- [117] The procedure whereby universities and colleges are financed with national budget resources [Latv.](#), [Eng.](#) (as approved by Cabinet of Ministers Regulation No 994, 12 December 2006)
- [118] On determining tuition fees at the UL, 2011-2013 [Latv.](#), (as approved by UL Senate decision No 72, 31 January 2011)
- [119] The procedure on establishing the 2018 UL budget [Latv.](#), (as approved by UL Instruction No 1/145, 18 April 2018)
- [120] Regulations on implementing and supervising the work of UL revenue centres and evaluation of their results [Latv.](#), (as approved by UL Instruction No 1/441, 21 December 2018)

- [121] On the organisation of UL services in regions (as approved by UL Instruction No 1/13, 14 January 2019)
- [122] The procedure for organising Erasmus+ programme mobility at the University of Latvia [Latv.](#), (as approved by UL Instruction No 1/363, 18 December 2014)
- [123] Regulations on awarding national budget-financed scholarships at the UL [Latv.](#) (as approved by UL Instruction No 1/346, 26 August 2016)
- [124] <https://www.fonds.lv/stipendijas/>
- [125] The procedure for awarding study and student loans at the UL [Latv.](#) (as approved by UL Senate Decision No 193, 27 April 2015)
- [126] The statutes of the UL FBME Student Business Incubator [Latv.](#), [Eng.](#) (as approved by Council Decision No BVRE-V12.2/26, 21 March 2017)
- [127] The statutes of the UL FBME Student Management and Business Training Centre [Latv.](#), [Eng.](#) (as approved by Council Decision No BVEF-V12.2/27, 21 March 2017)
- [128] On the FBME CEMT information education programme [Latv.](#), (as approved by UL Instruction No 1/19, 16 January 2019)
- [129] The statutes of the LU SP and ID social programme for students renting rooms at UL dormitories [Latv.](#) (as approved by UL Instruction No 1-29/1, 21 January 2019)
- [130] A plan of operations to improve processes after Audit No 3_2017, "An Audit of the Student Survey Process" [Latv.](#) (as approved by UL Instruction No 1/51, 12 February 2018)
- [131] The FBME homepage: <http://www.bvef.lu.lv> and <https://www.lu.lv/studijas/fakultates/fakultates/bizensa-vadibas-un-ekonomikas-fakultate>
- [132] The procedure for ensuring the activities of seniors of University of Latvia student courses [Latv.](#) (as approved by UL Instruction No 1/315, 26 July 2016)
- [133] Regulations about the personal cases of students [Latv.](#) (as approved by UL Instruction No 1/10, 8 January 2019)
- [134] On the procedure of information availability at the LU [Latv.](#) (as approved by UL Instruction No 1/241, 12 November 2004)
- [135] A list of limited-availability information and documents at the UL [Latv.](#) (as approved by UL Instruction No 1/252, 27 June 2019)
- [136] The procedure of preparing the public annual report of the UL [Latv.](#) (as approved by UL Instruction No 1/201, 19 July 2010)
- [137] FBME study direction self-evaluation reports: <https://www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi>
- [138] On organising the "In the Shoes of a Student 2019" event [Latv.](#) (as approved by UL Instruction No 1/101, 14 March 2019)
- [139] The UL graduate portal: <http://absolventuklubs.lv>
- [140] <https://www.lu.lv/par-mums/lu-mediji/zinas>
- [141] On the procedure of organising regular surveys to evaluate the study process [Latv.](#), (as approved by UL Instruction No 1/334, 22 August 2016)

[142] On the FBME study programme quality assurance plan, 2019-2024 [Latv.](#), (as approved by FBME Instruction No 22-5/318, 1 July 2019)

[143] The statutes of the University of Latvia academic arbitration court (as approved by LUSS Decision No 5, 22 February 2006)

[144] UL Alumni Portal - <http://absolventuklubs.lv/>

[145] <https://www.bvef.lu.lv/>; <https://www.bvef.lu.lv/en/>

[146] On the FBME plan to improve the quality of the study system during the 2019-2020 academic year [Latv.](#), [Eng.](#) (as approved by FBME Instruction No 22-5/375, 17 September 2019)

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.

The UL system for determining the study direction and the financing necessary for the implementation of the respective study programmes is based on the Law on Higher Education Institutions, Cabinet of Ministers 05.07.2016. Teachers' Pay Regulations Nr. 445, UL internal regulations, etc. Each year, the UL Senate approves the UL budget, which includes an annual revenue and expenditure plan for each department, broken down by heading: state budget funding for tuition, tuition fees and other own revenue, science base funding, performance funding, project funds. The financial resources for the implementation of the study programmes corresponding to the FBME field of study are mainly provided by the state budget financing for studies and the faculty's own income and tuition fees. UL Senate 15.04.2019 decision no. 302 approved the University of Latvia budget for study activities EUR 41,032,417, while the UL FBME budget approved EUR 2,882,854, of which EUR 2,124,910, or 73.7% is state funding for studies, faculty own revenue and tuition fees.

The financial resources at the disposal of the Faculty are planned each year in accordance with the UL budget and used in accordance with the estimates approved by the UL management, which ensures control of the use of financial resources. The dean and the executive director ensure the rational use of financial resources in accordance with regulations and financial management in the faculty. Support is provided by the Financial and Accounting Department of the University of Latvia and the Science Department of the University of Latvia.

Research at the FBME are funded from a number of sources: the base and performance funding for UL as the research institution, contract research for the faculty, public research programmes funds,

as well as the faculty's own revenue and government grant. Base and performance funding at UL is awarded in accordance with 12.11.2013. Cabinet Regulation No. 1316 "Procedure for Calculation and Granting of Funding to Scientific Institutions", while the UL internal regulations determine the amount of funding for each structural unit. For example, the base and performance funding granted in 2019 was split between UL units in accordance with 11.06.2019. Order No. 1/227 "On Utilization of Scientific and Institutional Base and Performance Funding for 2019". Similarly, faculty research staff can apply for centralized grant in accordance with 20.04.2018. Order No. 1/148 "On Approval of the Procedure for Supporting Research Activities of the University of Latvia". Under this procedure, support is available for: participation in international events, publication of scientific articles, preparation of international project applications, organization of scientific events at the University of Latvia, implementation of research activities and fulfillment of long-term commitments. To facilitate the preparation of international project applications, 29.11.2019. UL Order no. 1/435 "On the Approval of the Cost Per Unit", which provides additional funding for the development of international project applications.

The financial resources necessary for doctoral students' research work and their participation in scientific conferences are planned and paid for by means of doctoral programmes, whereas in the majority of cases, master's degree students' research work is planned and paid only to those participating in the implementation of research projects.

Research funding also contributes significantly to the development of the field of study by ensuring an increase in the number of printed media and e-books, as well as subscriptions to the most important databases used in students' research and graduation theses and in case study materials).

Each year, planning financial resources for the faculty, funds for study, work, and service missions are provided. These funds cover student and staff missions to international conferences.

UL FBME students are actively involved in research projects that are either employed as research staff or on a voULntary basis. There are several study and research projects implemented at the Faculty, which ensure transfer of best practices from cooperation partners, improvement of study quality and exchange of experience. The student self-government funding, which complies with Article 53 of the Law on Higher Education Institutions, is also significant, and it is not less than one-twentieth of the school's annual budget. Student self-government is financed from the UL centralized resources in accordance with the Law on Higher Education Institutions, while the faculty provides the self-government with the necessary facilities (infrastructure).

The cost of a study place per student in the study area "Management, Administration and Real Estate Management" is EUR 2,000.40 (two thousand euros, 40 cents) in all programmes. The cost of study programmes offered in English is 10% higher and is related to the registration of foreign students' documents.

Study place cost per student in the study direction "Management, Administration and Real Estate Management" (see Appendix 12).

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).

The available funds of the study field “Management, Administration and Real Estate Management” implemented by the University of Latvia are determined by the state budget financing (grant) and tuition fee income.

The amount of state budget funding for a particular study year is determined in accordance with the agreement between the Ministry of Education and Science and the University of Latvia. The amount of funding is affected by:

- the number of study places financed from the state budget,
- basic costs of the place of study in the given year,
- level of the study programme,
- cost ratio for the thematic area of education.

Tuition fees for each programme at the University of Latvia are determined annually based on the estimated cost of the study place (which includes all forecasted costs - staff remuneration, technical support, infrastructure maintenance and administration costs), the expected number of students and the market situation. The tuition fee for a particular student is fixed for each study year for the duration of the studies.

Both state budget funding and tuition fees are aggregated in the UL total budget for the financial year. The UL budget is established in accordance with the general principles of budgeting and the budgetary procedure established for each year. The basic structural unit implementing the study direction study programme plans the tuition fee revenue for the given calendar year by submitting it to the Study Department, which collects it and submits it to the Finance and Accounting Department for the overall UL budget.

According to the budgeting principles of the University of Latvia, the expected revenue of the study field is divided as follows: 74% of the direct and directly attributable costs of the study field (remuneration of teaching staff, costs of materials and services, costs of premises and other basic structural units) (covering all supporting processes - information resources, marketing, IT, financial accounting, management, provision of sports, cultural and social activities, development programmes) - 26%.

The faculties concerned, in cooperation with the Finance and Accounting Department, plan their direct costs for the financial year in question. The Finance and Accounting Department prepares the joint draft UL budget and the Chancellor of the UL directs it to the Senate Finance and Budget Commission, from where it is forwarded to the UL Senate for approval.

After the approval of the current year's budget, the estimated revenue and expenditure of the basic unit concerned are imported into the IT system of the UL, which is linked to an accounting system and enables the actual financial situation of the basic unit to be tracked throughout the year.

The Dean and Executive Director of the Faculty are responsible for the rational use of the financial resources of the faculty in question within the budget, which carries out the operational financial management of the core unit. The Finance and Accounting Department is responsible for overseeing the implementation of the budget and preparing appropriate reports for UL management and controlling organizations.

The following material and technical resources are provided to achieve the aims of the study direction:

- all classrooms for lectures and seminar classes are equipped with computers and projectors.
- a computer classroom for practical and research work (one computer classroom was

completely renovated in 2019).

- the Faculty maintains a local computer network to support students, faculty, and administrative staff.
- it is possible to connect computers (personal computers, tablets, smartphones) to the UL computer network.
- maintaining web and FTP servers for data exchange and publishing,
- during the working hours of the Faculty, students have access to computers for independent work.
- appropriate software and computer network administrator for each study course - for installing the required software, for incident prevention on the network, and for providing assistance to users, both students and faculty.
- providing courses in the form of e-studies and self-hosted lecturers.
- subscribed content and information sources.
- the range of study literature in the form of e-books has been updated and significantly expanded.

For the provision of studies and scientific processes, the Faculty provides 38 auditoriums of various sizes from 20 to 350 places. All lecture rooms are equipped with computers, screens and projectors, and all lecture rooms are provided with contact points for powering laptops and smartphones. Of the 38 available auditoriums, 5 are computer rooms, 1 is the largest with 350 places and 4 are amphitheatres. Compared to 2013, the number of computer classes decreased from 7 to 5, which is justified by the decrease in the number of students and the efficient use of the faculty's premises.

It should be noted that within the next three to six years, the UL infrastructure in Tornakalns will be significantly developed, the Nature House and Science House on Jelgavas Street will be joined the House of Letters to which FBME will be relocated. In the new building, students will have access to the most up-to-date classrooms and computer rooms with the latest computers.

An appropriate set of programmes is available for each study course in which professional skills are acquired. Both freeware, academic licenses and paid software are used.

To carry out scientific research at the University of Latvia, a modern scientific environment is provided:

- computers,
- software for scientific research: SPSS, MathLab;
- Intelligent data analysis tools: MicroStrategy, QlickView, Simul8, NVivo.
- Databases MarketLine - Database of Statistics, Orbis - Database provides information on around 300 million companies worldwide, Passport - Euromonitor International's online market research tool, ProQuest Business Premium Collection - Full-text database on the economy, etc.

Every year, the resources required for the study process are updated regularly: new programmes (including academic versions) and computers are purchased.

All study courses are implemented in the E-Studies platform Moodle, which contains lecture presentations and methodological materials, usually in PDF format, lesson schedules and course descriptions, practical work descriptions, snippets of study book chapters, software to be used, work examples, web link collections, adaptive and screening tests, tests, exam tests, news forums, dictionaries, and encyclopaedias. The completed practical and test works can be submitted in the E-Studies platform. Some of the study materials are also posted on the teachers' websites.

All materials can be accessed via Internet, LUIS username and password. Some materials are also available to guests. Some courses also use multimedia presentations.

All the necessary methodological resources are available in the FBME Portal and Moodle E-Studies platform: methodological materials for graduation papers and course papers, study practice regulations and programmes, course descriptions, lecture presentations, work examples, study materials in PDF format, etc. The availability of all study materials on the web ensures an efficient study process. The materials and scientific writing resources in the E-Studies platform are accessible from computers in classrooms, wireless networks throughout the building at Aspazijas Boulevard 5, and from students' homes using a virtual private network provided by the University of Latvia. Students have full opportunities to study outside the UL premises, read lecture presentations, listen to multimedia materials, submit completed works, perform adaptive tests. For scientific work (discussions, conferences) there is a special auditorium equipped with a projector, computer, and all other necessary accessories. Video conferencing equipment is available at the UL ITD.

Since 2017, the Faculty of Business, Management and Economics has provided students with the opportunity to organize their regular work or group work, as well as small seminars in the student space, which is located on the 4th floor of the faculty. The walls of the room are painted with a special paint that allows them to be used as a chalkboard and a whiteboard, and there is a TV screen which can be connected to a computer if needed.

In 2018, the E&Y Lounge was established at the Faculty of Business, Management and Economics with the support of SIA Ernst & Young Baltic - a room equipped with upholstered furniture, pouffes and a book exchange point. This room allows students to do individual or group work, organize seminars and other activities, and relax in a contemporary atmosphere. The room is equipped with TV screens, it is possible to connect computer equipment to the electricity and there is space for the projector screen. The book exchange facility created allows students and teachers to exchange books by leaving existing books on the shelves and picking up new ones. Also, in 2018, a faculty room was created at the Faculty of Business, Management and Economics, which is equipped with upholstered furniture, sofas, as well as work desks and chairs for independent and group work.

In 2018, a multimedia monitor (interactive whiteboard) with a touch screen was purchased to upgrade the resources available at the faculty. This device allows you to combine projector and whiteboard functions during a presentation, which makes the presentation of the material interactive.

The Faculty also has a state-of-the-art Photo and Video Studio, featuring state-of-the-art photo and video equipment that will help students test their lectures on marketing, product positioning, and customer-focused entrepreneurship in practice. The studio is equipped with a Canon EOS 70D camera and GoPro Hero5 sports camera, studio light set, photo and video tripods, microphones, three changeable backgrounds, flash units and a computer with the relevant software for viewing and processing photos and videos.

Available for students on the UL computer network: e-mailbox, space on an FTP server that can be used to store data copies, indexed web server, UL staff lecturer, student address book, student software, scientific writing (paid resource), news agency information (paid resource), various types of dictionaries and encyclopaedias (Lettonika, paid resource).

Within the Faculty local area network, students have space on file server disks and on the faculty internal web server disks. Faculty web server pages are freely available but not indexed as they are used for the study process. Students and faculty can access the UL computer network from anywhere in the world where the Internet is available via a virtual private network.

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 library of the University of Latvia is listed in the library register of the Latvian Ministry of Culture (BLB1000). The library was accredited on June 22, 2017, and it has been once again given the status of a nationally important library for a term of five years. The work of the library offers services to every user, ensuring an equal range of services and a high level of quality at all units. The diversity of services, the facilities of the library and its opening hours will be closely linked to the informational needs of users.

The eight branches of the UL Library have opening hours that are adapted to student needs. On workdays, the libraries are open from 9:00 AM until 9:00 PM. Some sectoral libraries are open from 9:00 AM until 6:00 PM, and on Saturdays they are open from 9:00 AM until 5:00 PM.

The Natural Sciences Library and the Home of Science Library are open 7 days a week, 24 hours a day, to UL staff — students, academic, research, and general staff. In the library of natural sciences, the UL staff has 24-hour access to: free stock, self-service books for home delivery, extension and transfer of computers, computers, mobile phone recharging. By purchasing copy cards at the Natural Science Library, users can use the copy machine at any time of the day. In its turn, the Home of Science library has 24-hour access to the UL staff: a free-access collection, two self-service books for home delivery, extension and transfer, and a self-service wall for use of laptops. The UL Library is the first in the Baltic States to provide such facilities and services. The self-service machine is equipped with 36 laptops. The UL staff can remove their laptop computers and use them at any time of the day, using the student or employee certificates, not only in the library area but throughout the building. Laptops are provided with licensed programmes, which are necessary for students of the University of Latvia Faculty of Physics, Mathematics and Optometry to do independent work.

Four sectoral libraries are open to clients all year long, including during the summer.

The FBME Library (Aspazijas Boulevard 5) has a collection related to economics and management studies, and it is open for the convenience of students. The desk for borrowing books is open 48 hours per week (from 9:00 AM to 9:00 PM on weekdays and from 9:00 AM to 5:00 PM on Saturdays), while the reading room is open for 68 hours per week (10:00 AM to 6:00 PM on weekdays, 9:00 AM to 5:00 PM on Saturdays). Users have free access to the collection. The number of active users at the Aspazijas Boulevard library exceeds 5,000. The library has six rooms with 362 m² of floorspace, computers, one copier, two scanners and two printers.

Sectoral libraries provide all services for independent studies. These are provided in accordance with UL Library usage rules that are based on UL rector Instruction 1/39, 1 February 2017. The services are available to UL students, faculty members, personnel, other libraries, students from other universities and the public at large. The UL Library offers free basic services, as well as fee-

based services.

Free basic services

- Information resource electronic ordering/reserving and using, with extended terms related to the national importance library joint general catalogue, with resources received at the reading room or taken home. This service is available to registered users of the UL Library who can access the general catalogue from any mobile device where the Internet is available.
- Delivery of information resources to academic personnel, researchers and doctoral students who order them from the general catalogue from any library, indicating the most convenient place to receive the resource - a sectoral library. This is available to other users who order information sources only from the collection.
- Self-services that are offered to all library users - scanning, as well as self-service systems for the provision, handing in or extending of borrowing terms at five sectoral libraries. This equipment allows users to receive and hand in information resources or extend their term of use. The Science House library also has a wall of self-service computers with 36 portable computers.
- Use of open access reading rooms, computers and the Internet

Reading rooms include reference books and periodicals, desktops and laptops (both UL Libraries and users' personal), and internet access, including WI-FI, which works in all UL buildings. Reading room students have a place not only for study and research, but also for meeting and spending time.

- Night-time subscriptions and pre-reservation of information resources. Night-time subscriptions allow students, faculty members and employees to make use of information resources from the moment when the library is closed until the moment that it opens. There is also an opportunity to pre-reserve resources for specific hours. This is a free service, but if the information resource is not returned on time, then there is a fine in accordance with the price list of the UL Library.
- Delivery of information resources during the summer, with users being able to receive information resources from four sectoral libraries that are closed during the summer at the library in Kalpaka Boulevard, the library in Raiņa Boulevard, the Natural Sciences Library and the Science House Library.
- Information and consultations

One of the main areas of work of the library is the provision of information services to users - counselling, reference, user training and research support. The main reference consultant of the Library of the University of Latvia (Aspazijas Boulevard) provides official and general information service of the Library. Users can receive individual consultations and inquiries in the library, by e-mail: info-bibl@UL.lv, by phone: 28623551 via Skype - Address: UL Library Consultant. Counselling is also provided by anyone in the industry library, either on-site at the library or by phone or via Skype. Library consultant and branch library staff provide bibliographic, thematic, factographic, addressable, clarifying, and more information and consultations for UL students, academic, research and general staff. In case of uncertainty, users can also use the options available in the Library section of the UL portal: Ask the Librarian, Frequently Asked Questions, Express Your Opinion.

- The library is actively working with target audiences - students at all levels of study, academic, scientific and general staff - not only to promote information literacy, but to provide in-depth knowledge and skills in working with electronic resources. The Library organizes and conducts presentations, classroom and computer classrooms, and provides

hands-on study tours of the Library to provide users with the skills to work with free-access storage, self-service equipment, and office equipment - self-service scanners, copiers.

Fee-based services

The list of fee-based services and the prices thereof at the UL Library were approved by the UL rector's Instruction No 1/111, 7 March 2016:

- Preparing a list of information services. This is informational support for every user. Specialists at the library prepare a list of information resources as quickly as possible for the topic that is of interest to the user who is studying or doing other work. Lists can be ordered via an electronic order form, stating the chronological scope, languages, types of information resources (books, journal articles, electronic resources, etc.), etc.
- The SBA, SSBA service. Information resources that are not in Latvian libraries can be ordered from other libraries and document storage facilities via the use of the inter-library subscription services and the international inter-library subscription service. Electronic copies of scholarly papers can be printed out or delivered via E-mail.

Special attention is paid to foreign students. The library has prepared and conducts presentations in English "Step by step, the library of UL - for you!" And classes in computer classrooms develop e-resource skills. The knowledge and skills of the student to work independently, to find, critically evaluate and use qualitative information resources and e-environment tools are essential for raising the level of studies. In order to improve the skills and abilities of the users, the Library has a training system with classes offered at different levels of study programmes.

Addressed to undergraduate students: Presentation "Step by Step: Library for You ", lesson on "Online Catalogue and Primo for Your Successful Study "(90 min) and" Get to Know E-Resources "(90 min)" E-Resources in the Industry "(90 min). In turn, master's degree programmes and residency students are taught classes that provide advanced skills in working with the relevant electronic resources - the lesson "E-resources in the industry" (90 min).

Doctoral students are provided with lessons: "Introduction to the Scientific Publication Process" (90 min), "Bibliography and Quotation Management Tools" (90 min), "Using the Web of Science and Scopus Databases in Study and Research" (90 min). In turn, classes for academic and research staff: "Bibliography and Citation Management Tools" (90 min), "Using Web of Science and Scopus Databases for Study and Research" (90 min), "Publishing Publications and Editing List of Publications at LUIS" (90 min), "Research Outcomes depositing at the UL e-resources repository "(90 min.).

The staff of the library conducts classes in classrooms and computer classes also in the branches of the University of Latvia throughout Latvia: AULksne, Bauska, Cesis, Jekabpils, Kuldiga, Madona, Tukums and Ventspils. The library staff regularly conducts classes to improve the information literacy of students and academic staff.

Library's collection

The UL Library's collection is in compliance with the university's areas of studies and scientific work, as well as study programme requirements. This secures information at all UL study levels -- bachelor's, master's and doctoral programmes, as well as scientific research areas. E-resources are a priority when supplementing the information resources. New purchases are based on centralised financing from the UL, which is approved each year via a UL instruction. Units use the financing to

support the study process, buy the necessary books, pay for the subscribed databases, and subscribe to periodicals. In 2016, the FBME library had EUR 15,183 to spend on literature and a partial subscription to the EBSCO Business Source Complete and Euromonitor International databases.

The library purchases information resources[1] that are ordered by UL academic personnel, proposals from the student self-governance system or suggestions from library employees. The orders are entered into the LUIS system and then approved by the faculty's dean or executive director. Anyone can recommend the purchase of a specific publication for the collection by submitting an oral or written proposal to a library employee. If the proposal is supported by the specific faculty's dean or executive director, the library buys that which has been requested. In 2019, the library had 1.6 million units of information resources. In accordance with the UL study and research infrastructure, the UL Library's collection is in eight sectoral libraries and the storage facility.

The UL Library's collection and information resources are in compliance with the UL Faculty of Business, Management and Economics "Economics" and "Management, Administration and Real Estate Management" study directions. Between 1 January 2012 and 31 July 2019, the collection was supplemented with 29,354 printed publications. Currently 10 592 copies of printed publications are available for the study direction "Management, Administration and Real Estate Management" of the UL BVEF, incl. 3331 in Latvian, 2722 in English and 3401 in Russian.

The library also offers periodicals in Latvian (Dienas Bizness, Bilance, Bilances Juridiskie Padomi, Forbes, Iepirkumi, iFinances, Ir Nauda, Kapitāls, Latvijas Statistikas ikmēneša Biļetens, Latvijas Tautsaimniecība: Makroekonomiskais Apskats), as well as publications in foreign languages.

The level of digitalisation of the collection

The UL Library, in cooperation with the UL Information Technology Department, also provides the UL e-resource repository to its customers. The UL e-resources repository regularly publishes electronic versions of their publications, digitized information resources of cultural and historical value, UL academic staff promotions and their summaries to ensure the collection, preservation, online access. The UL e-resources repository was established in 2011.[2] There are 173 publications in the field of economics and management science.

Databases

In accordance with the UL strategic plan for 2010-2020, the UL Library has purposefully expanded the proportion of E-resources and developed distance access opportunities so that users can use them. Library financing means that the number of databases is carefully evaluated. Each year the library assesses the extent to which the subscribed databases are used, and it also surveys users to learn about the possibility that new databases could be obtained. The survey of databases is made easier by a UL Library E-resource list, "E-Resources from A to Z,"[3] which is also available on the library's Website.

UL subscribed to 34 e-resource platforms in 2019 (which includes e-books, e-journals, reference resources, tools, multimedia, statistics, and mixed-format databases). They offer 17,592 full-text e-journals (including select subscribed), 2.5 million full-text world theses and master's theses, 4 statistical databases, 2 research tools, 9 reference databases, and 2 research platforms. UL has 122 proven open access databases with multi-format material. Each year, the Library offers on average 110 new electronic resources. The total on 25.09.2019. 1,311 eBooks purchased at the UL Library,

~ 160,000 eBooks available in the subscribed ProQuest Ebook Academic Complete Collection.

At the same time, the UL Library regularly provides users with trial access to various databases. Within the funding allocated to the library, the number of databases is purposefully evaluated, and the usability of the subscribed databases is analysed.

UL offers the possibility to use the subscribed electronic information resources (databases, e-book platforms) outside the UL computer network by logging in with the LUIS username and password. In addition, users have access to aggregated open access databases, digital libraries, repositories of open study resources, archives of lecture audio and video recordings. The multifunctional search tool on the UL Library homepage lets you search resources in online databases, the Common Directory, the UL e-Resources Repository, and Google Scholar.

Subscribed E-resources that relate to the "Economics" and "Management, Administration and Real Estate Management" study directions:

- EBSCO Academic Search Complete: A multisectoral scientific information resource with information from more than 12,5000 full texts, including 7,300 from peer-reviewed scientific journals in areas such as economics, management, bookkeeping, demographics, management science, etc.;
- Emerald eJournals Premier: A multisectoral full text database with information related to areas such as management, economics, management science, etc.;
- Oxford Journals: Access to more than 280 authoritative and leading journals that are published in partnership with the world's most important scientific organisations. The database has journals with a high level of quotability indexes in areas such as economics, management, management science, Public Administration, etc.;
- Letonika: An information and translation system that offers systematised and encyclopaedic information and translation information. The database makes it possible to search and use information from 11 encyclopaedias and other information resources, 13 dictionaries (translation, explanatory, terminology), and collections with 10,000 images, audio recordings, etc.;
- LETA: News, an archive and Nozare.lv which offers a chance to look for operatively published news, photographs, videos, news releases, articles from Latvian newspapers, statistics and other information;
- ProQuest Dissertations & Theses Global: The largest dissertation and master's theses database in the world, with more than 2.3 million papers from social sciences, humanities, nature and medical sciences;
- Sage Journals Online: A full-text database of journals from the SAGE publishing house, with articles from more than 500 journals from social sciences, humanities, nature and medical sciences;
- Sage Research Methods: A library of research methods which has more than 1,00 books, informative publications, journal articles and other resources in various sectors, including economics and management and others. SAGE Research Methods is an important online tool for researchers. Two are available at the UL -- SAGE Research Methods -- Books and Reference and SAGE Research Method Cases;
- ScienceDirect: A multisectoral database from the Elsevier publishing house which includes sectors such as economics, management knowledge, accounting, etc. The database has information about several thousand journals and books that are released by Elsevier. Some 2,650 full texts of journals are available at the UL;
- Scopus: The bibliographic and citation information database with scholarly publications with records from more than 21,000 journals, 86,000 E-books, 6.8 million conference materials and 27 million patents. The database covers sectors such as economics, management

knowledge, bookkeeping, etc.;

- SpringerLink: The Springer Nature company's full text journal database, offering access to more than six million articles from more than 3,400 journals which cover the social and exact sciences and humanities;
- Web of Science: This database includes the most important scientific information about more than 12,000 journals, offering bibliographic and citation information about papers, summaries and other information. It covers sectors such as economics, management knowledge, bookkeeping, etc.

In addition, the University of Latvia Library offers the e-book platform ProQuest Ebook Academic Complete, which includes materials in the fields of Economics and Management, Administration and Real Estate Management. It contains 52,598 editions of e-books purchased or subscribed to by the University of Latvia Library in accordance with the study courses "Economics" and "Management, Administration and Real Estate Management" of the Faculty of Business, Management and Economics of the University of Latvia.

It should also be noted that the UL Library has long-term cooperation with professional organizations in Latvia and abroad. In Latvia, the Library and its staff were members of the Latvian Academic Library Association and the Latvian Library Council. At the international level, the Library is the longest-standing member of the European Association of Scientific Libraries, a major association of leading European scientific libraries. Professional contacts and cooperation are realized through attending conferences and international projects.

As a research institution and a support unit for the scientific process, the Library conducts regular research, organizes conferences and participates in international projects. An average of 4 conferences are organized each year, applied research related to research of collections and information needs of users.

Thus, it can be concluded that the University of Latvia Library premises at Aspazijas Boulevard 5 are suitable for continuous study and research work, the library collection (including databases available to students) generally corresponds to the implementation of studies and development of scientific research, with the informational needs of the academic staff and students.

Information on database usage statistics is provided in Appendix 13.

Primo Discovery

In the autumn of 2016, in order to modernize the availability of electronic resources, the UL Library started implementing the latest technology web service Primo Discovery and SFX. Primo Discovery is a search engine that offers the ability to simultaneously search the UL Library information resources - in the UL iM cloud (subscribed and open access online databases, digital libraries, electronic catalogues, bibliographic databases created by the UL Library), access full texts, order and resume resources. The programme sorts the list of results by relevance, provides customization of search results by 10 criteria, access to user account information, and more services available to Common Directory users. Parallel to the provision of Primo Discovery services, the SFX snap-in is being implemented, which provides for networking of information resources (databases and their content units) and linking to the Primo central index for information search.

The library collection is generally in line with the implementation of studies and the development of scientific research, as it is updated every year with the most up-to-date information resources in accordance with the information needs of the academic staff and students needs.

[1] Informācijas resurss-iespieddarbs, nepublicēts materiāls un elektronisks izdevums

[2] <http://dspace.lu.lv>

[3] <http://www.biblioteka.lu.lv/e-resursi/a-z/a/>

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.

There are three groups of faculty members at the UL - faculty members who have elected academic jobs, faculty members who work with elected academic job performers (including guest lecturers), as well as hourly professor/lecturers.

Elected academic jobs and those who hold them are selected and hired in accordance with the regulation on academic and administrative jobs at the University of Latvia. There are professors, associate professors, assistant professor, senior researchers, lectors, researchers, assistants and scientific assistants.

Decisions on new jobs are taken by faculties. Competitions over elected academic jobs are proclaimed openly. Information about the competition, including job assignments, is published on the UL homepage and in the official newspaper *Latvijas Vēstnesis*. The competition is open to anyone who satisfies the requirements of the law on universities.

Applicants for academic positions should conduct an open lecture, which is evaluated and commented upon by two reviewers. The election procedure is carried out either by the decision-making body of the unit concerned (in the case of assistants, researchers, lecturers and associate professors - the faculty council) or, in the case of associate professors and professors, by the board of professors in the respective field. Elections must take place no later than three months after the date of the invitation to tender. Personnel are voted by ballot. An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to the Law on Higher Education Institutions, lecturers are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions on the term of office.

The UL regulations set out minimal requirements for all applicants for academic jobs, including state language skills in accordance with normative requirements, foreign language skills that are necessary to handle the academic job, and endless improvement of the person's academic and scientific qualifications. Other requirements depend on the specific academic job. Assistant professor, for instance, must have doctoral degrees, while associate professors must have substantial academic and pedagogic experience, a large number of publications, and experience with scientific projects.

If the Senate receives a proposal from the unit not to proclaim a new competition for a job, a guest professor/lecturer can be hired. If an hourly professor/lecturer is more appropriate for the faculty's development plans and needs, then an agreement is reached with the professor/lecturer for a certain period of time (usually the amount of time that it takes to teach a course). Decisions on hiring, approaching and hiring candidates are taken by faculties. The only thing that is centralised in this regard is control which ensures that wages at the unit are in line with internal and external normative acts.

The Rector of the University of Latvia signed an employment agreement with the person elected for the entire term. The process of recruitment of UL lecturers is regulated by several normative acts: LR Constitution, Law on Higher Education Institutions, Labour Law, Cabinet of Ministers 05.07.2016. Teachers' Pay Regulations Nr. 445, the Constitution of the University of Latvia, as well as the internal regulations of the University of Latvia, for example, the Senate of the University of Latvia 30.05.2016. Decision No. 14 "On the regulations of the University of Latvia academic salary", UL Senate 31.10.2011. Decision No. 153 "Regulations on Academic and Administrative Positions at the University of Latvia", UL 17.07.2017. Order no. 1/244 "On the Regulations of the University of Latvia Administration", etc. The regulations on academic and administrative jobs at the University of Latvia determine^[1]:

- The number of jobs for professors and associate professors in accordance with the development strategy of the science sector or subsector, available financing and the need for corresponding study programmes on the basis of a Faculty Council decision and a proposal from the rector or pro-rector that is approved by the UL Senate;
- The number of jobs for assistant professors, lectors and assistants in accordance with the faculty's needs (study programmes and student numbers) and available financing, with the decision being proposed by the dean, approved by the Faculty Council and then, on the basis of a proposal from the pro-rector in the relevant area of science, approved by the chancellor of the UL;
- The number of jobs for senior researchers, researchers and scientific assistants in accordance with the fundamental and applied needs of the units, as well as available financing, with the dean submitting a proposal to the Faculty Council, and if the director proposes it, then it is taken by the scientific council of the scientific council, with the pro-rector of the relevant area of science making a proposal which is approved by the chancellor of the UL.

A Dean's proposal about confirmed job work assignments is submitted to the Senate when it comes to vacant professor or associate professor jobs, while the Personnel Management Department considers vacancies related to other academic jobs. The scientific institute's scientific council also reviews proposals from the institution's director, and the proposal is submitted to the Personnel Management Department together with approved job descriptions. The Personnel Management Department prepares a help wanted ad and submits it to UL administrators. A protocol decision by the administrators means that the Personnel Management Department announces an open competition for the vacant academic job and publishes it in *Latvijas Vēstnesis*, on the UL portal and, at the proposal of the relevant unit, in a mailing list that relates to the relevant sector of science. No later than one month after the publication of the ad, applicants for the jobs must submit all relevant documents to the Personnel Management Department, which then examines and registers them. Within three days' time, they must be submitted to the chairperson of the UL professor council in the relevant sector, the chairperson of the Faculty Council and the chairman of the scientific council of the scientific institute, as appropriate. If the Personnel Management Department rejects the documents, then they are not forwarded, and a letter is sent to the applicant to inform him or her about the rejection. Elections of professors and associate professors are held by the relevant council of professors in a secret vote, doing so no later than within three months after the day when the competition was announced. Assistant professors, senior researchers, researchers, lectors, assistants and scientific assistants are chosen in a secret vote by faculty councils, doing so no later than within three months after the day when the competition was announced.

The faculty also employs sectoral professionals as professor/lecturers. Their qualifications are initially evaluated by faculty departments, which can then submit qualification documents to the council chairperson. The council then decides on whether the applicant is right for the job. If so,

then the council proposes that the relevant pro-rector conclude a job agreement with the applicant.

This means that the process of attracting and hiring faculty members is fully open. The qualifications of applicants for jobs are evaluated several times, and experts are brought in to assess the decisions. Decisions on elections are taken by collegial institutions which ensure that the process is maximally transparent and secure.

In 2018, the FBME study programmes and scientific institutes had 200 representatives of academic personnel, among whom 61% hold a doctorate. The total structure of the academic staff for the positions is reflected in Appendix 16. One-third of these faculty members are associated professors or professors, and 43% are professor/lecturers (with 30% of them holding a doctorate). This points to the increasing role of highly qualified professionals and practitioners in the study process.

[1]The link is available in Latvian
https://www.lu.lv/fileadmin/user_upload/lu_portal/dokumenti/nolikumi/amati1-4.pdf

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

The UL Development Strategy for 2016-2020 presents as one of the most important aspects the developmental direction of human resource development. This is the development of the professional improvement system of academic personnel at the UL.

The procedure for ensuring the qualification and quality of work of the academic staff is based on the regulations of the UL Code of Academic Ethics, as well as Regulations on Academic Integrity at the UL. In order to promote the qualification, professional development and quality control of the academic staff, FBME has established the principles and forecasts of the renewal and succession of the academic staff until 2026, which are updated annually, and an annual report form for the quality control of the academic staff. The quality control of the academic staff includes a survey of students on the quality of the teaching staff and the study course and the analysis of the obtained results once a semester. Starting from 2019, the faculty has created a new formalized system for the teaching staff, which provides additional opportunities to improve the study process and raise the quality of classes. FBME regularly evaluates the qualifications and quality of work of the academic staff, which is considered successful, as it helps to improve the overall quality of the study programme implementation, draws attention to weak points and highlights positive experiences.

The university understands that the role of university professor/lecturers is changing and that that is important in ensuring the quality of studies so as to help students to gain knowledge, skills and competence. In line with the UL strategy, there is a unified professional improvement system for professor/lecturers throughout the university, amending internal normative documents and offering academic personnel opportunities to undergo professional improvements. The professional

improvement is organised in accordance with Cabinet of Ministers Regulation No 662, 11 September 2018.

The UL has learned that the most effective instrument to ensure the professional growth of academic personnel in economic and practical terms is taking part in internships and organising special courses by evaluating the priorities of academic personnel and future challenges in the study direction. The FBME ensures broad opportunities for improving the professionalism of academic personnel and raising their qualifications, including international mobility, participation in international and local conferences, exchanges of experience, courses to raise qualifications, etc. which is a significant added value to the quality of the implementation of study programmes and which is welcomed by students in student surveys on the teaching staff and the quality of the study course. The obtained results are analyzed once a semester. The professional development of the teaching staff is evaluated every year by the head of the structural unit in accordance with the accounting of the individual workload of the teaching staff and the control over its performance.

Each year, several faculty members take part in international mobility. During the 2018/2019 academic year, for instance, five FBME faculty members took part in Erasmus+ mobility, while another five took part in Erasmus world mobilisation in Russia and India.

There is also work every year to improve the foreign language skills of faculty members. During the 2017-2018 academic year, for instance, two faculty members took part in a process of improving their English language scientific and academic capacities. Within the framework of the EU SF project 8.2.2.0/18/A/010 "Renewal of academic staff and development of competencies at the University of Latvia" from the 2018/2019 academic year, 12 academic staff members started the development of the scientific and academic capacity of the English language.

Academic personnel at the FBME also regularly take part in UL ongoing education courses such as Fundamentals of Pedagogic Work, Professional Improvement of Work with First-Year Students (the University Didactics Centre of the UL Faculty of Pedagogy, Psychology and Art), Facilitating the Collegial Learning Experiences of Professor/lecturers (the University Didactics Centre of the UL Faculty of Pedagogy, Psychology and Art), as well as courses offered by the UL Academic Library (a Springer Link seminar and a ProQuest Academic Day seminar), and UL Open Minded organised courses ("A Guide to Convincing Strategies," "An Introduction to Cognitive Science," "Preventing and Addressing Conflicts: An Approach Based on Consciousness," "Simple Mind Management Techniques," "Finance Anthropology," and "Generations X, Y, Z and A: Challenges for Employers, Parents and Pedagogues."

During the 2018/2019 academic year, the FBME partnered with the SSE Rīga to organise an ongoing education course aimed at improving the qualifications of academic personnel, "Methodological Aspects of Economics and Business and International Experience in Higher Education" (16 hours). 20 FBME faculty members took part in the course, which included seven various methodological seminars that were led by guest professors from various universities. Among them was Professor Friedrich Schneider from the Johannes Kepler University of Linz, who is an internationally recognised researcher and expert in the area of the shadow economy.

Within the framework of the EU SF project 8.2.2.0/18/A/010 "Renewal of academic staff and development of competencies at the University of Latvia", 10 members of the academic staff had the opportunity to undertake in-company placements. Mogotel, Stikla Serviss Ltd, MARITIME COMPANI Ltd, Janis Roze Ltd, Phycon Ltd were selected as traineeship places. Within the project, 14 were involved in competency education courses.

One of FBME's traditions are the various Creative Forums. For example, in the 2017/2018 academic year, the Faculty held 2 Creative Forums, where academic staff have the opportunity to share their

experiences and achievements, discuss current issues, and gain useful information for future research and other activities. The first forum (27.02.2018) was devoted to improving the international relations of UL scientists, the UL internal support system and opportunities for scientists to participate in H2020, while the second forum (27.03.2018) presented the results of the research by the new researchers, FBME post-doctoral programme participants Olga Rajevska and Agnese Cimdiņa.

With an eye toward improving the quality of studies, departments organise meetings several times each semester to discuss timely issues that relate to improving study courses, organising lectures and seminars, developing E-studies, including new textbooks in study courses, etc. During the spring semester of the 2018/2019 academic year, for instance, the Department of Management Sciences held meetings several times to discuss various aspects of how the study process was organised, including changes in the rules on updating courses, approval of a list of textbooks chosen by the department, changes in study plans, etc. In addition, in preparation for the accreditation, several meetings of the Council of the Department of Management Sciences were held where the Head of the Council, together with the responsible representatives of the department's academic staff, evaluated the content of the study courses and discussed the future development plans of the Department.

The FBME also organizes a plenary session and separate section meetings every year at the University of Latvia conference. For example, in 2018, 76. In the framework of the international scientific conference, twelve section meetings were organized at FBME, where the faculty academic staff and students delivered presentations, while in 2019, 77. Fifteen section meetings were held within the framework of the International Scientific Conference, incl. 4 in English, where various topical issues on marketing and logistics, different aspects of business and management, Public Sector Management and Economics, Shared Economy Trends, etc. were discussed.

For several years in May, FBME has been organizing an international scientific conference "New Challenges of Economic and Business Development", which is open to the faculty's academic staff and doctoral students. For example, the 2018 conference was organized in partnership with the EC Representation and focused on issues of productivity and economic growth, while the 2019 conference focused on stimulating sustainable economic growth. A total of 76 scientific articles were published in the 2018 Conference Proceedings, of which 24 were FBME academic staff and PhD students, while 87 articles were published in the 2019 Proceedings.

From May 18-20, 2017, the annual conference of the Faculty of Business, Management and Economics "New Challenges of Economic and Business Development - 2017" was held. The Proceedings of the Conference published 75 scientific articles, which had 5 Master's and 16 Doctoral students as authors or co-authors. This approach ensures the preparation of high-quality final theses and introduces students to the practical environment of research work.

From May 12 to 14, 2016, the International Scientific Conference "New Challenges of Economic and Business Development - 2016: Society, Innovation and Collaborative Economics" took place at the Faculty of Economics and Management, University of Latvia: Society, Innovations and Collaborative Economy). Proceedings of the 2016 conference published 81 scientific articles.

The May 2015 conference did not take place. From 8-10 May 2014 International Scientific Conference New Challenges of Economic and Business Development-2013. The conference was opened by a plenary session with a speech by Dr. Schneider, Austrian Institute of Technology, Dr. Leitner (Dr. Karl-Heinz Leitner), Professor Nagasawa (University of Vasa, Japan) Shin'ya Nagasawa) and Andris Ozols, Director of the Latvian Investment and Development Agency (LIAA). The conference was attended by 124 participants, two thirds of whom were Latvian and foreign researchers and lecturers. The guests of the conference represented 14 countries - Austria, China,

Denmark, Estonia, France, Georgia, Germany, Lithuania, Malta, Poland, Russia, Ukraine, United Kingdom and Latvia. During nine parallel section sessions, the conference participants presented 75 papers.

FBME academic personnel also take active part in international and local conferences outside of the FBME, as well as in international research projects that are financed by the Latvian Science Council and other institutions. Participants in this process, for instance, include Professors: Gundars Bērziņš, Andris Deniņš, Biruta Sloka, Daina Šķiltere, Anda Batraga; Asoc.Proffesor Kārlis Purmalis; Asist. Professor Jeļena Šalkovska.

In the academic year 2018/2019, within the framework of the continuing education programme "Facilitating Collegial Learning Experience of Lecturers", the faculty teachers practiced attending (visiting) colleagues. According to 29.08.2019. Instruction by the Dean of FBME about the visiting of studies, this practice will continue in the faculty and will involve all faculty members from the various departments.

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.

The qualifications of UL academic personnel who are involved in the study direction are fully compliant with the implementation of the relevant study direction programmes. 80 professors/lecturers take part in the programme (Appendix 16). Among them, there are 21 professors, eight associate professors, three documents and 12 lecturers.

65% of the FBME faculty members hold a doctorate in economics, management or related areas of science. This structure ensures a high level of academic education quality. The personnel are stable. Many professor/lecturers, particularly professors, have worked at the faculty for a long time (Margarita Dunska, Māra Gulbe, Ērika Šumilo, Mihails Hazans, Biruta Sloka, Andris Deniņš, Daina Šķiltere, etc.).

During the reporting period, changes in academic staff were relatively minimal. In the FBME is predominantly elected staff - professors, associate professors, assistant professors and lecturers, who have been elected for a maximum term of 6 years in accordance with the Law on Higher Education Institutions. At the same time, it is commendable that FBME has also undergone a staff upgrade. Both new and existing teaching staff who have recently graduated the doctoral programme (for example, professor J.Priede, A.Cekuls, associate professor K.Purmalis, assistant professor I.Faituša, lecturer A.Veselova) have become elected professors/lecturers.

On average, each elected professor/lecturer teaches about 3-5 study courses and simultaneously conducts study papers, bachelor's papers, master's theses, doctoral papers and traineeships. The involvement of the teaching staff in the teaching of the study courses is organized and ensured by the FBME departments and their management. This means that the division of responsibilities is a matter for the heads of the departments. The vast majority of the teaching staff are employed full time.

The academic personnel who are involved in the programme have state language knowledge that

complies with Cabinet of Ministers Regulation No 733, 7 July 2008, "regulations on the scope of state language knowledge and the procedure of testing state language skills for the handling of professional and job duties, permanent receipt of residency permits, obtaining the status of a permanent resident of the European Union, and the state free for the examination of state language skills." Most faculty members also speak English well enough to teach classes in English. 55% of academic personnel have the highest level (C1 and C2) of English language skills, while 27% are at the B2 level. Faculty members regularly improve their foreign language skills by delivering lectures at foreign universities and by taking part in the UL's Applied Language Centre's English language project, "Restoration of academic personnel and improvement of competences at the University of Latvia" (No 8.2.2.0/18/A/010).

Sectoral experts and representatives of employers are involved in study programmes (particularly professional ones) who, as practitioners, are contracted for a semester or academic year to implement a particular course of study. There are also guest lecturers and professors in the study process who come from Latvia or abroad.

The mobility of incoming teaching staff is provided by FBME's extensive and diversified external relations. As the UL FBME's international profile increases, and as new bilateral cooperation agreements under the Erasmus programme and other activities are continually initiated, incoming mobility rates are increasing every year. A summary of statistics on incoming and outgoing mobility of teaching staff during the reference period (2013/2014 - 2018/2019) (see Appendix 15).

The UL FBME hosts guest lecturers every year and provides FBME faculty with a variety of exchange programmes. It is not possible to divide incoming and outgoing lecturers by programmes, because incoming lecturers give lectures in different groups, in different programmes, as well as outgoing lecturers of UL FBME teach different courses in several programmes. Also, most mobility programme terms require at least 8 hours in 5 days, so to ensure that the mobility programme conditions are met, guest lectures are integrated into multiple curricula, allowing incoming guest lecturers to make multiple contacts with FBME faculty and to ensure maximum international guest lectures in all offered study programmes. The most widely used programme is ERASMUS +, where teachers receive European Commission funding for mobility costs.

Between the 2014/2015 and 2018/2019 academic years, 110 guest lecturers from more than 20 countries visited the FBME (from Germany, Norway, France, Malta, Greece, Russia, Ukraine, Lithuania, Estonia, Portugal, Israel, Albania, Liechtenstein, etc. (Appendix 15). The largest number of guest lecturers (36) visited the faculty during the 2016/2017 academic year, with 23 doing so in 2018/2019. As noted, most guest lecturers arrive under the auspices of the Erasmus+ or Erasmus global lecturer mobility programme, but during the 2015/2016 and 2016/2017 academic years, several guest lecturers visited the FBME thanks to EEA Norway grants. A certain problem related to incoming mobility is that FBME students don't really appreciate the opportunities that are provided by guest professor/lecturers who teach classes in their native language (e.g., English). The largest audience for guest lecturers is usually made up of exchange programme students (i.e., incoming mobility students).

A comparison of incoming and outgoing mobility trends (Figure 3.1) shows that outgoing mobility has not been as large, with 65 academic personnel taking part in outgoing mobility between the 2013/2014 and 2018/2019 academic year.

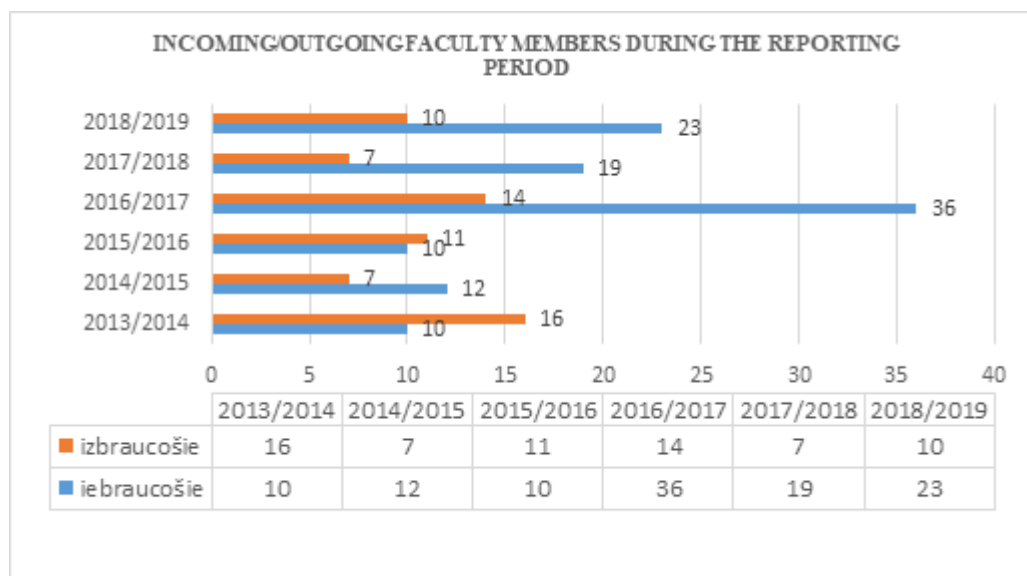


Figure 3.1. Trends in the incoming and outgoing mobility of faculty members at the FBME

During the 2013/2014 academic year faculty members took part in the ERASMUS+ mobility programme in Germany (the University of Greifswald, FH Ludwigshafen), the Czech Republic (HS Nodrwetschweiz), France (the University of Paris VII, the University of le Havre, the University of Paris XII), Poland (the Warsaw School of Economics, TU Lodz), Portugal (the University of Lisbon, the University of Aveiro), Denmark (the University of Aalborg), Lithuania (the university of Kaunas) and Norway (Ostfold University College). During the 2014/2015 academic year, there were visits to Lithuania (the University of Kaunas), France (the University of le Havre), Germany (the University of Siegen, HS Fulda), Greece (the University of Aristotle, the University of Thessaloniki), and Poland (the University of Plock). 2015/2016: Slovakia (the University of Bratislava), Poland (the University of Torun, the University of Warsaw), Greece (the University of Piraeus), Germany (HS Fulda), Lithuania (the University of Vilnius) and Bulgaria (Varna University of Economics). EEA Norway Grants in Norway (University of Agder). 2016/2017 - France (the University of le Havre) Malta (the University of Malta), Germany (HS Ludwigshafen, HS Fulda), Spain (the University of Valencia), Greece (the University of Aristotle, the University of Thessaloniki), and Poland (the University of Poznan). The ERASMUS+ global mobility programme - Russia (St Petersburg State University, Novosibirsk Tech State University) and India (Manipal University). 2017/2018 - ERASMUS+ programme visits to Greece (University of Piraeus), Germany (HS Fulda, HS Baden-Wuttenberg) and Finland (the University of Uppsala). ERASMUS+ global mobility programme - Russia (St Petersburg State University) and Belarus (Belarus State University). 2018/2019 - ERASMUS+ programme to Croatia (University of Zagreb), Finland (Uppsala University), Italy (University Catholica de Sacro Cuore), Germany (HS Fulda) and Greece (University of Piraeus). ERASMUS+ global mobility programme -- India (the Indian Institute of Management Indore) and Russia (Omsk State University, National Research University, University HS of Economics, Northern Federal University).

This means that faculty members from the UL FBME have been actively involved in international activities by taking part in exchange programmes and by preparing international projects.

Apart from the mobility of faculty members, the FBME also has personnel mobility that is used actively by public relations specialists (E.Ansonska). This strengthens opportunities for international co-operation. The personnel mobility framework also means that foreign colleagues visit the faculty. During the spring semester of 2019, for instance, an experience exchange visit was paid to the

FBME student self-governance system	This system represents the interests of students at the Faculty of Business, Management and Economics. It enriches the lives of students by making them more colourful, positive and full of cultural events. The system also represents students in terms of academic issues. This adds value to studies and allows students to study in an informal atmosphere. The student self-governance system can offer practice lessons, organise events, express views that are heard, and express other ideas, skills and talents.
Curator	The curator informs students about aspects of the study process, offering individual support to those students who are having a difficult time with the UL academic environment. The curator also initiates adaptation and consolidation events.
Coordinator, study advisor	They provide consultations, help with every day issues that relate to the educational process, handle study record keeping, and provide consultations about the University of Latvia Information System (LUIS).
Mentor	A student from a higher year who helps first-year students to adapt to the study environment and share his or her experience.
Student Council	The council represents UL students and defends their rights and interests when it comes to academic issues, the election of student representatives to UL decision-making issues, and issues that relate to the study process and its improvement.
Director of the study programme	The director organises and manages the preparation of the study programme in accordance with the requirements of the specific science or economic sector, partners with employers and internship locations in terms of study content, evaluates and approves the individual study modules and plans of students, etc.
Department of Student Services	The department organises admission procedures, provides consultations to faculties and students about mobility programmes and study, social and cultural issues, and provides consultations and organises lessons about career issues. It organises events to help students to adapt, ensures help from curators and mentors, organises co-operation with employers, etc.

The purpose of career development support is to provide various services that ensure that an individual can, during any period of life, identify his or her interests, abilities, skills and experience so as to make conscious decisions about the selection of education and/or a profession and to organise and manage individual life path lessons, work and other areas. This is provided by the UL Student Service Department's Career Centre in partnership with faculties.

The Career Centre offers the following types of support to students:

- Individual consultations to help select studies and professions, preparation of an individual career plan, and support for a transfer among various educational levels and from education

to the labour market;

- Seminars to develop career planning skills ("Improving Career Planning and Development Skills," "My First Job Interview," "Stress Management," etc.);
- Internet resources -- the Career Centre homepage with information in Latvian and English about important aspects of career planning issues, as well as information about professions and the labour market[1][2];
- The electronic "E-career" resources in Latvia and English, which can be accessed with the student's user name and password, allowing students to quickly find places for internships and jobs, post CVs on the database, and allow employers to find employees by posting information about vacancies on the database[3][4].

Psychological support is provided by the Student Service Centre, which has a psychologist and consultant who provides psychological support when students have any personal or educational problems (relationship problems, conflict resolution, emotional difficulties). The psychologist provides individual consultations, as well as consultations by telephone.

Foreign students have special events organised in partnership with the Erasmus Student Network where they can meet local students and learn about Latvia's culture and traditions.

The Apeirons association has helped to evaluate infrastructure in terms of access for people with special needs. The results are taken into account when building new infrastructure and when ensuring support for study programmes.

In the implementation of the study direction, the work of the University of Latvia and the FBME in providing study resources and implementation of the student support system is important. All necessary steps are taken to redirect funding to ensure learning and teaching activities and to guarantee an adequate and easily accessible range of learning resources and student support. UL students have access to academic support, career development support and psychological support.

The purpose of academic support is to provide students with information and advice on study issues throughout the study period. Academic support includes implementation of the first year study programme support, consultations on the study process (content of the study programme, choice of study courses, documents regulating the study process at the University of Latvia), active listening, exam alarms, scheduling, and using library and internet resources).

Academic support for students in academic matters is provided centrally by the Student Services Department of the University of Latvia and the responsible persons in the faculties: the director of the study programme, mentors, methodologists, lecturers of the study courses, as well Student council and faculty student self-government. The UL Library provides consultations on the use of the library and Internet resources.

The faculty's international relations co-ordinator, marketing and communications director and public relations specialist are responsible for the success of international exchange programmes (Erasmus, Erasmus+, etc.) and mobility processes, the faculty's homepage, the successful use of all social accounts public events, conferences, seminars and discussions, UL FBME news releases, contacts with the media, reception of guest lecturers, the successful participation of the faculty in the "School" exhibition, etc.

In its turn, in order to promote students' motivation level towards excellent study results, as well as to reduce drop-outs in the 2016/2017 academic year. Student tutors were centralized in the University of Latvia in 2004, with the task of providing both first-year students with practical and moral support to enable them to better adapt to the university both academically and socially. The curatorial tasks also included keeping track of students' learning outcomes and, if necessary, recommending appropriate support measures to the student to promote the development of study

skills. But with the 2018/19 academic year it was decided to discontinue the curatorial programme and at present only student mentor support is available for first year students.

All students are eligible for the various grants and scholarships offered by the UL Foundation, such as patronage scholarships (scholarships for freshmen "Ceļamaize", "MMVPetkevich Memorial Scholarship", Kristaps Morberg Scholarship, Humanities Research Fellowships, Young Researcher Fellowships, Hagen scholarship for studies in Germany, district scholarships, Timerman scholarship for PhD students in social sciences and PhD in social sciences, etc.). Students are eligible for state scholarships for undergraduate, graduate, professional, doctoral students, based on the University of Latvia State Budget Grant Scholarship Regulations (UL 26.08.2016 Order No. 1/346) and Scholarship Regulations (Cabinet Regulation No. 740 Aug 24, 2004). Scholarships from other countries are also available: Baltic-American Freedom Foundation (BAFF) grant; Youth Excellence Programme Scholarship for Master's Degree in China (YES CHINA); Global Korea Scholarship (GKS); Ukrainian government scholarship; Slovak government scholarship; Scholarship from the German Academic Exchange Service; Catholic Academic; Foreign Service (KAAD) Scholarship in Germany; DUO-Korea Scholarship Programme; Kazakh government grants. During the reporting period, several FBME doctoral students have received the prestigious Timerman Scholarship for UL doctoral students in social sciences, which has contributed to the quality of their research and development. At the same time, it points to the high quality of the doctoral programme.

In addition, during the previous accreditation period, FBME had a scholarship programme called "Wisdom Bank" to support its students, who are self-funded and show significant progress in their studies. In the academic year 2018/2019, at the initiative of the students, this form of support has been redesigned and FBME students are now being rewarded for their contribution to the sport or cultural life of the UL and the faculty or for their significant contribution to cooperation with the University of Latvia Business Incubator for studies in scientific conferences, competitions and successful and recognizable entrepreneurship (06.11.2018. FBME Council Decision No. FBME-V12.21137). For several years in a row, faculty students have been offered the opportunity to join a start-up camp in Latvia and the United Kingdom (Cambridge). The programme includes hands-on lectures, teamwork, mentoring sessions, business stories, homework, and concluding with business idea presentations to experts. Participation in the camp is free and, to encourage greater student engagement, FBME pays faculty students' living expenses in Cambridge.

The FBME focuses a great deal of attention to ensuring appropriate human resources so as to support students in the broadest spectrum and forums. Qualified and appropriately educated academic and administrative personnel have a chance to gain additional necessary skills about the latest trends in the relevant sector, and they are involved in every stage of the study process and the stage of implementing the study direction.

The faculty has a wide range of study support services for full-time, part-time and correspondence course students. Foreign students have the same support opportunities as local students. There are psychological consultants, dorms in which foreign students live and have access to people with special needs. Foreign student groups have academic personnel who have been instructed to serve as mentors who help students to deal with problems and integrate into the university.

All students have at least two hours of consultations each week with each elected faculty member to discuss questions about content or procedural issues with the professor/lecturer of the relevant course. Students can also get consultations from the study centre, re-register for courses, receive explanations about annual papers and sign up to write them, file applications related to the recognition of study courses, etc. The faculty offers copying services to students, while the library offers free scans of books and other necessary materials. Professor/lecturers present lecture materials in the form of books, and they prepare materials and make necessary copies thereof.

Students can use the FBME library reading room for independent and research work. They can read scholarly journals, articles, E-books, etc. There are computer classrooms and other rooms that are meant for student needs (e.g., the E&Y Lounge on the 4th floor).

During each academic year, the FBME organises introductory lectures to discuss every essential issue. There are introductory lectures about the bachelor's degree programme, master's degree studies, internships and other issues related to the study process. Two times during each academic year, there is a seminar on successful defending final papers, and that is done before the papers are concluded. The FBME study Vice Dean, Professor Dunska and the head of marketing and communications at the FBME tell future graduates about how best to prepare for the defence of their bachelor's paper and which mistakes should not be made in the defence process. Methodological materials related to annual papers, bachelor's papers and master's theses are available in electronic form on the FBME homepage.

Administrative and general personnel offer support in to blocks, because the "Management, Administration and Real Estate Management" study direction involves administrative and general personnel from other UL units and UL FBME personnel. The UL has centralised units such as the Study Department, the Student Services Department, the Legal Department and the Information Technology Department which offer important support during the whole study process and in the context of the study programme content, implementation, quality control and improvements. The involvement of UL unit personnel applies to individualised issues such as dealing with specific problems related to a single students, as well as to broader issues. Another important element of administrative and technical support is personnel at the UL FBME who are directly involved in the whole study course and study programme on an everyday basis. This means the practical implementation of the whole study direction. This involvement provides support and co-operation for faculty members, students, FBME and centralised UL administration. The administrative and general personnel of the UL FBME:

- Five FBME study centre methodologists who offer all types of support for students in the "Management, Administration and Real Estate Management" study direction in relation to registration, application for studies, the study process, registration for electives, successes, rotation, test protocols, etc.;
- Four department methodologists who offer methodological and practical support to faculty members, students and UL FBME personnel about all aspects of studies, tests, successes and faculty member consultations.

Students at the FBME also have access to computer specialists who are responsible for the condition and operations of all computer equipment, software and office equipment.

[1] <https://www.karjera.lu.lv/>

[2] <https://www.karjera.lu.lv/eng/>

[3] <https://ekarjera.lu.lv/lv/login>

[4] <https://ekarjera.lu.lv/login>

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 aim of UL operations is to become an internationally recognised science university that is of European and global meaning. The UL Strategic plan for 2010-2020 speaks to science-based studies, including the facilitation of the scientific work of students and personnel. The UL has a leading role in science at the national level.

Scientific research in the study direction fully complies with the UL's Development strategy, the UL Research programme for 2015-2020, and the UL Faculty of Business, Management and Economics (FBME) strategic goals. The University of Latvia Development strategy for 2016-2020[1] sets out several goals in relation to research -- increasing scientific excellence, internationalisation of research, expansion in the base of science and the transfer of technologies.

This is ensured by the FBME, including the "Management, Administration and Real Estate Management" study direction. Faculty students, professor/lecturers and researchers have unique access to scholarly publication and statistical databases (Scopus, Web of Science, Orbis, Eurostat microdata, MarketLine, Passport, etc.). There are also powerful disciplinary, interdisciplinary, national and international co-operation networks with various partners, including the state, local governments, associations, companies, universities, etc. The faculty regularly purchases important E-resources such as E-books, also ensuring access to the latest ideas in the areas of science.

The "Management, Administration and Real Estate Management" direction is part of the social science bloc, which involves research that relates to Latvia's economic needs[2]. Research at the FBME focuses on important economic and business challenges in Latvia, the Baltic States and the Central and Eastern European region, focusing on migration policies, the labour market, improvements in productivity and competitiveness, the regional economy, financial innovations, as well as international economic, globalisation and integration processes. Research plays a special role at the FBME, and it is focused on dealing with important economic, business, social and other issues, also ensuring studies that are based on research and are in line with market requirements.

The UL FBME is the largest faculty in the social science cluster. Nearly all professor/lecturers are researchers, and so the scientific interests and overlap of academic and research personnel are appropriate for the sector.

Much attention is paid to cooperation with social partners in research and studies, including the Latvian Investment and Development Agency, the Ministry of Finance, the Ministry of Economics, the Ministry of Environment and Regional Development, the Ministry of Welfare, the Employers' Confederation of Latvia, the Central Statistical Bureau, Chamber of Commerce and Industry, as well as private and public companies.

The importance and quality of FBME research are evidenced by the large number of projects, the financing that is found, as well as national public, private sector and foreign financing. Detailed information about the contributions of FBME researchers, the involvement of research in the study process, and international co-operation in research will be found in this chapter and in Appendix 18.

The faculty offers support for the scientific work of academic personnel in terms of administrative, organisational and information resources. The faculty has several successful scientific institutes --

the Scientific Institute for Economics and Management, the Latvian Scientific Institute for Productivity, Effectiveness, Development and Competitiveness, the "University of Latvia LV PEAK Think Tank," and the Scientific Institute for Project Management. The institutes seek to activate theoretical and applied research in economics and management, help to prepare young scientists in qualitative terms, and to involve students in scientific research so as to facilitate the increased competitiveness of Latvia and Latvian companies in the international market. The "University of Latvia LV PEAK Think Tank" and the Scientific Institute for Project Management will represent Latvia in the European Union's member state productivity council network (Cabinet of Ministers decision, 29 October 2019).

The faculty also organises student scientific conferences in partnership with the Rīga Technical University. It organises three annual international conferences, including the international scientific conference "New Challenges in Economic and Business Development." Its compendium of papers is indexed in the Web of Science and EBSCO. The faculty publishes two scholarly journals that are indexed in EBSCO, and it regularly organises several events to popularise research and to improve the quality thereof.

Of particular importance in research is the preparation of young and highly qualified researchers in the doctoral programme. The goal of the programme complies with Latvia's strategic and planning documents and the defined goals and assignments. The goal of Latvia's sustainable development strategy until 2030 is to change the paradigm in education to ensure development of research and a more competitive higher education (Latvia's National Development Plan, 2014-2020). The mission of preparing faculty members and researchers for higher education institutions is one of the most important ones at the University of Latvia. Competences gained during the study process demonstrate the opportunity to engage in independent and critical analysis, synthesis and evaluation, to handle important research and innovation assignments, to independently come up with research ideas, to independently plan, organise, structure and direct three studies in the areas of economics and business, as well as to form contacts with other areas of science. The goal of the FBME doctoral programme is to train highly qualified specialists for scientific work, faculty members for the sector, and highly-qualified sectoral professionals with internationally comparable competence in economics and business and an internationally comparable doctoral degree to provide the economy with qualified specialists. Doctoral graduates hold high-ranking administrative posts at their places of employment, the UL and other higher education institutions in which they become assistant professor, associate professors and professors. The "Economics and Business" doctoral programme has students who are faculty members and educational administrators from other higher education institutions in Latvia, the Ministry of Education and Science, etc.

Links are available in Latvian:

[1]https://www.lu.lv/fileadmin/user_upload/LU.LV/Post_doc_projekti/Pecdoktorantura_3.karta/LU_Atstibas_strategija_2016-2020.pdf

[2] <https://www.bvef.lu.lv/petnieciba/petnieciba/prioritarie-petniecibas-virzieni/>

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 at the FBME is linked to the study process at all levels of studies (bachelor`s, master`s and doctoral), supplementing and implementing it. On the other hand, the study process stimulates the development of scientific research at the faculty. The research work of faculty members relates to the courses that they teach. For example, the results of a research project by faculty members in the Department of Management on International Marketing Aspects (VPP ECOSOC-LV), on Social Stratification and Inclusion and Social Marketing (VPP ECOSOC-LV) are included in a number of Direction study courses at undergraduate, graduate, and doctoral levels ("Marketing", "Marketing Research", "Marketing Research and Quantitative Methods", "Latest Research Methods in Economics and Management", etc.). The faculty members of the Department of Management are involved in several research projects on marketing opportunities on the Internet. The research results are used in study courses ("Marketing", "Internet Marketing", "Marketing Research", "Marketing Research and Quantitative Methods", etc.). In this way, students are introduced to the latest scientific knowledge and innovations in the field.

In pursuit of the UL Strategic plan, the faculty ensures science-based studies with the use of modern and competitive educational technologies and encouragement for the scientific work of students and personnel. An important advantage is access to databases of scholarly publications (Scopus, Web of Science, EBSCO), as well as statistical databases (Orbis, MarketLine, Passport, etc.).

The study process has the integrated use of scholarly papers and the latest research ideas. Courses in the direction use research results. Course descriptions regularly update content and the list of literature to include the latest specialised literature, scholarly papers and databases. Lectures are based on the latest theoretical ideas, various analytical methods, as well as analysis of scholarly papers. This applies to many of the study courses. Professor/lecturers introduce students to the results of their own research. New ideas appear during the study process, and that crystallises the need for research in relation to specific issues.

All study programmes have one or more courses that are aimed at informing students about the essence of scientific work, research methods, analysis of special literature, as well as the processing, reflection and presentation of research results. Students learn to use various databases and modern computer software to process their research results. A particular focus is on putting knowledge and skills to work. Several students who are interested in research have continued their studies at the doctoral level. The doctoral programme focuses very much on scientific research.

Graduates of the study programme can manage major scientific projects at the national and international level, make an investment in the creation of new knowledge, deal with practical professional assignments, make an investment in the development of Economics and Business, integrate with the global environment of scientific research, and be motivated to constantly improve their scientific qualifications.

Doctoral students write dissertations about important, theoretical and practical topics in their organisations and institutions such as improving the competitiveness of Latvia's economy, reducing socioeconomic inequalities, dealing with aspects of improving the effectiveness of organisations, improving financing for higher education, ensuring quality at the university level, introducing learning outcome approaches in the work of universities, and ensuring that study programmes comply with labour market requirements.

Scientific research is a permanent part of the study process in terms of courses (papers, essays), annual papers and final papers in which students examine specific and important issues. Students independently choose the topic of their research and use the knowledge and skills that they have learned for that purpose. The papers are presented and defended as part of study courses or before a commission. There are regular lectures delivered by foreign professors.

To support bachelor's and master's degree students, the FBME has, since 2015, regularly organised seminars that offer advice about successful defence of final papers. Future graduates learn how to prepare for the defence and about the mistakes that they should not make when defending the papers.

The FBME has a Doctoral studies school that helps to improve research quality at the University of Latvia, creating opportunities for interdisciplinary research, involving young scientists, facilitating co-operation among various UL units, as well as local and foreign universities, institutions and economic sector experts. To ensure the practical importance of research and its appropriateness for current market requirements, there are regular thematic conferences which involve representatives of the relevant sector of the economy, business consultants and social partners. More detailed information about links between science and the study process in the study programmes can be found in Chapter III of this report (information about study programmes).

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.

International co-operation in scientific research at the faculty involves the participation of academic personnel in international projects and conferences, as well as participation in organising such events and chairing conference sections. Active co-operation with foreign partners also involves the publication of internationally important research results together with foreign researchers. Several professor/lecturers are involved in the work of internationally peer-reviewed and quotable journals as members of the editorial team or reviewers. Many professor/lecturers are involved in regional research networks, organisations and associations.

At the international level, the faculty is distinguished by its powerful focus on the economic, social, historical and cultural specifics of the Baltic States, as well as Central European countries. The FBME research process has much capacity thanks to a large number of researchers and a broad partnership network with foreign partners, including universities (more than 180 bilateral agreements with universities as part of the Erasmus+ programme). This also facilitates interdisciplinary research.

Of great importance in scientific areas is participation in international research projects. During the reporting period, there was an average of six to eight international scientific projects each year, with partners from Finland, Estonia, Poland, Israel, Portugal, Romania, Uzbekistan, etc. (a list of projects can be found in Appendix 18).

Faculty members are also active as members of the editorial teams of internationally recognised journals. Professor J.Krūmiņš is involved with *Demografie*, *Review for Population Research*, Professor B.Šavriņa with *Economics & Sociology* and *Transformations in Business & Economics*, Professor B.Sloka with *Eastern European Journal for Regional Studies*, Professor I.Romānova with *Journal of Accounting, Finance and Auditing Studies*, Professor S.Saksonova with *Journal China-USA Business Review*, *Journal Chinese Business Review*, *African Journal of Business Management*, *Scientific Bulletin of Mukachevo State University*, *Economics and Journal of Business*, Associate Professor I.Solovjova with *Journal of Accounting, Finance and Auditing Studies*, Professor M.Dunska with *Acta Oeconomica Pragensia* and *Financial Space*, Professor A.Deniņš with *Scientific Bulletin of*

Mukachevo State University, series Economics, Journal of Business, and Associate Professor Dž.Dimante with International Journal of Pluralism and Economics Education.

There has also been successful co-operation with several internationally recognised professors and the organisation of research projects, research and conferences: Professor Alan Barrell (Cambridge Innovation Academy, UK), Professor Trond Randoy (University of Agder, Norway), Professor Bruno Sergio Sergi (University of Messina, Italy), Professor Eleftherios Thalassinis (University of Piraeus, Greece), and Professor Ligita Šimanskiene (Klaipeda University, Lithuania) among others.

During the reporting period, there was ongoing co-operation with many foreign universities in terms of joint research, guest lectures, joint projects, publications and organisation of conferences (University of Tartu, University of Salzburg, University of Agder, University of Turku, University Paris-Est Creteil, University of Malta, University of Piraeus, Fulda University of Applied Sciences, University of Lodz, etc.

To exchange experiences and raise qualifications, faculty members regularly visit foreign universities (Uppsala University, Universite du Havre, University of Malta, Universidad de Deusto, Heinrich Heine University Düsseldorf, Saint-Petersburg State University, La Universidad de Valencia, Belarussian State University, Duale Hochschule Baden-Wurttemberg, University of Piraeus). More detailed information about international co-operation is found in Chapter 5 of the self-evaluation report

The FBME organises three international scientific conferences each year with the help of foreign partners:

- The international scientific conference "New Challenges in Economics and Business Development. In 2017 and 2018, the conference was organised in partnership with the European Commission office in Latvia. Academic personnel from the faculty, Latvian and foreign researchers and doctoral students take active part in this conference each year. The total number of participants is 150-180 scientists from 15-20 countries. The programme for the conference is prepared in partnership with foreign colleagues who are active participants in conference programme committees and as reviewers. The conference involves a compendium of papers that is indexed in the Web of Science and EBSCO;
- UL international conference which each year have 15-16 sections in Latvian and English which focus on important aspects of Latvian and global economics. The conference is attended by academic personnel from the faculty, researchers from Latvia and abroad, as well as UL master's degree and doctoral students;
- The international scientific conference "Project Management Development - Practice and Perspectives," which is organised in partnership with a professional association of project directors. The conference brings together researchers who specialise in the area of project management. The compendium of papers from the conference is indexed in the EBSCO database.

In partnership with foreign editorial board colleagues the faculty publishes two scholarly journals that are indexed in the EBSCO - *Journal of Economics and Management Research* and *Humanities and Social Sciences Latvia*.

The FBME has helped in organising several international scientific conference, including the 9th "International Conference of Global Strategic Management" (2013), the international conference "European Integration and Baltic Sea Region: Diversity and Perspectives" (2015) and 12th International Symposium on Cognitive Science, Logic and Communication "The Impact of Visual Spatial Skills on Learning" (2018). FBME researchers took part in organising the 4th Global Congress of Latvian Scientists, which was held in Rīga in June 2018. The aim of the congress was to present a

platform for discussions and a forum for innovations so as to offer solutions for Latvia's development and to encourage long-term co-operation with foreign scientists. More than 750 participants from 24 countries took part in the congress, including Professors G.Bērziņš and J.Priede from the FBME.

To promote international cooperation in scientific research, FBME plans to:

- host world-renowned international conferences (e.g., in December 2020, FBME co-organizes the World Finance Banking Symposium, which will bring together at least 200 participants from all over the world);
- continue organizing the annual international conference "New Challenges in Economic and Business Development" in cooperation with foreign leading researchers;
- expand preparation and submission of international projects in cooperation with foreign leading researchers (Norway Grants, Horizon, etc.);
- continue publishing books in cooperation with foreign colleagues and international publishers (e.g., Emerald, Springer).

From such international cooperation in scientific research and its future development, the study process in all study programmes of the study direction, especially those which are realized in English, benefits.

There is also successful co-operation in research at the national level (the Rīga Technical University, University College of Banking, Rīga Stradiņš University and Latvian Agricultural University). This partnership involves joint projects, research, organisation of conferences and the work of the Council of Professors and the Dissertation Council.

UL FBME scientists have been active members of international institutions and organisations such as Europe's leading demographic centre, "Population Europe" (Prof. J.Krūmiņš), the Asian and European ASEF Fund (Professor I.Šteinbuka), as well as international and local associations.

More information about study programme benefits from international co-operation can be found in Chapter III of the report (information about study programmes).

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 FBME encourages faculty members to become involved in scientific research. In accordance with the UL Academic personnel development plan for 2018-2020, the faculty has introduced a model of academic and scientific personnel restoration and succession, and that offers material support for scientific work related to the UL's priority topics. During the 2018/2019 academic year, FBME department projects related to priority issues were financed from the faculty budget. The

university has an academic personnel professional improvement system and a scientific excellence and commercialisation support programme which offers material support for category Q1 or Q2 in the Web of Science database.

The faculty's students, professor/lecturers and researchers have access to a modern research infrastructure. The faculty provides unique access to scholarly publication databases (Scopus, Web of Science, EBSCO), statistical databases (Eurostat Microdata, Orbis) and analytical databases (MarketLine, Passport). The faculty helps to finance the participation of faculty members in international conferences and the publication of research results at the international level.

FBME academic personnel are actively involved in research. Data found in Table 4.1. and Appendix 18 show that there have been substantial research results. Professor/lecturers conduct research in their own areas of specialisation.

Research done by FBME scientists has made a major investment in Latvia's economic and social development, ensuring changes in the state-financed pension law so as to allow people to inherit social payments at the 2nd pension level in Latvia (L.Leitāne, L.Bule, K.Rozīte). Another important study related to the use of fast loans in Latvia (Professors G.Bērziņš and J.Pride). The research was part of a public relations campaign at the Consumer Rights Defence Centre, with the aim being to stimulate responsible borrowing and a critical evaluation of the ability to repay the loans.

Professor M.Hazans' research that was published in the European Commission's Labour Market Policy Thematic Review made a major investment in the development of Latvia's labour market and migration policies. For the first time in the history of science in Latvia was there an in-depth study of the emigration of qualified workers from Latvia, offering valuable recommendations for the development of Latvia's labour market. The results of this study were extensively discussed by the mass media and the public.

The timeliness and importance of research done by FBME academic personnel are indicated by their active participation in several state-financed projects, including ones that are part of the national research project:

The national research programme for 2014-2017:

- Restoration of society by reducing depopulation risks, encouraging regeneration and links to the diaspora (EKOSOC-LV project programme, directed by Professor J.Krūmiņš);
- Research into international marketing opportunities to strengthen competitiveness (EKOSOC-LV programme subproject "The competitiveness of Latvian companies in external markets and proposals on strengthening it," directed by Professor B.Sloka);
- Trajectories of social and political transformations during Latvia's post-crisis period (EKOSOC-LV programme subproject, directed by Professor B.Sloka);
- Public involvement in social innovation processes in Latvia so as to ensure sustainable development (EKOSOC-LV programme subproject, directed by Professor Ē.Šumilo)

The national research programme for 2018-2021:

- Latvia's heritage and future challenges for the country's sustainability (INTERFRAME programme subproject, directed by Professor I.Romānova);
- Latvia's heritage and future challenges for the country's sustainability (DMOMIG programme subproject, directed by Professor J.Krūmiņš).

Research done by FBME academic personnel is recognised at the international level, which is evidenced by the involvement of faculty members in international projects. The importance of the research at the international level is also evidenced by a large number of scholarly papers published by academic personnel in journals and other publications that are indexed in globally

recognised databases (Scopus, Web of Science, EBSCO). The evaluation of this scholarly research is presented in Table 4.1.

Table 4.1

The scientific research of academic personnel from the study direction

	2013	2014	2015	2016	2017	2018
Publications						
International scholarly publications indexed in international scientific databases (Scopus, Web of Science)	10	31	25	54	46	21
International scholarly publications not indexed in international scientific databases	39	47	31	34	20	23
National scholarly publications	11	14	9	15	4	15
Popular publications, news releases and op-eds written by FBME professor/lecturers	n.d.	n.d.	n.d.	127	658	532
Delivery of papers at international conferences						
Delivery of papers at international scientific conferences	66	66	72	99	103	124
Delivery of papers at national scientific conferences	66	41	48	37	48	7*
Participation in projects						
Participation in international scientific projects	38	44	44	39	36	33
Participation in national scientific projects	38	27	23	41	45	56

* Since 2018, each UL scientific conference has had the status of an international scientific conference.

FBME academic personnel are widely reflected at the international level, as is seen in the major number of international scientific conferences in which FBME faculty members have taken part. As is seen in Table 4.1, this increased four times over between 2013 and 2018.

22 FBME faculty members have the rights of a Latvian Science Council expert.

In addition, the faculty organises three annual international scientific conferences with active participation by faculty members, researchers from Latvia and abroad, as well as master's degree

and doctoral students at the UL:

- The international scientific conferences "New Challenges in Economic and Business Development" (the compendium of conference papers is indexed in the Web of Science and EBSCO databases);
- The international scientific conference "Project Management Development - Practice and Perspectives" (the compendium of conference papers is indexed in the EBSCO database);
- 15-16 sections in the UL's international conference.

FBME scientists are actively involved in the transfer of knowledge, the popularisation of science and the dissemination of knowledge by making comments about important business and economic issues in the mass media and on social networks, taking part in public discussions and roundtable discussions on TV and radio. The FBME Management and Business Training Centre provides representatives of private, state and local government institutions with the latest knowledge (including from scholarly research results), which makes it possible to improve the level of knowledge and skills among the public at large. Information about studies and scientific events and achievements is regularly published on the faculty's homepage, as well as Facebook, Twitter, Instagram and LinkedIn, which makes it possible to reach a broad swathe of the public.

The faculty ensures the transfer of knowledge and succession in terms of dissertations that have been defended by FBME faculty members. Five were defended in 2013 (G.Bērziņš, H.Kaļķis, I.Kantāne, O.Krasnopjorovs, K.Zaksa), one was defended in 2015 (L.Seimuškāne), four were defended in 2016 (A.Līne, R.Putāns, J.Šalkovska, I.Vilka), one was defended in 2017 (A.Dahs), and two were defended in 2018 (I.Faituša, A.Cekuls). The dissertations were defended and doctoral degrees were received both at the UL and abroad (A.Cekuls, for instance, defended his dissertation at the Tampere University of Technology, which allowed him to earn a second doctoral degree). Several faculty members are UL FBME graduates, which means that they developed an interest during their study process in continuing work in the areas of research and teaching.

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.

The research work of students is consistently stimulated throughout the study process -- ongoing analysis of important issues, as well as presentations during various courses (papers, essays) so as to increase understanding about the important aspects of the selected research topic. During their bachelor's degree studies, students write annual papers in which they analyse the selected topic. This allows them to strengthen their theoretical knowledge so as to put them to use when analysing specific issues. All study programmes have a concluding paper (bachelor's paper, master's thesis, dissertation). This is a mandatory final exam and a prerequisite for earning an academic degree. The concluding paper is based on scientific research aimed at finding original solutions to an important theoretical or practical problem in one of the subsectors of economics and business.

Students can attend FBME conferences for free:

- The student scientific conference (in Latvian and English)[1]. Since 2018, the UL FBME has partnered with the Faculty of Engineering Economics and Management at the Rīga Technical

University (RTU IEVF) to organise a student conference for bachelor's and master's degree students. This encourages young people to develop research and presentation skills, as well as to test the research that they have done for their bachelor's paper or master's thesis. Students can also learn about the work of colleagues and find inspiration in terms of new research ideas. Work at the conference's sections is organised in Latvian and English so as to encourage Latvian and foreign students to take part. Summaries of the conference are published on the homepages of faculties. The authors of the best papers are invited to publish them in the scholarly journals of the UL and the RTU;

- The UL international conference (Latvian and English). During the annual conference, the faculty organises 15-16 sections at which students present their research results (mostly doctoral and master's degree students), as do faculty members. 48 FBME students took part in the conference in 2018;
- The international scientific conference "Project Management Development - Practice and Perspectives" (English);
- The international scientific conference "New Challenges in Economic and Business Development" (English).

150-180 scientists from 15-20 countries take part in each annual conference, on average. For students, this is a unique opportunity to present research results at the international level. The compendium of papers from the 2019 conference includes papers from 20 FBME students which they prepared as authors and co-authors.

In January and February 2017, the 75th annual conference of the University of Latvia took place, during which FBME organized a plenary session "Business. Management. Economics." And thirteen section sessions, where it was possible to present and discuss the results of their research, as well as the results of other researchers. The conference continued the discussion initiated last year on the interaction between science and practice, the practical application of research results and the need for new research.

On April 27-28, 2017, the sixth international scientific conference "Project Management Development - Practice and Perspectives" took place with participants from Brazil, Italy, Poland, Hungary, Bosnia and Herzegovina, Portugal, Czech Republic, Austria, England, Germany, Lithuania and Latvia. There are 35 articles published in the collection. This annual conference is dedicated to project management. The conference is attended by master's and doctoral students specializing in project management.

On May 18-20, 2017, the annual conference of the Faculty of Business, Management and Economics "New Challenges of Economic and Business Development - 2017" was held. The Proceedings of the Conference published 75 scientific articles, which had 5 Master's and 16 Doctoral students as authors or co-authors. This approach ensures the preparation of high-quality final theses and introduces students to the practical environment of research work.

In January and February 2016, the 75th annual conference of the University of Latvia took place, during which a plenary session "Business. Management. Economics." And thirteen section sessions, where it was possible to present and discuss the results of their research, as well as the results of other researchers. The conference continued the discussion initiated last year on the interaction between science and practice, the practical application of research results and the need for new research.

On April 14-15, 2016, the fifth international scientific conference "Project Management Development - Practice and Perspectives" took place with participants from Italy, Lithuania, England, Netherlands, Poland, Sweden, Austria, Russia, Estonia, Turkey, Germany, and Latvia. There are 36 articles published in the collection. This annual conference is dedicated to project

management. The conference is attended by master's and doctoral students specializing in project management.

From May 12-14, 2016, the International Scientific Conference "New Challenges of Economic and Business Development - 2016: Society, Innovation and Collaborative Economics" took place at the Faculty of Economics and Management, University of Latvia: Society, Innovations and Collaborative Economy). Proceedings of the conference published 81 scientific articles.

In the framework of the UL 73rd conference in 2015, the EVF held a plenary session and 15 section meetings, which were organized to discuss current issues and research results in economics, management and demography. As in 2014, special attention continued to be paid to the interaction between science and practice. In almost all sections, professionals - practitioners - were recruited as leaders. UL students and academics, researchers from other Latvian universities, businessmen, representatives of state institutions and foreign guests participated in the work of the sections. The first results of the National Research Programme were discussed at two section sessions: Competitiveness of Latvian Enterprises in Foreign Markets (EKOSOC-LV Project 5.2.1) and the Role of Demography in the Sustainable Development of the State and its Regions (EKOSOC-LV Project 5.2.4). As a new form of conference work, this year a panel discussion "Challenges in New Geopolitical Conditions" took place with the participation of six practitioners and a live broadcast on the UL website. The panel discussion was moderated by prof. R. Rupeika-Apoga.

On April 14-15, 2015, the fourth international scientific conference "Project Management Development - Practice and Perspectives" was held, with participants from 12 countries around the world. There are 40 articles published in the collection. This annual conference is dedicated to project management. The conference is attended by master's and doctoral students specializing in project management.

In May 2015, the conference "New Challenges for Economics and Business" did not take place. April 10 and 11, 2014 the 3rd International Scientific Conference Project Management Development - Practice and Perspectives with participants from 13 countries around the world. There are 32 articles published in the collection. This annual conference is dedicated to project management. The conference is attended by master's and doctoral students specializing in project management.

8-10 May 2014, the International Scientific Conference New Challenges of Economic and Business Development-2013. The conference was opened by a plenary session with a speech by Dr. Schneider, Austrian Institute of Technology, Dr. Leitner (Dr. Karl-Heinz Leitner), Professor Nagasawa (University of Vasa, Japan) Shin'ya Nagasawa) and Andris Ozols, Director of the Latvian Investment and Development Agency (LIAA). The conference was attended by 124 participants, two thirds of whom were Latvian and foreign researchers and lecturers. The guests of the conference represented 14 countries - Austria, China, Denmark, Estonia, France, Georgia, Germany, Lithuania, Malta, Poland, Russia, Ukraine, United Kingdom and Latvia. During nine parallel section sessions, the conference participants presented 75 papers.

The Faculty has organized 14 section meetings and one plenary session at the UL 72nd Conference. In 2014, a new registration procedure for the UL conference was started, where applications for section meetings can be submitted electronically on the faculty website and a summary of the paper must be submitted when applying.

It is noteworthy that the FBME's annual international scientific conference "New Challenges in Economic and Business Development" organizes a research seminar on entrepreneurship and will fund doctoral and graduate students who are enrolled in a doctoral programme or are planning to enter a doctoral programme. The seminar is moderated by internationally renowned researchers and is conducted in English. Thus, this research seminar provides a unique opportunity for students

to present their dissertation work / topicality internationally and to receive constructive feedback and suggestions for further research work.

FBME students are involved in several research projects as salaried researchers and as volunteers. The National Research Programme, for instance, employs an average of 4-5 students in each of its projects.

[1] <https://www.bvef.lu.lv/en/research/conferences/student-scientific-conference/>

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.

The faculty constantly works to introduce innovations so as to make the life of the faculty and the study process more dynamic. That has particularly been true since administrative changes in 2016, which changed the name of the faculty from the Faculty of Economics and Management to the Faculty of Business, Management and Economics. The structure of the faculty was changed, establishing four focused departments in place of the ten departments that there were before. It also developed a research institute. The faculty's strategic goals have two priorities - research and its links to business.

Here is a summary of the innovations that have been introduced by the UL, the faculty and the "Management, Administration and Real Estate Management" study direction, also examining how these have helped to improve the study process:

- Product innovations
- The integration of the UL Student Business Incubator (which is a unit of the FBME) into the study process so that students can not just gain knowledge, skills and competences in business, but also practical skills in terms of preparing and selling new products. The best teams of students are given grants to launch their businesses. Some 300 bachelor's and master's degree students are involved in the incubator's activities each year, and many of them become successful businesspeople and employers.
- Study trips abroad: The annual bachelor's degree programme "International Economy and Commercial Diplomacy" involves a study trip to Germany and Austria, where government institutions and international companies such as Gienant, Mercedes Benz, MBW and Stadler are visited; there is also the annual participation of faculty members and students at the international camp for new enterprises at Cambridge in the EU. These trips are taken by some 50 of the faculty's best students so that they can learn how to put their theoretical knowledge to practice.
- The involvement of graduates and the sector in the process: The UL FBME and the student self-governance system annually organise an event at which graduates and students can exchange experiences "Stories About the Experiences of Graduates." Experts from the sector regularly deliver guest lectures. They represent the National Audit Office, the Competition Council, the Bank of Latvia, the Ministry of Economics and the European Parliament, among others. Each year some 500 students take part in experience exchange events and guest lectures, thus learning about issues in the sector and strengthening their critical thinking and

analysis skills.

- The scientific conference for students: Since 2018 and in partnership with the Rīga Technical University, the faculty has organised an annual scientific conference for students which is aimed at strengthening research as an inviolable component of studies and at improving the quality of bachelor's papers and master's theses, mutual learning and a greater interest in a career in science. The 15 best students from the faculty take part in this conference.
 - Process innovations
- The student creativity room: The "Swedbank" creative room, the "EY Lounge" (in partnership with Ernst & Young), and the Creating Ideas room. The aim is to ensure a modern and open study environment so that students want to stay and study at the faculty even when they are not attending lectures. They can work together to organise seminars and discussions, do group work, etc. These rooms are a place where students regularly meet and exchange ideas with administrators of the faculty, faculty members, sectoral representatives and potential employers. Some 700 students use the rooms every day.
- Learning laboratories: The UL Student Business Incubator manufacturing rooms have been developed so that students can prepare new product prototypes, as well as video and photo studios installed in partnership with the US Embassy in Latvia so that students can learn about video and photo aspects of marketing materials. Students can make free use of the lab equipment to learn new skills and to design new products.
- International networking and co-operation: Since 2017, the faculty has been a member of the international AACSB alliance of business schools, which ensures the transfer of best practices and innovations so as to improve study content and processes. In 2018, the faculty joined with the European Commission in Latvia and the Ministry of Economics to set up the "LV PEAK" think tank so as to ensure research into Latvia's productivity and competitiveness issues. In 2019, it was transformed into an institute, and that same year the Cabinet of Ministers decided that it would represent Latvia in the EU member states productivity council network.
 - Marketing innovations
- A unified faculty brand and marketing materials: A unified graphic identity was designed for the faculty along with a full set of marketing materials in Latvian and English so as to popularise the faculty and its study programmes in Latvia and abroad. The faculty has an advertising video, portable outdoor advertising stands, posters, brochures, souvenirs, informational graphics, and digital and social media materials. This helps the faculty to promote its image and recognisability, to encourage loyalty, and to increase student numbers.
- Co-operation with the media: The faculty has long-term partnerships with national and business media outlets so as to share experiences and to educate the public. The faculty has, for many years, been a partner for Latvia's leading business media outlets -- *Bilance*, *Kapitāls*, *Forbes*, *Db.lv*, *TOP500*, *iBizness* and television and radio news programmes. The faculty helps to prepare publications about economic, finance and business issues, and each year the faculty publishes at least 500 publications.
- Co-operation with NGOs: For many years, the faculty has partnered with Junior Achievement so that high school students can gain an education in economics and business and prepare for proper business studies at the UL. The best graduates of the programme get study slots with guaranteed national budget financing for their tuition. The faculty also partners with "TEDxRiga" to ensure students a free opportunity to watch live streams of conferences.
 - Organisational innovations
- The international ALUMNIA: For the past ten years, the faculty and the Salzburg School of Business (SMBS) have offered a joint doctoral study module in English -- "Global Management and Leadership." Since 2018, its international graduates have joined the ALUMNIA

organisation. The first UL gathering was in Salzburg, and the second one is planned for the autumn of 2020. Programme graduates are managers at European-level businesses and organisations, and their response ensures the involvement of new doctoral students and the ability of bachelor's and master's degree students from the faculty to be guests of the programme and to gain experience.

- The UL FBME Management and Business Training Centre provides UL grants all interested parties an opportunity for lifelong and ongoing education in accordance with higher education standards, because courses and practical activities at the centre are led by faculty members from the FBME. The centre allows faculty members and general personnel to ensure professional improvements. Each year the courses at the centre are completed by more than 2,000 people who receive certificates for having done so.
- Joint research by faculty departments: The change in the faculty's structure and the establishment of departments also led to the definition and development of leading research directions, including interdisciplinary ones. This has increased the number of research projects and co-operation with the sector so that students and doctoral students can become involved in research. There has also been an increase in the number of scholarly publications.

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.

The co-operation with various institutions in Latvia and abroad confirms to the study direction's development goals, study direction, relevant study programmes and the related research. The UL FBME takes part in the ERASMUS+, Campus Europae, ERASMUS+ global mobility and ISEP exchange programmes, as well as joint projects that are based on bilateral agreements. Students can take part in various exchange programmes and spend one semester or year studying abroad. Students can also engage in a full or partial internship at the study programmes of foreign universities or colleges. Bilateral agreements allow students and academic and administrative personnel to go on trips to exchange experiences. The UL FBME is actively involved in VİAA projects and other international projects such as the EEZ/Norwegian financial instrument. During the 2018/2019 academic year, the UL FBME had 186 ERASMUS+ agreements with universities throughout Europe, as well as 18 Campus Europae partnership agreements with European universities. The ISEP exchange programme, in turn, allows students to spend a semester at a university in the United States or a UL partnership university under the auspices of a bilateral agreement.

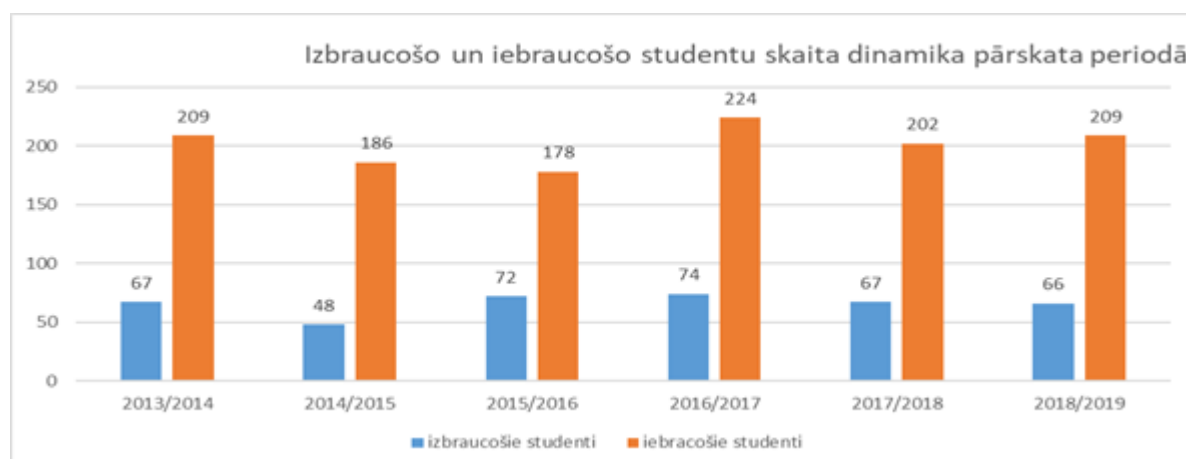
The UL FBME has agreements on double diploma programmes with the University of Paris Est

Creteil Val de Marne in France, the University of Economics in Bratislava, Slovakia, and the Manipal University in India. The faculty has also signed an agreement on establishing the Alliance of Silkroad Business Schools, which is aimed at facilitating co-operation between business universities in China and Eastern Europe. Negotiations are already underway on a joint programme with the International Business School of the Beijing Foreign Studies University in China. The hope is that this will allow students from the professional master's degree programme "International Business to earn two diplomas by studying in China. The UL FBME has also joined the Association to Advance Collegiate Schools of Business, and it has launched a process to gain international accreditation. That will substantially increase the competitiveness of the UL FBME at the local and international level.

Several aspects are taken into account when concluding agreements with foreign universities. One is the offer of study courses to FBME students in English and in the relevant study sector/direction so as to ensure a maximal recognition and comparison of study courses after the exchange studies. The faculty is thinking about the establishment of double diploma programmes, comparing study plans and opportunities to ensure the teaching of the necessary courses in English at both universities. It is also analysing university research directions, as well as opportunities to develop scientific research. UL FBME academic employees and students can propose such agreements. The proposals are reviewed by the UL FBME external contacts co-ordinator, who analyses the aforementioned aspects so as to ensure the actual use of the agreements in pursuit of international programmes.

It should be noted that during the reporting period, the internationalisation of the study direction programmes has increased, as seen in the incoming and outgoing mobility of students and faculty members (see Appendices 15, 21 and 22). The UL FBME has had a stable number of incoming students (an average of 200 per year), which can be attributed to the large number of courses that are taught in English, as well as to the faculty's active co-operation under the auspices of various international projects. Incoming exchange students have said that the courses in English, the provision of dormitories and comparatively low living costs in Rīga are aspects which encouraged them to choose the faculty as the destination for their exchange studies. Incoming exchange students are offered courses that are taught in English, which means that it is not possible to separate incoming students in the "Management, Administration and Real Estate Management" study direction. Statistical data indicate the total number of incoming exchange students during the reporting period. The largest number of them have used the ERASMUS+ programme, as well as bilateral agreements which the UL has concluded with other universities, not dividing out separate directions (*Figure 5.1*).

Trends in the number of incoming and outgoing students during the reporting period



Incoming students

Outgoing students

Figure 5.1. Trends in the number of incoming and outgoing students at the FBME

In contrast to the number of incoming students, the number of outgoing students has declined during the reporting period. That is both because of fewer students as such and because of a lack of motivation for taking part in exchange students, because most of the students at all study levels already have jobs and say that the jobs are important, because they can use their salaries to pay tuition. The faculty organises various events to encourage students to take part in exchange programmes. Local students meet with incoming exchange students, and there are lectures for local and exchange students. The most popular programme among outgoing students is ERASMUS+, and participating countries provide students with scholarships so that they can cover living costs during the exchange programme. Students also make active use of the ERASMUS+ internship mobility programme, which involves students both from the academic and the professional programme.

As the level of internationalisation increases at the FBME, there is an increase in the use of English in the study process (several faculty members discuss terminology not just in Latvian, but also in English, and faculty members and students rely on the latest original literature, most of which is in English). There is also a larger number of courses that are taught in English. The internationalisation of the study programme is based on the Erasmus+, Campus Europae, ISEP and other programmes. Since the last accreditation, the transparency of mobility opportunities has increased, and there has been better information for faculty students and academic personnel. Among other things, this means the regular updating of data on the faculty's homepage (Study abroad) when it comes to mobility opportunities.

The UL FBME actively partners with foreign universities and colleges that have comparable study directions and programmes:

- The Dresden Technical University in organising international conferences, guest lectures, and virtual collaborative learning;
- The University of Bochum in Ruhr's E-Commerce Competence Centre, where several students have participated in a virtual study course, "Net Economy," and received certification of the completion of course;
- The Berlin Free University's E-Commerce Competence Centre, with which virtual study courses are organised;
- The Kaunas University of Technologies, with which there is a partnership agreement, as well as many others.

There are several aspects to consider when concluding cooperation agreements with international universities. Offering study courses to FBME students in English in their respective field / field of study to ensure maximum recognition and alignment of study courses after the exchange. The possibility to create double diploma programmes, comparison of study plans and opportunities to provide the necessary study courses in English as well as research development opportunities at both universities are being evaluated. Academic staff and students of the UL FBME can propose to prepare agreement. The proposal is being examined by the UL the FBME External Relations Coordinator, evaluating the abovementioned conditions, to ensure that the agreement is effectively used for the implementation of international programmes.

The FBME has also had years of successful co-operation with economic and management

programmes at other higher education institutions in Latvia: the RTU, LUA, University College of Banking, Rēzekne Academy of Technologies, Ventspils University College, RISEBA, Baltic International Academy, etc.

- UL FBME professors and professors from other universities work together in professor and dissertation councils;
- UL FBME professor/lecturers and professor/lecturers from other universities work together in bachelor's degree final examination commissions;
- Professor/lecturers, doctoral students and master's degree students from the UL FBME and other universities work together on international scientific projects, scientific and academic conferences, seminars, and the writing of scholarly publications and textbooks;
- Professors and associate professors from the UL FBME provide consultations to professor/lecturers, doctoral students and master's degree students at other universities;
- UL FBME students can take C-section study courses of interest at other universities (e.g., swimming, which is offered by the RTU).

The FBME has also intensified the involvement of employers in studies and research so as to ensure knowledge and experience among employers, as well as to make use of their material and technical foundations (software, etc.) in the study programme. The study direction programmes make use of the following types of co-operation with employers and professional organisations:

- The involvement of employers in preparing study courses;
- The involvement of employers in delivering guest lectures (in a centralised way at the UL, as well as the level of faculties and individual study programmes);
- The involvement of programme graduates in terms of meetings with students;
- Internships provided to students by employers;
- Student tours of companies and government institutions (SIA JYSK Linnen'n Furniture, Maxima Latvia, 4finance, Orkla Foods Latvija, etc.);
- Joint seminars with employers (there have been successful ones with Swedbank, BTA, Rimi Latvia and other companies);
- The involvement of employers in final exam commissions (50% of members of the commissions in professional study programmes are employers, while in academic study programmes, there are as many employers as possible);
- The involvement of employers in the study direction Council of the study programmes;
- Participation of employers in surveys about the quality of the study programme;
- The involvement of employers in the Faculty of Business, Management and Economics Council;
- The involvement of employers as consultants and advisors for annual papers and final papers;
- Annual papers and final papers which address problems that are proposed by employers;
- Contacts between employers and academic personnel to seek specialists and to offer jobs;
- Participation by employers in scientific conferences at the University of Latvia and the faculty, as well as in international conference;
- Career Days at the University of Latvia, with the participation of representatives of the largest employers so that they can offer jobs to students and discuss growth and career opportunities;
- Consultations provided by academic personnel to employers individually, in terms of lifelong education courses, and in terms of lectures that are delivered at seminars that are organised by associations of employers.

See Appendix 20 for a list of cooperation agreements.

Cooperation with various Latvian and foreign institutions, employers, employers' organizations, social partners, scientific institutions, cooperation with management science and economics study programmes in other Latvian and foreign universities provides an opportunity to ensure the goal and study results of the UL FBME study direction - to provide students with world-renowned education in the fields of management, administration and real estate management, which would be applied not only in solving the problems of the Latvian economy, but would also be focused on the development of the common European economic space and employment.

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.

Few direct steps have been taken to attract students to the faculty, because the UL has a separate unit which recruits students. The main mechanism for attracting foreign students is to work with recruitment agencies in the relevant countries. The faculty offers informative materials, as well as an English language version of its homepage to offer information about study opportunities, admission procedures and other issues that are of interest to foreign students. The faculty actively uses social networks to inform potential and existing foreign students about important issues and processes. There are several target markets such as Uzbekistan, Kazakhstan, India and Ukraine, and this is in line with over higher education export trends in Latvia.

Within the framework of the programme, foreign students are offered 4 study programmes in English, a Bachelor study programme "Business Administration", a Professional bachelor's programme "Industrial Engineering Management", Professional master's programme "Project Management" and a Professional master's programme "International Business" with Specialization in Export Management. As well as the Doctoral Programme "Economics and Business", including a module "Global Management and Leadership" which is offered to foreign students. The module is implemented in cooperation with the Salzburg University of Business and Finance (SMBS). Studies take place in Riga (Latvia) and Salzburg (Austria). During the reporting period, an average of 60 foreign students, most of whom are Austrian and German, study for a doctoral module.

The number of foreign students in the bachelor's study programme Business Administration is steadily increasing during the reporting period, and more students are enrolled each year. The programme was opened to foreign citizens starting from the 2014/2015 academic year with a total of 5 enrolled students, 4 of whom were Uzbek citizens and one Azerbaijani, as well as 1 Lithuanian and 2 Russian citizens in the Latvian stream. By contrast, in the 2018/2019 academic year there were 36 foreign students enrolled, including 18 from Uzbekistan, 3 from Russia, 4 from Kazakhstan, 6 from India, 2 from Ukraine and one from France, Belarus and Austria. The Professional undergraduate study programme "Industrial Engineering Management" is offered to foreign students from the 2018/2019 academic year. During the academic year, when 8 foreign students were enrolled full-time but one Indian citizen started their studies, the other students were unable to attend due to the complicated and lengthy visa and immigration process. The student enrolled in the first year of study pursued an individual plan, which was specially drawn up because the UL takes seriously the conditions of immigration and adheres to them. In the academic year 2019/2020, 8 foreign nationals, 1 Bangladeshi citizen, 3 Indian citizens, 2 Nepalese citizens, 1 Pakistani and 1 Uzbek national are studying in the professional bachelor's programme. On the other

hand, an average of 15 foreign students studied in the professional master's programme "International Business with Specialization in Export Management". The programme is taught in English only, which means that the group includes local and foreign students. In the 2018/2019 academic year, 50 students studied in the programme, 33 of them were foreign students.

Each year during the reporting period, the FBME has actively welcomed incoming professor/lecturers from partner institutions, mostly under the auspices of the ERASMUS+ programme. The number of such professor/lecturers has increased, and there has been repeated mobility in terms of foreign professor/lecturers choosing to visit the FBME again and again to deliver lectures. This is because faculty members at the FBME are interested in international contacts so as to provide a study process to students that is multicultural and is based on internationalisation. Students, too, enjoy guest lector visits and present learning outcomes because of them. Incoming professor/lecturers are often invited to evaluate the work of students during guest lectures so as to maximally bring international experience into the study process, to facilitate the understanding and viewpoint of students, and to encourage students to take part in mobility programmes. During the 2014/2015 academic year, the UL FBME welcomed professor/lecturers under the auspices of the ERASMUS+ programme from Poland (the Warsaw School of Economics), Austria (the University of Salzburg), Turkey (the University of Marmara), Estonia (the University of Tallinn), Bulgaria (the American University of Bulgaria), Portugal (the University of Coimbra), and Germany (the University of Rostock). During the 2015/2016 academic year, and again under the auspices of the ERASMUS+ programme, the faculty welcomed professor/lecturers from Germany (the University of Greifswald and the University of Cologne), Turkey (the Istanbul University of Kemerburgaz), Poland (the University of Lodz), and Slovakia (the University of Economics Bratislava). Under the auspices of the EEA Norway Grants (the University of Agder). During the 2016/2017 academic year, professor/lecturers came from Germany (the University of Dresden, the University of Greifswald, HS Fulda), France (the University of Paris Est Creteil Val de Marne, the University of Orleans), Poland (the University of Lodz, the Nicolas Copernicus University, the Warsaw University of Technology), Slovakia (the University of Economics Bratislava, the University of Agriculture in Nitra), Malta (the University of Malta), Bulgaria (the New Bulgarian University), Lithuania (the University of Klaipeda, the Vytautas Magnus University), Portugal (the University of Aveiro), and Spain (the University of Acala). Under the auspices of the ERASMUS+ global mobility programme, professor/lecturers were welcomed from Ukraine (the Banking University, Oles Honchar Dnipropetrovsk National University), Albania (the University of Tirana), India (the University of Manipal), Georgia (the Ivane Javakishvili Tbilisi State University), and Serbia (the University of Novi Sad). Under the auspices of EEA Norway grants, from Denmark (the University of Aalborg), Estonia (the University of Tartu), Lithuania (the University of ISM), and Greece (the University of Piraeus). An Israeli financing programme allowed a lector from Israel to visit the FBME. During the 2017/2017 academic year, under the auspices of the ERASMUS+ programme professor/lecturers visited from Lithuania (the Vilnius Gediminas Technical University), Germany (the University of Applied Sciences, HS Bremen, HS Dienst in Bayern, HS Fulda), Bulgaria (the D.A. Tsenov Academy of Economics, the University of Economics Varna), Poland (the West Pomeranian University of Technologies, the University of Warsaw, the University of Lodz, the Poznan University of Economics and Business), France (the University of Paris Est Creteil Val de Marne, the University of Orleans), and Malta (the University of Malta). Under the auspices of the ERASMUS+ global mobility programme, from India (the University of Muhammadiyah Malang, the University of Manipal) and Russia (the St Petersburg State University). During the 2018/2019 academic year, as part of the ERASMUS+ programme, professor/lecturers were welcomed from Poland (the Siedlce University of Natural Sciences and Humanities, the University of Gdansk, the Wszechnica Polska Szkoła Wyzsza w Warszawie), Germany (HS Koblenz, HS Fulda, HS fur Technik und Wirtschaft des Saalandes, the University of Applied Sciences), Malta (the University of Malta), Czechia (the University of Hradec Kralove), Bulgaria (the University of

Economics Varna), Turkey (the University of Ankara), France (the University of Orleans), Italy (the University of Cassino and Southern Lazio), Liechtenstein (the University of Liechtenstein), and Greece (the University of Crete). As part of the ERASMUS+ global mobility programme, from Russia (the People's Friendship University of Russia, the Dostoevsky Omsk State University, the National Research University of the Higher School of Economics, St Petersburg State University) and Albania (the Metropolitan University of Tirana). An Israeli state financing programme allowed a lector from Israel to visit the FBME. She taught guest lectures to FBME students during all of October 2018.

In terms of opportunities, student mobility within the ERASMUS programme should be mentioned. In order to promote international student mobility, the Faculty conducts extensive advertising campaigns organized by the External Relations Coordinator in cooperation with the study programme directors. Both outdoor advertising at the start of the application period in exchange programmes is used, personalized messages are sent to students, information is posted on the faculty website and on social networks. The External Relations Coordinator, with a specially prepared presentation, attends student group classes and informs the student about the possibilities of using the foreign exchange / mobility programmes offered. UL FBME students have the opportunity to participate in ERASMUS + traineeship mobility and the traineeship after return is included in the student study programme. The Faculty regularly informs students about offers of traineeships abroad from its liaison bodies. Traineeships abroad are recognized and included in the study programmes as required by the ERASMUS + exchange programme.

Student mobility within the ERASMUS programme is still characterized as insufficient. In the 2018/2019 academic year, 66 students left our faculty in exchange programmes, while FBME accepted and provided lectures to 209 students. At present, students take little advantage of participating in exchange programmes offered (Erasmus + studies, Erasmus + traineeships and other mobility programmes), as well as student involvement in research projects, events organized by the Student Business Incubator, etc. extra-curricular activities (such as the Riga-Cambridge start-up camp in Latvia and the UK, despite the fact that FBME covers the cost of living for students at the faculty in Cambridge). In the student surveys conducted at the end of each semester, the students also point to the insufficient involvement and support of the student body in the study process. There is a need to work on the use of the mobility programme, but the objective reason for not being active is the economic situation of the students. In order to promote international student mobility, the Faculty conducts extensive advertising campaigns organized by the External Relations Coordinator in cooperation with the study programme directors. Both outdoor advertising at the start of the application period in exchange programmes is used, personalized messages are sent to students, information is posted on the faculty website and on social networks. The External Relations Coordinator, with a specially prepared presentation, attends student group classes and informs the students about the possibilities of using the foreign exchange / mobility programmes offered. UL FBME students have the opportunity to participate in ERASMUS + traineeship mobility and the traineeship after return is included in the student study programme. The Faculty regularly informs students about offers of traineeships abroad from its liaison bodies. Traineeships abroad are recognized and included in the study programmes as required by the ERASMUS + exchange programme.

See Appendix 21 for statistics on foreign students and teaching staff.

See Appendix 22 for statistical data on student mobility (indicating study programmes).

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.

The University of Latvia has a unified approach toward internships which is based on UL Instruction No 1/86, "On the procedure for organising UL student internships" (16 April 2007, as amended on 28 July 2016). The instruction sets out the way in which internships must happen, the obligations of involved parties, forms of agreements, etc. Agreements are sometimes concluded in English if the internship is offered by a foreign company or if the student is a foreigner. In 2016, the UL Career Centre began to prepare a UL internship catalogue at the request of employers, and the FBME was the first faculty to be included in it so as to launch targeted co-operation with potential providers of internships. The catalogue offers information about study programmes, the number of students who need internships, and the desirable content and areas of internships that students will participate in.

The Faculty of Business, Management and Economics links theoretical knowledge with practical entrepreneurship and an understanding of economic problems. This is of particular importance, and for that reason, in addition to existing internships in professional study programmes, several of the faculty's academic study programmes have an educational or academic internship that has been introduced or expanded under the leadership of faculty administrators. In new programmes, educational internships are an inviolable component of studies.

The faculty has internship agreements with no deadlines, which means that the relevant institutions and companies are prepared to receive faculty students for internships each year. There are several groups of such agreements: 1) Agreements with a fairly broad range of high-level government institutions (the Foreign Ministry, the Justice Ministry, the Competition Council, the Education Department of the Riga City Council, the Latvian Investment and Development agency and the Ministry of Economics); 2) Agreements with high-level professional associations (the Latvian Association of Accounts, the European Chamber of Auditors); 3) Agreements with banks (Nordea Bank Finland Plc, Rietumu Bank and, for many years, Swedbank) 4) Agreements with organisations that are prepared to accept students from any study programmes (the LKB Life insurance company, the Competition Council, the Latvian branch of Accenture, which is an international management consultation, technological service and outsourced service company, and the UL Student Business Incubator); 5) Agreements on the provision of internships for students from certain study programmes.

In addition to these bilateral agreements, there are also agreements with companies and institutions which accept specific students for internships. The standard UL agreement involves a tripartite agreement -- the UL, the company and the student, but companies can conclude separate agreements with students on confidentiality in the use of information.

Internships in professional bachelor study programmes are worth 26 credits, while in academic study programmes, they are shorter (a minimum of 4 credits). Internships with a large proportion of credits are split up, dividing up the credits among several study semesters. This ensures the gradual and logical development of theoretical knowledge and skills in terms of practical activities, starting with general issues in the specific area and ending with deeply analytical internship assignments. Each internship assignment is in line with the specifics of the study programme and the student's area of specialisation. Each study programme has its own internship regulations, about which students receive information and which is also available in electronic form on the faculty's homepage. This means that the regulations are also available to companies so that they can learn about specific internship requirements and assignments. Representatives of companies

can take part in the defence of internships to ascertain the results of the process and to express their assessments and viewpoints. Students who take part in internships often find their future employer. Students often choose topics for bachelor's papers and master's theses that relate to what they have learned at the internship company. Defending the internship before a commission and understanding the requirements of the faculty represent an essential step in preparing for the next big test - writing and defending the bachelor's paper or master's thesis.

Faculty students have great opportunities for traineeships abroad, for example under the ERASMUS + programme. By contacting the Faculty External Relations Coordinator, students can inquire about the potential of this type and other international agreements for traineeship. This information is very important, for example, for the involvement of foreign students in placements, since local students, especially for master's degree studies, are mostly already working, so they prefer to traineeship in Latvia. Popular target countries for traineeships abroad are Estonia, Spain, Germany, Italy.

The UL Student Business Incubator's involvement in this process is of fundamental importance in activating the organisation of internships, and the result is a close linkage among studies, business experiences and business ideas.

Faculty professor/lecturers have worked hard to improve internships. During previous reporting periods, several of the faculty's study programmes were involved in ESF projects that were run by the Professional Education Development Agency specifically to develop internships. At this time, faculty professor/lecturers are involved in the European University Fund's POWER project (Placement Opportunities with Entrepreneurial Reach) to organise internships for master's degree students.

An important aspect of internships is the synergy which they ensure for both of the major parties - the student and the company. Students, particularly at the master's degree level, can provide the company with a fresh look at its operations, handle special assignments related to financial plans and marketing strategies, engage in research with the company needs, etc. For that reason, it is logical that graduates of the faculty are often ready to offer internships to faculty students.

The fact that the study programmes and traineeship tasks implemented at the Faculty correspond to the needs of the branch and the tendencies of science is confirmed by the evaluation of the employers - according to the entrepreneurs surveyed by SKDS in 2016 and 2019, LU FBME can obtain the best business education in Latvia[1].

See Appendix 23 for a description of the student traineeship organization. Information on contracts etc. for evidence of traineeships in companies see Appendix 24.

[1] <https://www.lu.lv/par-mums/lu-mediji/zinas/zina/t/56341/>

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.

Until 2023, the Faculty of Business, Management and Economics does not plan to develop and implement joint study programmes

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.

In the previous accreditation of the study field, the recommendations made by the experts for improvement of the study field were implemented and implemented as far as possible. Promotion of the internationalization of study programmes was mentioned as one of the recommendations. Within the study field, students are offered 4 study programmes in English:

- in bachelor's programmes: "Business Administration"; "Industrial Engineering Management".
- in master's programmes: International Business, Project Management.

Each year, FBME actively recruits incoming faculty from partner institutions, mainly under the ERASMUS + programme. The number of incoming lecturers is increasing (see Appendix 15) and there is repeated mobility, with lecturers from abroad choosing to travel to FBME repeatedly. This is due to the interest of the host party, the FBME faculty, in establishing contacts at an international level and providing students with a multicultural, internationalization-based study process. As well as the students' feedback after visiting guest lecturers, the study results presented. Host lecturers often ask guest lecturers to evaluate student work during guest lectures in order to maximize international experience in the study process, enhance students' understanding and vision, and motivate students to participate in mobility programmes.

Every year FBME provides a wider use of English in the teaching of study courses (several courses provide terminology not only in Latvian but also in English, as well as lecturers and students use the latest original literature, which is mainly in English), and a number of study

courses taught in English. Similarly, FBME hosts an International Scientific Conference each year, attended by more than 150 scientists from 15-20 countries worldwide. All undergraduate students are offered the opportunity to attend a start-up camp each year in Cambridge, UK. Each year 5-7 students from the Faculty participate. During the camp, participants work in teams to develop their own business ideas, improve their knowledge of a wide range of business aspects, and gain new experience in meeting entrepreneurs and mentors. In Latvia, classes are led by FBME faculty and practitioners (entrepreneurs, managers, etc.). The programme includes hands-on lectures, teamwork, mentoring sessions, business stories, homework, and concluding with business idea presentations to experts.

Experts also pointed out the need for more financial support from industry and other sponsors to increase student numbers and fund programming. To this end, FBME is actively working on cooperation agreements with industry and involving them in programme development. With the support of the patrons, a study "Student entrepreneur spirit" is being organized at the Business Incubator of the University of Latvia. The patrons participate in the improvement of the faculty's premises. In 2017, with the support of Swedbank, a student room was created on the 4th floor of the faculty, providing students with the opportunity to relax and do their regular work or group work, while in 2018, with the support of SIA Ernst & Young Baltic, the E&Y Lounge in the 3rd floor foyer- a space where students can do individual or group work, organize seminars and other activities, and relax in a contemporary atmosphere. Industry is involved in the organization of scientific conferences. For example, in 2017 and 2018 the International Scientific Conference "New Challenges of Economic and Business Development" was organized in cooperation with the EC Representation in Latvia. The conference programme is developed in cooperation with foreign colleagues who are active in conference programme committees and as reviewers. The conference publishes a collection of articles indexed by the Web of Science and EBSCO. In 2019, FBME DDP was established to act as a collegial advisory body to promote FBME study and research development by engaging in FBME strategic development policy development and implementation, advising FBME Council and Dean on FBME development strategy issues and aligning with Latvian economic development trends.

The experts emphasized in the recommendations the need to continue the professional development of the teaching staff. Each year, several members of the faculty's academic staff participate in international mobility. For example, in 2018/2019, 5 FBME faculty members participated in Erasmus + Mobility and another 5 participated in Erasmus Global Mobility in Russia and India. The foreign language skills of the academic staff are also improving every year. In the 2018/2019 academic year, 6 academic staff members participated in the development of the English language scientific and academic capacity, but in 2019/2020 five new groups were created (at different levels) with 10 academic staff members applying. In academic year 2018/2019, BEVF in cooperation with SSE Riga organized a 16-hour training course for academic staff on "Methodological Issues in Economics and Business and International Experience in Higher Education", attended by 20 FBME academic staff. The course included 7 different methodological seminars with guest professors from different universities, such as Professor F. Schneider from Johannes Kepler University of Linz, an internationally recognized researcher and expert in the field of shadow economics. Members of the academic staff also attend courses organized by CEMT, the Centre for Financial Continuing Education and the School of Public Administration, improving their practical skills in professional competence.

In order to promote the collegial learning of lecturers and the identification of good practice in pedagogical work, a further education programme "Promotion of Collegial Learning Experience of the Academic Staff" has been developed and implemented.

The experts also provided recommendations for certain programmes implemented within the study

field. For example, it was recommended to improve staff and student mobility and to develop a culture of exchange. FBME students are offered opportunities to participate in various exchange programmes and study abroad for a semester or a year. Similarly, students may undertake traineeships (in whole or in part) in the study programmes of other foreign higher education institutions or colleges, as well as in the framework of bilateral co-operation agreements, students, academic and administrative staff may undertake field trips. During the reporting period, FBME has had a consistently high number of incoming students (on average 200 students per year), while on average 65-70 students have gone abroad for exchange studies. FBME faculty members are also actively involved in international activities through exchange programmes and international projects. Wider staff engagement in international mobility is hampered by the limited number of places allocated to the faculty (on average 2-3 candidates apply for one places).

Experts have also pointed out the need for regular contacts with employers and the establishment of an alumni association. UL regularly organizes career days, which are attended by major employers, presenting jobs offered to students, and informing them of career and career opportunities. The alumni club has been established at the University of Latvia and FBME faculty and alumni are also actively involved. Overall, the evaluation of the measures taken shows that FBME intensified the involvement of employers in studies and research during the reporting period in order to ensure the use of employers' knowledge and experience, as well as the material resources at their disposal for the implementation of study programmes. In 2019, FBME the Employers' Council (DDP) was established to act as a collegial advisory body to promote FBME study and research development by engaging in FBME strategic development policy development and implementation, advising the FBME Council and Dean on FBME development strategy issues and aligning with Latvian economic development trends. Similarly, the FBME Student Council organizes regular Alumni meetings with students (event "Alumni Experience Stories").

The following changes have been made in improving the content and range of study programmes offered: the number of sub-programmes has been reduced from 7 to 3 and from 9 to 4, respectively, in the Master's programme in Management and the Bachelor's programme in Business Management. A joint doctoral study programme "Economics and Business" was also established and will be implemented in the future as part of the study direction.

Other recommendations of experts related to the improvement of study resources, development of e-studies, etc., which can be seen in Appendix 25 of the recommendation implementation report, were also implemented.

During the next accreditation period, work on quality assurance and improvement of all study programmes will be continued within the framework of the study programme, including the implementation of the programmes according to the new plans applied for accreditation, providing students with even wider opportunities and English to promote the internationalization of the study process.

See the report on the implementation of the recommendations. Appendix 25.

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).

During the accreditation period of the study direction, two study programmes changes were evaluated on August 8, 2019 and January 22, 2020, as well as the licensing of one study programme on August 22, 2017. Implementation of recommendations of experts in the framework of evaluation of changes:

1. Bachelor's study programme "Business Administration"

Significant changes were made during the accreditation period, which were assessed and approved by Decision No 2020/02-1 of the Quality Commission for Studies on 22 January 2020. In order to ensure the implementation of the quality content of the study programme, the expert had provided some short-term recommendations in the opinion on the inclusion of the study courses "Practical Latvian for International Students" in the mandatory part of the programme, on the clarifications in the assessment of the conformity of the study programme with the national education standard, on the status of the sub-programmes of the study programme.

1. The study course "Practical Latvian for International Students" is included as a compulsory study course for all foreign students, in the limited selection part of the study programme, thereby ensuring the requirements of regulatory enactments in the acquisition of the Latvian language.
2. The compliance of the study programme with the division provided for in the national education standard into mandatory, restricted and optional parts (Cabinet Regulation No 240 "Provisions on the State Academic Education Standard", paragraph 8) is to be seen in the annexes to the programme description of the accreditation report "Compliance with the state education standard of the Bachelor's study programme Business Administration" and "Plan of the Bachelor's study programme Business Administration"
3. The management of the FBME and the management of the study direction carefully follow changes in the regulatory documents regarding the status of the sub-programmes.

2. Doctoral study programme "Economics and Business"

During the accreditation period, significant changes were made, which were evaluated and approved by the Study Quality Commission, Decision No. 2019/19-I, December 4, 2019. In order to ensure the implementation of the qualitative content of the study programme, the expert had provided several recommendations in the changes assessment review - to specify and clearly define the admission procedure, to specify information on international student mobility, to specify study course descriptions. When preparing the study programme documents for accreditation, the recommendations mentioned by the expert were taken into account.

In the expert opinion there were long-term recommendations included, the implementation of which has already begun:

Recommendation 1: "Ensuring existing experience, intellectual capital, teaching staff, knowledge and research traditions in the process of consolidating and merging programs, so as not to lose unique, relatively narrow research directions in joint programmes, especially those implemented

only at UL (e.g. Economic demography), but at the same time important for the whole economy and other fields of science.”

Implementation of the Recommendation: The leading academic staff of the faculty, representing the fields of economics, management science and economic demography, are involved in the implementation of the study programme, thus preserving the intellectual capital, teaching staff, knowledge and research traditions. Students are offered the opportunity to choose topics of scientific work relevant to the national economy in accordance with the competence of the academic staff and the existing research traditions.

Recommendation 2: “Long-term recording and monitoring of the results of studies in order to establish whether candidates with a master's degree in science and engineering (i.e. not having a master's degree in economics or related science) have appropriate study results, specifying, if necessary, the conditions of admission and the process of evaluating the criteria assigned by the sectoral doctoral board, as well as making changes to the DS in the programme and/ or study courses to ensure the achievement of study results. ”

Implementation of the Recommendation: During the implementation of the admission procedure already in the 2020/2021 academic year, special attention will be paid to testing the knowledge of applicants with a master's degree in natural sciences and engineering, as well as their study results will be strongly monitored.

3. Professional bachelor study programme “Industrial Engineering Management”

No.	Recommendation by the experts group	Activity of the higher education institution	Outcomes to be achieved	Term of Implementation	Implementation of the recommendation
1. UL FBME Study direction “Management, administration and real estate management” - Professional bachelor study programme “Industrial Engineering Management”					
1.	It is necessary to improve the content in several study courses.	All study courses, their content, incl. the results of each study course are defined.	Such indication is to be taken into account, because the content of the study course must be continuously improved, incl. literature sources etc.	2018 and continuously	The study courses of the study program have been revised and improved in accordance with the instructions of the experts, incl. their content, defined results of each study course, improved literature, etc.

2.	It is necessary to improve the aim of the study program	The aim of the study program has been revised so that it coincides with the title of the study program, tasks, as well as the results to be achieved and the content of the study courses.	Such reference of experts is to be taken into account, because by improving the content of study courses in accordance with the instructions of experts, the aim of the study program must also be improved.	2018	The aim of the study program has been improved, it is now connected with the professional qualification to be acquired in the study program and the content of the developed study courses.
3.	It is necessary to update information on market demand and trends	The analysis of the existing market has been reviewed, as well as a new one has been updated considering the global and European trends.	Such an indication of experts is important, because the labor market is changing and it is constantly necessary to keep up with current changes and trends.	2018	The analysis of the labor market has been performed, applying statistical data analysis, content analysis, as well as using secondary data analysis from world recognized forecasters in future professions.
4.	Describe the content of the engineering practice part and provide explanations about the tasks and usefulness of the practice.	The part of engineering practice has been reviewed, as well as improvement opportunities have been found	Such an indication of experts is important, because according to the degree and the professional qualification to be obtained, it is necessary to pay more attention to the content of engineering practice.	2018	The content of the engineering part of the practice has been developed in detail by following the instructions of the experts. Detailed practice tasks have been developed, evaluation criteria have been determined, as well as the usefulness of practice tasks has been carefully explained in order to correspond to the qualification of an engineer.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List of Main Normative Documents.docx	Saraksts ar LU galvenajiem iekšējiem un ārējiem dokumentiem.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Appendix 2.pdf	LU Pārvaldības struktūra.docx
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Studiju_virziena_attist_plans_7_pielikums_Eng.docx	Studiju_virziena_attist_plans_7_pielikums_latv.docx
Management structure of the study direction	Stud_virz_parvaldib_struktura_BVEF_8_pielikums_eng.docx	Stud_virz_parvaldib_struktura_BVEF_8_pielikums_latv.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	16.pielikums_macibspeki_programmas_Eng.docx	16.pielikums_macibspeki_programmas_Latv_27_04.docx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	VADZ_29_04_20_CV-AV.pdf	VADZ_29_04_20_CV_LV(1).pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	15.pielikums_ENG.docx	15.pielikums_LV.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	19.pielikums_Publikācijas_ENG.docx	19.pielikums_Publikācijas_Latv.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	20.pielikums_ENG.docx	20.pielikums_LV.docx
Statistical data on the teaching staff and the students from abroad	21.pielikums_ENG.docx	21.pielikums_LV.docx
Statistical data on the mobility of students (by specifying the study programmes)	22.pielikums_ENG.docx	22.pielikums_LV.docx
Description of the organisation of the traineeship of the students	Studejos_prakses_apraksts_23_Pielikums_Eng(1).docx	Studejos_prakses_apraksts_23_Pielikums_latv.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	24.pielikums_ENG.docx	24.pielikums_LV.docx
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	Rekomendāciju izpildes pārskats_25_pielikum_Eng.docx	Rekomendāciju izpildes pārskats_25_pielikums_latv.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.	The document is available only in Latvian.docx	aplīdzinājumi par studiju virziena pasn valsts val.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	Studiju programmas e bizn atbvalsts izgl stand 27_04.docx	
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)	Studiju kursu kartējums DR EU.docx	
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.	Studiju kursu kartējums DR EU.docx	
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Iesniegums AIC Vadības virziens ENG.docx	Iesniegums_14_05_lab.docx

Other annexes

Name of document	Document
apliecinājumi par studiju virzienu pasn. valsts val.pdf	apliecinājumi par studiju virzienu pasn. valsts val.pdf
double degree agreement Dortmund.pdf	double degree agreement Dortmund.pdf
vienoššanās ar RISEBA.pdf	vienoššanās ar RISEBA.pdf
Darba devēju atsauksmes Bīzn vad.docx	Darba devēju atsauksmes Bīzn vad.docx
BVEF_kvalit_nodrosin_shema_9_pielikums_latv.docx	BVEF_kvalit_nodrosin_shema_9_pielikums_latv.docx
BVEF_kvalit_nodrosin_shema_9_pielikums_latv.docx	BVEF_kvalit_nodrosin_shema_9_pielikums_latv.docx
Hospitācija_BVEF_10_pielikums_latv.docx	Hospitācija_BVEF_10_pielikums_latv.docx
Studenta izmaksas_12_pielikums_Latv.docx	Studenta izmaksas_12_pielikums_Latv.docx
PIELIKUMI Informācija par studiju virzienuVadībzīn_pielikumuraditajs_Latv.docx	PIELIKUMI Informācija par studiju virzienuVadībzīn_pielikumuraditajs_Latv.docx
PIELIKUMI Informācija par studiju virzienuVadībzīn_pielikumuraditajs_Eng.docx	PIELIKUMI Informācija par studiju virzienuVadībzīn_pielikumuraditajs_Eng.docx
Citu_macībspek_lasīt_kursi_BVEF_stud_program_5_pielikums_Latv.docx	Citu_macībspek_lasīt_kursi_BVEF_stud_program_5_pielikums_Latv.docx
Citu_macībspek_lasīt_kursi_BVEF_stud_program_5_pielikums_Eng.docx	Citu_macībspek_lasīt_kursi_BVEF_stud_program_5_pielikums_Eng.docx
BVEF_lasīt_kursi_citiem_6_pielikums_latv.docx	BVEF_lasīt_kursi_citiem_6_pielikums_latv.docx
BVEF standarta kursu saraksts_Pielikums 2_Eng.docx	BVEF standarta kursu saraksts_Pielikums 2_Eng.docx
BVEF_lasīt_kursi_citiem_6_pielikums_Eng.docx	BVEF_lasīt_kursi_citiem_6_pielikums_Eng.docx
BVEF standarta kursu saraksts_Pielikums 2_Latv.docx	BVEF standarta kursu saraksts_Pielikums 2_Latv.docx
11.pielikums_LV.docx	11.pielikums_LV.docx
11.pielikums_ENG.docx	11.pielikums_ENG.docx
13.pielikums.docx	13.pielikums.docx
13.pielikums_ENG.docx	13.pielikums_ENG.docx
Personāla_struktūra_BVEF_14_pielikums_latv.docx	Personāla_struktūra_BVEF_14_pielikums_latv.docx
Personāla_struktūra_BVEF_14_pielikums_Eng.docx	Personāla_struktūra_BVEF_14_pielikums_Eng.docx
Studenta izmaksas_12_pielikums_Eng.docx	Studenta izmaksas_12_pielikums_Eng.docx
4.pielikums_LV.docx	4.pielikums_LV.docx
4.pielikums_ENG.docx	4.pielikums_ENG.docx
Darba tirgus pētījums	1.pielikums.docx
Darba tirgus pētījums ang	Annex 1.docx
Publikāciju saraksts	19.pielikums_Publikācijas_Latv.docx
Publikāciju saraksts ang.	19.pielikums_Publikācijas_ENG.docx
13.pielikums.docx	13.pielikums.docx
13.pielikums_ENG.docx	13.pielikums_ENG.docx
3_1_punkts_Eng. Studentu izmaksas.docx	3_1_punkts_Eng.docx
3_1_punkts.Studenta izmaksas.docx	3_1_punkts.docx
28022020_LDDK_Atzinuma_anketa_arejai_ekspertizei_LU.docx	28022020_LDDK_Atzinuma_anketa_arejai_ekspertizei_LU.docx
Agreement between University of Latvia and Business school "RISEBA".docx	Agreement between University of Latvia and Business school "RISEBA".docx
Saturs.docx Kursu aprakstu angļu valodā kārtība	Saturs.docx
0_Standarta kursi BSP.docx Standarta kursi bakalaura programmām	0_Standarta kursi BSP.docx
Reference 5 from LDDK.docx	Reference 5 from LDDK.docx
28022020_LDDK_Atzinuma_anketa_arejai_ekspertizei_LU.docx	28022020_LDDK_Atzinuma_anketa_arejai_ekspertizei_LU.docx
18.pielikums_Projekti_LV-1.docx	18.pielikums_Projekti_LV-1.docx
18.pielikums_Projekti_ENG_gala.docx	18.pielikums_Projekti_ENG_gala.docx
Law on Higher Education Institutions.pdf	Law on Higher Education Institutions.pdf
Methodology-for-the-Assessment-and-Accreditation-of-Study-Directions_2019.pdf	Methodology-for-the-Assessment-and-Accreditation-of-Study-Directions_2019.pdf
The-Guidelines-for-the-Preparation-of-the-Joint-Report-by-the-Experts-Group-on-the-Assessment-of-a-Study-Direction.docx	The-Guidelines-for-the-Preparation-of-the-Joint-Report-by-the-Experts-Group-on-the-Assessment-of-a-Study-Direction.docx
LU_2012_JointReportExperts.PDF	LU_2012_JointReportExperts.PDF
The education system of the Republic of Latvia.pdf	The education system of the Republic of Latvia.pdf
Introduction to e-platform (for experts).pdf	Introduction to e-platform (for experts).pdf
ESG_2015.pdf	ESG_2015.pdf

Public Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Public Administration</i>
Education classification code	<i>45345</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Lilita</i>
Surname of the study programme director	<i>Seimuškāne</i>
E-mail of the study programme director	<i>lilita.seimuskane@lu.lv</i>
Title of the study programme director	<i>Dr.sc.admin., docente</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the master's study programme is: to provide academically educated and professionally qualified personnel to Latvian society, public administration and local governments, which would enhance the capacity of the public sector for the development of the Latvian state, as well as ensure its competitiveness within the European and global economies.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide the competencies necessary for public administration in organizational and human resource management as well as public law, economics, economic development, public communication and other areas.</i> <i>2. Within the framework of the acquired competence, students obtain:</i> <ul style="list-style-type: none"> <i>– theoretical knowledge and contextual understanding;</i> <i>– international and foreign experience;</i> <i>– comparative analysis of Latvian and foreign experience;</i> <i>– an in-depth assessment of Latvia's legal and institutional environment;</i> <i>– strategic management, analysis, planning, evaluation and decision-making skills;</i> <i>– skills of explanation dialogue and persuasion;</i> <i>– critical thinking techniques;</i> <i>– collaborative and participatory skills;</i> <i>– qualitative and quantitative methods of research and their application.</i> <i>3. To provide academic personnel teaching the study course, that use modern teaching methods, as well as carry out research work. Maintain a close cooperation between the academic and professional environment by attracting lecturers from public sector organizations.</i> <i>4. To motivate students to work independently and improve their skills, to create interest in the problems of public administration.</i> <i>5. To support students in preparing and defending high quality master's theses on topical issues of public administration, to present the results of the research to the appropriate institutions and target groups.</i> <i>6. To maintain and increase the topicality and competitiveness of the programme, promoting the quality of the policy implemented by state and local governments, as well as the culture of governance of public sector organizations.</i>

Results of the study programme	<p><i>Knowledge. An academic degree holder shall be able to:</i></p> <ol style="list-style-type: none"> <i>1. demonstrate detailed knowledge and comprehensive understanding of public administration theories, systems, mechanisms of action at various levels of governance, their functions and interaction with the public and shareholders in Latvia and abroad;</i> <i>2. know the latest international trends of public governance in the organization and decision-making process of state administration and local governments;</i> <i>3. demonstrate knowledge and understanding of the theories and principles of economics, economic development, law, financial and budget planning, human resource development, strategic management, change and project management, topical trends in public communications, and their role in public governance and decision-making;</i> <i>4. orientate in international research on problem management issues of public administration, to identify issues to be discussed and to evaluate interdisciplinary relations;</i> <i>5. know the latest analytical research methods and demonstrate a creative approach to research and practical application of theoretical and applied issues.</i> <p><i>Skills. An academic degree holder shall be able to:</i></p> <ol style="list-style-type: none"> <i>6. independently apply theory, different conceptual variations, research methods and problem-solving skills in the decision-making process in new and unpredictable situations in public sector organizations;</i> <i>7. explain and discuss reasonably the various issues of public administration, the latest international public administration approaches, as well as to justify the need for changes in the organization of state administration and local governments for Latvian and foreign societies;</i> <i>8. develop and improve organizational, managerial and collaborative skills, respecting internationally defined and projected future competencies for public sector leaders;</i> <i>9. demonstrate the capacity to perform high-quality and creative responsibilities in public sector entities and non-governmental organizations, including managing, planning, organizing their own and staff work, decision-making, creative solutions, and accountability for team performance;</i> <i>10. attest motivation to deepen theoretical knowledge independently, to develop professional competences, to identify new research directions and issues to be discussed in the field of public administration, continuing academic or professional activity, or scientific research work.</i> <p><i>Competence. An academic degree holder shall be able to:</i></p> <ol style="list-style-type: none"> <i>11. study, analyse, evaluate and reasonably discuss models of state administration and local government systems, reform processes in different countries in the context of political power and the socio-economic dimension;</i> <i>12. analyse the decisions taken by international organizations and to evaluate the results of their impact on the decisions of nation states and the well-being of the population;</i> <i>13. identify and critically analyse complex and contradictory professional issues in corporate governance at different levels of governance and regulation; to obtain, select and process the information needed for their investigation by selecting the appropriate research methods and to offer innovative ideas and solutions to public authorities in the decision-making process;</i> <i>14. apply innovative public administration activities and modern management techniques, including strategic, change and risk management in the governance of public sector organizations;</i> <i>15. critically analyse and reasonably explain the political and socio-economic processes taking place in the international environment, to forecast their impact, to provide justifications and recommendations to specialist and non-specialist audiences;</i> <i>16. integrate knowledge independently, to contribute to the development of research in public administration issues and professional methods of management, to show understanding and ethical responsibility regarding the possible impact of scientific results and professional activities on the development of the state and society.</i>
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Final examination upon the completion of the study programme	<i>Master's Thesis</i>
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Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Criteria for the evaluation of the competition: weighted average grade in undergraduate studies, overall (or average) grade in undergraduate examinations, and work experience in public sector organizations, or an entrance examination. Previous education: bachelor's degree or second level higher professional education (or equivalent) in social sciences or equivalent. Entrance Examination: it consists of a written test of the theoretical and professional aspects of management science and public administration.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Public Administration</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Changes have been made in the formulation of learning outcomes, taking into account the new requirements, sharing knowledge, skills and competences. Director of the study program changed, in place of assoc. prof. M. Pūķis the program is led by doc. L. Seimuškāne.

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 academic master's study programme "Public Administration" is implemented in full-time (2 years) form in Latvian. Most students in the programme study for a fee. The total number of government budget positions from 2012/2013 through the 2018/2019 academic year, there were 2 budget places in each study course, from 2019/2020 - 3 budget places.

The collected data on changes in the number of students in the study programme during the reporting period allows one to make the following conclusions (see Appendix 1). Comparing the number of students in 2012/2013 with the number of students in 2018/2019, it has decreased by 9 students or 20%. The largest decrease in the number of students in the programme was in 2015/2016, when 16 students were enrolled, and the first study course was not assembled. From 2016/2017 the number of students in the academic year in the master's study programme has stabilized and increased in the last two years (2017/2018 and 2018/2019) and compared to the crisis year it has doubled.

The number of students matriculated in the first study year from 2012/2013 until 2018/2019 has decreased by 24%, while the number of graduates decreased by 53%. Due to the student crisis in 2015/2016, the least number of graduates of the study programme was in 2016/2017. The following three factors are most commonly mentioned to explain the reasons why students drop out temporarily or drop out:

- 1) reasons of a personal nature related to changes in the family situation (birth of a child, changes in material status, moving abroad, denial of study credit, etc.),
- 2) an inability to combine studies with paid work, as the vast majority of master's degree students are employed full-time, and at least 10% of students physically measure the distance to a place of

study in Riga from a region or city in Latvia,

3) outstanding academic obligations (failure to fulfil the requirements of the study courses or failure to write the master's thesis). For example, of the 2018/2019 potential graduates, 6 students (almost 40% of the potential graduates) did not write their master's thesis within the set term, but the academic term was extended.

The main factors influencing the change in the number of students are - the economic situation, personal financial capacity of the individual, giving priority to study programmes with a larger number of budget places, and the consequences of the economic crisis resulting in structural reforms in public administration, reducing the number of workplaces and institutions in public administration, reducing its attractiveness as a potential employer. Among the influencing factors is the increasing interest of political parties in the last few years in applying for public administration positions (an increase of politicization), as a result of which a professional academic education loses its sense of competitiveness. The master's study programme also required a fundamental review of its content, offering information on the opportunities and benefits of the study programme, which was intensively launched in 2017. Information on the topicality of the content of the study programme and its implementation methods, lecturers and achievable learning outcomes was presented in state administration and municipal forums. The graduates of the study programme were involved in its promotion, sharing their study experience and benefits to potential interested persons both in person and by creating separate video stories about the study programme. Subsequent enrolment results, an increase in student numbers in 2017/2018 and 2018/2019 showed the importance of this factor over the years - any activity aimed at attracting students to the study programme is important and should be supported.

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 Academic master's study programme "Public Administration" in the field of management studies was established in 1994. Its establishment was logical and justified, because with the restoration of an independent state and the beginning of reforms in public administration and the organization of local governments, the public sector needed employees with an appropriate education, qualifications and knowledge. The content of the study programme "Public Administration", from the very beginning, respected the requirements of this type of study programme at Western universities, as well as the latest trends in the United States, which implemented the increasing use of business management principles in public administration.

The name of the master's study programme in Latvian "Sabiedrības vadība" has been selected with due regard for the requirements of Latvian language experts in the licensing process of the study programme in 1994. Its title indicates that the content of the programme is oriented towards capacity building of public branches, organizations and human resources. There is no consensus among Latvian professionals regarding the title of the master's degree programme in Latvian, as to how the Latvian translation of the term "public administration" can best be translated. Various translations of this term are used interchangeably in scientific, research and professional activities - "sabiedrības vadība", "publiskā pārvalde", "publiskā administrācija", "valsts pārvalde" and so on.

The aim of the master's study programme is to provide academically educated and professionally qualified personnel to Latvian society, the state administration and local governments, which would enhance the capacity of the public sector for the development of the Latvian state, as well as ensure its competition within the European and global economy. This is achieved by equipping students with management knowledge and skills, including change management, organizational management, strategic leadership and research, to provide the prerequisites for professional performance. The content of the study programme has been developed considering the requirements of the graduates of the master's study programme, employers of the public sector, as well as the latest international public administration tendencies, management principles and approaches. The implementation of the programme's content is based on an interdisciplinary approach that provides students with interdisciplinary knowledge and complex problem-solving skills. The study programme integrates strategic management of public sector organizations and human resources, public law, project management, change and risk management, public and local government financial policy, socio-economic analysis and forecasting, human development in the context of economic globalization and economics. Much emphasis is placed on issues of collaboration, participation, a culture of innovation and public communication.

The study programme is organized in accordance with the requirements of Chapter III "Master's study programme" of the Cabinet of Ministers Regulations No.240 "Regulations on the State Academic Education Standard" (see Appendix 2), as well as Regulations No. 322 of the Cabinet of Ministers "Regulations on the Latvian Education Qualifications ", which describes the knowledge, skills and competences corresponding to Level 7 of the Latvian Qualifications Framework. The content of the master's study programme corresponds to an academic study programme. As a result of this, one obtains an academic master's degree in public administration, which as a sub-branch of management science agrees with the social sciences.

The Master's degree programme in Public Administration is 80 credit points (see Appendix 4), which enables students to gain understanding, develop skills and competencies in the governance of public sector organizations. The content of the study courses is directly focused on the achievement of the results of the study programme, which is reflected in the mapping of study courses in Appendix 3.

Clearly defined admission (matriculation) rules and requirements are important to achieve the study programme's aim. Applicants with a bachelor's degree or a second level professional higher education (or equivalent) in the social sciences or equivalent may be admitted to the study programme. Applicants with such a higher education degree may enter the study programme without passing an entrance examination based on their previous level of study experience and work experience in public sector organizations if the applicant has had such.

Other applicants must pass an entrance examination to demonstrate their knowledge of management science (management theory, decision-making, human resource management, etc.) and in the issues of public administration. Applicants who wish to improve their weighted average mark may also take the entrance examination. In this case, the final evaluation considers the entrance examination evaluation. The entrance examination consists of 10 test types and 6 open questions.

Thus, it can be concluded that the aims and tasks of the programme, the content of study courses, the conditions of admission, the degree to be obtained correspond to each other fully. By fulfilling the programme, students achieve the programme's objective. As a result, graduates are awarded a master's degree in social science, enabling them to fully realize their knowledge, skills and competences in professional activities in public, private, or non-governmental organizations, as well

as to pursue doctoral studies.

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 Master's program in Public Administration is the only academic programme in Latvia, as study programmes with similar names in other Latvian higher education institutions are professional study programmes." Its aim is to prepare academically educated and professionally qualified personnel to Latvian society, the state administration and local governments, which would enhance the capacity of the public sector for the development of the Latvian state, as well as ensure its competition within the European and global economy. The content integrated in the study programme's content including a *New Public Management* approach involving the use of private sector principles in the governance of public sector organizations, as well as an understanding of the changing nature of the public and private sectors as the boundaries between the two sectors become more and more blurred. The "Public Administration" study programme offers students great advantages - to gain broad interdisciplinary knowledge - strategic management and complex problem-solving skills, as well as to master the latest management techniques, collaborative and participatory skills.

In order to ensure the topicality of the study program, its compliance with the requirements of the labour market in the public sector and the latest trends in the sector, employer, graduate and student forums are regularly organized to evaluate and improve the Master's study programme. In February 2020, study programme director Lilita Seimuškāne also participated in the NISPAcee[1] Erasmus + project research survey "Public Administration Education Quality Enhancement (PAQUALITY)

The topicality of the master's study program "Public Administration" is justified by the following factors: according to the data of the Central Statistical Bureau of Latvia, ~ 290 thousand people are employed in the public sector or every third employed person. Every resident of Latvia lives in a municipality and uses the services of public administration directly or indirectly. Therefore, the quality of governance of public sector organizations is a vital challenge for both the Latvian state and society. According to the results of the public opinion survey performed by Eurobarometer, conducted by the European Commission Centre for Sociological Research between spring 2012 and 2019, citizens' trust in national government of Latvia, Parliament, political parties and public administration is lower than the average in the EU Member States. Closest to the EU average is the citizens' trust in local governments.

The content of the courses of the master's study program "Public Administration" and their mutual

synergy are developed in accordance with:

- compliance of the content of the study program with the state standard of academic education,
- the set study aims, formulated tasks and defined learning outcomes,
- specifics of sectoral policies, planned reforms and labour market developments in the public sector,
- employers' recommendations,
- international trends in the implementation of such master's degree programs in Western and Baltic university programs,
- the latest OECD, as well as other international industry associations, professional organizations and scientific studies on future skills needs in the public sector,
- graduate assessment.

The Master's programme consists of the compulsory part (Part A) and the limited elective part (Part B). Compulsory part A includes theoretical study courses (48 CP) and master's thesis development and presentation - 20 (CP). The limited elective part (12 CP). The master's study programme plan is attached in Appendix 4.

The study programme integrates study courses that:

- provide knowledge on topical issues of public administration: the system of public power in Latvia and abroad, theoretical and practical aspects of public sector organizations, models of reform, structure of public administration, institutional structure, functions, governance mechanisms, public relations and the importance of resident's participation in the decision making process ("Public Administration", "Organization of State Administration and Local Governments", "Public Law", "Financial Policy of the Public sector and Local Governments", "Topical Issues of Public Administration");
- provides knowledge and understanding of modern organization and resource management, process management ("Strategic Management in Public sector", "Strategic Human Resource Management in Public Administration", "Project Management", "Change Management in Public Administration", "Topical Issues of Public Administration", "Risk Management" (part of the course included in the study course "Methodological Seminar of Public Management");
- develops innovative thinking and problem-solving competences for quality decision-making ("Socio-economic Analysis and Forecasting", "Methods of the Public Governance Analysis", "Methodological Seminar of Public Management", "Critical thinking", "Design thinking", "Crisis Communication in the Public sector" (parts of the course included in the study course "Topical Issues of Public Administration");
- Provides knowledge on the development trends of the nation and the global economy ("Human Development in the Economic Globalization Context", "Macroeconomic Analysis");
- develop an understanding of research methods and their application skills in different types of research and projects ("Research Methods and Organization").

The Master's degree program "Public Administration" has been updated to reflect the latest trends in public administration and formulated future skills for senior executives in the public sector by the OECD[3] and NISPACEE (The Network of institutes and schools of public administration in Central and Eastern Europe), State Chancellery Reform Plan 2020, as well as recommendations from alumni and employers. Studies of international organizations indicate that public sector capacity building in the coming years will require strategic and innovative thinking skills, as well as the skills to form and develop collaborative, participatory decision-making processes. In the area of human resources management, the OECD's Public Governance Committee recommends that Latvia improve its public

administration capacity to attract and retain the necessary professionals by creating competitive working conditions. Respecting recommendations and public sector development trends, the following changes have been made to the master's study program:

- more emphasis is placed on developing strategic and innovative skills. During the last two academic years, the study programme has integrated new study courses - "Strategic Management in Public Sector", "Strategic Human Resource Management in Public Administration", "Change Management in Public Administration", "Topical Issues of Public Administration",
- in all study courses, an increased focus on developing collaboration and participatory skills, providing both theoretical knowledge of their importance in decision-making and practical organization of assignments in student group // teamwork,
- a separate section is integrated into the study course "Topical Issues of Public Administration", which provides knowledge and practical experience of the design thinking approach as an innovative approach in public sector work organization,
- in the study course "Topical Issues of Public Administration", a separate part of the course is devoted to mastering critical thinking as an information analysis technique.

In a number of study courses, such as "Public Administration", "Organization of State administration and Local Governments", "Human Development in the Economic Globalization Context", "Strategic Management in Public Sector", "Change Management in Public Administration", "Strategic Human Resource Management in Public Administration" more emphasis is placed on the synergy of academic and professional dimension. Master's students analyse various policy planning documents, draft legal acts, specific public policy initiatives, situations and developments, express their views and proposals. Students submit their opinions on a range of specific discussion papers, receiving written and oral gratitude, including interviews with officials. One of the most recent policy planning discussion papers on which students made their suggestions is: "Public Administration Reform Plan 2020", "National Development Plan 2027", "Latvia's Fourth National Open Government Partnership Action Plan 2020 - 2021", "Cohesion and Civic Society Guidelines 2020 - 2021."

All study courses are taught by new lecturers associated with the study program, who are the most recognized experts in their respective field of activity in Latvia. Among the involved lecturers are public administration officials who are graduates of the study programme and at the same time public administration policy makers in the respective sphere of activity in Latvia, as well as practicing professionals who have defended their dissertation in the respective field. At the beginning of each academic year, the study courses delivered are updated, applying their content to current events. Within the framework of the study programme there is also close cooperation with doctoral students of management science, who introduce students to the topicalities of the chosen research topic, present the latest research results, as well as advise master's students in the selection of independent work. The combination of study courses, their mutual interaction and continuity testifies to the ability to effectively and qualitatively realize the set study goals, formulated tasks and develop the necessary knowledge, skills and competence of the students.

Study programme plans are attached in Appendix 4, course descriptions - in Appendix 5.

[1] *The Network of institutes and schools of public administration in Central and Eastern Europe*

[2] State Chancellery Reform Plan 2020

[3] Standard Eurobarometer, Public Opinion in the European Union, 2012. – 2019.

[4] Mapping skills needs for high performing civil service, OECD, 2017

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 content of the academic master's study program "Public Administration" has been developed taking into account the interconnectedness, synergy and logical sequence of the study courses. Such a structure of the programme allows to achieve the aim, tasks and expected study results of the study program in the most efficient way, ensuring acquisition of students' knowledge, skills and competences.

To achieve the goal, appropriate study courses have been developed and the amount of knowledge, skills and competences to be achieved is formulated separately for each of them. The structure of the 2-year study plan of the academic study program "Public Administration" (PLC, 80 CP) is as follows: students in the first 3 semesters take different study courses, but in the 4th semester they develop their master's thesis.

During the reporting period, changes were made in the study programme respecting public administration development tendencies in the EU and OECD, future competencies defined by international organizations for public sector employees, strategic directions of public administration policy reform in Latvia, as well as employers' demands and student assessment. In order to ensure qualitative functioning of the study programme, the content of the study courses is constantly updated.

The implementation of the programme's content is based on an interdisciplinary approach that provides students with interdisciplinary knowledge and complex problem-solving skills. Interdisciplinarity promotes a global view and understanding of current issues from different perspectives.

Within the framework of the study programme, students acquire knowledge - in state administration and local governments, public law, various fields of management science (strategic management of public sector and human resources, change management, project management, risk management), finance, economics and human development. Several study courses are divided into separate blocks, flexibly adapting them to the latest international trends and necessary skills in public administration. Students learn LEAN philosophy and methods, critical and design thinking approaches to public sector problem solving, experimentation. There is a strong emphasis on public sector innovation, collaboration and participation issues, creating close synergies between academia and the professional world.

Graduates of the master's study programme "Public Administration" acquire the necessary knowledge and skills to work in public, private and international institutions.

The correspondence of the content of the study courses to the necessary knowledge, skills and competences of the program is reflected in the mapping of the study programme (see Appendix 3) and in the descriptions of the study courses included in the programme (see Appendix 5).

As the results of the course mapping testify, students acquire theoretical knowledge and comprehensive understanding of theories, systems, mechanisms of management of various levels of governance, their functions and interaction with society and shareholders in Latvia and abroad; is familiar with the latest analytical research methods and demonstrates a creative approach to solving theoretical and applied issues. Taking into account the methods used in both lectures and seminars to acquire study courses, all courses provide the skills necessary to manage public sector organizations: to apply theory, research methods and problem-solving skills independently in decision-making in new and unpredictable situations; to reasonably explain and discuss various issues of public administration, the latest public administration management principles, as well as to justify the need for changes in the organization of work of state administration and local governments. Reflection of the indicated competence demonstrates that in almost all study courses, competence has been achieved to integrate knowledge independently, to show understanding of the possible impact of scientific results and professional activities on national development and society; to evaluate and reasonably discuss reform processes in different countries in the context of political power and socio-economic dimension.

Thus, evaluating the study program objective and achievable results, it can be concluded that the content of the program and the content of the study courses allow to achieve the program objective and defined results fully.

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.

In study process implementation, student-centred education principles are followed: there is individual attitude to students by respecting their interests, needs, different learning types and opportunities. The students may choose alternative topics offered for individual work, often they can also choose a type for their presentation. During the entire study process, there is a continuous link with the students by using LUIS system, any convenient communication platform, including specially established group account of study courses that involve regular exchange of opinion about the study process, as well as adding of topical information, also by the students. Director of the study programme is monitoring the study process and arranging relevant discussions with the students on a regular basis. Both the students and graduates are involved in evaluation of quality of organizing the study process of the study program "Public Administration" and of each study course and programme, by assessing each study course via a survey. The students also evaluate the overall programme after defending their master thesis. Once in a year, each study course is subject to a discussion for assessment of the work organization of the study process. The student assessment affects adjustments made to the work organization of the study process and content of the study programme Implementation of the study process involves diverse pedagogical methods

and various studying types that develop ability of the students to study independently, cooperate, assess, and learn from each other. Student visits to various professional organizations and involvement in solving various issues are also popular. Mutual respect and tolerance of the students and teaching personnel are an unquestionable part of the study process.

Respecting the recommendations of the graduates and students of the academic master's study programme "Public Administration", as well as the necessity to ensure the high quality of the study process, studies in the programme are implemented only in the form of full-time studies.

Considering that the absolute majority of students are employed and some of them travel from different cities and regions of Latvia, classes are organized two days a week: Saturdays and one working day evening from 18.15 till 21.30. Studies are conducted in the official language, but upon learning the particular content of the course, the lecturers introduce the terminology in English, as well as use international research, publications, books and other sources in English or any other foreign language.

Different study methods and forms are used in the realization of the study programme:

- lectures and seminars, including organizing the study process outside the academic environment - in the Parliament of Latvia, the Cabinet of Ministers, ministries, state administration, municipal and private organizations. Lectures are used in all study courses of the programme. Within this framework, students acquire theoretical knowledge, illustrated with concrete examples of practice, as well as analyse various conceptual variations. The lectures are complementary to theoretical, scientific and practical information on current topics, problem areas, their analysis and the search for solutions. During the lectures various pedagogical methods are used, including various technical means (computer technologies, presentations, lecture handouts, e-course tools, video materials, guest lectures). Internationally recognized researchers and experts, as well as officials of international organizations and various public administration institutions, have delivered guest lectures in different study courses. Within the framework of cooperation with public administration professionals, some independent work is also organized, which is analysed, commented and evaluated by the official themselves. Seminars strengthen the practical application of knowledge.
- practical and students' independent work, which promotes the development of the necessary competences according to the requirements of the labour market. The organization of practical work takes various forms: the selection of an actual problem situation, its analysis and evaluation; discussions on topical issues of corporate governance; analysis and drafting of draft policy planning documents at an international and national level; presentation of scientific articles and current research; designing and developing an idea or project (team, group work), tests, role plays; individual work, presentations, including video presentations, etc.

The following basic principles shall be observed in the evaluation of academic education results:

- the principle of open assessment - in accordance with the objectives and tasks of the study programme, study courses;
- the principle of obligatory assessment - the need to obtain a successful assessment of mastering the content of the entire study programme;
- the principle of review options - the procedure for reviewing the resulting rating;
- the principle of diversity of assessment types used in evaluation - different types of

- examination are used in the evaluation of the study programme acquisition;
- the principle of aggregation of positive achievements.

The system of evaluation of study results in the master's study program "Public Administration" is implemented in accordance with the Cabinet of Ministers Regulations No. 240 'Regulations on the State Academic State Education Standard' (13.09.2014), observing the basic principles of assessment, as well as the decision of the Senate of the University of Latvia (hereinafter - UL) Nr. 211 (29.06.2015), based on the following criteria: volume and quality of knowledge acquired; skills acquired; acquired competence according to the planned study results.

At the beginning of each study course students are introduced to the detailed course plan (description), requirements for obtaining credit points, criteria for assessment of study results, description of the organization and tasks of independent studies, recommended literature. To facilitate the systematic evaluation of study papers during the semester, several types of intermediate tests are used: tests, , individual and practical assignments, analysis of specific assignments, etc.

The completion of the programme is the elaboration and defence of a master's thesis, which is evaluated on a ten-point scale in accordance with the methodological guidelines approved by the UL BVEF for the elaboration and defence of a master's thesis. The criteria for the evaluation of a master's thesis are based on the Regulations on the Final Examinations at the University of Latvia, including the specifics of the field and experience in the final examinations in the programme "Public Administration".

Overall, it can be concluded that study implementation methods (incl. evaluation methods) of the master's study programme "Public Administration" allows ensuring that the expected study results are achieved and complying with the principles of student-centred education.

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.

Traineeship is not provided in the academic master's study programme "Public Administration".

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.

Criteria for elaboration and assessment of students' final theses - Master's theses are based on the Regulations on Final Examinations at the University of Latvia, approved by the UL Senate Resolution No.183 of 2011, as well as Bachelor's, Master's, Diploma and Qualification Papers).

Students choose the theme of their master's thesis independently, according to their interests, experience and ambitions. They cover the latest trends in public administration, little / less research on topical issues in the public sector, and topics recommended by the State Chancellery that students are already introduced to in the 1st study year. The availability of scientific and professional literature as well as other sources of information is an essential condition for the choice of subject. If the student has any doubts about the choice of the topic or its wording or the most appropriate supervisor of the master's thesis, he / she may consult the director of the study programme or any lecturer of the faculty.

Within the deadline set by the faculty, the student writes an application addressed to the director of the study programme, which is coordinated with the potential supervisor and submits it to the person authorized by the dean of the faculty (study methodologist). A sample student application form is available on the Faculty website under the section "Methodological Guidelines for the Development and Defence of the Traineeship and the Final Thesis"

<https://www.bvef.lu.lv/studies/studentiem/studiju-darbi-un-prakses-parskati/>. The supervisor confirms with their signature that they agree to supervise the student's work on the chosen topic. The topics of the final thesis are approved by the director of the master's study programme and coordinated by the head of the Department of Management Science. It is possible to refine the topics of the final thesis during the work. Topics of master's theses, the titles of which are formulated in Latvian and English, shall be approved by supervisors and reviewers selected by the Dean of the Faculty, not later than one week before the defence of the thesis.

The master's thesis must meet the requirements of scientific work:

- be scientifically researched in the relevant scientific field;
- the result should be based on relevant literature, other sources of information and personal research;
- the research process must be logical, sequential, general and unambiguous;
- use uniform terminology and standardized abbreviations throughout the master's thesis;
- Master's thesis should be written in such a way that it is easy to distinguish the author's views from those of other authors;
- the content must be precise, clear, logical, specific;
- the master's thesis must be written in the correct literary state language.

The choice of the topics of the master's thesis in Public administration corresponds to the curriculum's content and scientific issues. The topics of the final theses of the students reflect the problem-solving issues in society, study the latest tendencies in the organization of public sector work, as well as analyse and evaluate specific aspects in a particular public administration or local government institution. Some topics of the final theses of recent years deal with the following issues:

- Challenges of Organizational Culture for the Application of LEAN Approach in Public Administration in Latvia;
- Problems caused by the lack of an internal control system in the public administration;
- Assessment of options for partial decentralization of national road management;
- Local Government Cooperation in Latvia: Opportunities for Local Government Development;
- Design Thinking as an Innovative Approach to Public Administration Reputation;
- Importance of strategic planning in achieving national development goals;
- The Role of the State Audit Office in Improvement of Public Administration in Latvia;
- An Evaluation of Adult Education Policy in Latvia;
- The Shadow Economy in the Construction Industry in Latvia: Causes and Solutions Analysis;

- The impact of the intergenerational change of X, Y, Z on the priorities of the National Development Plan;
- Evaluation of the internal control system in Pierīga municipalities;
- Assessment of citizens' trust in public administration and analysis of factors affecting it;
- Administrative burden for the responsible authorities in the programming of the European Union Structural and Cohesion Funds for the 2014-2020 programming period.

As can be seen, the specific topics are closely related to the issues to be addressed in the context of corporate governance. Inter-municipal co-operation is a topical issue in the context of administrative-territorial reform, which is planned to be implemented in Latvia before the next local government elections in 2021; the evaluation of the internal control system in Pierīga municipalities is the first study on the situation in municipalities after the entry into force of laws and regulations in the specific sphere of activity and reflects both advantages and disadvantages; In the context of the public discussion of the National Development Plan 2021-2027, the analysis of the Master's thesis from the perspective of generational differences is interesting.

When evaluating the final theses of public management students, reviewers often recommend that the findings, conclusions, and suggestions of a particular study be presented to specific organizations in the public sector to which these results may be relevant and useful. Following the recommendations, the Association of Major Cities of Latvia and the Latvian Association of Local and Regional Governments were presented with the conclusions of the final work on the possibilities of local government cooperation in Latvia. The student's research on design thinking as an innovative approach to building the public administration's reputation was presented at the University of Latvia's annual scientific conference, the State Chancellery's Innovation Lab, and the Association for Public Relations Professionals, as well as practicing at the Ministry of Transportation. After graduation, individual students continue to research ongoing topics, publish educational publications, and deliver guest lectures on a particular topic in higher education institutions. Second-year students, who have yet to have the topic of their final theses approved, are actively involved in the activities of the Innovation Lab of the State Chancellery and choose topics for their master's thesis in relation to some of the lab's prospective issues.

In general it can be concluded that the themes of the final master's theses are relevant to the content of the study programme "Public Administration", as well as the results of the research carried out by the students are topical to the agenda of public administration. During the reporting period, 65 master's theses have been defended (see Table 2.1).

Table 2.1.

Evaluations of master's thesis from 2013/2014 through the 2018/2019 academic year

Academic Year	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Rating scale	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
10	1	5	-	-	-	-	-	-	1	7	1	14
9	6	27	2	15	1	14	-	-	4	29	3	43
8	6	27	2	15	4	57	-	-	5	36	2	29
7	4	18	4	31	1	14	2	100	3	21	1	14
6	5	23	4	31	-	-	-	-	1	7	-	-
5	-	-	1	8	1	14	-	-	-	-	-	-

4	-	-	-	-	-	-	-	-	-	-	-	-
Total	22	100	13	100	7	100	2	100	14	100	7	100

As can be seen in the summary of master's thesis evaluations in Table 2.1, most final papers are rated in the range of 7 (good) to 9 (excellent), which makes up 77% of all defended master papers, of which 29% are rated "very good", 25% - "excellent", 23% - good. 5% of final papers were evaluated as "with distinction". The evaluation of 6 (almost good) was received by 15% of the students, but 5 (satisfactory) - 3% of the students. Positive evaluations of master's theses testify to the high scientific quality of master's theses, the ability to defend the research results in a convincing and reasoned way, as well as graduates' preparedness and suitability for the labour market.

The final examinations are evaluated by the final examining board, which is approved by the BVEF Council on the proposal of the programme director and subsequently by the Vice Rector of the respective field of the University of Latvia. The final examination commission of the master's study programme "Public Administration" includes both professors of the study programme and leading experts in the field of public administration, thus strengthening the synergy between the academic and professional environment. Māris Gailis - Prime Minister (1994-1995), Minister of several Governments, politician, who initiated reforms in public administration and local governments in Latvia after the restoration of independence, is included in the Public Administration Final Examination Commission; Baiba Medvecka - a graduate of the study programme, Deputy Director of the State Chancellery, Māris Pūķis - Associate Professor, Senior Advisor to the Latvian Association of Local and Regional Governments. The involvement of professionals of the branch gives an opportunity to receive direct feedback on the current problems in the branch as well as recommendations for the development of the study programme.

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.

The content of the master's study programme in Public Administration, its topicality in the field, as well as the quality of studies are evaluated in the lectures of students, graduates and employers. The students' satisfaction with the quality of their studies is characterized by the results of the survey, which is organized after the completion of each study course, using the LUIS electronic platform. Assessment of study courses for the last two years is compulsory for students. Until then, there were uniform paper forms for student questionnaires. These surveys are an integral part of study quality management. The results of regular surveys are restricted access information and are used for continuous improvement of the study process. In order to ensure the anonymity of the answers provided, a summary of student survey results is available in LUIS only if at least three students have completed the questionnaire (LU Order No. 1/334 "Procedure for Organizing Regular Surveys to Evaluate the Study Process at the University of Latvia", 22.08.2016, Amendments): UL Order No. 1/8, 13/13/2017). Surveys are organized both on study courses and on the study programme as a whole. An integral part of both surveys is the comment section, where students have the opportunity to add their own opinion / comment on the content of the study course, the quality of teaching, the methods, the work of the teaching staff, improvement of the courses and

the study programme as a whole.

The survey on the quality of study courses asks all students 11 questions, which are the same for all study courses, where students are asked to evaluate the quality of the content, organization and delivery of the study course. The content of the study courses is evaluated by answering the following questions: “did the course content match the course description and did the course content not duplicate another course unnecessarily”. The quality of the study course organization is determined by answering the questions: “were the recommended literature and materials easily accessible and useful, did the materials available in the e-course help in the study course, did the tests during the semester facilitate the study course or was the teaching staff available”. In turn, the quality of the study course delivery is assessed by answering the questions: “did the lecturer explain the course topics clearly, whether the teaching methods used by the lecturer facilitated the study course, or did the learner achieve the study results it was enough if the student would be happy to listen to another course with the particular lecturer”.

A summary of student survey results is shown in Table 2.2 on individual study courses in the master’s study programme, which generally forms the framework of the public administration system, as well as study courses that are comparable with each other during the reporting period.

Table 2.2

Summary of students' assessment of individual study courses of the study programme (2013/2014 - 2018/2019)

Academic Year Study courses	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
<u>Scale:</u> 0- Don't know, can't say, 1-strongly disagree, 2-mostly disagree, 3-tend to disagree, 4-neutral, 5-tend to agree, 6-mostly agree, 7-strongly agree						
Public Administration	6.72	6.90	-	6.33	6.22	6.86
Organization of State administration and Local Governments	6.21	6.59	-	6.46	6.70	6.74
Public Law	5.70	6.38	6.56	6.29	6.10	6.27
Human Development in the Economic Globalization Context	6.82	5.58	6.57	6.28	6.44	6.29
Research Methods and Organization	7.00	-	-	6.02	5.81	6.31
Financial Policy of the Public Sector and Local Governments	5.74	5.61	5.80	5.82	5.66	5.99

As can be deduced from the summary of the students' assessment of the six study courses during the reference period, the assessment is mostly dominated between “mostly agree” (6) and “strongly agree” (7). The courses “Public Administration”, “Organization of State Local Governments”, “Public Law”, “Human Development in the Economic Globalization Context”, “Research Methods and Organization” (above 6 points) are constantly highly valued.

In the comments section of the questionnaires, students have written positive reviews of the content of the study courses: *"a well-thought-out course and individualized approach by the lecturer working both in lectures and with students"; The course was engaging and interesting, [...] until now, I was convinced that I was more or less aware of the processes of public administration, then I was convinced that there were many and important issues that I became familiar with when attending lectures. Lectures teach things that every senior or lower level manager in public administration should learn.*" ("Public Administration", 2018). *"An interesting and useful course. A demanding instructor, the topics were presented with understandable examples. Seminar classes were held on a regular basis to raise awareness and thus to be well prepared for tests and exams."* ("Public Law", 2017). *"I tremendously appreciate the opportunity to be a part of this learning process, the opportunity to see connections and commitments in unprecedented human development processes, to find answers to causation and consistency questions. A truly global view of things presented in a very structured, logical and easy to understand way. [...] The course embodies the true spirit of higher education - develops independent thinking and motivation to explore further, based on a strong scientific-research-based world-class knowledge base"* ("Human Development in the Economic Globalization Context", 2016). It should be noted that in recent years, since the evaluation of the study process has been made compulsory, students of the master's study programme "Public Administration" actively express their opinion on both study courses and the study programme as a whole, which is very valuable feedback for the study process' improvement.

The results of the students' surveys are analysed at the meetings of the lecturers of the Department of Management Science, and the director of the study programme discusses them individually with the lecturers of the study courses, after getting acquainted with the respective study course assessments and comments. Student study course evaluations are regularly discussed in more detail with the students themselves at the end of the first study year or with graduates after the completion of the study programme. A representative of the faculty management is also invited to this meeting. Gundars Bērziņš, Dean of the Faculty of Business, Management and Economics, participated in the last three discussions. The expressed evaluations and suggestions are largely taken into account in the organization of the study process and in the planning of changes in the study programme as a whole. Following a proposal by the graduates of the study programme, which also coincided with the opinion of employers, the following concrete changes were made in the study programme: the course "Management of Sustainable Development" has been replaced by the study course "Strategic Management in Public Sector", as well as study course "Human Resource Management" - by study course "Strategic Human Resource Management in Public Administration", with more emphasis on the strategic management principle in human resource planning.

Upon graduation, students are also asked to evaluate the master's programme as a whole by asking a wide range of questions, totalling 52 questions. Table 2.3 summarizes the graduates' average evaluations from 2013 to 2019, structuring the answers received in three dimensions: evaluations of the study environment, study process and study results, except for 2017 when there were no graduates in the study programme. Graduates of the master's programme "Public Administration" have rated the study programme on a 7-point scale, where "0" is "do not know", "1" - "strongly disagree" and "7" - "strongly agree".

Table 2.3

Summary of Graduates' Evaluation of the Study Programme from 2013 to 2019

Scale: 0- Don't know, can't say, 1-strongly disagree, 2-mostly disagree, 3-tend to disagree, 4-neutral, 5-tend to agree, 6-mostly agree, 7-strongly agree

		Average	Stand. Deviat.	Total value
Study environment	Technical equipment appropriate for studies	5.4	0.7	5.7
	Studies were conducted in suitable classrooms	5.5	0.5	
	Availability of study data bases	6.2	0.3	
	Responsive clerks and methodologists	6.1	0.4	
	Information needed for study at LUIS was easy to find	5.3	0.6	
	Knowledgeable and competent teaching staff	5.8	0.3	
Study process	Overall impression of the quality of the study programme	5.3	0.6	5.3
	Study courses complement each other, forming a systematic understanding of the field	5.4	0.6	
	It was important for the teaching staff that students have a good mastery of the study course	5.2	0.6	
	The necessary information on the study process is available at the Faculty	5.5	0.4	
	Satisfaction with the offered opportunities to listen to lectures by guest lecturers	4.8	1.3	
	Satisfaction with the study opportunities offered by the University of Latvia abroad	4.7	2.4	
	An opportunity to participate in the improvement of the study programme's quality	6.3	0.4	
Study results	During my studies I improved my skills to work with information (evaluate, systematize, analyse it)	5.8	0.6	5.5
	During my studies I improved my ability to find creative solutions to problems of various complexity	5.5	0.8	
	During my studies I acquired the ability to make decisions based on previous information analysis	5.7	1.0	
	During my studies I improved my research skills	5.6	0.6	
	I am developing my skills in writing (writing, presenting, discussing, working in teams)	5.5	0.6	
	During my studies I improved my general skills (foreign language, industry software)	4.6	1.2	
	During my studies I improved my ability to organize and manage my work	5.6	0.5	

Rating of the programme as a whole	Overall, I am satisfied that I chose this programme	5.6	0.5
	The degree of difficulty of the study programme suited me	5.4	0.6
	Study programme prepared me for the labour market	4.9	0.7
	The overall impression of the quality of the study programme is good	5.3	0.6

Analysing the results of the graduate surveys, it can be concluded that in all three dimensions of the study programme graduates' evaluation is above 5 points (rather agree), in the range between 5.3 and 5.7. Analysing individual answers about the study environment, the availability of data bases for studies (6.2), the work of clerks and methodologists (6.1), as well as the position "knowledgeable and competent lecturers" (5.8), rated below - information needed for study at LUIS was easy to find (5.3).

When evaluating the study process, graduates most appreciated the opportunity to participate in the improvement of the study programme quality (6.3 out of 7 points), the availability of necessary information about the study process at the faculty (5.5), and the fact that study courses complement each other, forming a systematic understanding of the field. Graduates least satisfied (4.7) with the study opportunities offered by the University of Latvia abroad. While discussing this with the graduates individually, it was found that students appreciate the opportunities offered to participate in the international exchange programmes available at the UL BVEF, but given that the vast majority of graduate students in full time have families with young or school-aged children, they do not see a real opportunity to take advantage of the opportunities offered. During the reference period of the study programme, also the satisfaction with the offered opportunities to listen to lectures with guest lecturers (4.8) is lower, which is formed by a lower evaluation of graduates of 2013 and 2014. This aspect has been taken into account in the development of the study programme and is confirmed by the average grade of graduates of 2018 and 2019 for this position - 6.4 points out of 7.

Graduates' assessments of learning outcomes are quite similar - the skills acquired during the studies to work with information (evaluate, systematize, analyse it - 5.8 points), ability to make decisions based on previous information analysis (5.7), as well as research skills (5.6). Least satisfied opportunity (4.6) during the studies to improve general skills (foreign language, industry software). The overall assessment of this position in the reporting period is also influenced by lower satisfaction among the graduates of the study programme of 2013 and 2014, but as a result of the improvement of the study process, its assessment has already significantly improved in 2019. For example, in 2013, graduates evaluated the acquisition of a specific terminology in a foreign language with 3.5 points and in 2019 with 6.3 points out of 7.

When evaluating graduates of the master's study programme "Public Administration" during the reporting period, satisfaction with the fact that graduates have chosen this study programme is evaluated with 5.6 points out of 7, while graduates of 2019 - with 6.3 points out of 7. Similar positive evaluation dynamics can be found in other issues: "I would recommend this study programme to others" - (4.8) in 2018, (6.2) in 2019; the study programme prepared me for the job market - in 2018 - 4.7 points, in 2019 - 5.4 out of 7 points.

In the comments section of the surveys, graduates welcome both the study process: "[...] *fully justified the desirable pre-accession expectations*" (2018), "*I chose a work-related programme, which I worked for, so I added great theoretical knowledge to practical work*" (2019) and the work

of the teaching staff: *'I appreciate the work and contribution of the lecturers, especially those who have focused particularly on public administration issues. The lecturers facilitated a creative learning process, where in addition to study course content, I was given opportunities to acquire and develop other skills such as presentation and public speaking, discussion and moderation, analytical skills, etc. Many lecturers developed and improved their study courses alongside current events and the current situation, so it was interesting to follow along (2018) both the acquired knowledge and skills: "the knowledge acquired during the studies has already been applied in professional activities" (2018). When answering the question of what they liked best, graduates indicate: the focus on public administration issues; opportunity to discuss and analyse current issues, meetings organized by L.Seimuškāne with industry leaders and experts in their field, B.Šavriņa's content-rich lectures and encouragement to think more broadly about common subjects, the opportunity to engage in study course development, awareness that your opinion has been heard; to study, the teaching methodology of Professor E. Danovskis, which greatly contributed to a good understanding of the subject (2018).*

At the same time, graduates of the master's study programme made a number of important comments and suggestions for the improvement of the study programme. A number of necessary improvements concern the study environment (room design, ventilation and appropriate heat regulation for specific seasons), the study process and the delivery methods and quality of individual study courses. Graduates encouraged the attraction of more public administration professionals to the study programme, which has already been taken into account to a large extent, and some study courses, such as "Strategic Human Resource Management in Public Administration" or parts thereof, are taught by professional staff. In the 2019/2020 academic year, 5-hourly lecturers from the public administration profession already work in the master's programme, some of them are also graduates of the study programme. Thus, students' theoretical knowledge is closely linked with practical experience, as well as student participation in the formation of public administration policy is ensured.

In order to ensure the topicality of the study programme, its compliance with the requirements of the labour market in the public sector and the latest trends in the sector, employer, graduate and student forums are regularly organized to evaluate and improve the Master's study programme. On March 14, 2019, Gundars Bērziņš, Dean of UL BVEF, Vice-Dean Margarita Dunska and Programme Director Lilita Seimuškāne met with representatives of employers, alumni and students. Representatives of the Parliament of the Republic of Latvia, State Chancellery, State Audit Office, Ministry of Transport, Foreign Affairs, Interior, Welfare, Education and various public administration institutions, capital companies and local governments, as well as non-governmental organizations participated in the meeting. Following the presentation by the study programme director on the changes made to the programme during the last two years since the change of study programme directors, it was decided to: 1) establish a consultative study programme council from the employers present; 2) to support the idea of changing the course "Human Resource Management" with the course "Strategic Human Resource Management in Public Administration" "; 3) integrate separate design thinking lessons in public administration "in one of the existing study courses; 4) to review the content of the study course "Public Communication in Public Administration"; 5) evaluate the implementation of the module system in the study process; 6) to review the study load of individual study courses and their adaptation to the study direction of the particular master's programme.

Respecting the recommendations of students, programme graduates, as well as employers, a number of them have already been carried out and implemented in the 2019/2020. academic year.

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.

Foreign students have not shown interest in the academic master's programme in "Public Administration"; therefore, it is not possible to analyse incoming mobility. The lack of incoming mobility can be explained both by the specifics of the content of the existing study programme, which is oriented towards the national framework of public management, which is also considered in the international context in the study process, and by the condition that the teaching language is Latvian. At the same time, it should be noted that the teaching staff of the programme have the appropriate English language skills to teach the study courses to students who have entered international exchange programmes. For the long-term development and internationalization of the study programme, the idea of developing separate study course modules in English, which in terms of content would be attractive to both graduates and students from abroad, should be evaluated.

All students of the master's programme "Public Administration" have the opportunity to participate in the UL BVEF international exchange programmes (Erasmus + study mobility programme, Erasmus + mobility for internships and other mobility programmes). The recognition of study courses acquired during mobility takes place on the basis of Resolution No. 190 of the Senate of the University of Latvia "On the Procedure for Recognition of Study Courses at the University of Latvia" (amendments 29.12.2008). Before the student enters into an international exchange programme, he / she is consulted by the director of the study programme on the choice of a foreign university and study programme, and the study programme has been evaluated.

In the master's study programme "Public Administration" almost an absolute majority of students work full time. In some study years the age range of students ranges from 24 to 51. Paid work, as well as family circumstances (young children, parental leave) are two of the most common reasons why students have difficulties in traveling abroad for international programmes. As a result, students of the master's programme take little advantage of participating in international exchange programmes available at the UL BVEF. During the reporting period, two students took the opportunity to participate in exchange programmes.

In order to activate the use of mobility programmes, the issue in question should be raised not only among students but also in discussions with employers, explaining the positive benefits of using a mobility programme.

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.

All the resources available to the University of Latvia and the Faculty of Business, Management and Economics are available for the implementation of the academic master's study programme "Public Administration". A detailed description is provided in the self-evaluation report of the study area Management, Administration and Real Estate Management, Part II, Chapter 3.1. - in point 3.3. The description of the available resources described in the above chapters leads to the conclusion that they create prerequisites for the implementation of the study programme, including students' independent studies and research. The study base is regularly updated and updated with the most up-to-date information resources in accordance with the needs of the academic staff and students.

The results of the graduates' surveys during the reporting period also testify to the availability of resources, provision and adequacy to the needs of the study programme. Graduates evaluated the suitability of the lecture halls for studies with 5.5 points (between rather agree and mostly agree), appropriate equipment of the study premises with 5.4 points, suitability of study lecture rooms with 5.5 points, availability of study databases - 6.2 points, availability of study literature library with items 5.3 from 7.

Evaluating the available resources, informative and material and technical basis of the students, it can be concluded that they fully comply with the conditions of implementation of the Master's study programme "Public Administration" and ensure the achievement of the results of the study programme.

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.

For the period 2012/2013 through 2018/2019, changes in the composition of the teaching staff involved in the master's study programme "Public Administration" (see Table 4.1). This is mainly due to three factors:

- changes in the content of the study programme, integrating both new study courses and separate study courses into separate subject blocks, where each part of the study course is taught by lecturers specializing in the particular field.
- involvement of young teachers from the professional environment,
- generational replacement of teaching staff.

Table 4.1

The composition of the teaching staff involved in the implementation of the study programme and its changes in the period from 2012/2013 through the 2018/2019 academic year (number)

Education	2012/2013				2018/2019			
Position	Doctorate	Master's Degree	Total	% of total	Doctorate	Master's Degree	Total	% of total
Professors	7		7	47	9		9	43
Associate professors	2		2	13	1		1	5
Assistant professors	2		2	13	4		4	19
Lecturers		4	4	27		2	2	10
Hourly lectures				0	1	4	5	23
Total	11	4	15	100	15	6	21	100

In the academic master's study programme "Public Administration" 21 lecturers teach courses, 15 of them have a doctoral degree. Among the teaching staff - 9 are professors, 1 - associate professor, 4 - assistant professors, 2 - lecturers and 5 - hourly lecturers. The qualification of the academic staff corresponds to the requirements set forth in the regulatory enactments, as well as ensures the achievement of the study programme and the respective study course aims and study results. The named courses are taught by the academic staff with excellent academic, scientific and professional experience in the specific field of activity. During the reporting period, a total of 10 new lecturers are involved in the study programme, teaching a particular course or a part of it. Of these, six lecturers have a doctoral degree, four are professors, one is an associate professor and one is a doctoral student. Part of the teaching staff is graduates of different years of the study programme. The Master's study programme "Public Administration" plan is attached in Appendix 4.

The choice of lecturers is determined by the content of the master's degree programme, which is based on the future competencies defined by international organizations for the needs of public sector employees (2017, <https://www.oecd.org/gov/skills-for-a-high-performing-civil-service-9789264280724-en.htm>), strategic reforms of public administration policy in Latvia

(<https://likumi.lv/ta/id/295343-par-valsts-parvaldes-reformu-planu-2020>) as well as student and employer recommendations. Respecting the factors listed above, the following study courses have been integrated into the master's study programme during the reporting period:

- "Strategic Management in Public Sector",
- "Strategic Human Resource Management in Public Administration",
- "Change Management in Public Administration",
- "Topical Issues of Public Administration" - four separate blocks of topics according to the topicality of the moment of public administration, where each of them is taught by a different lecturer.
- "Methodological Seminar of Public Management" - the title of the course is the old but with completely new course content with four new lecturers.

During the reporting period 5 new lecturers from the public sector professional environment have been attracted to the study programme, thus maintaining close interaction between the academic and professional spheres. The course "Strategic Human Resource Management in Public Administration" is taught by Katri Vintiša, a graduate student of the study programme with more than 20 years professional experience in human resource management, who simultaneously develops and implements human resources policy in the country. The course "Change Management in Public Administration" is taught by the most powerful change management expert, Doctor of Management Science Anita Gaile, who has a great deal of practical experience and successfully defended her doctoral thesis in this field. The course "Topical Issues of Public Administration" is divided into four blocks, where the topic of critical thinking is taught by Assistant Professor Artis Svece, Ph.D., section on crisis communication – lecturer Ivars Svilāns, who crisis communication has been led practically, design thinking and iterative approach - graduate student Viktorija Buraka, who continues to specialize in a particular field after successfully defending her Master's thesis.

Several lecturers work in several study courses, thus ensuring the quality and topicality of the study course content directions. For example, Baiba Medveckā, a graduate of the study programme whose professional activity is related to the development of public administration policy in the country, has supplemented the study course "Organization of State Administration and Local Governments". Such a faculty choice provides meaningful synergies, collaboration and partnerships between the academic and professional environments, which are highly valued by students. Classes are held not only in UL classrooms, but also in public administration institutions - the Cabinet of Ministers and legislation institutions - Parliament of Latvia, etc.

There has also been a change of generations of teaching staff during this period. Several faculty members have improved their academic experience and have been elected to senior positions. For example, Gundars Bērziņš, Doctor of Management Sciences, who was an Assistant Professor in 2014, was elected Professor and Correspondent Member of the Latvian Academy of Sciences in 2018; PhD in economics Sandra Jēkabsone was elected Professor in 2019. Doctoral students Lilita Seimuškāne and Anita Gaile defended their doctoral theses during the reporting period.

In general, it can be concluded that the changes in the structure of the teaching staff involved in the study programme are positive, the respective qualification and experience of the academic staff ensure a high quality of education and it is appropriate for achieving the overall results of the study courses and programme.

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.

9 professors and 1 associate professor, who are in academic positions at the University of Latvia, are involved in the implementation of the compulsory and limited elective part of the academic master's study programme "Public Administration". Consequently, it can be concluded that the qualification of the teaching staff involved in the implementation of the study programme fully complies with Article 55 of the Republic of Latvia Law "On Higher Education Institutions" Part 1, which stipulates that at least five professors and associate professors who have been elected for academic positions in the respective higher education institution shall participate in the implementation of the compulsory and limited optional part of the academic study programme.

A total of 21 lecturers with relevant academic experience and qualification are involved in the implementation of the study programme, 16 of them are representatives of the academic staff elected by the University of Latvia: 9 professors, 1 associate professor, 4 assistant professors and 2 lecturers. 5 hourly lecturers are involved in the implementation of the programme, who are specialists of public administration and organization of local governments or experts in the specific field of activity, and the reasons for the choice are described in detail in Section 4.1. Of the lecturers involved in the implementation of the study programme, 13 are leading lecturers from the Faculty of Business, Management and Economics of the University of Latvia, 1 from the Faculty of Law, 1 from the Faculty of History and Philosophy and 1 from the Faculty of Computer Science. Of all the lecturers involved in the implementation of the master's study programme, 71% have a PhD in economics, management, law, philosophy or related sciences. Associate Professor Māris Pūķis holds two doctorates.

The qualification of the academic staff corresponds to the requirements set forth in the regulatory enactments, as well as ensures the achievement of the study programme and the respective study course goals and study results.

The high level of qualification of the teaching staff involved in the study programme is also evidenced by their scientific research activities, publications in scientific databases (a list of publications is attached in Annex 5 of the self-evaluation report), international research projects, as well as in Latvian Council of Science, state and local governments and University of Latvia projects, listed in Section 4.3.

The lecturers of the master's study programme are the most recognized specialists in their field of activity in Latvia, which is confirmed by their scientific contributions and status. Professors Daina Šķiltere, Biruta Sloka, Sandra Jēkabsons, Gundars Bērziņš and Andrejs Cekuls have the status of an expert in social sciences in Economics and Entrepreneurship, while Jurgis Šķilters in the field of Media and Communication. Assistant professor Edvīns Danovskis is a member of the Legal Terminology Subcommittee of the Terminology Commission of the Latvian Academy of Sciences.

The lecturers of the study programme are also experts of international institutions. Associate Professor Māris Pūķis and Assistant Professor Lilita Seimuškāne are independent experts on the European Charter of Local Self-Government at the Congress of Local and Regional Authorities of the Council of Europe. A number of the teaching staff of the study programme are active members both in public administration consultative institutions and members of professional associations. Lecturer Daiga Āboltiņa is a member of the Professional Association of Project Managers; Assistant Professor Edvīns Danovskis - Member of the Standing Working Group of the Latvian Administrative Violations Code of the Ministry of Justice; Professor Biruta Sloka - Expert in Higher Education Study Programmes and Higher Education Quality Evaluation in Latvia, Estonia and Lithuania; Professor Daina Šķiltere - Member of the Board of the Association "Eurointegration and Economic Development"; Assistant Professor Lilita Seimuškāne - Member of the Public Administration Policy Development Council of the State Chancellery.

In view of the above, it is safe to say that the teaching staff involved in the programme provides high-quality theoretical and research skills in public management as well as professional experience that enables students to successfully engage in a range of societal challenges. The details of each lecturer's achievements are reflected in their CVs.

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.

The academic staff of the master's study programme "Public Administration" is actively involved in

scientific activities, including scientific research projects:

Professor Biruta Sloka's projects:

EU TEMPUS project "Promoting the implementation of the knowledge triangle in Belarus, Ukraine and Moldova", AD 2986-214, 2014-2017 (leader).

- European Social Fund project "Capacity Building of the Iecava Municipality"

"Investigation of the needs of Iecava county in the EU and other foreign financial assistance

implementation of co-financed projects and measures', No.1DP / 1.5.2.2.3 / 11 / APIA / SIF / 093/101, 2013;

- Project of the National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" "Challenges and Solutions of the Latvian State and Society in an International Context", Nr. L-2018/1-0005, 2018-ZR-S-2021, 2018-2021, (researcher);
- LU and Latvian Digital Experts Society study "We determine the best online store in Latvia", Participation in iMarketings.lv, 2018-2019.
- PPP Programme "Transformation of National Economy, Smart Growth, Governance and Legal Framework for Sustainable Development of State and Society - New Approaches to Creating a Sustainable Knowledge Society" (EKOSOC_LV) research," LU / 2014 - Y-3-29933, 2014-2018, (leader).
- PPP Programme "Economic Transformation, Smart Growth, Governance and the Legal Framework for Sustainable Development of the State and Society - New Approaches to Creating a Sustainable Knowledge Society" (EKOSOC_LV). Project "Trajectories of Social and Political Transformations in Latvia after the Crisis", LU / 2014-Y-3-29934, 2014-2018, (sub-project leader).
- UL Project Harmonization of statistical terms in Latvian and preparation for publication.
- National Research Programme No.1 "Innovative technologies for the extraction and use of energy resources and low carbon emissions with renewable energy sources, support measures for limiting environmental and climate degradation" Project No.4", 2010-2015, (Artist).
- UL AAP 2014/32 "Analysis of the Usability of Consumer Attitudes Assessment Methods in Offer of New Product Types", 2014 (driver).
- The Latvian-Lithuanian Cross Border Cooperation Programme's 2007-2013 project "Improvement of Vocational Education in Accordance with the Requirements of the Labour Market" / VocEdu, Nr.LLIV-265, "Study on the Matching of Vocational Education to the Needs of the Labour Market, Development of a Cooperation Model and Organization of Training for Practice Managers", Nr. KPR 2013/7 / LLIV-265.

Professor Ērika Šumilo's projects:

- "The Involvement of Society in the Social Innovation Processes for Sustainable Development of Latvia", 01.2015. - 03.2018, (Leading Researcher).
- "Innovations for Increasing the Competitiveness of Latvian Enterprises and Sectors in the Context of Globalization" (base financing), 10.2016. - 12/2018 (Leading Researcher).

Professor Baiba Šavrina's projects:

- Implementation of Education Quality Assurance System through University-Business-Government in HEIs (EDUQAS), 2018-2020 (Project Coordinator).
- Placement Opportunities with Entrepreneurial Reach (POWER), 2018-2020 (Project Coordinator).
- National Research Programme EKOSOC-LV, 2016-2018 (expert).

- Member of the University of Francophone University Affairs Project Coordinator for the International Project OptiQua Optimization des services d'assurance qualité dans les universités, 2016-2017.
- Europehome Entrepreneurship Skill Teaching and Training Programme, 2016 (participant, expert).
- Cross-Border Cooperation Programme Project "Creating a Franchising Network in the Latvia-Lithuania-Belarus Cross-Border Region" under the European Neighbourhood and Partnership Instrument ENPI, project number: LLB-2-168, 2013-2014 (Member, Expert).
- Ministry of Economics of the Republic of Latvia project "Development of medium and long-term forecasting and monitoring system of labour market demand", 2013 (expert).

Professor Daina Šķiltere's projects:

- SIA "Latvijas standarts" research project "Investment Evaluation for the Implementation of Building Information Modelling (BIM) in Construction Clients, Design and Construction Companies". Purchase Identification No. LVS 2019/4, 11/9/2019 - 11/12/2019, (Leading Researcher).
- EU European Regional Development Fund study "Policy instruments for supporting local and regional innovation ecosystems for sustainable development of Vidzeme region smart specialization in Vidzeme region" / ecoRIS3 Interreg Europe / Vidzeme Planning Region / Procurement ID no. VPR / 2018/08 / ecoRIS3 / 2019 Period: December 2018 - September 18, 2019 (expert).
- LU BVEF Scientific Institute of Economics and Management scientific research project "Improvement of Innovative Business Management in Latvia" Nr. BVEF-A43.1 / 417 Sub-activity: Integrated Marketing Communication for Sustainable Business Development, 2017-2020 (Leading Researcher).
- Practical research project. Research "Mineral materials of JSC "Latvijas valsts meži" and their mixtures in construction and production of building materials"; UL Faculty of Business, Management and Economics in cooperation with UL Faculty of Geography and Earth Sciences. Customer: JSC "Latvian State Forests". Uniform registration No. 40003466281, 2018-2019 (Leading Researcher).
- Ministry of Economics of the Republic of Latvia project "Study on Projected Changes in Labour and Construction Material Costs in Construction Industry in Latvia". Project Number 3.2.2-16.1.15 / 2018/225. ID # EM 2018/33 22.05.2018. - 31.08.2018, (Leading Researcher).
- EU European Regional Development Fund project "Development of commercialization strategy and feasibility study" Project number KC-L-2017/2 Procurement contract no. 48-24 / 2018/0030 Apr 21, 2018. - 16/07/2018, (Leading Researcher).
- UL Project Harmonization of statistical terms in Latvian and preparation for publication. Project Number ZD2016 / ZP-402. 4/1/2016 - 30.01.2017, (expert).
- Ministry of Education and Science State Centre for Education Curriculum Project "Reviewer Services for Assessment of Conformity of Teaching Literature to the National Standard for Basic and Secondary Education" Nr. VISC 2012/85, 2013, (as an expert).
- European Social Fund Operational Programme "Human Resources and Employment" sub-activity project "Development of Professional Development and Continuing Education Programmes, Training Materials and Approbation of the Materials Developed in Courses Organized by EVF Management and Entrepreneurship Training Centre" Nr. 2009/0196 / 1DP / 1.2.2.1.5 / 09 / IPIA / VIAA / 001, 2011-2013 (expert).

Professor Māris Purgailis' projects:

- EU Policies Impact on Transformations in the Higher Education and Research System in

Norway and Latvia 2015-2017 (participant).

- State Audit Office "Effectiveness of Public Policy for Ensuring the Sustainability of the Pension System" Framework Project " Expert Assessments on the Use of Macro Simulation Techniques and Development, Use and Maintenance of Macro Simulation Tools, and Advisory Assistance in Modelling Procedures and Evaluating Publicly Available Pension Calculators ", 2016. g., (leader).

Professor Sandra Jēkabsone's projects:

- ESF-funded project "Improvement of short-term labour market forecasting methodology, including the development of short-term forecasts in the skill segment and development of guidelines for users of the methodology", 2017 - 2018.
- Project "Sustainable Development of Rural Areas as a Key to the Balanced Labour Market in Conditions of European Integration" in cooperation with the National Agricultural University of Hernica (Joint Ukrainian - Latvian R&D Projects for the Period 2019-2020) Vinnytsia National Agrarian University).

Professor Gundars Bērziņš' projects:

- "The Impact of EU Policy on Changes in the Higher Education and Science System in Norway and Latvia", N7-NORV29-ZF-N-040, 2015-2017. (expert).
- Research on Best Practice Procurement for "RB Rail AS"(L-20299-ZR-S-070), October - December 2016 (Leading Researcher);
- Cross-Border Cooperation Programme Project "Creating a Franchising Network in the Latvia-Lithuania-Belarus Cross-Border Region" under the European Neighbourhood and Partnership Instrument ENPI, project number: LLB-2-168., (Funding R17-ETS14-SA-N-070); June - September 2014; (leading expert);
- Draft National Research Programme: Challenges and Solutions of the Latvian State and Society in the International Context, 2019-2021. (project participant, lead researcher).
- Project of the National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" "Challenges and Solutions of the Latvian State and Society in an International Context", Nr. L-20718-ZR-S-070, 2018-2021, (researcher).
- Draft National Research Programme: Modelling Energy and Climate Towards Carbon Neutrality, 2019-2021 (Leading Researcher).
- Research of the Ministry of Environmental Protection and Regional Development "Evaluation of Fluctuations of Economic Activity and Internal Activity of Population in Administrative Areas of Latvia Using Cellular Traffic Load Data", Nr. 6012-A55 / 160, 2019 (expert).
- Ministry of Education and Science, EU Structural Funds, "Strong Higher Education Institutions in Latvia" Project SO 8.2.2.
- Cluster Programme for Improvement of the Methodology for Annual Evaluation of Efficiency in Cooperation with the Ministry of Economics of the Republic of Latvia (L-20587-ZR-N-070), January - March 2018 (expert).
- University of Latvia Effective Collaboration Project "Development of a Mathematical Model for Large-Scale Data Processing and Development of a Fundamental Research "Renewable Business Index for Latvian Regions" Using Limited Data", Y9-B089-ZF-N-070, 2016-2019. (Project Manager);
- University of Latvia effective cooperation project "Eco Baltia" - "Development of Responsible Waste Collection System", Nr. ZD2018 / 20580 (08.03.2018), 2018-2019 (Project Manager);
- University of Latvia Effective Collaboration Project "Cognitive and Behavioural Aspects of Human-Computer Interaction in Development of Electronic Services and Electronic Learning Materials" (Y9-B112-ZR-N-070), 2017, (Leading Researcher).
- Develop real-time Lattelecom TV viewer profiling at population level in one-minute interval,

project manager, commissioned by LATTELECOM SIA, 10.2018. - 08.2019.

- "Feasibility Analysis of Latvia-based Liquefied Natural Gas (LNG) Import Terminal", commissioned by AS Conexus Baltic Grid, 11.2018. - 01.2019 (Project Manager).
- "Using Big Data in Developing an Alternative Approach to Estimating the Relative Value of Real Estate", Partner - SIA KA, (Project Manager).
- "Towards a responsible collection system for glass waste" Cooperation partner - ECO BALTIC ENVIRONMENT, (project manager).
- Use of Distance Credits (L-20398-ZR-N-070), 2017.
- "Single Business and Economy Module: Content Development and Training - Using Distance Credit" (L-20519-ZP-S-070), 2017

Professor Jurgis Šķilters' projects

- Member of the Supersemantics Network (chaired by Prof. Patel-Grosz (Oslo) and Prof. P. Schlenker (Sorbonne / New York University);
- Member of the Research Network (Early Language Development in the Digital Age, EU Research Network and ITN, Trondheim), 2019.
- NATO Strategic Communication Excellence Research Project Humour as a Strategic Communication Tool: Analysis and Methodology, 2019, (research team member).
- SIA Tilde and LU Collaborative Project ("Practical Orientation Research"; Project Application No.1.1.1.1.1 / 16 / A / 215) "Neural Networks for the Processing of Flexible Natural Languages", 2017 - 2019 (Leading Researcher).
- Latvian University Unity EVF and SIA RIX Technologies research project "Cognitive and Behavioural Aspects of Human-Computer Interaction in Development of Electronic Services and Electronic Learning Materials"; project number: ID # EM 16/19. - 2017, (Leading Researcher).
- ESF project "Research on physiology of visual overload and development of methodology for diagnostics of stress" (cognitive science, communication science), Faculty of Physics and Mathematics, University of Latvia, 2014-2015 (leading researcher).
- ERDF project "Research and Development of Diagnostic Methods for Vision and Perception Disorders of School-Age Children", Faculty of Physics and Mathematics, University of Latvia, 04.2013. - 08/08/2013 (Researcher).
- Scandinavian, Dutch, Finnish, Estonian and British project on Communication on Environment and Spatial Perception (NordForsk Research Support Network) 2011 - 2015, (Head of Latvian Research Group).
- Evolution of Semantic Systems (EoSS) from the Max Planck Institute (The Netherlands), 2010-2014 (Latvian group leader).

Associate professor Māris Pūķis' projects

- Project "Smart Governance and Capacity Building of Latvian Municipalities". Norwegian Financial Mechanism Programme "Capacity Building and Institutional Cooperation between Latvian and Norwegian National, Local and Regional Authorities", 2013 - 2016 (expert).

Assistant Professor Lilita Seimuškāne's projects

- Practical project of the State Chancellery in cooperation with the European Commission, OECD "GovLabLatvia: Public Administration Innovation Labs, 2018-2019, (member).
- Project of the National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" "Challenges and Solutions of the Latvian State and Society in an International Context", Nr. L-20718-ZR-S-070, 2018-2021, (researcher).
- Project "Smart Governance and Capacity Building of Latvian Municipalities". Norwegian Financial Mechanism Programme "Capacity Building and Institutional Cooperation between

Latvian and Norwegian National, Local and Regional Authorities”, 2013 - 2016 (expert).

- Participant in EU Volunteering - Code of Active Citizenship, EU Programme for Citizens, 2015.

Projects by lecturer Katri Vintiša

- Practical project of the State Chancellery in cooperation with the European Commission, OECD “GovLabLatvia: Public Administration Innovation Labs, 2018 - 2019 (Head of the Laboratory of Strategic Public Administration Human Resources Management Innovation Lab).

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).

In order to promote a high-quality study process, interaction of study courses and their improvement, UL BVEF the cooperation of the teaching staff is self-evident. It takes place at several levels - on issues that affect the full spectrum of faculty lecturers, on specific areas of study, and on study programmes.

During the creative activity organized regularly by the Faculty, the teaching staff has the opportunity to introduce their colleagues to current issues, international experience, the latest research results, discuss and discuss them. At the meetings of the study direction departments, in this case the Management Science Department, there are meaningful “Methodological seminars” on topical issues related to the study process, study course development, organization of lectures and seminars, development of e-studies, preparation of master’s thesis and other issues. Starting in the 2019/2020 academic year the faculty is visited, which provides additional opportunities for improvement of the study process.

Within the framework of the study programme, before the beginning of the autumn semester, the director of the study programme introduces the lecturers with the results of the previous year's students 'and graduates' survey about the programme as a whole, individually discusses the specific study courses with the lecturers. After the evaluation of the study programme, the student's assessments and suggestions about the study environment are also summarized and presented to the faculty administration.

Within the Department of Management Science there is co-operation between individual lecturers, who read one course together, in order to harmonize the topics to be learned during the classes and to ensure uniform requirements, as indicated in the course description and other current issues. For example, Professor Daina Šķiltere in cooperation with Professor Māris Purgailis, Associate Professor Māris Pūķis in cooperation with Assistant Professor Lilita Seimuškāne and lecturer Baiba Medveckā, Professor Andrejs Cekulis in cooperation with lecturer Daiga Āboltiņa teach one study course. This model of cooperation is also used by lecturers of other study fields, for example, Professor Baiba Šavriņa in cooperation with Professor Ērika Šumilo. Lecturers of several study fields and faculties cooperate in teaching another study course.

A ratio of the students and teaching personnel in 2012/2013 academic year was 1 lecturer to 3 students, in 2018/2019 — 1 to 2. In the last years, the study programme has attracted lecturers from professional activity field who read separate lectures within the existing study courses.

The lecturers of the study programme cooperate in carrying out research, develop joint scientific publications, participate in international, national level scientific and professional conferences. The Master's degree programme also involves cooperation in the organization of joint practical classes between study group groups and their lecturers, especially in cases where the guest lecturer is lecturing and / or an innovative, creative approach is used. For example, in the fall of 2018/2019 students of both courses had a practical class on personality branding, but in 2019/2020, a role-playing game was held on values in public administration. Thus, the cooperation of the teaching staff ensures synergy between the study courses.

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	Statistical data on students in the academic Master Publ.docx	Stat dati par studējošajiem akad maģ stud progr Sab vad.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	Compliance with the national education standard of the academic Master Publ.docx	Sab vad atb stand.docx
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	Study course mapping of the Master Publ.docx	Studiju programmas Sab vad kart.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	4pielikums Publ admin plan.docx	Sab vad plaani.docx
Descriptions of the study courses/ modules	3_MSP_Sabiedribas_vadiba_ENG.docx	Sabiedribas vadības studiju kursu apraksti_05.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	sab vad dipl ang.docx	Sab vad dipl lat1.docx
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	Eng VadZ plus Agreement.docx	Sab vad turpin.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlidz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Pielikums 26.7. LU apliecinājums par akad.personāla atbilstību_1.docx	docētāju atbilstība 55 panta 1 daļai 3 punktam.pdf
Sample (or samples) of the study agreement	studiju līguma forma ES pilsoniem.doc	studiju līguma forma pilsoniem un nepilsoniem.doc
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.	AIP lēmumi ENG.docx	AIP atzinums Sab_vad_MSP.pdf

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>45345</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Margarita</i>
Surname of the study programme director	<i>Dunska</i>
E-mail of the study programme director	<i>margarita.dunska@lu.lv</i>
Title of the study programme director	<i>Dr. ekon. profesore</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide students with academic education and advanced professional education in management science, to develop this field of science in order not only to preserve the existing intellectual potential of the Republic of Latvia, but also to promote its further effective development in accordance with globalization processes in the world.</i>
Tasks of the study programme	<i>1. To ensure the possibility to acquire the academic Master's study programme in accordance with the requirements of the regulatory enactments of the Republic of Latvia;</i> <i>2. to provide a possibility to acquire Master of Social Sciences degree in Management Sciences with the right to continue doctoral studies, having acquired the study programme and successfully passed the state examination;</i> <i>3. to prepare competitive and highly qualified specialists in the field of economics and business for the Latvian and foreign labour market and research with in-depth and / or extended knowledge in management science: marketing management, strategic management and leadership, business analysis and management systems;</i> <i>4. to develop analytical and critical thinking in students, the ability to demonstrate knowledge and understanding of the latest trends and discoveries in the field of management sciences, ability to efficiently use own high professional expertise and initiative for the preparation of management decisions, using new approaches;</i> <i>5. to develop students' ability to use theory, methods and problem solving skills independently to carry out research activities;</i> <i>6. to encourage creativity in students and ability to perform business and innovations in the field of management sciences;</i> <i>7. to develop understanding in students of social and ethical responsibility, related to application of own knowledge and decisions; to purposefully ensure communication skills;</i> <i>8. to ensure flexible approach to the content of the study process under changing economic and business situation.</i>

Results of the study programme	<p>Knowledge: <i>Demonstrates in - depth and / or expanded knowledge and understanding of latest trends and discoveries in the field of management sciences.</i> <i>Demonstrates specialized knowledge of management sciences and critical understanding of this knowledge in basic directions of specialization: marketing management, strategic management and leadership, business analysis and management systems.</i> <i>In the sub-programme "Marketing management" acquires in-depth knowledge of latest methods and models in strategic marketing planning, modelling of consumer behaviour, demand forecasting, logistics.</i> <i>In the sub-programme "Strategic management and leadership" acquires in-depth knowledge required for the performance of average and top level managerial functions on the latest contemporary management methods.</i> <i>In the sub-programme "Business analysis and management sciences" acquires understanding of the intellectual data analysis and research, management information systems, knowledge of the electronic business systems, business process modelling and simulation; acquires in-depth knowledge of complex management decision justification methods.</i></p> <p>Skills: <i>In the sub-programme "Marketing management" - to use marketing studies and analysis, making decisions on product management, price formation, product distribution and marketing communications.</i> <i>In the sub-programme "Strategic management and leadership" - to practically use latest findings in management sciences to develop and introduce organization strategy, to conduct independent studies in management sciences.</i> <i>In the sub-programme "Business analysis and management sciences" - to independently identify, analyse and solve business problems, to manage development projects, to use quantitative methods, economical - mathematical models, to creatively develop forecasting models and methods, to give recommendations, to evaluate the efficiency and consequences of the decisions made.</i> <i>To be able to work in team of professionals, to use communication skills in contact with colleagues, customers, Latvian and foreign partners. To adjust, to act in new and unpredictable situations in economics and practical business; to arrange problems and the sequences of resolution thereof according to the defined priorities.</i> <i>To explain and discuss with arguments complex aspects of management sciences both with specialists and non-specialists.</i> <i>To be able to find, arrange, process and present information, to make analytical calculations, using quantitative analysis methods and available software.</i> <i>To independently acquire new skills, continuously improving own qualification and developing professional career.</i> <i>To independently use theory, methods and problem solving skills for research activity.</i></p> <p>Competence: <i>Is able to improve and develop the competences acquired in the Bachelor study programme, using in-depth and expanded theoretical and practical knowledge in the field of management sciences and management science research.</i> <i>Is able to practically apply and diversity the knowledge acquired during studies in accordance with the changing situations in labour markets in Latvia and abroad, is able to perform business, innovations in the field of management sciences.</i> <i>Is able to analyse and assess economic and business environment at national and international level.</i> <i>Is able to identify, formulate and critically analyse complex scientific and professional problems in the field of management sciences, to justify decisions, using the necessary information, relevant research methods and integrating knowledge of various fields.</i> <i>Is able to identify current problems of management in the field at micro/macro levels and to offer solutions for practical management and scientific research, as well as ensuring objectivity.</i> <i>Is able to create sustainable and competitive corporate business model, to develop efficient proposals for corporate development, to develop and implement marketing communication strategy and to implement media planning, to develop and implement business risk management action programme.</i> <i>Is able to assume ethical liability for the outcome of the management sciences or environmental effect of professional activity and effect on society.</i> <i>Is able to conduct scientific studies in internationally funded projects and contract works, as well as within the framework of development of doctoral theses, upon continued studies in Doctoral programme.</i></p>
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Final examination upon the completion of the study programme	Master's Thesis
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Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: a) Bachelor's degree or second level professional higher education in Economics and Business / Economics and Management Sciences; b) Bachelor's or Master's degree in other social sciences; c) Bachelor's or Master's degree in the following related sciences - mathematics, computer science, information technologies, physics or engineering and 2 years of work experience in business or economics; d) Bachelor's or Master's degree in other sciences and at least 5 years of work experience in business or economics. Requirements for matriculation rules: Applicants with the previous education specified in paragraph b), c) and d) shall take qualifying examination in written test form in the field of management sciences. The persons specified in paragraph a) may participate in the competition with average weighted grade and total (or average) grade of final examination in bachelor studies. The current academic year graduates of the University of Latvia Faculty of Business, Management and Economics, who have a weighted average grade of at least 8 and evaluation grade of Bachelor thesis or diploma work of at least 8 are eligible for non-competitive registration.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Management Sciences</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Changes have been made in the formulation of learning outcomes, taking into account the new requirements, by disseminating knowledge, skills and competences. In place of program director prof. L. Bandevich the study program is led by prof. M. Dunska.

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 Master's study programme "Management Sciences" is implemented according to the 2-year study plan in the form of full-time studies. Within the framework of the programme, students have the opportunity to specialize in several areas related to management science by acquiring in-depth knowledge in one of the sub-programs of the study programme. The number of students in the Master's study programme "Management Sciences" during the period from 2012/2013 academic year to 2018/2019 academic year (data as of 1 October) is shown in Table 1 of Annex 1. During this period the number of students in this programme has decreased significantly - almost by half (by 49.2%), in 2012/2013 academic year there were 231 students in the programme, while in 2018/2019 academic year - 120 students. The total number of students decreased especially radically 2015/2016 - by 26.5%. A significant drop in the number of students was also due to the fact that the number of programme graduates together with the number of ex-matriculated students in the study year exceeded the number of matriculated students. In 2014/2015 academic year the number of the matriculated students was 30.3% less than in the previous academic year. Such decline was and continues to be influenced by a number of factors: the demographic situation, economic considerations, access to education in other countries, and the growing tendency not to pursue higher education. The impact of economic factors, including financial, is clearly seen in the changes in student distribution by type of funding (see Annex 1 Statistical Data). If in 2012/2013 academic year the students studying by own funding amounted to 70% of the total number of students, then, with gradual decrease, in 2018/2019 academic year they amount to a half of the total number - the students apply mostly to budget-funded places. It should also be noted that the number of undergraduate and graduate students in the Bachelor's programme in Management Sciences, who could continue their studies in the Master's programme, has decreased quite similarly. There was also a tendency to choose other programs for undergraduate studies or to change universities.

By analysing the number of students and its changes in the master's study programme in recent years, it can be concluded that the number of students in general continues to decrease as the rate

of decline decreases. The decrease of the number of students in 2018/2019 academic year as compared to the previous year was 4%. It should be noted that such decline rates are rather fluctuating in the perspective of years. The changes in the number of matriculated programme students are significantly fluctuating as well. During the reporting period the decline rates were varied in all years, except 2016/2017 academic year when the number of matriculated students increased by 10%. The biggest reduction was in 2014/2015 and 2015/2016 academic years - by 30,3 and 29% accordingly. In the last two years, the decrease is by 3%, which allows envisaging certain stabilization in the number of students in the programme.

The small number of matriculated students and the total number of students preclude the implementation of the programme in the planned sub-programs. Within the Master's study programme "Management Sciences" there are 7 study fields or sub-programs: Strategic management and leadership, Environment and business management, International economics and business, Management information systems, Property valuation management, Marketing management, Quality assurance and valuation. 2 of the planned sub-programs in the period since previous accreditation in 2013 are no longer active: Property valuation management and Quality assurance and valuation. In 2014/2015 the group in sub-programme Environment and business management was not completed, in 2015/2016 the groups in sub-programs International economics and business and Management information systems were not completed. A similar situation followed, with renewed interest in the Management information systems sub-programme only. Taking into account the total number of applicants in the programme and the breakdown by sub-programme in the last academic year, the number of sub-programs and the content offered have been revised, maintaining a multidisciplinary approach to management.

The number of students enrolled in the programme is negatively influenced by the number of ex-matriculated students (drop-out). There is a significant drop-out in the study programme during the study time (see Annex 1). The number of ex-matriculated students divided into years is very varied during the reporting period. The number of ex-matriculated students among the total number of students enrolled in the programme ranges from 6.9% to 20%, on average around 13.5%, which is lower compared to the undergraduate programme "Management Sciences". This indicates a more serious programme choice and attitudes towards the studies of the Master's programme students. During the last two years, the number of ex-matriculated students has stabilized. When analysing the root causes of drop-out, it should be concluded that, unlike undergraduate students, most students leave of their own accord, mainly for personal reasons and to a lesser extent due to non-compliance with study programme requirements. Such situation formed after 2014/2015 academic year, and before the non-compliance with requirements was also the main reason. Before 2014/2015 academic year 2 students were ex-matriculated for significant violation of Internal Rules of the University of Latvia - cases of plagiarism were identified which do not recur.

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 title of Master's study programme "Management Sciences" indicates the content and level of the programme. Successful completion of this programme leads to a Master's degree in management science, which also indicates the content of the programme and its affiliation to the

social sciences, economics and business sector group (23.01.2018 Cabinet Regulations No 49 "Regulations on Latvian science sectors and sub-sectors").

The purpose of the study programme is to provide students with academic education and advanced professional education in management science, to develop this branch of science in order, upon integration in the European Union, not only to preserve the existing intellectual potential of the Republic of Latvia, but also to promote its further effective development in accordance with globalization processes in the world. Formulation of the purpose is closely linked to the title of the programme and scientific and research orientation of the academic Master's study programs. The purpose of the Master's study programme is in line with the mission of the University of Latvia and was determined in accordance with the long-term development strategy of the University of Latvia (2016-2020), which provides for the objective of the University of Latvia - to ensure preparing of human resources in line with Latvian and EU labour market requirements.

The **tasks** formulated in the Master's study programme follow the stated purpose and it is intended that the study courses and their teaching methods would develop students' analytical and creative thinking skills - ability to show in-depth and / or expanded knowledge and understanding of latest trends and discoveries in management science; the ability to effectively use their high professional expertise and initiative in managing decision-making using new approaches; critical thinking skills - the ability to demonstrate, discuss, and articulate a critical knowledge of management science and a critical understanding of that knowledge.

The content of the study programme is designed to achieve the stated purpose in accordance with the set tasks and corresponds to the acquired Master of Social Sciences degree and the national standard of academic education (see Annex 2). The study programme is designed to provide students with a choice of specializations in several areas of management science: strategic management and leadership, marketing management, business analysis and management systems. In accordance with the chosen specialization within the sub-programs, students acquire study courses that provide an in-depth understanding of the regularities and trends of the field and the opportunities for practical application and research. It should be noted that the specialization directions coincide with the sub-programs of FBME Bachelor study programme "Business Management" (except the international business direction), thus ensuring the continuity of studies in the sub-branch of management science. In turn, the core of the Master's study programme is formed by the study courses, which include the guidelines, principles and methodologies required to conduct research and obtain Master's degree in management science, such as Big Data Analysis and predictive modelling, Risk Analysis and management, Marketing planning and research methods, Project management. In general, the study courses included in the study programme and their teaching methods are aimed at acquiring in-depth knowledge and competence in management science, which is an integral part of economics and business, as well as developing synergies with knowledge in other fields, using and integrating legal, social, information and communication and other scientific knowledge findings.

The amount of knowledge, skills and competences acquired in the Master's study programme "Management Sciences" corresponds to Level 7 of the Latvian Qualifications Framework and is confirmed by the Master in Social Sciences degree, as shown in the mapping of study courses of the programme, appended in Annex 3.

In order to achieve the purpose of the study programme, it is essential to determine precisely the **admission (matriculation) rules and requirements**. Applicants, who have acquired a) Bachelor's degree or second level professional higher education in Economics and Business / Economics and Management Sciences; b) Bachelor's or Master's degree in other social sciences; c) Bachelor's or Master's degree in the following related sciences - mathematics, computer science,

information technologies, physics or engineering, in such case the applicant shall have 2 years of experience in business or economics; d) Bachelor's or Master's degree in other sciences and at least 5 years of experience in business or economics. Requirements of matriculation rules: previous education applicants, specified in paragraph b), c) and d) shall take qualifying examination in written test form in the field of management sciences. Opportunities to study for applicants with work experience in economics and business, but without profiling prior education, are a good solution for those seeking to acquire the highest level of managerial knowledge and skills, management competency and decision-making. Admission requirements also ensure that the total duration of the study programme and previously completed study programs is at least five years (as stipulated in the first paragraph of Section 57 of the Law on Higher Education Institutions).

In general, it can be concluded that the content of the study courses of the programme, the degree to be obtained, the purpose and tasks of the programme, as well as the conditions of admission are fully mutually corresponding. Upon accomplishment of the programme tasks, students shall have achieved the programme objective, and as a result, graduates of the programme shall receive Master's degree in management science, which allows them to pursue their professional activities and to continue their Doctoral studies.

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 Master's study programme "Management Sciences" at the Faculty of Business, Management and Economics of the University of Latvia is aimed at the preparation of high-level specialists in the field of economics and business with in-depth knowledge, skills and competence in management science. The programme is capable of providing the knowledge of both business organization and management that are required by all entrepreneurs in today's competitive environment in any industry. As business develops, there is a growing demand for specialists with knowledge, skills and competences in management and business. Specialization sub-programs include in-depth integration of business analysis and research into the study process. The offer of courses in management science in the programme is in line with standard approach and international practice as well as trends in science development in this field.

The programme has been organized in accordance with the Cabinet Regulations No 240 "Regulations on the national academic education standard" of May 13, 2014 (see Annex 2 Compliance of study programme..). The structure of the study programme, the range and content of the courses have been developed in accordance with the current trends in the field and labour market development, as well as in compliance with the descriptions of the study outcomes, corresponding to Level 7 of the Latvian Qualification Framework (LQF), included in Annex 1 of the

Cabinet Regulation No 322 "Regulations on classification of education in Latvia". The study outcomes (knowledge, skills and competences) of the programme "Management Sciences" correspond to the level of Bachelor of Social Sciences education in the European Union and other countries, which creates the basis for the competitiveness of graduates in the labour market both in Latvia and abroad.

During the reporting period the study programme "Management Science" was updated according to the trends of the branch, labour market and science, as well as regular update of the study course content and composition was provided. As noted, since the previous evaluation, the number of specialization sub-programs in the Master's study programme has decreased and those areas of management science that are most topical and demanded by students and the labour market have crystallized strategic management and leadership, marketing management. Following the analysis of the knowledge and skills demanded in the labour market and the recommendations of the employers, the study programme was optimized with the specialization related to business analysis, forecasting and application of a systemic approach in management processes by offering the sub-programme "Business analysis and management systems", by merging two previous sub-programs: Environment and business management and Management information systems. The analytical part of the sub-programme is reinforced to include the courses Applied econometrics (2 CP), Investment portfolio design and management (4 CP); the course titles and content are updated: Business environment analysis (4CP), Market demand forecasting (4 CP). In line with recent trends, recommendations from graduates and employers, greater emphasis has been placed on updating the research component in the programme as a whole. New study courses are included in the mandatory part of the study programme: Big Data Analysis and predictive modelling (2 CP), Marketing planning and research methods (2 CP). Also, following the recommendations of employers and students, taking into account the current trends in the Latvian economy, the courses Financial management (4 CP), Management information systems (2 CP) have been transferred from the compulsory part of the programme. Thus, the A part of the study plan has increased in the study programme, which constituted 22 CP without the Master's thesis, at the beginning of the reporting period it was 12 CP. Such an approach will allow to optimize the resources used to implement the programme and to ensure that the overall objective of the programme is achieved.

The management of the study programme (director, sub-programs), academic staff, employers' representatives and students were involved in updating of the programme and developing of new courses, and the results of the student and graduate surveys and their recommendations were taken into account. The changes were discussed and supported by the Employers' Forum organized by FBME in January 2019, which was attended by representatives of Latvia's major employers and industry professionals (Employers' Confederation of Latvia, Latvian Chamber of Commerce and Industry, Latvian Association of Accountants, etc.). In general, the necessary dynamism and sustainability of the study programme development is ensured in accordance with new tendencies in the field of management science, its content and structure are improved in accordance with the Strategic Plan of the University of Latvia, the Development strategy of the Faculty of Business, Management and Economics and the recommendations of the employers.

The study courses of the study programme and the descriptions of the study course are updated on regular basis in line with the latest trends in management science and business and market development. The descriptions of the study courses and updates are made in accordance with the Order of the University of Latvia (No 1/277 of 10.08.2018 as later amended by the Order of the University of Latvia No 1/106 of 21.03.2019) "On the procedure of development and updating of the study courses of the University of Latvia". Programme courses in e-platform (e-studies) are being improved. By updating the course content, the results of research carried out by the academic staff are used in the study process, thus providing students with an opportunity to get acquainted with

scientific and practical innovations in the field of economics and business and to acquire in-depth knowledge of the latest research.

In order to ensure the compliance of the study programme courses with the requirements of the labour market and the latest trends, continuous qualification improvement of the teaching staff, cooperation with specialists of the field and employers, as well as foreign visiting professors is implemented. Specialists and managers from various companies regularly participate in the implementation of the Master's study programme as guest lecturers. During the reporting period lessons were held by: Z.Kaulakalns, Logistics director of Grindeks; A.Graustiņa, M.Elste, *Direct Marketing Group* representatives; G.Zaleckas, President of the Baltic Direct Selling Association; A.Ovčinnikova, product manager of the company Mailigen; R.Zakss, SuperFM group shareholder; J.Karāns, Sales.lv E-mail expert; G.Grandāne, Lean.lv representative in Latvia, Member of the Board of the Business Efficiency Association; **A.Magons**, Member of the Board of the Strategic marketing agency **mCloud**; **A.Lāce**, **Customer support manager of the marketing research agency KANTAR TNS** and others. Several representatives of the sector take part in the implementation of the programme as lecturers. For example, S.Babris (factory director of SIA Brabantia Latvia) presented study course "Efficiency management in organizations"; I.Godmanis (sector expert, Member of the Board of AS "Olainfarm") presented the course "National policy for the support of business and export". Sector representatives are involved in the work of the final examination commission: in sub-programme "Marketing management" D.Rutītis, leading consultant of SIA "Sell More"; in sub-programme "Strategic management and leadership" J.Binde, President and Chairman of the Board of SIA "Latvijas mobilais telefons"; in sub-programme "Management information systems" M. Jākobsone, Vice-president of the Latvian Information and communication technology association.

The contents of the Master's study programme "Management Sciences" in general and in separate sub-programs provide in-depth knowledge, relevant skills and competences according to the needs of the industry and the labour market and research trends. The range and content of the study programme courses fully comply with the standard of academic education and ensure achievement of the set goal. The level of knowledge, skills, competence and competitiveness enables graduates to find jobs both domestically and abroad, as appropriate, according to their education and to develop their careers there. Graduates of the Master's study programme need theoretical knowledge and practical skills in comparison with higher education institutions of EU countries, which gives them a real opportunity to continue successful doctoral studies and to carry out research in Latvia and abroad.

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 Master's study programme "Management Sciences" has been developed taking into account the interrelation and sequence of the study courses, which allows achieving the purpose of the study programme to the maximum. To ensure this, the elements of knowledge, skills and competences to be acquired as a result of the study programme are formulated. Considering the results to be achieved within the framework of the study programme, the content of the study

courses is also designed to achieve the aim of the study programme. Consequently, the learning outcomes to be achieved within each individual course are formulated in accordance with the outcomes set by the programme or specialization sub-programme. In order to evaluate the relation between the results achieved in the study courses and the results of the study programme, a mapping of the study courses has been carried out (see Annex 3 'Mapping of study courses VadZ_1'), using the descriptions of the study courses included in the programme (see Annex 5 '2MSP Vadibas zinibas'). Study course mapping is divided into three parts - knowledge, skills and competence (two tables in annex: knowledge and skills; competence). The most comprehensive is the third part - competence, which is formed on the basis of the knowledge and skills acquired in the study programme, which in turn stems from the descriptions of study courses. The results to be obtained are described in the description of each study course and the degree of achievement is determined in the intermediate and final examinations. The information collected in the course mapping of the study programme leads to the conclusion that the knowledge, skills and competence provided in the study courses ensure the achievement of the goal set by the study programme and the interconnection of study courses.

The structure of the Master's study programme and the study plan are based on the set goal and the harmonization of study results for the programme and individual courses. The first, compulsory part of the study includes compulsory study of theoretical knowledge and approbation of theoretical knowledge in the field of topical problems, which creates an advanced level of knowledge for the master of social sciences in management science and allows students to demonstrate in-depth or extended theoretical and practical knowledge under the context of national economy and management science research. The second part, Part B, provides the study courses in accordance with the chosen specialization sub-programme in one of the 3 areas or sub-branches of management science. An integral part of the Master's study programme is the elaboration and defence of the Master's thesis. Master's thesis is research work in the chosen branch of management science.

To achieve the objective of the programme in terms of research development in management science and its sub-sectors, the Master's programme puts more emphasis on updating the research component, thereby deepening and developing knowledge, skills and competences gained in undergraduate programs in understanding and analysing of ongoing processes and problems, making of relevant management decisions scientific justification. New study courses are included in the mandatory part of the study programme: Big Data Analysis and predictive modelling (2 CP), Marketing planning and research methods (2 CP). Business analysis and research skills and competences allow particular development of specialization of the study programme in sub-programme "Business analysis and management systems".

In the structure of the Master's study programme "Management Sciences", the restricted elective or Part B courses are acquired according to the students' specialization sub-programme at the beginning of studies, in parallel with the compulsory part of the programme and in accordance with the expected learning outcomes. Students choose their specialization based on their research interests, previous undergraduate education, and practical work experience. Students in the programme have opportunities to deepen their knowledge, skills and competences in one of the management science and practice areas offered: Strategic management and leadership, Marketing management and Business Analysis and management systems. All Part B study courses in each sub-programme are aimed at achieving the overall purpose of the programme and learning outcomes in the relevant sub-sector. It should be noted that in this respect the Master's degree programme provides continuity in management science and business management studies and links with the Bachelor's degree programme "Business Management" at the University of Latvia, continuing the study and research specialization offer in organizational management, marketing,

international business and business analysis. Thus, the offer of courses of the study programme ensures the principle of continuity of acquiring higher education of 3 + 2 years.

In the context of achieving the purpose of the study programme, the number or volume of credit points for each study course and part of the study plan must also be taken into account. In total, the volume of Part A of the Master's study programme in "Management Sciences" (including Master's thesis) comprises 46 CP, the volume of Part B in each specialization sub-programme comprises 34 CP (see Annex 4). Such a structure also meets the requirements of the national standard of academic education. It should be noted that, following the recommendations of employers and students, taking into account the current trends in the Latvian economy, the courses Financial management (4 CP), Management information systems (2 CP), Total Quality Management (4 CP) have been transferred from the compulsory part of the programme and 2 new study courses have been included. As a result Part A of the study plan has increased in the study programme, which constitutes 26 CP without the Master's thesis, at the beginning of the reporting period it was 12 CP. Such an approach will allow to optimize the resources used to implement the programme and to ensure that the overall objective of the programme is achieved.

Taking into account the methods used in both lectures and seminars for the acquisition of study courses, the interconnectedness of the courses was formed due to the fact that almost all courses provide the skills and competences necessary for the potential Master's degree holder. According to the mapping of the study courses (see Annex 3 'Mapping of Study course VadZ_1'), the students of the Master's programme are able to improve and develop the competences acquired during the Bachelor studies by using in-depth theoretical and practical knowledge in the field of business management and management research. During their studies, students in both compulsory and restricted elective programs acquire the competences to identify, formulate and critically analyse complex scientific and professional problems in the field of management science, justify their decisions using the necessary information, appropriate research methods, and integrate knowledge in various fields. In the study courses of the programme attention is paid to the students' ability to apply and diversify the acquired knowledge according to the changing situation in the labour markets in Latvia and abroad, to be able to do business, innovation in the field of management science; to be able to create a sustainable and competitive business model for the company, to develop effective proposals for the development of the company, to develop and implement marketing communication strategy and carry out media planning, to develop and implement business risk management action programme; to be able to assume ethical responsibility for the environmental and societal impact of the results of management science or professional activity.

Evaluating the relation between the study programme objective and the results to be achieved and the study course objectives, it can be concluded that the content of the programme and study courses allows to achieve both the programme objective and the results envisaged in the programme. By successfully completing the programme, students achieve the expected outcomes of the programme, gaining knowledge, skills and competences highly sought after in the labour market. The content of the courses of the programme ensures continuity of scientific research and doctoral studies.

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.

Practical implementation of the Master's degree programme in "Management Sciences" is ensured on the basis of the student workload for the mastering of the study programme in the credit system. One credit corresponds to 40 academic hours of work, including contact hour work of 16 academic hours in full-time studies. Rest of the time is intended for independent work of the students. In each study course the workload distribution is reflected in the description of the course. At the beginning of studies, students are introduced to the meaning of the study credit points and the structure of the programme and organization of its implementation according to the credit system. Master's study programme is implemented in official language.

Different teaching methods were used in the Master's study programme "Management Sciences":

1. modern computer technologies, e-study tools, video materials, lecture handouts, guest lectures were used for lectures. Lectures, seminars, workshops and laboratory classes are carried out according to a unified methodological principle in groups of professors, which allows not only to improve and diversify acquisition of theoretical study courses, ensuring interaction of theory, practice and teaching methodology, but also more objectively evaluate students' knowledge according to common evaluation system;
2. active learning forms were used in seminars and workshops: business games, decision making in small and large teams (group work), independent decision making (individual work), individual homework, case study resolution and schematics, presentations, new books presentations, discussions on current business problems, tests, short written answers to individual questions, meetings, student debates. Use of laptops and tablets and other visual presentation tools was possible in seminars and workshops;
3. laboratory works were held in small groups of students allowing the teachers to have individual contact with each student;
4. e-learning courses, methodological materials published on the Internet, as well as handouts were offered for students' independent work; databases are available for data acquisition and analysis (e.g., MarketLine, Orbis).

In several study courses - Effectiveness management in organizations, integrated marketing communications, Techniques for promotion of goods, National policy for the support of business and export, etc. - lecturers invite representatives of companies and institutions to participate in lectures and seminars, sharing practical experience. Specialists and managers from various companies regularly participate in the implementation of the Master's study programme as guest lecturers. During the reporting period lessons were held by: Z.Kaulakalns, Logistics director of Grindeks; A.Graustiņa, M.Elste, *Direct Marketing Group* representatives; G.Zaleckas, President of the Baltic Direct Selling Association; A.Ovčinnikova, product manager of the company Mailigen; R.Zakss, SuperFM group shareholder; J.Karāns, Sales.lv E-mail expert; G.Grandāne, Lean.lv representative in Latvia, Member of the Board of the Business Efficiency Association; A.Magons, Member of the Board of the Strategic marketing agency mCloud; A.Lāce, Customer support manager of the marketing research agency KANTAR TNS and others.

E-courses of the Master's study programme "Management Sciences" were actively used in the University of Latvia Moodle or e-learning environment. During the reporting period the process of preparation of e-courses has been completed, which allows to fully offer the delivery of study programme courses in e-environment. The annual updating, maintenance, updating and improvement of the elaborated e-courses enables the lecturers to receive prompt feedback, as students are offered to participate in exercises, tests and discussions. Under the grading system, each student can see not only their own assessment of current work during the semester, but also

analyse the progress of their knowledge and skills. In order to implement common approach to improvement of e-studies, in 2018 a working group was established and worked on regular basis at the faculty, which also included a member of the Student's Self-government. The group's work resulted in development of proposals for improvement of e-study courses, including in the programme of "Management Sciences". The conducted audit of the e-study courses confirmed that the proposals had been taken into account by the teaching staff and in general the e-study environment supports implementation of the study courses and achievement of the purpose of the programme and the expected learning outcomes.

Several lecturers giving lectures, conducting seminars, workshops and labs have their own textbooks and teaching aids, which significantly improve the acquisition of each study course and thus generally contribute to the required quality of study programme implementation. The academic staff actively participates in the research work, the obtained results are used in the study process and reflected in scientific publications. Scientific research work of the academic staff is directly related to the study courses taught. Many students were involved in the research and the results were reflected in the process of developing the Master's thesis. Traditionally, the best works were nominated for participation in various competitions both within and outside the University of Latvia, and also were presented as scientific articles and submitted for publication.

In general, students are involved in different areas of their research work: a) participate in international scientific projects, LSC grants, contract work, expert groups, etc. at the suggestion of the teachers; (b) carry out independent research in a specific direction under the guidance of a lecturer; (c) carry out research within the framework of Master's theses; d) prepare scientific reports for academic conferences, student scientific conferences of the University of Latvia (in cooperation with RTU), as well as prepare scientific publications; (e) study current and priority issues in the context of orders made by public institutions, businesses and banks within the framework of the announced tenders. Regardless of which direction students use to carry out their research work, the research results obtained are oriented towards the achievement of the study programme goal and tasks.

Master's students have the opportunity to consult with the Study Information Centre, in departments, with lecturers and study methodologists. The lecturers provide the necessary lecture or practical handouts, prepare and copy them in the required amount or offer them in the e-study environment. Students can use the FBME reading room, laboratories and department rooms for independent and research work. Students have the opportunity to read scientific journals, articles, e-books, etc., and use the databases available. Methodological materials for the development of the Master's thesis can be viewed electronically on the FBME website. It usually contains up-to-date information about the study programme in genera and its sub-programs as well as within individual study courses.

The evaluation system is based on the 10-point system accepted in the University of Latvia. The basic principles for the evaluation of the study programme and study course acquisition are the same throughout FBME and are detailed in section 1.6 of the Study Self-Assessment Report. At the conclusion of the study course acquisition the following criteria are evaluated: volume and quality of the acquired knowledge; skills acquired; acquired competence according to the planned study results. Depending on the characteristics of the study course, different methods of assessing students' knowledge are used:

1. the final grade in the course consists of the grade for the semester work, as well as grades for the examination test and the examination work, using the correction factors;
2. the final grade in the course consists of grades for intermediate tests (tests are also offered in the Moodle environment) during the semester, marks for prepared laboratory papers,

marks for the examination work, using correction factors;

3. the final grade in the course consists of grades for each topic or part of it, as well as the results of an examination test.

Currently used forms of examination are also reports, group work, business games, presentations. It should be noted that there is a general tendency to increase the proportion of intermediate examinations in the system of assessment of study courses, which is a positive feature, because it allows students to study the study material and receive evaluation of the acquired knowledge.

Knowledge evaluation is carried out continuously according to the evaluation system in each study course. Descriptions of all study courses (description in Latvian and English includes study course annotation, results, requirements for obtaining credit points, description of independent work, content, literature) are available to students in LUIS and e-study courses. Students who wish to obtain higher grades (e.g. "10" and "9") are offered additional opportunities (individual work) to demonstrate their knowledge in the course. Criteria for knowledge evaluation are regularly analysed in professor groups and departments. Although it is possible to use remote forms of cooperation in the modern technology era, individual discussions with students have not lost their role, therefore lecturers offer the opportunity to find out not only the audience but also the consultations and any time acceptable to both parties (student and lecturer). Such cooperation is particularly necessary during development of Master thesis. That is why during this period teaching staff members usually provide for additional consultation time.

As the final examination requirements and evaluation criteria are concerned, they are included in the methodological guidelines for the development of the final theses, including the Master's thesis. The methodological guidelines emphasize that the final evaluation depends not only on the content of the Master's thesis, but also on the theoretical knowledge and ability to present the results in a professional manner, as well as to answer the questions asked by the reviewer and the final examination committee.

When evaluating the implementation of the principles of student-centred education in the implementation of the Master's programme in "Management Sciences", it should be noted that the student-centred approach is followed in all FBME study programs and common principles are applied for its implementation. The principles of student-centred education are followed at all stages related to the study process by developing and updating the structure and content of the programme, developing new and updating the existing study courses. During the study process the lecturers use the methods, examination forms and evaluation criteria appropriate to the study goal and planned learning outcomes. During the study process, the students receive support and feedback from the professor's/lecturers.

The implementation of the study programme focuses on the individual approach of each student, which manifests itself in several aspects:

1. Student groups regularly meet with the administration of the study programme or with the lecturers working in the programme about the study process planning (course sequence, study methods, lesson planning, etc.).
2. Students have the opportunity to consult with each teacher individually at specific consultation times. At the beginning of each semester, teaching staff announce weekly consultation days and times, which are at least two academic hours per week. Where students require additional counselling, they are individually negotiated.
3. Co-operation with students and teaching staff is also ensured by the use of electronic communications (e-studies), which allows to send the necessary study materials, assessments and recommendations to the students. It is the duty of the teaching staff to

regularly check and reply to the e-mails they receive.

4. Representatives of the Students' Self-government of the University of Latvia regularly participate actively in the meetings of the FBME Council of the programme "Management Studies" and the FBME Council, where conversations and discussions are held on the possibilities for improvement of the study process.
5. Students have free access to the faculty's general staff, study methodologists and management.
6. By implementing the internal quality assurance policy, the study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are procedures for submitting student suggestions and complaints, and for reviewing student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process.

In general, it can be concluded that ***the methods of implementation of the Master's study programme "Management Sciences" (including evaluation) ensure the achievement of the expected study results of the programme and are in compliance with the principles of student-entered education.***

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.

There is no traineeship provided in the Master's study programme "Management Sciences".

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.

Students choose the final study topics of the Master's study programme "Management Sciences" according to the content of the study programme and the chosen specialization within the sub-programme, current events in the field of economics and business. The topics of the Master's thesis are chosen individually at the beginning of the penultimate semester, in consultation with the lecturers of the department corresponding to the sub-programme, the management of the study programme and the potential supervisor of the final thesis. The justification for the choice of subject depends on the chosen specialization, its relevance to the field of science, as well as the student's interests, scientific elaborations and professional experience. Students in the Master's thesis include analytical research on topical scientific, methodological or practical aspects of management science and its sub-branches. Research conducted by the students within the framework of Master's thesis is important both for a specific company and for the whole industry or national economy. The topics of the final theses are approved by the director of the study programme.

The range of the topics of the final theses of the students of the Master's study programme

"Management Sciences" is rather extensive and comprises different fields of management science. More than 400 Master's theses in Management Science have been defended in total during the reporting period from 2013/2014 academic year to 2018/2019 academic year.

By analysing the topics of the final theses, it should be concluded that the choice of topics is directly related to the student's sub-programme and indicates the achievement of the study results in the specific field of management science and practice: marketing management, strategic management and leadership, business analysis.

Graduates of the **Marketing management sub-programme** traditionally select topics for their Master's theses that reflect the specifics and problems of marketing and marketing management in both research and practical application. In-depth study of problems is carried out in specific companies, sectors, not only in business, but also in the public sector, municipalities and public organizations. During the reporting period, Master's theses focused on brand development and value issues, marketing communication issues, various aspects of customer engagement and satisfaction, consumer behaviour issues, digital marketing management, market segmentation, etc. The topicality of the selected topics and research objects or processes is clearly visible over the years - students react quickly to events in economics, business or research, for example, Dansukker brand analysis was conducted in Latvia, emphasizing also the negative image; analysis of the corporate reputation of commercial banks; marketing communication analysis of non-bank lenders; researched marketing communications under the conditions of opening of the free electricity market of Latvenargo AS; neuro-marketing in the context of consumer behaviour; promotion of gluten-free food products on the Latvian market; digital marketing communication with the Z generation. Almost every year, students in the sub-programme pay attention to the situation in higher education and carry out research in this area in their Master's theses. The following Master theses have been developed and defended: "Strategies of attraction of Bachelor students in Latvian higher education institutions: University of Latvia, Riga Graduate School of Law, Stockholm School of Economics in Riga", "Logo analysis of major Latvian universities in the aspect of brand identity", "Creating and evaluating the brand concept of the FBME of the University of Latvia", "Using social media in admissions campaigns of Latvian universities".

In the **Strategic management and leadership sub-programme** the topics of the Master's thesis mainly concern research in management science in business management and in-depth research and solutions to practical problems in business in general, in a particular sector or organization. Master's theses explored the following aspects of management: enterprise management system, enterprise management in crisis situation, efficiency management, innovation management, various aspects of human resource management, talent management, competitiveness and creativity, opportunities for increasing productivity, intellectual capital management, knowledge management, change management, use of economical management methods, leadership and its influence, corporate social responsibility. In recent years, very unconventional and topical topics in management science and practical management have also been chosen, demonstrating both the creative and innovative approach of the programme students to their final thesis and the research skills they have acquired. For example, Master's theses focused on the following current issues: collaboration between universities and private companies in creating innovation; the problems of the shadow economy; efficiency of enterprises from creative industries in Latvia; application of risk management principles in the tax administration process; management of shopping centre tenant placement; road management in Latvia and models of road financing; management of insolvency proceedings. Many studies and Master's theses were developed and defended on topics of current relevance not only to management science but to the Latvian economy and society in general, such as "The role of the Corruption prevention and combating bureau and its leader in reducing corruption in Latvia", "Risk management of the

property expropriation process in the implementation of the international railway line "Rail Baltica", "Management of industrial symbiosis between companies in mechanical engineering and metalworking industries", "Management styles and psychological well-being in the military environment", etc.

In Business analysis sub-programme (the sub-programme combines two previous ones: Management information systems and Environmental and business management), as in other sub-programs, in their final theses the students choose to review and study in-depth the problems of management science and practical management at the micro level - enterprise level; at the industry level and at the macro level, in the economy in general or in the framework of a common process. Selected topics show the specifics of the sub-programme - emphasis is placed on process or management system analysis using mathematical, statistical analysis methods, forecasting, modelling, optimization, thus justifying management decision making. The following are examples of micro-level topics: Airline business process modelling, Analysis of factors influencing development of Riga International Airport, using company's financial indicators to predict shareholder value, Development of hydrometeorological personnel competence management system at VSIA "Latvian Centre for Environment, Geology and Meteorology", etc. In sectoral terms studies were conducted and theses were developed on: Latvian non-bank lending industry, cash demand forecasting in ATMs using cluster analysis and neural network method, mathematical modelling of discount structure of slow-circulation goods, use of cloud computing services in license management, etc. At macro-level following topics were selected: "Information security risk analysis", "Econometric assessment of living standard factors", "Risk assessment of work environment", "Integrated econometric assessment of EU innovation drivers, activities and outcomes", "Government debt forecasting and management", "Econometric assessment of the impact of Latvian export factors" etc.

The final examinations are evaluated by the final examining commissions, which are approved by the Vice Rector of the University of Latvia based on the proposal of the FBME Council. Separate commissions for students in each sub-programme are set up in the Master's degree programme in "Management Sciences". When evaluating the Master's thesis, attention is paid not only to the content of the Master's thesis, the quality of the empirical research and its compliance with the requirements of the final thesis, but also to the theoretical knowledge and skills presented at the defending. The quality of the answers given to the questions by the reviewer and the members of the final examination is also taken into account.

The evaluation of Master's theses (see Table 2.1) show that students are able to demonstrate a high level of knowledge, skills and competence in line with the requirements of the Master's thesis and research.

Table 2.1

Evaluations of Master theses during the period from 2013/2014 to 2018/2019 academic year

Years	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Evaluations	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%
10	12	13,3	12	13,3	7	9,6	8	13,3	9	19,6	8	16,3

9	25	27,8	27	30,0	20	27,4	16	26,7	11	23,9	16	32,7
8	24	26,7	30	33,3	18	24,7	17	28,4	9	19,6	13	26,5
7	15	16,7	11	12,2	12	16,4	12	20,0	12	26,1	6	12,2
6	9	10,0	5	5,7	10	13,7	2	3,3	2	4,3	1	2,1
5	4	4,4	2	2,2	3	4,1	3	5,0	2	4,3	3	6,1
4	1	1,1	3	3,3	3	4,1	2	3,3	1	2,2	2	4,1
Total	90	100	90	100	73	100	60	100	46	100	49	100

By summarizing the evaluations of Master's theses of the study programme "Management Sciences" in the period from 2013/2014 to 2018/2019 academic year, it can be seen that in general the evaluations dominate - over 80% - evaluations from 7 (good) to 10 (outstanding). In percentage terms the highest proportion is taken by evaluations 8 (very good) and 9 (excellent), amounting in total to 50 to 60% and more of the evaluations. The top evaluation 10 (outstanding) has a relatively high proportion - from 13 to 20%. In some cases, students also receive low marks in the defence of their final thesis, mainly those with an average low level of achievement throughout the study period. There are only a few such cases each year in the Master's programme, the percentage depending on the number of graduates. Over the years, there is a tendency for the average rating of 6 (almost good) to decline - just to name a few. Compared to the final theses of the Bachelor's programme in Business Management, which is a first level in mastering of management science, it can be noted that applicants for a Master's degree demonstrate much better results, are more responsible and motivated, conducting their research and successfully defending their Master's thesis. The high quality of Master's theses is also evidenced by the participation of Master's students in the scientific conference of the students, organized by FBME of the University of Latvia since 2018 in cooperation with RTU IEFV. For students, this is a unique opportunity to appraise the results of their research and present it to a wider audience, an opportunity used by more than 10 students in the programme.

In general, it can be concluded that ***the topics of the Master's study programme "Management Sciences" are consistent with the title and content of the study programme, and the results of the student research are topical in the field of economics and business, including management science; the students receive high marks in defence of their final theses and prove their knowledge, skills and competence acquired during the studies.***

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.

An integral part of the study quality management system are student and graduate surveys, which provide an objective analysis of the study process and its outcomes. Analysis and evaluation of survey results provide the basis for improvement of the content and organization of the study

programme. The information system of the University of Latvia provides regular (twice a year - at the end of the autumn and spring semesters) surveys of students about study courses and lecturers, as well as a graduate survey about the programme after graduation. The survey employs evaluations in 7-point system (0 - I don't know, cannot say, 7 - I fully agree).

The student survey on the programme courses and content is conducted on regular basis. In recent years, students can express their assessment at the end of each course electronically. At the end of the semester each lecturer can see the evaluation of his/her course by the students, while the director of the programme can see the evaluation of all the courses. The students are able to express their comments and recommendations. The weakness of the system initially was the low activity of students participating in such surveys. Recognizing the importance of student evaluations in improving study quality, in the 2015/2016 academic year the FBME Student Self-government was involved in the process of increasing this activity, but still only a few students participated in the survey. The situation changed drastically in 2016/2017 academic year, when a decision was made centrally at the University of Latvia on the compulsory participation of students in surveys, linking it to registration for courses. It is now possible to obtain more objective feedback on the organization and delivery of study courses and to conduct assessment analysis. ***Regular evaluations of study courses and lecturers' work help to improve the overall quality of study programme implementation, point out weaknesses and highlight positive experiences.***

The analysis of the evaluation of the study courses of the students of the Master's study programme "Management Sciences" can be carried out during the entire semester of each academic year. Throughout the period, the results of the surveys show that the study courses of the programme and their teaching are evaluated positively, all grades are divided between 4 ("neutral") and 7 ("strongly agree"), while grades below 5 ("rather agree") and especially below 4 are rare. For example, in the autumn semester of 2018/2019 academic year, 39 study courses of the study programme were evaluated, including different lecturers in one course, in the spring semester 27 study courses were evaluated. In the fall semester, the average grades for the study courses range from 3.7 to 6.68, with grades ranging from 3 ("rather disagree") to 5 - in five cases, and above 6 ("mostly agree") - in 18 cases; course content assessments - from 3.77 to 6.73, grades between 3 and 5 - in six cases, above 6 - in 20 cases; teaching ratings - from 3.65 to 6.72, grades between 3 and 5 - in five cases, above 6 - in 18 cases. The highest rating was given to the following study courses: Intelligent methods in business data research, Managing balanced development, Organizational structure and culture of enterprises. In the spring semester the students rated the study courses as follows: average evaluations from 3.85 to 7, with grades ranging from 3 to 5 - in five cases, and above 6 - in 5 cases; course content assessments - from 3.88 to 7, grades between 3 and 5 - in six cases, above 6 - in 7 cases; teaching ratings - from 3.83 to 7, grades between 3 and 5 - in five cases, above 6 - in 6 cases. The highest rating was given to the following study courses: Leadership in organizations, International private law, Logistics of economic activity. It can be seen that the range of evaluations is quite wide, the students of the Master's programme evaluate the content of the course and the work of the lecturer fairly objectively and critically. In general, from the course evaluations, it can be concluded that the results are quite different by course, by teacher and for one teacher by position. Compared to the results of surveys in previous years, it should be noted that evaluations in this academic year are much more critical, in previous surveys there were virtually no evaluations below 4 points. It is also interesting that, while in the surveys of previous years the students of the Bachelor's programme "Business Management" had rated the study courses on average lower than in the Master's programme, in the last survey it is the contrary. From the point of view of improving the quality of the programme, it is a signal to the programme administration to pay particular attention to the involvement of the teaching staff in the programme and to the pedagogical qualification of the

programme: to organize methodological seminars, including on application of different study methods, use of common principles and requirements in examinations and preparation of final thesis; mastering of best practice, using visitation; discussions with teaching staff; introduction of annual staff evaluation in FBME. In order to improve the implementation of the study programme, it is also necessary to regularly discuss the results of the student survey with the teaching staff.

Graduates of the University of Latvia have the possibility to participate in the centrally organized electronic survey through LUIS. Starting with 2016/2017 academic year, the participation of graduates in the survey is obligatory, more answers are received, thus the evaluation of the programme has become more objective and the opinion of the graduates about the quality of the programme and study process can be better evaluated. Graduates of the Master's degree programme in "Management Sciences" also complete this survey each year.

In 2018/2019 academic year 46 of 48 students or 95.83% took part in the survey of the study programme graduates (see Table 2.2). All average ratings are positive (between 4 "neutral" and 7 "strongly agree"). The overall assessment in all parts of the survey - study environment, study process and learning outcomes - is quite similar, the study environment is evaluated with 5.8, the study process with 5.7 and the study results with 5.5 points. Such ratings are high, reflecting the high quality of the study programme and its relevance to the requirements of the labour market, although graduates underestimated whether the programs were prepared for the labour market. It should be noted that 95.45% of the respondents worked full time and no one was looking for a job. Compared to previous surveys, ratings are generally quite similar, with a slight tendency to improve. Compared to the ratings of the graduates of Bachelor's programme of "Business management", Master's graduates have traditionally rated their programme much higher.

Table 2.2

Summary of the results of the graduate survey on the programme "Management Sciences" (spring 2019)

Responded 46 of 48 students (95,83%)

Scale: 0- Don't know, can't say, 1-strongly disagree, 2-strongly disagree, 3-tend to disagree, 4-neutral, 5-tend to agree, 6-mostly agree, 7-strongly agree

			Average	St.eval.	Tot.eval.
Study environment	1	Material-technical (premises, computers and internet access) provision appropriate for studies	5.3	0.7	5.8
	2	Knowledgeable and welcoming teaching staff	5.8	0.6	
	3	Responsive clerks and methodologists	6.3	0.5	
	4	Useful resources offered by the library of the University of Latvia	5.6	0.9	
	5	Satisfied with extracurricular activities offered by the University of Latvia	5.9	2.0	
	6	Support from Student Council and Self-government	5.6	2.6	

Study process	7	Satisfied with study course offer and content	5.3	0.7	5.7
	8	Satisfied with offered e-courses	5.2	0.8	
	9	Good organization of study process	5.7	0.6	
	10	Available necessary information on study process	5.9	0.7	
	11	Generally satisfied by the possibilities offered by LUIS	5.9	0.6	
	12	The international experience opportunities in studied, offered by the University of Latvia, were sufficient	5.8	2.3	
	13	Possibility to participate in improvement of quality of study programme	6.3	0.6	
Study outcomes	14	I acquired good theoretical and practical knowledge in studies	5.7	0.7	5.5
	15	During my studies I have developed the ability to make difficult decisions by critically evaluating information	5.4	0.6	
	16	During my studies I improved my communication skills (writing, presenting, discussing, group work)	5.6	0.6	
	17	During my studies I improved my general skills (foreign language, industry software, ability to organize my work)	5.1	0.8	
	18	In general I am satisfied that I chose this study programme	5.3	0.8	
	19	The level of difficulty of the study programme was suited to me	5.4	0.8	
	20	The study programme prepared for labour market	4.6	0.9	
	21	General impression of the quality of the study programme is good	5	0.8	

The survey participants made many thoughtful and helpful comments and suggestions to improve the programme and the study process, which are generally positive and constructive, suggesting that graduates of the Master's programme in "Management Sciences" highly appreciate the quality of the programme and are interested in its improvement.

The survey of employers conducted in 2018-2019 addressed 117 employers who currently employ

graduates of the Faculty of Business, Management and Economics of the University of Latvia, who have obtained master's degrees during the last five years and earlier, incl. graduates of the study programme "Management Sciences". 21 employers employ more than five graduates of master's study programmes. Employers acknowledge that graduates have a very high competitiveness in the labour market compared to graduates of other universities. Graduates are able to take up their job responsibilities immediately or need short on-the-job training to be able to perform specific job responsibilities.

According to the survey of employers, the skills that employers value in graduates and which employers themselves value above all in employees have been clarified. The top skills of graduates that are valued by employers and that are important to them in new employees are a responsible attitude towards work and its quality, the ability to acquire new knowledge and skills and a professional attitude and ethics.

It should be noted that according to the recommendations of employers and students, taking into account the current trends in the Latvian economy, the courses "Financial Management", "Management Information Systems", "Total Quality Management" have been moved from the optional part of the master's study programme in the compulsory part, as well as included 2 new study courses: "Marketing Planning and Research Methods" and "Big Data Analysis and Predictive Modelling". This approach will allow optimizing the resources used in the implementation of the programme and ensure the achievement of the overall goal of the programme, regardless of the selected sub-programme.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

The Faculty of Business, Management and Economics has extensive and varied international mobility opportunities, which are described in detail in Chapter 5 of this direction. Now the FBME of the University of Latvia has more than 120 *Erasmus+* cooperation agreements with universities in different countries in Europe. Students of the Master's study programme "Management Sciences" also have the opportunity to receive one-semester scholarships at one of the collaboration higher education institutions of the FBME of the University of Latvia or within the framework of *Erasmus+* to receive an internship in a company or organization of European countries. Every year students of the Master's programme take advantage of the offered opportunities and are satisfied with the acquired knowledge and experience in foreign higher education institutions, it should be noted that only a very small number of students take part in Master's studies in mobility. This is mainly due to the specifics of the organization of the Master's study process, the studies are often subordinated to the fact that the Master's graduated work full time and often lack the possibility to stop work relations for half a year. Personal circumstances - many have families and children - have to be taken into account as well.

During the reporting period from academic year 2013/2014 to 2018/2019, 27 students of foreign study programs successfully studied in exchange programs, 8 students used internship

opportunities abroad. By evaluating the dynamics of mobility, it should be noted that the most active students participated in mobility in academic year 2015/2016 - 8 Master's students went to exchange studies. In the last two years, 5 students from each programme participated in the exchange programs each academic year. It can be said that the number of outgoing students in the programme has stabilized despite the fact that the total number of students in the programme has decreased during this period.

Students of the study programme participated in exchange studies at universities and colleges of different countries: University of Rijeka in Croatia, University of Hamburg in Germany, University of Trento in Italy, University of Mykolas Romeris in Lithuania, University of Alpen-Adrias in Klagenfurt in Austria, University of Deusto in Spain, University of Insubria in Italy, University of Verona in Italy, University of Dubrovnik in Croatia, Technical University of Deggendorf in Germany, University of Ludwigshafen am Rhein in Germany, University of Aveiro in Portugal, Varna University of Economics in Bulgaria, University of Turin in Italy, Troves University in France. Students mainly choose countries of the European Union for mobility, but they also take advantage of opportunities to study abroad. The students of the programme have been in exchange studies in Norway, USA and Australia. Students usually choose foreign universities with similar study programs and courses. The study courses to be acquired during the mobility are discussed and agreed with the programme director prior to application, so that all courses are generally recognized. Recognition of study courses is carried out in accordance with the decision of the Senate of the University of Latvia (December 29, 2008, as amended) No.190 "On Procedure for Recognition of Study Courses at the University of Latvia".

During this period, 8 students of the Master's programme took advantage of *Erasmus+* internship opportunities for a minimum of 2 months, although no internship is foreseen. Students have traineeship abroad mainly during the summer months. Recognition of traineeships is excluded from the programme, but is reflected in the Diploma Supplement, which may be relevant to the potential employer. It is a great opportunity to enter the labour market in another country, gain intercultural experience and test your knowledge and skills in practical activities outside Latvia. During the reporting period the students had traineeship in the following countries: Lithuania, Estonia, Spain, Italy and Greece.

Incoming mobility in the master's study programme "Management Sciences" is not provided as the programme is taught in Latvian. To enable students to become involved in the internationalization process, they are offered the opportunity to attend foreign guest lectures, to take separate courses in English in FBME Master's programs, which are implemented in English and are exchanged between students.

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.

All the resources available at the University of Latvia and the Faculty of Business, Management and Economics are available for the implementation of the Master's degree programme in "Management Sciences". Detailed description is provided in the self-evaluation report of the study direction "Management, Administration and Real Estate Management", Part II, Chapter 3.1 - 3.3. The description of the available resources described in the above chapters leads to the conclusion that they create prerequisites for the implementation of the study programme, including students' independent studies and research. The study base is regularly updated and updated with the most up-to-date information resources, in accordance with the needs of the academic staff and students.

The results of student and graduate surveys also testify to the sufficiency of the available resources and provision and their correspondence to the needs of the study programme. In spring 2019, graduates of the study programme evaluated the criterion of material technical provision (accessibility of premises, computers and Internet) with a score of 5.3 (between rather agreed and mostly agreed), but the criterion "useful resources offered by the library of the University of Latvia" with a score of 5.6. In general the study environment was rated with score 5.8. In the surveys, evaluations are used in a 7-point system (0 - I don't know, I can't say, 7 - I completely agree). Graduates have mentioned that the study environment was favourable for studies, literature, databases and other electronic resources were available at the library or information system of the University of Latvia. Graduates have indicated that they are satisfied with the opportunity to get acquainted with and work with specialized computer programs during their studies, which can be used for research and application outside the University of Latvia.

Evaluating the available resources, informative and material and technical basis of the students, it can be concluded that they fully comply with the conditions of implementation of the Master's study programme "Management Sciences" and ensure the achievement of the results of the study programme.

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.

Practical implementation of the study programme takes place in the FBME Faculty of the University of Latvia. It is provided by the academic staff of the faculty who have long-term experience in the field of studies and whose research directions correspond to the directions of science of the study courses being taught.

Representatives of 26 lecturers participate in the implementation of the study programme, incl. 23 FBME academic staff members: 9 professors, 3 associate professors, 1 assistant professor, 6 lecturers and 3 specialists from the business and management environment (2 with Doctoral degree). Such a structure of academic staff ensures a high quality of academic education. 73% of the academic staff have a PhD in Economics, Management, or a PhD in related sciences. Lecturers and practitioners-lesson presenters without degree provide practical lessons and seminars for programme students. Representatives of other faculties of the University of Latvia also take part in the programme implementation: Faculty of Law, Faculty of Education, Psychology and Art, Faculty of Chemistry, Faculty of Geography and Earth Sciences. The qualification of the teaching staff fully corresponds to the requirements of the study programme, the purpose and tasks of the programme.

Compared to 2012/2013 academic year, the number of lecturers has decreased by one third, which is related to the decrease of the number of students during the whole period and decrease of the number of specialization subprograms. But the qualitative composition of the teaching staff in percentage terms has not changed significantly during the reporting period. Changes were made in attraction of lesson presenters. At the beginning of the period, the academic staff involved in the implementation of the Master's programme accounted for 37% of the teaching staff, one third of them had Ph.D. In 2018/2019 academic year, the lesson presenters accounted for 19% of the academic staff. Such changes positively influenced the implementation of the programme from the point of view of the unified methodological approach in studies and their organization, while the involvement of practitioners in the teaching process decreased. From the lesson presenters, involved in the programme in the recent years, as example can be mentioned Ph.D. in Science S.Babris (Brabantia Latvia SIA, factory director), who presents study course "Efficiency management in organizations", I.Godmanis (sector expert, ex-Prime Minister of the Republic of Latvia), who presents the course "National policy for the support of business and export".

Evaluating the changes in the distribution of posts, it should be noted that the proportion of professors and associate professors increased from 38% to 46% during the reporting period; the proportion of lecturers involved increased slightly, mainly due to a decrease in the number of lecturers and the proportion of the teaching staff members. In general, these are seen as positive qualitative changes, but draw attention to the disproportion in the future structure of the staff and the need to ensure the involvement of highly qualified teaching staff and the gradual renewal of the study programme.

Change of generations of teaching staff took place in the reporting period as well. Senior lecturers have ceased their active academic work, for example, professors G.Oļevskis, E.Zelgalve, L.Kavale, I.Ciemiņa, associate professor A.Rigerts. In turn, the Doctoral students have been actively engaged in scientific research work, increased their academic experience and were elected to higher positions, for example, professor A.Batraga, associate professor I.Solovjova, associate professor J.Šalkovska. When evaluating the composition of the teaching staff, it should be noted that most of the teaching staff members participate in the implementation of the programme during the whole reference period, among them professors S.Bāliņa, A.Batraga, I.Brūna, A.Deniņš, M.Purgailis, B.Sloka, D.Šķiltere, associated professor U.Rozevskis and others. This indicates that the core composition of the teaching staff is stable.

Overall, it can be concluded that the composition of the teaching staff involved in the study programme "Management Sciences" and its changes are positive, thus ensuring a high quality of education and being appropriate for the achievement of the overall study results of the study courses and programme.

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 academic staff involved in the implementation of the programme corresponds to the achievement of the purpose and tasks of the Master's study programme "Management Sciences". The study courses of the programme are taught by the lecturers elected by the FBME of the University of Latvia and the lecturers from other faculties. The selection of the lecturers involved in the study programme is based on experience, qualification and scientific research activities of the academic staff. 73% of the lecturers involved in the programme have a Doctoral degree, which indicates that the qualification of the academic staff fully complies with the requirements of the Master's study programme and ensures the necessary quality of the programme.

26 representatives of the academic staff of FBME and other faculties' lecturers participate in the implementation of the study programme: 9 professors, 3 associate professors, 3 assistant professors, 6 lecturers and 5 visiting lecturers - specialists from public and private organizations. It can be noted that the FBME lecturers elected in accordance with the law for 6 years are mostly involved in the implementation of the programme. 9 professors and 3 associate professors, who are full-time employees at the University of Latvia, participate in the compulsory and restricted elective part of the Master's study programme "Management Sciences". Consequently, it can be concluded that the qualification of the teaching staff involved in the implementation of the programme fully complies with Paragraph 1 of Section 55 of the "Law on Higher Education Institutions" of the Republic of Latvia, which stipulates that at least five professors and associate professors who have been elected for academic positions in the respective higher education institution shall participate in the implementation of the compulsory part and the restricted elective part of the academic study programs.

Table 4.1.

Teaching staff involved in the implementation of the study programme "Management Sciences"

Degree Position	With PhD	With Master's degree	Total
Professors	9		9
Associated professors	3		3
Assistant professors	3		3
Lecturers	1	5	6
Lesson presenters	3	2	5

The policy of renewal, training and development of the academic staff is implemented in accordance with individual plans, which are approved by the Rector of the University of Latvia and the Dean of the Faculty of Business, Management and Economics, upon signing an employment contract with the respective lecturers.

The lecturers involved in the programme participate in international projects, projects of the Latvian Council of Science and other institutions. In collaboration with Latvian and foreign scientists, several monographs have been published in Latvia and other EU Member States. The programme teaching staff members also regularly participate in international conferences carry out joint research with Doctoral students in the field, publishing the research results in internationally recognized publications, which are indexed in Scopus and Web of Science databases, thus ensuring improvement of study course content according to the industry trends.

Generally evaluating, the teaching staff involved in the implementation of the Master's study programme fully ensure the achievement of qualitative study programme results. This is indicated by several assumptions:

- the teaching staff involved in the implementation of the programme are recognized specialists in their field in Latvia and abroad, as evidenced by their published textbooks and scientific monographs (prof. D.Šķiltere, prof. B.Sloka, assoc.prof. I.Solovjova, etc.);
- the teaching staff involved in the implementation of the programme are recognized specialists in Latvia and abroad who publish in internationally reviewed scientific journals and collections of articles (prof. S.Bāliņa, prof. A.Batraga, prof. I.Brūna, prof. A.Cekuls, prof. A.Deniņš, prof. M.Purgailis, prof. B.Sloka, prof. D.Šķiltere, assoc.prof. V.Danovičs, assoc.prof. I.Solovjova, assoc.prof. J.Šalkovska, etc.);
- the teaching staff involved in the implementation of the programme are recognized experts in their field in Latvia and abroad, participate in various projects, including national research programs (prof. B.Sloka, etc.), international projects (prof. A.Batraga, prof. B.Sloka, prof. D.Šķiltere, etc.), applied research etc. Several lecturers are also experts of the Latvian Council of Science in economics and entrepreneurship (prof. A.Batraga, prof. A.Cekuls, prof. M.Dunska, prof. B.Sloka, assoc.prof. I.Solovjova etc.);
- several lecturers are members of professional associations of the branch and their management, for example, prof. S.Bāliņa is the head of the Latvian Information and Communication Technology Association, as well as is the Deputy Rector for Digital Society at University of Latvia and Director of the Innovation Centre of the University of Latvia, professor I.Brūna works in the Association of Accountants of the Republic of Latvia and the Latvian Association of Tax Consultants, prof. M.Dunska - at the Latvian Association of Economists;
- I.Brūna and prof. M.Dunska are approved as experts of the State service of Education quality for the Ministry of Education and Science of the Republic of Latvia for the accreditation of continuing education and vocational education programs.

The teaching staff involved in the implementation of the study programme is constantly improving their professional and pedagogical qualifications. For example, in continuing education programs of the University of Latvia, OpenMinded courses, courses of other institutions, qualification improvement programme "Methodological topicalities in economics and business international experience in higher education" (in cooperation with SSE Riga), participate in international conferences. Opportunities are also used to improve qualifications, such as: academic

(creative) leave, Doctoral studies, holding lectures in foreign universities, participation in think tanks, etc.

Detailed information on eligibility of the teaching staff can be found in the teaching staff's CVs and information on the publications and other activities.

In view of the above, it can be stated that the teaching staff involved in the implementation of the programme enables fully achieving the purpose and planned results of the study programme, providing both qualitative theoretical and research skills in economics and business sciences and practical preparedness, which enables successful involvement in problem solving of the industry.

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.

The academic staff of the study programme carry out scientific research activities in cooperation with scientists of other countries, as well as with scientists and institutions of Latvia. Research results are presented at international conferences and published in international journals indexed by Web of Science, Scopus and others. The directions of scientific research of the teaching staff correspond to the directions of scientific research of the University of Latvia and FBME, as well as the interests of the Latvian state. The academic staff analyses and assesses the current problems of the economy and entrepreneurship sector, as well as the sub-branches of specialization, including issues of management science.

The results of the research carried out are used in the study process of the Master's programme "Management Sciences", provide the research component of the programme and increase the professional qualification of the teaching staff. The academic staff carries out research according to

their specialization - the research directions of the teaching staff involved in the programme are directly related to the lectured courses and ensure the use of the latest scientific knowledge in lectures and practical work, supervising master's theses, involving students in research. Participation in international projects facilitates internationalization processes and allows to use the latest international experience in the study work. All teaching staff members involved in the programme are involved in different levels of projects or publications. This chapter provides some examples. A detailed description of the academic staff's research activities is available in the CVs, which are attached in Section 4 and Annex 7 'Studiju virziena attīstības plāns' of the self-evaluation report for the study area "Management, Administration and Real Estate", as well as summarized information on publications and project participation.

Prof. A.Batraga as project expert in marketing and market research during the reporting period participated in several international projects, for example, Development of Commercialization Strategy and Feasibility Study in ERDF project "Electromagnetic alloy wire extraction for 3D printing applications"; in 2018 she carried out a project expertise for the Study on forecasted changes in labour and construction material costs in the construction sector in Latvia, commissioned by the Ministry of Economics of the Republic of Latvia; worked as a project manager in the Effective cooperation project of the University of Latvia "Development of a new identification matrix for creating innovation opportunities for the food processing industry of Latvia" and the practical study "Innovation opportunities for Latvian food producers"; managed a practical research project "Mineral materials and their mixtures in construction and production of building materials" at the request of *Latvijas Valsts Meži*. Active scientific research enriches marketing courses with the latest theoretical and practical insights and examples.

Prof. A.Deniņš as a leading researcher since 2014 participates in the international study "Problems of socio-economic development of entrepreneurship in Ukraine"; in the study "Development of an innovative economy module in Latvia" within the framework of the international programme "Alternative Technologies Group"; is a member of Baltic Innovative Research and Technology Infrastructure (BIRTI) and participates in the smart specialization project BioPharmAlliance - biomedicine and pharmacy, incl. development of an infrastructure for clinical research, new therapy screening, national biobanks and chemical synthesis scaling technologies and innovation". The results of the research are used in the courses taught by the professor in the field of business development and innovation.

In 2014-2017 prof. B.Sloka was the leader of the EU TEMPUS project "Promotion of the Knowledge Triangle in Belarus, Ukraine and Moldova". This is not only an opportunity to take advantage of the latest insights into working with students in science and research, but also to transfer experience to colleagues in other countries.

Prof. D.Šķiltere as a leading researcher has participated in research projects of the EU European Regional Development Fund "Development of Commercialization Strategy and Feasibility Study" and "Policy Tools for Supporting Local and Regional Innovation Ecosystems for Sustainable Development of Vidzeme Region in Vidzeme Region", in the project of the Ministry of Economics of the Republic of Latvia "Study on Forecasted Changes in Labour and Building Material Costs in Construction Industry in Latvia" and the sub-activity of the Institute of Economics and Management project "Improvement of innovative business management in Latvia" in the research project "Integrated marketing communication for sustainable enterprise development". Participation in research projects is related to the main directions of scientific work - modelling and forecasting, business simulation games, risk analysis and management, evaluation of data quality, methods of complex decision making.

Several lecturers (prof. M.Dunska, assoc.prof. I.Solovjova) were involved in the scientific

project of the University of Latvia "Innovations for Increasing the Competitiveness of Latvian Enterprises and Sectors in the Conditions of Globalization" (2016-2018), which was implemented in cooperation with other structural units of the University of Latvia.

The academic staff of the study programme involves students in scientific research work. Doctoral students are also involved in joint research with the programme's academic staff. Prof. A.Batraga regularly involves students in her projects, for example, A.Legzdiņa, I.Rukers and S.Bormane were involved in the development of Effective cooperation project of the University of Latvia "Development of a new identification matrix for creating innovation opportunities for the food processing industry of Latvia" and development of practical study "Innovation opportunities for Latvian food producers".

Such active scientific research activity of the teaching staff proves the high qualification and professionalism of the lecturers involved in the study programme, which ensures high quality of academic education. In general, it can be concluded that the research topics of the academic staff are in the fields corresponding to the content of the study programme "Management Sciences" and the results of the research are applicable in the further study process.

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).

The lecturers involved in the implementation of the study programme "Management Sciences" are constantly cooperating at departmental and faculty level. It ensures the interconnection of the study courses and minimizes the overlap of the course content. The contents of the study programme and individual courses are discussed at departmental meetings and in the Council of Management Science study programs. For example, monthly issues related to study and methodological work are discussed at the monthly meetings of the Management Sciences and other departments.

In order to facilitate the organization and cooperation of the faculty of the Faculty of Business, Management and Economics in certain academic directions, managers of academic activity directions from among the elected academic staff have been approved in accordance with the Dean's Order No. BVEF-A43.1/57. Managers of academic activity directions twice a year organize in their departments methodological seminars on topical issues related to the improvement of study course content, organization of lectures and seminars, development of e-studies, as well as inclusion of the latest literature in the study courses.

Recently, the issue of study course description, content and materials development in the e-learning environment has become topical. The Information Technology Department of the University of Latvia regularly offers e-learning training seminars for lecturers "Improvements to the e-learning platform or Moodle". Within FBME and its departments, several discussions were held on these issues to enable programme lecturers to make full use of e-learning opportunities in their courses.

During the reporting period, the faculty held regular Creative forums, where teaching staff had the opportunity to introduce their colleagues to their experiences and achievements, as well as

to obtain useful information for future research and other activities. For example, at the Creative forum "Labour Market Research in the Context of Sustainable Economic Growth and Booming Growth", lecturers shared their experiences of conducting labour market research and discussed economic trends and future challenges. At the creative forum "Synergy between Accounting, Analysis and Audit Theory and Practical Policy", the lecturers shared their experience on the most important research in the field, on current events in the field of auditing, on the importance of study practices in the organization of the study process. One of the creative forums in 2018 was devoted to improving the international connectivity of teaching staff of the University of Latvia, the internal support system of the University of Latvia, and opportunities for scholars to participate in the H2020. At the second forum, post-doctoral scientists O.Rajevska and A.Cimdiņa presented their research results.

The teaching staff's cooperation is also manifested in the observation of lessons. In 2018/2019 within the framework of the continuing education programme "Facilitating Collegial Learning Experience of Teachers", the faculty teachers practiced attending (visiting) lessons held by colleagues. For example, prof. S.Saksonova visited in November 2018 the lecture by prof. A.Cekuls on "Information and Communication in Business Management" as part of the "Management Theory" course; while in December 2018 prof. A.Cekuls visited prof. S.Saksonova's lecture "Methods for determining long-term investment efficiency" within the course "Corporate Finance". Regular attendance of the teaching staff also takes place during the election process to academic positions. Starting from 2019, the faculty has created a new formalized system for visiting of the teaching staff, which provides additional opportunities to improve the study process and raise the quality of classes. During the mutual attendance of the lessons exchange of experience and discussion of teaching methods takes place. These practices help to enrich the teaching methods and style of each faculty member.

35 lecturers participate in the implementation of the Master's study programme "Management Sciences", 28 of them are representatives of the academic staff elected by the University of Latvia: 11 professors, 4 associate professors, 3 assistant professors, 10 lecturers, as well as 7 lesson presenters are involved in the programme implementation.

As of the moment of preparation of the self-assessment report (01.10.2019), the information system of the University of Latvia has 120 students registered in the master's study programme "Management Sciences", which makes the ratio of lecturers to students 1: 3.5.

In general, it can be concluded ***that the lecturers involved in the programme work well together and that the faculty has a mechanism to facilitate their cooperation.***

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	Statistical data on students in the Master study programme VadZ.docx	Statist dati par stud MSP VadZ.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	Compliance of the Master study programme VadZ.docx	Studiju programmas VadZ mag atb.docx
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	Mapping of Study Courses VadZ_1.docx	Studiju programmas VadZ mag kart-1.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the Master study programme VadZ.docx	Studiju programmas VadZ mag plāns.docx
Descriptions of the study courses/ modules	2_MSP_Vadibas_zinibas_ENG.docx	Vadibas_zinibas_magistri Kursu apr 05.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Vadz mag dipl ang.docx	Vadz mag dipl lat.docx
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	Eng VadZ plus Agreement.docx	Stud turpin iesp Vadz mag..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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlidz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Pielikums 26.7. LU apliecinājums par akad.personāla atbilstību_1.docx	docētāju atbilstība 55 panta 1 daļai 3 punktam.pdf
Sample (or samples) of the study agreement	Studiju līguma forma bak_mag aarv_ ne es pils.doc	studiju līguma forma pilsoņiem un nepilsoņiem.doc
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.	AIP lēmumi ENG.docx	AIP atzinums Vadības z. MSP.PDF

International Business

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Baiba</i>
Surname of the study programme director	<i>Šavriņa</i>
E-mail of the study programme director	<i>baiba.savrina@lu.lv</i>
Title of the study programme director	<i>Dr. ekon. profesore</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the study programme is to provide students with necessary new skills and improve the level of skills in business management, allowing managers to successfully run an enterprise or organisation, expand business by opening a new company or business-consulting firm in circumstances of the changing global economic and organisational environment.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <i>- To provide students with wide knowledge, ability to think creatively and critically, and to see the complexity of international business in the context of globalisation, integration and rapid change;</i> <i>- To provide adequate qualification for career-building and long-term competitiveness in the new economic circumstances;</i> <i>- To guarantee that the obtained knowledge allows students to comprehend and further analyse an enterprise as an element of the international business environment, as well as to understand the link between an enterprise and environment, and the manager's role in creating this link;</i> <i>- To ensure the practical application of the obtained knowledge, students are involved in solving practical assignments, fostering the development of their professional competences.</i>

Results of the study programme	<p><i>Obtained knowledge:</i></p> <ol style="list-style-type: none"> <i>1. Broadened knowledge and comprehension of the current topics of the economic theory, classical and innovative management, the development and functioning of international businesses;</i> <i>2. Broadened knowledge and understanding of the assessment of business environment in changeable circumstances of the global economic environment;</i> <i>3. Broadened knowledge and understanding of creating and functioning of inter-cultural relations with regard to principles of social and ethical responsibility.</i> <p><i>Obtained skills:</i></p> <ol style="list-style-type: none"> <i>1. To demonstrate in-depth theoretical knowledge and research skills – to analyse, process, critically assess and interpret information and data from various sources in order to pass them down to specialists and users / consumers;</i> <i>2. To comprehend the diverse processes in international business, to formulate scientific problems in the field of management, to choose or create research methodology, to be able to think analytically and conceptually;</i> <i>3. To use methods and tools of business analytics in decision-making and implementation of innovations;</i> <i>4. To take independent decisions and find solutions in situations of changing economic development in order to develop and assess business strategies for international entrepreneurship.</i> <p><i>Obtained competences:</i></p> <ol style="list-style-type: none"> <i>1. To be flexible and think conceptually when participating in solving of problems of international economics and globalisation;</i> <i>2. To see connections and understand situations in international business and its management in order to formulate and substantiate management decisions;</i> <i>3. To comprehend various economic processes in order to start and expand export activities by choosing strategies and means relevant to the circumstances;</i> <i>4. To work in a team and create partnerships;</i> <i>5. Communication and influencing in marketing and relationship building in international entrepreneurship.</i>
Final examination upon the completion of the study programme	<i>Master's thesis</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<ul style="list-style-type: none"> • <i>Previous education:</i>1) a Bachelor's degree in social sciences, the second level professional higher education or a Master's degree in economics or management; 2) a Bachelor or a Master's degree or the second level professional higher education in other social sciences or related sciences: mathematics, computer science, information technologies, physics or engineering. Sufficient knowledge of English to attend classes by guest lecturers. • <i>Examination:</i>entrance examination. Applicants with Bachelor degree of social sciences or the second level professional higher education in management or economics can apply with their final examination grade or average grade in core curriculum. • <i>Additional requirements:</i>minimum of two-year work experience in business or economics. • <i>For studies in the English group:</i>attestation of the English language skills: 1) For foreign applicants – results of international English language tests must correspond to at least B2 level, except in cases when previous education is obtained in English. 2) For other applicants – international English language certificates or other certificates attesting to their knowledge of English (at least B2 level), or a grade in English in the document of previous education (the grade must not be lower than 6 in a 10-point scale), or results of the entrance examination. • The entrance examinations of the study programme include a test in international economic relations (corresponding to the Bachelor study programme in management), an examination in English and a diploma contest. Work experience abroad in the chosen field of study is taken into account. Admission rules are developed by the director of the study programme and approved with a rector's order in compliance with the general UL admission arrangements.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's degree in Business Administration
Qualification to be obtained (in english)	Head of Organization

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 2 years - english

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	80

Admission requirements (in English)	<ul style="list-style-type: none"> • <i>Previous education:</i>1) a Bachelor's degree in social sciences, the second level professional higher education or a Master's degree in economics or management; 2) a Bachelor or a Master's degree or the second level professional higher education in other social sciences or related sciences: mathematics, computer science, information technologies, physics or engineering. Sufficient knowledge of English to attend classes by guest lecturers. • <i>Examination:</i>entrance examination. Applicants with Bachelor degree of social sciences or the second level professional higher education in management or economics can apply with their final examination grade or average grade in core curriculum. • <i>Additional requirements:</i>minimum of two-year work experience in business or economics. • <i>For studies in the English group:</i>attestation of the English language skills: 1) For foreign applicants – results of international English language tests must correspond to at least B2 level, except in cases when previous education is obtained in English. 2) For other applicants – international English language certificates or other certificates attesting to their knowledge of English (at least B2 level), or a grade in English in the document of previous education (the grade must not be lower than 6 in a 10-point scale), or results of the entrance examination. • The entrance examinations of the study programme include a test in international economic relations (corresponding to the Bachelor study programme in management), an examination in English and a diploma contest. Work experience abroad in the chosen field of study is taken into account. Admission rules are developed by the director of the study programme and approved with a rector's order in compliance with the general UL admission arrangements.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Organization</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Changes have been made in the formulation of learning outcomes, taking into account the new requirements, by disseminating knowledge, skills and competences.

The grantable qualification has changed since the previous accreditation. Until now, the qualification „Head of enterprise, institution” had been granted. The list of profession standards of the National Centre for Education of the Republic of Latvia has a profession standard „Head of organization” – 5th level of professional qualification (5. PKL), corresponds to the 7th level of Latvia’s framework qualifications (7. LKI), thus the previously grantable qualification has been changed to the qualification „Head of organization”.

Profession standard “Head of the organization”, which corresponds to the fifth level of professional qualification and the seventh level of Latvian Qualifications Framework, has been agreed at the meeting of Tripartite Sub-Council for Vocational Education and Employment (further in text TSVEE) on September 18th, 2019 as confirmed by Minutes No 6. Please find attached the agreed standard and the link to this standard - “Head of the organization”:

<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-118.pdf> (The link is available in Latvian)

Its inclusion in the list of mandatorily applying profession standards and professional qualification requirements (Cabinet of Minister Rules 626, of October 9th, 2018, "Rules on the List of Mandatorily Applying Profession Standards and the Publication of Included Profession Standards and Professional Qualification Requirements") will occur after the agreement on all updated profession standards in the TSVEE in 2020.

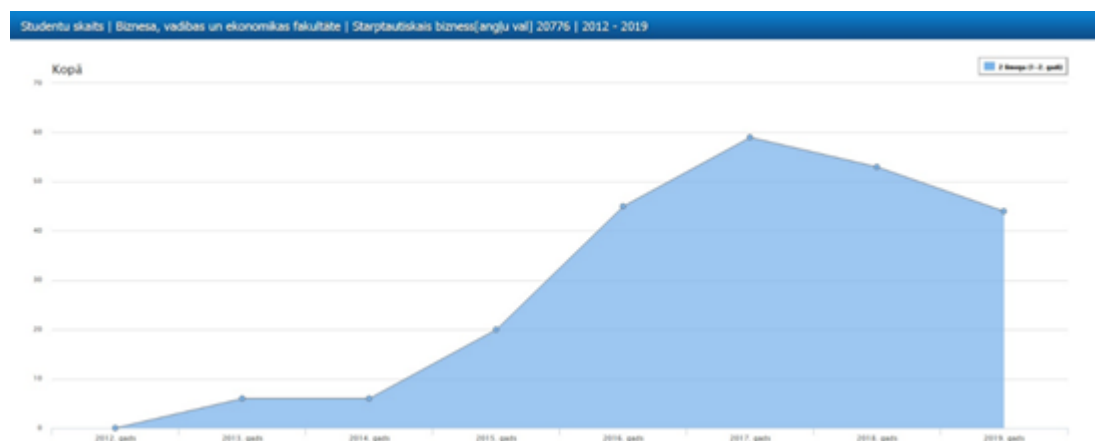
1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

The programme was established in 2002, and currently the studies are implemented in English. In the autumn of the academic year 2013/2014, the faculty administration of the time decided not to enroll new students, therefore, in the academic year 2014/2015, there were only nine second-year students studying in the programme. However, since the academic year 2015/2016, the number of enrolled students has been increasing – 19 first-year students were admitted. In 2016/2017, the number of enrolled students was 29, the total number of students in the programme was 50 (in

October 2017, the total number of students reached 62). The percentage of foreign students enrolled in the study programme is also growing. In the academic year 2015/2016, there were 36 students in the study programme, of which 14 were foreigners. In 2016/2017, out of the 50 students in the programme 26 were foreign. In the following year, there were 38 foreign students out of 60, but in 2018/2019, there were 53 students in the programme, of which 30 were foreign. The number and structure of students is depicted in the the tables 1 - 3 (in Annex 1 Statistical data on students in the Professional Master_SB).

The study programme hosts students from the University Paris-Est Créteil (Paris XII, France) in the framework of a double diploma programme, which allows five UL students every year to obtain additional diploma from the University Paris-Est Créteil. In 2007/2008, UL FBME received the first student from the University Paris-Est Créteil as part of the programme. In 2012/2013, there were seven French students studying in the programme, in the academic year 2013/2014 – five, in 2015/2016 – four, but in 2016/2017 – two French students.

Image 1.1. Number of students in the programme “International business”, 2012-2019



There are various factors influencing changes in the number of students, as there are both Latvian nationals and foreign students enrolled in the study programme. The general factors influencing the number of Latvian inhabitants willing to study were the economic crisis of 2008-2009 and an increase in study fees. The overall number of students in Master's study programmes is very likely to decrease in the following years due to the birth rate decline in the 1990s. Among the influencing factors of the study programme are: 1) the decision of the faculty administration in 2013/2014 to stop enrolling new students. Until then, the programme included two study groups – the Latvian language group and the English study group, total of 57 students – a sufficient amount for a study programme. With the change of administration, the study programme's student limit had to be recreated; 2) Transition from studies in two language groups (Latvian and English) to studies only in English decreased the number of students who didn't consider their foreign language level sufficient.

The number and contingent of foreign students have been primarily influenced by funding. Firstly, the national support programme provides scholarships to students from the Balkan region; secondly, double diploma programme allows students from France to obtain additional diploma from the University of Latvia, and thirdly, the newly established Baltic Information Centre ensures import of students from Uzbekistan and Kazakhstan. The international image and recognition of Latvia in farther geographic regions – Africa, Asia, and Middle East – has fostered student influx from China, India, Pakistan and Syria. Another positive trend is the increase of independent enrolment of foreign students who have previously studied at the University of Latvia in ERASMUS

exchange programme and students who have completed Bachelor level study programmes at UL or other Latvian universities – Riga Technical University, BA School of Business and Finance, etc.

The total number of students in the study programme is quite stable, the attendance rate of classes is high – also because ERASMUS exchange students take part in them.

Since its introduction, the study programme has had a tuition fee, however since 2018/2019, the programme has one state funded study place. Dropout numbers are insignificant, even though the dropout number among foreign students has recently risen due to failure to meet financial liabilities. During the last two years, one student every year has been discharged for significant violations of UL internal rules for students (systematic plagiarism).

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 professional Master's study programme "International business" is created in compliance with the national standard for the second level professional higher education and its strategic aims – to educate highly qualified professionals in fields important to the state and its economy, to foster their competitiveness in the changing socio-economic circumstances and in the international labour market. The programme aims to prepare top-level managers for enterprises and organisations in all fields of economy, and to provide every graduate with the necessary preconditions for a successful performance in international business. The grantable qualification has changed since the previous accreditation. Until now, the qualification „Head of enterprise, institution” had been granted. The list of profession standards of the National Centre for Education of the Republic of Latvia has a profession standard „Head of organization” – 5th level of professional qualification (5. PKL), corresponds to the 7th level of Latvia's framework qualifications(7. LKI), thus the previously grantable qualification has been changed to the qualification „Head of organization”.

In the circumstances of global economic and organisational change, the aim of the study programme is to provide students with the necessary knowledge and broaden the scope of their business skills to successfully manage an organisation (enterprise or institution), expand business operations and found a new enterprise or a consultative company.

Objectives of the study programme:

- To provide students with broader knowledge level, ability to think creatively and critically and to see the complexity of international business in the context of globalisation, integration and rapid change;
- To provide adequate qualification for career-building and long-term competitiveness in the “new economy” circumstances;
- To guarantee that the obtained knowledge would allow to comprehend and further analyse an enterprise as an element of the international business environment, to understand the link between an enterprise and environment and the manager's role in creating this link;
- To ensure the practical application of the obtained knowledge, involving students in solving practical assignments to foster the development of their professional competences.

The professional Master's study programme "International Business" offers in-depth theoretical and practical studies for people with professional and academic Bachelor degree or for graduates of the

higher professional education study programmes in economics or management. Often, the study programme is chosen by entrepreneurs or people who are professionally connected with business. In these cases, to be able to enrol in the study programme, the applicants must pass entrance exams in international economics. All applicants must have at least two-year experience in business and good command of English in order to fully achieve the learning objectives of the study programme. Foreign applicants must submit a relevant certificate of their English language skills.

Fulfilling all requirements of the study programme by successfully defending Internship reports and Master's theses, the graduates are awarded the professional Master's degree. Master's thesis must be an original research paper which may be based on a research project on international business problems.

The outcome of a successfully acquired study programme includes the ability to apply theoretical knowledge to practical entrepreneurship; the graduate can prove oneself as a qualified, creative and capable manager. The study process improves the students' professional competences and strengthens their theoretical knowledge. The table (in Annex 4) shows the attainment of the study objectives. Therefore, students are adept at understanding the context of the current economic processes, actions of multi-national corporations, economic development trends and are able to assess mutual influences of various economic agents. It helps them to fulfil their professional potential in companies or organisations involved in international business in both Latvia and abroad. The programme's practical approach and its international activities create habit in students to perform in international environment, to express their opinions and back up their positions with arguments. The programme helps to improve research and scientific work development skills that are useful for conducting business-related research and for the development and assessment of different models, strategies and alternative scenarios. The study programme allows the graduates to proceed with doctoral studies.

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.

According to the Ministry of Economics study "Labour Market Forecasts for Medium and Long Term", managers of ITC companies are among those Top 15 professions which will experience the largest increase of employees in 2022.

The graduates of the study programme obtain a professional qualification "Head of Organization"; therefore, data on labour market demand for managers play a significant role. The results of employers' survey carried out by the company "RAIT Custom Research Baltic" suggests that in 2019, there were plans to create new jobs in the following fields:

- Administrative and financial managers – 47 new positions;
- Sales and marketing managers – 24 new positions;
- Executive directors and company directors – 18 new positions;
- Construction managers – 18 new positions;
- Managers in transport, communications, warehousing, supply, distribution, logistics and related fields – 16 new positions;
- Managers in processing industry – 14 new positions;
- Sales intermediaries – 13 new positions;
- Managers in catering– 5 new positions;
- Managers in retail and wholesale – 2 new positions.

During the past year, demand for managers in various fields has increased, suggesting a potential growth of new job positions available to the graduates of the study programme.

A minimum of two-year work experience is one of the admission requirements in the professional Master's study programme "International Business" – in practice, it means that students are already employed or run their own business. During the programme's alumni reunion in 2009, it was noted that most of the graduates were either working abroad, managing important structural units in companies or institutions in Latvia (Ministry of Economics, Ministry of Welfare, Ministry of Culture, Ministry of Interior) or running their own businesses (NKconsulting, PusePlus). In the academic years 2012/2013 and 2015/2016, students were introduced to the functioning of UL Business Incubator and visited its premises. After the first study year, the students of the programme Simon Niemerza (Germany) and Qamber Ali Awan (Pakistan) opened their own business in Jūrmala, Latvia. Undis Neilands (Latvia) and Henri Untinen (Finland) participated in business idea contests and created their own business during studies in the programme, becoming employers themselves.

From February to May 2017, analysis of job ads in Latvia's most popular job websites (cv.lv, cvmarket.lv, mansdarbs.lv) led to a conclusion that there were 105 vacancies for middle and higher-level managers related to export and international business expansion. Job ads for shift managers, managers of smaller units, construction project managers or shop managers, as well as vacancies of management positions in public sector were not included in the analysis. Such labour market demand for managers within a short time period notably exceeds the number of graduates of the study programme. It also must be taken into account that the graduates have vast employment opportunities abroad and in the public sector.

Analysis of the above-mentioned job ads concludes that highest education and thorough knowledge of a specific field are highly significant for top-level managers in areas of international trade, company development and management. English language skills (directly connected to export) and overall managerial skills had a major significance. Knowledge of Russian would be considered an advantage as well. Other outlined competences were: previous experience, communication skills, arguing skills, competence in management and leadership.

The study programme has been developed in close collaboration with foreign partner universities with experience in implementing similar professional Master's study programmes. The double diploma agreement with the University Paris-Est Créteil in France allows up to 5 students of this programme annually to obtain a second Master's degree diploma. Students of the study programme participate in joint research work in collaboration with Fulda University of Applied Sciences in Germany and M.S. Ramaiah Institute of Management (MSRIM) in India. Programme's development takes into account the particularities of business development in Latvia, as well as the growing need for qualified business specialists in exports resulting from integration into the global market. In 2002, the programme was one of the first professional Master's study programmes in

Latvia satisfying such market demands.

The following prerequisites were taken into account when optimizing the programme:

- 1) Strengthening of the international aspect (introduction of the following study courses: “State's Support Policy for Entrepreneurship and Export” (with focus on issues specific to the European Union), “International Business Strategy”, and “Transport logistics systems in international business”),
- 2) Consideration of students' suggestions (introduction of the study courses “Project Management in International Business” and “Human Resources Management and Leadership”),
- 3) Consideration of current trends, including employers' recommendations (introduction of the study course “Big Data Analysis and Predictive Modelling”).

Considering the successful experience of this exact study programme, the entire Faculty adopted a split stage Master's thesis development from it. The first stage of the Master's thesis development involves drafting and discussions, followed by the writing of the final thesis. This practice has been a part of the professional Master's study programme “International Business” since its inception. Preliminary presentations of Master's thesis as an integral part of the study programme have proven to be successful. In the process of preliminary presentations, professors B.Šavriņa and M.Dunska additionally work with Master's degree students in listening, analysis, correction of content plans, hypotheses and research ideas of the Master's theses, as well as providing suggestions about the use of scientific literature. All students of the study programme are present at these preliminary presentations and discussions, thus their understanding of the requirements for the Master's theses is at a high level. After these presentations, the methodological guidelines for the development of Master's theses have been improved.

A student-opponent status has been introduced in the Master's thesis defending process, and is deemed a successful innovation. The student-opponent acts as a specialist evaluating work of another student, similar to how an employer evaluates employees' projects, being aware of one's own contribution to the process.

Mandatory courses, or Part A of the study programme, include theoretical courses of 14 credit points (total): “Economics of International Business”, “Project Management in International Business”, “State's Support Policy for Entrepreneurship and Exports”, “Managerial Accounting”, “Human Resources Management and Leadership”, “Consumer Psychology and Behaviour in International Business”.

Part B, or elective part of the programme, includes courses of professional specialisation in total of 20 CP: “International Business Law”, “Financial Management and Accounting”, “International Business Strategy”, “Big Data Analysis and Predictive Modelling”. The sub-programme “Export Management” includes courses “Export Marketing”, “Negotiating in the Cross-Cultural Business Environment”, “Transport Logistics Systems in International Business”, “Quantitative Methods in Decision Making”, “Multinational Enterprise and the Global Economy”. For foreign students, Part B of the programme is complemented with a Latvian language course.

Part A constitutes to 17.5% of total CP in the study programme, while Part B – 25%. Internship constitutes to 26 credit points (32.5%). At the end of the studies, a Master's thesis – an independently developed, original research paper – must be completed, constituting 20 credit points or 25% of total amount of the programme's credit points. Students can use a methodological material for the development of final theses, as well as the Regulation for Internships.

In compliance with the Clause 56 of the Law on Institutions of Higher Education, all foreign students

permanently studying in the study programme who do not possess a certificate attesting for Level 2AB skills of the Latvian language (according to the official language attestation by the National Centre for Education of Latvia) must complete the study course “Basic Latvian”.

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 of the study programme is to provide new knowledge and improve the level of business skills necessary for managers to successfully run an organisation (enterprise or institution), expand its operations by establishing new enterprises or consulting firms in the changing economic and organizational circumstances. Therefore, the study programme begins with overall theoretical study courses (“International Business Law”, “Economics of International Business”, “Financial Management and Accounting”, “International Business Strategy” etc.), gradually transitioning to acquiring knowledge and skills necessary for practical entrepreneurship – managerial accounting, project management, human resources management and leadership of change, transport logistics systems, export marketing, and others. The level of obtainable knowledge in the third semester is notably higher (“Multinational Enterprise and the Global Economy”, “State’s Support Policy for Entrepreneurship and Export”) and are related to the development of research skills (“Quantitative Methods in Decision Making”, “Big Data Analysis and Predictive Modelling”).

The succession logic of the study courses is as follows – if during the first semester students complete a general course on consumer psychology and behaviour in international business, then in the second semester, students dive deeper into the subject in the study courses “Export Marketing” or “Negotiating in the Cross-Cultural Business Environment”. Similarly, various research methods are acquired during the first semester in the study course “Consumer Psychology and Behaviour in International Business”, but during the third semester, the students study “Quantitative Methods in Decision Making” and “Big Data Analysis and Predictive Modelling”.

Thus the choice of study courses for the programme, their logical sequence in programme and therefore the goals of study courses correspond to the aim of programme: to grant the necessary new skills and raise the skill level in entrepreneurship so that leaders can successfully direct an organization (enterprise or institution), expand the entrepreneurial activities by founding a new enterprise or a consultative company within the current, globally changing international economic and organizational circumstances. Whereas the further mentioned aspects that are developed during study courses correspond to the goals achievable by the programme. Almost all courses focus on international business, multinational environment and its changeability. In the global economy, flexibility, conceptual thinking and ability to see the context are of great importance, and are consequently developed within the attendees throughout the study courses. The ever-changing global economic circumstances require professionals requires ability to follow the ongoing processes, obtain new information and data, and to process and apply this information in practice. These skills are given a special focus during the study process, along with intercultural relations, forming of partnerships and teamwork, as well as team management. These skills that the study programme provides and nurtures are priceless in managing organisations (enterprises and institutions). The mapping of the study courses in connection with the outcomes of the study

programme is shown in Annex 4.

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.

As the professional Master's study programme has a full amount of contact hours, evaluation of each student's work takes place on numerous levels – tests, individual assignments, group works, activity in seminars, reports and final individual works, as well as final examinations. Great emphasis is placed on practical aspects and integrity of knowledge. At the start of the study courses, professors acquaint students with the requirements necessary to obtain credit points. These requirements are also explained in the study course descriptions (including on the E-study platform).

Students can learn about the assignments from the professor or electronically well in advance, allowing them to submit the fulfilled assignments on time (especially useful to students who work full time and miss classes because of business trips). The final evaluation is formed using a system of points, allowing for a more detailed assessment of every student's performance throughout the study process. Therefore, the final examination grade forms only a part (no more than 50%) of the final evaluation.

The requirements for defending the Internship report and the Master's thesis are available in advance. The requirements for Master's thesis are included in the methodological guidelines and lectures at the beginning of the second study year when students are presented with the rules and order of writing a Master's thesis. The requirements for the Internship report are explained along with the definition of the Internship objectives (laid out in the Internship Regulations). During the development of the Master's thesis, the first stage includes preliminary presentations – in this stage, all requirements are once again clarified based on the actual presentations. Before the final defending of the Master's thesis, the director of the study programme once again reminds of these requirements, including evaluation criteria, to students. The student's evaluation is based on the his/her quality of work, the originality of research, the quality of presentation and the final defending, the ability to answer reviewer's questions and the performance as an opponent (demonstrating one's ability as a specialist to assess and evaluate other students).

Defending of Internship reports is public, with the evaluation committee present. Evaluation takes into account: the level of fulfilment of the Internship task, the quality of the Internship report, the quality of presentation and defence. Special attention is paid to the ability of the student to separate the opinion of enterprise from their own and to give their own critical assessment of the situation in a company by applying theoretical approaches appropriate to the Internship task.

In the academic year 2005/2006, the study programme was expanded by opening a second study group with English as the study language, resulting in two study flows. In the autumn semester of 2013/2014, new students were not enrolled, but in the spring semester of the same academic year, new students were enrolled in a single study group with English as the study language. Since the academic year 2014/2015, the study programme has only one study group – the English language group. A number of foreign students are enrolled in the study programme. The programme also

attracts foreign students studying at UL in the framework of ERASMUS student exchange, creating an international environment that is beneficial for all involved students, especially given the international direction of the study programme.

A lot of attention is given to research. Research methods are taught in two study courses – “Quantitative Methods in Decision Making” (quantitative research) and “Consumer Psychology and Behaviour in International Business” (qualitative research). Assessment of the latest studies in respective fields of research, analysis of the structure and the writing style of scientific articles are among the first assignments in the study courses “Multinational Enterprise and the Global Economy” and “Negotiating in the Cross-Cultural Business Environment”.

The traditional study methods in the study programme are combined with new approaches like making of films and video commercials, round table discussions, case studies, interactive lectures (with the use of multi-media equipment), discussions with experts in various legal and economic fields. In the last couple of years, the students of the study course “Consumer Psychology and Behaviour in International Business” have been conducting experiments that involve idea development, implementation and analysis of the results. Throughout the study process, students must prepare presentations on various businesses operating in Latvia and internationally, on companies where students are working, thus informing their fellow students about various forms and aspects of entrepreneurship. All study courses include individual and group assignments (writing of study papers or projects), preparation of questions for discussions and fulfilment of home assignments, their results being presented in seminars. The programme widely uses the UL E-study platform.

An interesting form of cooperation has emerged in the study course “International Business Strategy” where students from four universities – the University of Turku (Finland), the University of Tartu (Estonia), Pskov State University (Russia) and UL – cooperate virtually to complete various group assignments. One of the students enrolled in the professional Master’s study programme “International Business” received a certificate of recognition for an outstanding presentation.

Students are constantly encouraged to develop and present their own business ideas, focused on innovation and international markets. In 2016, an online debate between the students of the study programme and Indian entrepreneurs was organised to discuss various aspects of coffee business, as well as information and communication technology business.

Since 2008/2009, international video conferences are part of the study programme as a new form of cooperation. Since 2008/2009, there were 10 video conferences held between UL and Fulda University of Applied Sciences (Germany). The ninth video conference focused on the consumption particularities during Midsummer celebrations and their economic effect. In the spring of the same academic year, the conference focused on the negative aspects of operations of foreign corporations in Latvia. In January 2014, the main topic of the video conference was the development of incoming tourism in Riga (for German students – in Frankfurt). The students themselves conduct research and present their comparative outcomes. During spring conferences, exchange students from the University Paris-Est-Créteil (Paris XII, France) to be enrolled in the study programme as part of the double diploma cooperation programme, also take part.

In January 2017, the first video conference with Indian entrepreneurs was organised in collaboration with MSRIM (India) to discuss various aspects of investment environment. For the conference, the students of the professional Master’s study programme “International Business” researched the investment environment in various fields and created video clips to attract foreign investors.

Plurality of methods used in studies, tendency to connect theoretical knowledge with practice, development of research skills, encouragement of analytical and critical thinking, independent work

and teamwork, evaluation of another colleague's achievements are all corresponding to the results achievable by the study programme.

The implementation of the study process in UL FBME uses a uniform approach, taking into consideration the principles of student-centred education, as the study process is organised creatively. Each student has a different style of studying, has different demands and interests, therefore, the applied teaching methods provide for freedom of choice (study and research papers). During the study process, there is a close cooperation between the students and the teaching staff.

In the implementation of the study process, the faculty ensures individual approach:

- Throughout the entire study process, communication with students takes place via group e-mails and LUIS system to operatively inform about changes in the schedule, of mandatory activities and their deadlines;
- Personal contact between the academic staff and the students during classes and consultations;
- Regular meetings and discussions between the academic staff and the students in the Council of the study programme and Faculty Board meetings;
- Regular follow-up meetings between the director of the study programme and all students to discuss the planning and implementation of the study process (sequence of the study courses, classes, organisation of Internships and examinations).

Providing feedback is a significant element ensuring the quality of the study process –students' opinions are listened to both during individual and group meetings, and consultations, as well as during the final thesis development process.

The time when foreign students commence their studies may vary due to visa delays and immigration formalities. Therefore, a student-centred approach allows for creating individual study plans in cases when foreign students arrive in the country and begin their studies later than the rest of the study group to let them catch up with the curriculum. With the consent of the professor, students can join the 4 CP study courses later, while shorter courses (when a foreign student has missed most of the course) can be completed at a different time with a different study group (in next semester or academic year) in line with the individual study plan. This approach allows students to fully complete the study programme.

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.

Completing Internship is a mandatory requirement for obtaining the professional Master's degree in Business Administration. The aim of the Internship is to prepare future top-level managers in real business environment – it allows fine-tuning their practical skills by applying theoretical knowledge obtained during the study process in real work environment in companies or organisations that are involved in international economic activity.

Internship objectives:

1. To deepen and secure theoretical and practical knowledge in international business;

2. To develop ability to independently organise and manage work, take responsible decisions in a company or organisation with international activities;
3. To become acquainted with the experience of an enterprise or institution, and the work and responsibilities of its management;
4. To develop ability to analyse the actions of an enterprise or institution, to understand and assess its strategy in international markets;
5. To develop ability to critically assess one's own actions and professional growth.

In organising Internships, certain aspects of the study programme must be taken into account – many students work full time, several of them are entrepreneurs themselves. Not being beginners in the field, they are sufficiently prepared to fulfil independent analytical assignments, conduct market research and develop strategies, etc.

Internship must be completed in a company, consulting firm or organisation that is in practice involved in international business (including companies that are planning to develop external economic activity, Latvian companies operating abroad, foreign companies, diplomatic representations, embassies and consulates).

Each Internship objective is connected to a theoretical topic of the study programme, for example, risk management, new product strategies, quality management and others. The aim of the Internship is to help students learn how theoretical concepts manifest themselves in business practice– in the Internship place, students analyse these connections, assessing possible mistakes and their consequences. The analytical aspect and the argumentation play the key role in evaluating the Internship report.

Thus the Internship tasks are closely connected to both the aim of study programme and the achievable results, taking into account the qualification „Head of Organization” which is granted as a result of a successful completion of the study programme.

Study direction self-evaluation report's chapter 5.3 already mentions UL and Business, management and economics faculty's common approach to Internship support and organization. In addition to that, specifically for the professional Master's study programme International Business, the following support measures can be named:

- It must be outlined that the students have a chance to participate lessons organized by the UL students' Business incubator, where entrepreneurs familiarize audience with their specific business experience.
- Programme's staff are involved in the international project POWER for organization of students' internships, which is financed by the European University Foundation.
- In the October of 2019, the students of the programme participated in the UL students' Business incubator's organized event Icebreakers 19` - a festival of business opportunities. Within the confines of POWER project, business incubator representatives from Spain and Luxembourg participated in the event and familiarized exactly the Master's study programme's students with Start-up internship opportunities.

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.

A Master's thesis is an independently developed original research or project on a current topic. It

should reflect the student's knowledge and research skills obtained during the study process, his/her ability to assess the available information and provide independent recommendations for solving specific situations or to develop own alternative models. Thesis must clearly reflect the input of the author and the novelty of the research. A thesis is developed individually, and the student chooses a topic that is relevant to the current situation in international economics. Since the study programme "International Business" is a professional Master's study programme, its topic must be related to a practically solvable issues – related to a specific company or organisation, include analysis of a market situation, provide a competitiveness assessment of a product, and others. The international dimension and generalisation are crucial in the programme direction; therefore, the topics cannot be limited to issues relevant for businesses on local or national level, or the analysis of the national market.

The topics of final theses in the academic year 2018/2019 fall into four groups:

- Theses on natural monopolies, their impact on the economy in general (for example, State support for subsidised production of electricity and its role in the development of the energy sector; liberation of natural gas market in Latvia);
- Theses on various business models (for example, support mechanisms for start-ups in Latvia, a business model for active recreation tourism; a start-up business model for introducing a car service platform in the Baltic countries; the impact of sharing business model on the involved parties in the European transport sector);
- Theses on entering new markets or export management (for example, entry modes in foreign markets, starting up small and medium business in India, internationalisation of Uzbekistan's fruit and vegetable market, entering the EU market, production of HALAL meat and its export from Latvia, assessment of factors influencing the development of Latvian wooden furniture export to Scandinavia);
- Theses investigating the consumer interests, product strategies and marketing, creating consumer demand (for example, consumer loyalty towards European food and drink brands in Kazakhstan and its impact on consumer behaviour, introduction of client relations management in small and medium enterprises, trans-border online shopping and consumer behaviour analysis in China).

Evaluation of theses subjects: themes are topical, related to international entrepreneurship, the newest theoretical revelations from scientific publications, statistics, experience of enterprises in different countries, own Master's thesis authors' research and acquired primary data are being used in development of theses. Evaluation of topicalities in a sphere of specialty, including labor market: as mentioned before, the theme of thesis definitely must be connected to a practically solvable problem – a specific enterprise or institution, market analysis, determining a product's competitiveness etc. The most important aspect of the programme's specialty is its international aspect, thus the subject of thesis cannot be limited to entrepreneurship of a local level and local market analysis. Therefore, the graduates of the study programme attest their ability to conduct independent and original research and to work with secondary and primary data.

Table 2.1.

The professional Master's study programme "International Business"

(In English)

Proportions of Master's theses evaluations

Years	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Evaluations	pcs	%*	pcs	%*	pcs	%*	pcs	%	pcs	%	pcs	%
10	2										3	13
9							1	12.5	3	17.65	5	21.7
8	1		1		2		4	50	1	5.9	5	21.7
7	1		4		2		3	37.5	3	17.65	4	17.4
6	1				1				3	17.65	4	17.4
5									6	35.3	2	8.7
4									1	5.9		
Total	5		5		5		8		17		23	

*Proportions are not sufficiently illustrative due to the small number of graduates

Table 2.2.

Professional Master's study programme "International Business" (in Latvian)

Proportions of Master's theses evaluations

Years	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Evaluations	pcs	%	pcs	%*	pcs	%*	pcs	%	pcs	%	pcs	%
10	2	9	1									
9	4	18	1									
8	6	27.3			2							
7	3	13.6			4							
6	5	22.7										
5	2	9			1							
4												
Total	22		2		7							

*Proportions are not sufficiently illustrative due to the small number of graduates

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.

Since 2016/2017, filling in of survey questionnaires is mandatory to all students. The previous practice of voluntary surveying provided an insufficient amount of responses for obtaining a full array of information. First and second year students were asked to fill in additional questionnaires. Results on the evaluation of the study programme are obtained from the survey of spring 2019.

The evaluation of the study programme ranges from 5.6 to 6.6 points out of 7. Lower evaluation (5.6) was given to the opportunities of students to cooperate with the Students' Council and to the assistance of the Students' Self-Government – rather logical, as the students of the Master's study programme work full time and have less time for student life. However, foreign students highly evaluate assistance from other students (probably because every foreign student is assigned a local consultant – a fellow student who can help when needed). Majority of students remark the positive attitude and assistance of the administrative and teaching staff.

Table 2.3.

International Business [English], 20776, 2019

14 out of 15 students responded (93.33%)

Scale: **0**- Do not know, cannot say, **1**-absolutely disagree, **2**-mostly disagree, **3**-rather disagree, **4**-neutral, **5**-rather agree, **6**-mostly agree, **7**-absolutely agree

			Avg	Stat. eval.	Total eval.
Study environment	1	Adequate technical and material supply (premises, access to computers and internet)	5.7	0.7	6.1
	2	Competent and favourable teaching staff	6.2	0.5	
	3	Responsive administrative staff and methodologists	6.5	0.3	
	4	Useful resources at UL library	6	1.1	
	5	Satisfactory choice of UL extra-curricular activities	5.7	1.4	
	6	Supportive student council and self-government	6.2	2.0	

Study process	7	Satisfactory range and content of available study courses				5.7	0.5	6.0
	8	Satisfaction with e-learning courses				5.7	0.5	
	9	Good organisation of the study process				5.8	0.7	
	10	Availability of the necessary information on the study process				6.3	0.8	
	11	Satisfaction with opportunities provided by LUIS				6	0.5	
	12	Opportunities provided by UL to gain international experience were sufficient				6.4	1.4	
	13	Opportunities to participate in improving the quality of study programme				6.4	0.9	
14	Average attendance of classes	Less than 25%	25-50%	51-75%	76-100%			
		7.14%	0.00%	7.14%	85.71%			
15	Independent work hours a week outside of study courses	Less than 30 h	21-30h	15-20h	10-14h	5-9h	2-4h	Less than 2 h
		7.14%	7.14%	0.00%	42.86%	35.71%	0.00%	7.14%
						Avg	Stat. eval	Total eval

Learning outcomes	16	Studies provided me with good theoretical and practical knowledge			6.1	0.5	6.1
	17	Studies helped improve my abilities to take complex decisions using critical analysis of information			6.3	0.5	
	18	Studies helped me improve my communication skills (writing, presentation, debating, group work)			6.3	0.5	
	19	Studies helped me improve my general skills (foreign language, specialised software use, work planning)			5.6	0.9	
	20	Overall I'm satisfied with my choice of the study programme			6.1	0.6	
	21	The study programme's level of difficulty was appropriate for me			6.1	0.5	
	22	The study programme prepares well for the labour market			5.6	0.7	
	23	Good overall impression of the quality of the study programme			5.9	0.8	
24	Opinion about studying at UL	Has improved	Hasn't changed	Has worsened			
		64.29%	28.57%	7.14%			
25	Plan to continue studying this year	At UL, current direction	At UL, other direction	Other university	Will not study	Don't know	
		0.00%	0.00%	14.29%	35.71%	50.00%	
26	Employment status in the last study year	Only studying	Working full time	Working part-time	Looking for a job	Child-care leave	
		0.00%	64.29%	35.71%	0.00%	0.00%	
						Avg	Stat. eval.
27	My job is related to my degree (responsibilities, application of skills)					5.1	0.7

28	Work doesn't interfere with my studies	4.4	1.2
29	In future, I'm planning to work in relation to my degree	5.2	1.0
30	Started to plan my career and professional growth during the study period	5.7	0.5

The content of almost all study courses was evaluated as being “above average”, with ERASMUS students rating it higher than the students of the study programme do. The student survey suggests that foreign students highly appreciate the UL diploma, thinking that “it will open doors in the future” and that the programme “indeed significantly improves professional skills and the lecturers have been very well chosen”. However, local students think that “the presence of foreign students attests that the programme is recognized internationally and the students can obtain much more from discussions as foreign students often represent different cultures with slightly different views, thus enriching discussions with opinions that differ from those of local students.”

Some students wish that more classes took place on Saturdays to combine work and study. Others specifically oppose studying at weekends. One second-year student had expressed a wish for fewer Internships. Such opinions are not considered well substantiated by the developers of the study programme. One student suggested revival of the previous system of “examination sessions”, but it was overruled because many foreign students, who start their studies later due to visa delays or other immigration formalities, have individual study plans. The current system of study modules allows these students to complete the missing study courses in the following semester rather than trying to pass exams along with the study group without having properly completed the study course. Moreover, the examination dates are announced at the start of the semester, and the students can plan their time and take examinations individually. Likewise, complaints about the many home assignments have not been taken into account.

By analyzing the inquiries of graduates, the fact that the highest evaluations (7) are given to the majority of programme's graduates is endearing. Majority of the graduates (9 or 10 out of the 14 participants) have assigned the highest evaluation (7) and expressed appreciation for learning how to use specialization-related software and availability of databases. They have been satisfied with their choice of the study programme and its overall reputation, and are ready to recommend it to others. Students most highly appreciate the opportunity to learn the following skills: teamwork, public debating and argumentation, working with information, its analysis, systemisation and improvement, acquisition of the terminology – all very important skills for the obtainable qualification “Head of organization”. The suggestions of graduates have already been taken into account in the inclusion of new study courses into programme: introduction of study courses “Project management in international business” and “Human resource management and leadership”. Until now this theme had been visited within other study courses, being set as an Internship task. However by listening to the wishes of graduates, the studies programme has been enriched with these study courses.

As mentioned before, a job offer advertisement analysis was performed on posted job offer ads for the needs of the programme in the most popular job offer sites in Latvia (in portals cv.lv, cvmarket.lv, mansdarbs.lv) from February 2017 to March 2017 in order to determine the employer demand for leadership positions. Altogether there were 106 job offer advertisements that sought out middle and higher level managers whose work would be directly related to export and international development of an enterprise. By analyzing the aforementioned job ads, it was concluded that for the highest level managers with speciality in international trade, organizational development and leadership have a high relevance of highest education and knowledge in the

specific sector. English proficiency and overall managerial skills had a large weight (directly related to export). Russian language skills were also considered an advantage. The outlined competences were: previous experience, argumentation skills, management and leadership competence, which corresponds to the results attainable in the study programme. In addition, in February 2019 a meeting with employers was organized where their evaluations of the study programme and suggestions for improvements were heard. Hence, following the employers' suggestion, a new study course „Big Data analysis and prognostic modelling” was included in the programme.

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.

One of the advantages of the professional Master's study programme "International Business" is the double diploma agreement with the University Paris-Est Créteil, Val de Marne (formerly, Paris XII, France), signed in 2008 and ensuring double diploma programme for the students of both universities. Every year, up to five students of the study programme can obtain a double diploma from two universities – UL and the University Paris-Est Créteil, but the French students can participate in the UL study programme. In 2007/2008, the first French student was enrolled in the study programme, and in 2012/2013, there were already seven French students, in 2013/2014 – five French students, in 2015/2016 – four, but in 2016/2017 – two students from France that successfully took part in the aforementioned video conferences between the two universities. The director of the study programme, prof. B. Šavriņa teaches the study courses "International Business Strategy" and "Geo-strategy" at the University Paris-Est Créteil, and participated in the defense process of the Internship reports of these French students in Paris, most of whom had completed their Internships in Riga.

In 2013/2014, one UL student studied in France, but in the autumn semester of the academic year 2014/2015, six French students graduated from the professional Master's study programme at UL FBME. The following academic year, there were four French graduates of the study programme, and two UL students were enrolled in the study programme in France. There were three UL students studying in France in 2016/2017, and four in 2017/2018.

Apart from the above-mentioned double diploma partnership, UL students can make use of the vast opportunities provided by ERASMUS and other student exchange programmes. In most cases, students choose to study at the faculty's long-term partner universities (Lviv Banking Institute (Ukraine) – one student in 2014/2015; Business School Groupe ESC Troyes (Le Groupe École supérieure de commerce de Troyes) – two students in 2016/2017; Claude Bernard University Lyon (France) – one student in 2017/2018; the University of Coimbra (Portugal) – one student, as well as to the University of Turin and the University of Trento, both in Italy – one student in 2017/2018 and three in 2018/2019). In 2018/2019, one student went to study at Kufstein University of Applied Sciences (Austria) and one to the University of Salzburg (Austria) – the UL study programme is associated with these universities, the members of the European Consortium of Universities, through another UL FBME study programme, the doctoral study programme for foreigners "Global Economics and Leadership".

During exchange studies, the completed study course recognition system is united in UL and the faculty. By starting the exchange studies, a course coordination with the programme's director is

already ongoing so that the student, while being in the partner university, doesn't lose the semester. For the recognition of the accomplished study courses in the programme, the description of the finished study course is reviewed, then the director of the programme, performs evaluation and recognition of the said study course contents.

Relatively few students use ERASMUS exchange programme for completing Internship abroad due to restrictions of their employment – only two students in 2013/2014 and one in 2018/2019. Instead, a growing number of foreign students enrolled in the study programme are the ones using the opportunities of international student exchange programmes. The number and national affiliation of foreign students permanently enrolled in the study programme are shown in Annex 1, Table 3. The number of these foreign students has increased from 9 to 30.

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.

All resources of UL and FBME are available for the implementation of the professional Master's study programme "International Business" – their detailed description can be found in Clauses 3.1 to 3.3 of Chapter 3, Part II of the Self-Assessment Report of the study direction. The description of the respective facilities and resources allows concluding that they comply with the characteristics of the study programme and provide students with relevant working environment for study and research, creating prerequisites for meeting the learning objectives of the study programme.

Students of the Master's study programmes have a broad access to electronic databases that are regularly updated with the latest information resources to meet the needs of both the teaching staff and the students. The access to electronic databases is essential for Master's study programmes that, according to the needs of staff and students, are regularly supplied with the most topical information resources. As mentioned before, both the students of the programme and its graduates had marked the UL ensured possibility to work with data bases, having access to statistical data, data of international organizations and scientific papers as highly important.

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.

During the 20 years of the study programme, there have been changes in the teaching staff. 1) The programme was created in 2002 by a dynamic and close-knit teaching team, and most changes that have taken place in the accounting period have been due to generational change. Two lecturers with vast international business experience have left active teaching at UL – assistant professor and expert in practical banking A.Rigerts, and assoc.prof. A.Roze, expert in book publishing and book selling. Assoc.prof. A.Roze maintains direct contact with the study programme in the capacity of the head of the final examination committee. 2) Changes in teaching staff in several study courses have taken place since the study programme switched to English as the study language. For example, professor I. Romānova who has vast international experience teaches the study course “Financial Management and Accounting”. 3) Specialists in various business sectors have been attracted to teaching specific study courses – Dr. A.Gaile works at HR management in an international company, assoc.prof. V. Danovičs is a logistics specialist; Dr. I.Godmanis is an expert in national and EU politics. 4) Several professors involve their PhD students in teaching of selected topics. To ensure succession, the director of the study programme prof.B.Šavriņa and the lecturer S. Sproģe-Rimša jointly teach a number of courses. 5) Involvement of foreign lecturers, both permanently working at UL FBME – Dr. P.Folkins, Dr.L.Pataccini-Alvares, as well as regular guest lecturers – prof.L.Schminke, prof.J. Avenel and prof.T.Lahalle.

Several graduates of the study programme are involved in the teaching process – Santa Sproģe-Rimša is teaching the study courses “International Business Strategy” and “Multi-national Enterprise and the Global Economy” – in the spring of 2017, she was elected the UL lecturer. Another graduate, Karīna Stadnika took part in the defending of Internship reports, Sanda Woolner and Miks Pētersons participated in several classes with presentations about their professional business experience, while Anna Sidorenko taught lectures on consumer behaviour peculiarities in service sector.

Overall, the programme focuses both on current processes in business and global economy, as well as on international aspects.

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 selection of programme’s lecturers has proceeded according to the Section 34 of the Law on Higher Education Institutions of the Republic of Latvia on evaluation of scientific and teaching

qualifications, Section 39 on academic staff of vocational study programmes and Section 40 on visiting professors, visiting docents and visiting lecturers.

There are 16 teaching staff members currently involved in the implementation of the study programme, most of them associated with the Department of Global Economics Interdisciplinary Studies. To ensure the connection of the study process with specific economic fields, members from other departments are also involved (the Department of Management Sciences, the Department of Finance and Accounting, and the Department of Economics). 12 out of 16 teaching staff members have a Doctoral degree (4 professors and 3 associate professors), others have a Master's degree. There are six specialists involved in teaching a number of study courses, and four more specialists are involved in the final examination committee. Therefore, the qualifications of the teaching staff involved in the study programme fully meet the requirements.

Foreign guest lecturers are involved in the study programme through various forms of cooperation: 1) ERASMUS teaching staff exchange programmes; 2) bilateral cooperation contracts (with the University Paris-Est Créteil in France); 3) guest researchers exchange programme (est. 2011); 4) since 2011, when the "Global Management and Leadership" study module for foreign students was introduced in the doctoral study programme (currently it is the doctoral study sub-programme "Global Economics and Leadership"), PhD students-foreigners have been involved in teaching a number of study courses. Guest lecturers are not only representatives of various universities in Europe and the USA, but also experts in international business. Collaboration with guest lecturers from European universities is implemented in the framework of long-term cooperation agreements (mostly ERASMUS), but with guest lecturers from the USA – in cooperation with the American Embassy in Riga, UL Centre for North American Studies, mainly in the framework of the Fulbright Scholarship programme and research grants from the State Education Development Agency of Latvia. The permanent teaching staff integrates guest lecturers into the teaching process of their study courses.

International collaboration is one of the cornerstones of the study programme. Due to its international direction, great emphasis is placed on providing guest lectures. In the academic year 2013/2014, the English language study group attended lectures by Peter Folkins (Canada), Yelena Kinzhebayeva (Russia), Leonardo Pataccini (Argentina), Michael Trestl (Switzerland), Anne Lavigny (France), Thibault Lahalle (France) and Lutz Schminke (Germany). The Latvian language study group could attend guest lectures by Yelena Kinzhebayeva (Russia), Leonardo Pataccini (Argentina) and Wolf Magnus Gerstkamp (Switzerland). In 2014/2015, the following guest lecturers were involved in teaching the study courses: Michael Trestl (Switzerland), Manuel Urban (Austria), Naima Kassimova (Uzbekistan), Arkadiusz Michal Kowalski (Poland), Jean David Avenel (France), Gabriela Kormancova (Slovakia), Diana Sitenko (Kazakhstan) and Ding Ren (China). In 2015/2016, guest lectures were taught by Peter Zettinig (Finland), Oleg Nikiforov (Russia), Sunitha Ravi (India), Pedram Dehdari (Germany), Frederik Thomas (Switzerland), Sanda Woolner (Great Britain) and Lutz Schminke (Germany). In 2016/2017, the following guest lecturers were involved: Bogdan Dumbravescu (France), Rakesh Yadav (India), Lutz Schminke (Germany), Volkan Sezgin (Turkey) and Jean David Avenel (France). The list of guest lecturers in 2017/2018 included the following experts: Daniel Shettler (Austria), Nitin Veer (India), Lutz Schminke (Germany), Ann-Kathrin Teltz (Germany), Jean David Avenel (France) and Yulian Gospodinov (Bulgaria). Several guest lectures were taught by the representatives of the international company Deloitte and by the graduates of UL – Barbara Žuromska and Sigita Ragucka. In 2018/2019, the following guest lecturers were involved: Daniel Schettler (Austria), Tsvetomir Marinov (Bulgaria), Marina Reshetnikova (Russia), Yulia Fomina (Russia), Valentino Parisi (Italy), but Linda Rinkule of the Consumer Rights Protection Centre acquainted the students with aspects of consumer rights in business. Jean David Avenel, Dean of the University Paris-Est Créteil, is a member the final examination committee.

In 2008, an international network uniting French-speaking academic researchers in economics and management science, Institut CEDIMES - Lettonie, was founded at UL, with prof.B.Šavriņa as its director. The network opens new development and cooperation opportunities for French-speaking students and teaching staff.

In this way, the staff qualification helps reaching study results: the practical experience of lecturers in entrepreneurship and the high, internationally recognized level of qualification/ The academic staff of the study programme participate in research projects, publish their papers in internationally reviewed scientific journals, take part in international conferences and congresses, follow the latest trends in their fields of specialisation – all of this leaves a significant influence on the content of the study courses and the teaching methods, ensuring their constant improvement.

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 the teaching staff in scientific research, especially on international level, plays a significant role in the implementation of the study programme. Many lecturers are involved in the departmental research projects funded by the faculty (the Department of Global Economics Interdisciplinary Studies, which provides the core of the teaching team of the study programme, has conducted the study “Development of the Integrated Method “Assessment and Subjective Perception Index of the Economic Aspects of the Living Standard and Inequality” – B.Šavriņa, K.Bērziņa, L.Pataccini, S.Sproģe-Rimša. The students of the study programme were also involved in the project to analyse the living standards of youth, and the results were discussed in the study course “Consumer Psychology and Behaviour in International Business”). Here and in the following lines it's mentioned that the information obtained from academic staff's participation in scientific

research is being utilized in the study process.

For five years, the students and the teachers of the faculty have been attending start-up boot camps in Cambridge, Great Britain. K. Bērziņa as one of the teachers of the study programme has also taken part. Great emphasis is placed on the development of start-ups – students present their innovative ideas in idea contests in Israel, Canada, USA (Massachusetts). A study course on start-up ideas and business (“Management of Small and Medium Enterprises in Multicultural Environment”) has been introduced in the study programme. The teachers of the programme B. Šavriņa, K.Bērziņa and L.Pataccini participate in the POWER (Placement Opportunities with Entrepreneurial Reach) project funded by the Foundation of European Universities, designed to create Internship places for students of Master’s study programmes in cooperation with start-up companies and business incubators in various countries. During the accounting period, B.Šavriņa and K.Bērziņa participated in the European Structural Fund project “Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region”, as well as in Europe home project “Entrepreneurship skill teaching and training programme”. Materials on business, entrepreneurial capacity and international franchising developed during these projects are directly used in the study courses “Multinational Enterprise and the Global Economy” and “International Business Strategy”.

Under the leadership of B. Šavriņa, the students of the study programme participated in the SEAMIS (Students Entrepreneurship and Migration International Survey) research project about the willingness of students to start up their own business and analysed the findings during classes. The project is conducted in cooperation with the University of Szczecin (Poland), comparing the results obtained in several countries. This project is especially useful for the study programme for another reason – its participants will be surveyed again in a number of years to see the realisation of their plans and follow the development of their professional careers.

B.Šavriņa and S.Sproģe-Rimša are members of the international CEDIMES network uniting French-speaking academics in economics and management science. B.Šavriņa is also a member of the International Association of French-speaking economists, AIELF. These memberships ensure circulation of the latest international scientific information and contacts with representatives of other universities, providing opportunities for further cooperation.

1. Šavriņa has participated with presentations in the 59th AIELF congress in France, in the 60th congress in Poland and in the 61st congress in Chile. The geographic diversity of these network events and congresses create a better understanding of the multicultural aspects of international business and communication; provide information on the latest achievements, economic and business changes on both theoretical and empirical levels.

B.Šavriņa supervises UL exchange researchers. By involving exchange researchers in teaching of individual topics, the study programme provides students with authentic information on business environment in countries represented by these researchers, as well as information on the latest scientific achievements in the fields of their research. Special notification should be made towards the Argentinean researcher L. Pataccini – he studied in Latvia in the framework of researcher exchange in 2013/2014, and returned a few years later to become a member of the teaching staff in the study programme in 2018/2019.

Table 4.1.

Directions of scientific research by the teaching staff involved in the implementation of the study programme

Name, surname	Study course	Direction of scientific research
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Marta Ābula	International Business Law	The National Research Programme, Transformation of economy, smart growth, administration and legal framework for sustainable development of states and nations – new approaches to creating a sustainable knowledge-based society (ECOSOC-LV); Sub-project 5.2.7. „Public involvement in social innovation processes for ensuring sustainable development of Latvia”, leader I.Dovladbekova (2014-2017).
Kristīne Bērziņa	Consumer Psychology and Behaviour in International Business	Boosting tourism business growth through higher vocational education (BOOSTED) (ETS2016/24), 02/10/2017-30/06/2019 – leading researcher; 01/07/2014-30/11/2014 Creation of franchising network in Latvia-Lithuania-Belarus border region, project manager of the Latvia-Lithuania-Belarus cross-border cooperation programme – head of project; Erasmus+ Strategic Partnership 2018 2018-1-ES-01-KA203-050886 Universidad de Alcala; KA2: Cooperation for innovation and the exchange of good practices – Knowledge Alliances POWER Placement Opportunities With Entrepreneurial Reach; UL Academic development project “Subjective perception of economic aspects of the living standards and inequality”; 01/07/2013-31/07/2013 Actualisation of customer needs in the 21st century, Tourist consumer behaviour trends in CIS, Asian and Scandinavian countries – copyright agreement; Consumer behaviour of tourists in Riga (ZD2018/20663) 19/11/2018 – 27/11/2018 –researcher, copyright agreement; 15/03/2017-18/04/2017 Tourist satisfaction survey on tourism in Jūrmala during winter months; 29/08/2016-15/09/2016 Tourist satisfaction survey in Jūrmala, its analysis and recommendations for the development of tourism marketing and tourism development action plan; 02/02/2015-27/02/2015 Freeport of Riga, Cruise tourism survey in Riga; 09/12/2014-15/12/2014 Consumer behaviour of foreign tourists in Riga (2014).
Andrejs Cekuls	Project Management in International Business	14/05/2014-15/06/2014 UL FBME Management and Business Study Centre (contract with the National Employment Agency) – copyright agreement; 17/12/2013-15/01/2014 UL FBME Management and Business Study Centre (contracts with the National Employment Agency) – copyright agreement; 15/05/2013-31/05/2013 UL FBME Management and Business Study Centre (contracts with the National Employment Agency) – copyright agreement.
Vadims Danovičs	Transport Logistics Systems in International Business	Danovičs V. (2018) 10th International Conference on Computer Supported Education (CSEDU018), 14-18 March. Šalkovska J., Ribakova N., Danovičs V. (2014) Marketing and logistics cooperation problems in Latvian companies. References: p.397. Procedia – Social and Behavioural Sciences. Vol.110 (2014), pp.90-97: fig.,DOI: 10.1016/j.sbspro.2013.12.883 , URL: http://www.sciencedirect.com/science/article/pii/S1877042813055237 ISSN 1877-0428.

Anita Gaile	Human Resources Management and Leadership	<p>Gaile A. (2013) „External factors facilitating development of the learning organization culture", Journal of Business Management No. 7, pp. 130-140;</p> <p>Gaile A. (2013) "Developing culture of learning through corporate values of organization" in Management Theory and Practice: Synergy and Organisations in proceeding of VI International conference 2013 in Tartu, Estonia, pp. 197-219;</p> <p>Gaile A. (2015) "The Needs That Individuals and Organizations Seek to Fulfil by Contemporary Employment Agreements: The Case of Latvia, "Management of Organizations: Systematic Research" No 74, pp. 55-65;</p> <p>Gaile A., Šumilo Ē. (2016) "The Global Perspective of Employment Relations Development: Organisational Structure and Environment, Individual Behaviour, Organisational-Individual Relationship and Career Attitudes", Economic Review – Scientific Journal of the University of Economics in Bratislava" No. 45 1/2016, pp. 31-45.</p>
Ivars Godmanis	State`s Support Policy for Entrepreneur-ship and Exports	<p>Godmanis I. (2017) “Why the last regional reform in Latvia is not sufficient: no correlations between income level, payments from the equalization fund, EU fund allocation in the cities and regions.” The 10th Annual Scientific Baltic Business Management Conference “Sustainable organizations: creating and managing in turbulent business environment”. 27-28 April 2017, at RISEBA University of Business Arts and Technology, Riga, Latvia;</p> <p>Godmanis I. (2017) “Regional development in Latvia (2000-2016): specifics and challenges.” The 10th Annual Scientific Baltic Business Management Conference “Sustainable organizations: creating and managing in turbulent business environment”. 27-28 April 2017, at RISEBA University of Business Arts and Technology, Riga, Latvia;</p> <p>Godmanis I. (2015) “Current political and economic situation of East-Central Europe and on the role of civil society in democracy” – speaker, panellist – Ivars Godmanis, 16 May 2015, International Conference, Warsaw, Poland “The role of nation states in contemporary Europe”, organized by Congress “Poland – Great Project”)</p>
Leonardo Pataccini	Economics of International Business	<p>Pataccini, L. (2013) “Conflict of Interests: WTO, Multilateralism and Sovereignty of States at the National Level.” Proceedings of the conference “The regional development economic policy of the Russian Federation in its accession to the World Trade Organization”, Ural State University, 17-18 October 2013, Yekaterinburg, Russia, pp. 3-10;</p> <p>Pataccini, L. & Kinzhebaeva, E. (2014) “Structural reforms in emerging economies: Argentina and Russia through the Latvian Mirror.” Humanities and Social Sciences: Latvia. 22 [1] [Spring-Summer 2014], pp. 48-71;</p> <p>Pataccini, L. (2017) “From “Communautaire Spirit” to the “Ghosts of Maastricht”: European integration project and the rise of financialization.” International Journal of Political Economy, Volume 46, Issue 4, 267-293, DOI: 10.1080/08911916.2017.1407737.</p>

Jānis Priede	Export Marketing	<p>01/01/2011-31/12/2016 Illegal alcohol market research in the Baltic countries. International scientific research project – member of the research methodology supervision group;</p> <p>01/01/2016-31/12/2016 Main Challenges in the Baltic States and German Economies in the Context of Russian Trade Embargo and Greek Crisis;</p> <p>UL FBME project “Productivity Challenges in Latvia”;</p> <p>Expert services in the development of the annual evaluation methodology of the “Cluster Programme” efficiency ZD2018/20587, contracted in 2018 - copyright agreement;</p> <p>01/06/2017-30/09/2017 Distance crediting in Latvia.</p>
Inna Romānova	Financial Management and Accounting	<p>The project “Challenges and solutions for the Latvian state and society in international context (INTERFRAME-LV) No. VPP-IZM-2018/1-0005 (2018-2021)” of the National Research Programme “Heritage of Latvia and Future Challenges for National Sustainability” – head of the UL sub-project;</p> <p>UL Priority Research topic project „Innovations for Improving Competitiveness of Latvian Companies and Business Sectors in Circumstances of Globalisation” (2016-2018) – researcher;</p> <p>UL FBME department project, 2017-2018 – member;</p> <p>Project of the Association of Latvian Commercial Banks “Development of the Social Charter of Banks”, 2015 – member.</p>
Uldis Rozevskis	Big Data Analysis and Predictive Modelling	<p>2011-2013 European Regional Development Fund project “Technology for building process management programme systems and its supporting tools”, action programme 2007-2013 “Business and Innovation, priority 2.1. “Science and Innovation”, activity 2.1.1. “Science, Research and Development”, activity 2.1.1.1. “Support for Science and Research” – member.</p>
Biruta Sloka	Quantitative Methods in Decision Making	<p>EU TEMPUS „Fostering implementation of the knowledge triangle in Belarus, Ukraine and Moldova”, AD 2986 – 214 (2014-2017) – leader;</p> <p>ESF project “Strengthening of Iecava Regional Municipality Capacity” activity “Survey of needs in Iecava Region for the implementation of projects and activities co-financed by EU and other foreign financial aid” No. 1DP/1.5.2.2.3/11/APIA/SIF/093/101 (2013);</p> <p>The Council of the Baltic Sea States (CBSS) project “Eurofaculty in Pskov” – member of the international team of experts from 2009 to 2015, when the project ended.</p>
Santa Sproģe-Rimša	International Business Strategy; Multinational Enterprise and the Global Economy	<p>„Innovations for Improving Competitiveness of Latvian Companies and Business Sectors in Circumstances of Globalisation” (performance funding) AAP2016/B066 – expert 05/10/2016-15/12/2016;</p> <p>Improving study quality in e-platform (UL FBME) FUD2019/36. 18/03/2019-31/03/2019 – copyright agreement.</p>

Baiba Šavriņa	International Business Strategy; Multinational Enterprise and the Global Economy; Consumer Psychology and Behaviour in International Business	<p>Cross-border cooperation programme project „Creation of franchising network in the Latvia-Lithuania-Belarus cross-border region” (LLB-2-168) in the framework of European Neighbourhood Partnership Instrument (2013-2014) – member, expert;</p> <p>Europe home project “Entrepreneurship skill teaching and training programme” – member, expert (2016);</p> <p>International project of the Francophone University Agency, “OptiQua Optimisation des services d’assurance qualité dans les universités membres” – member, coordinator from UL side (2016-2017);</p> <p>Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs (EDUQAS), 2018-2020 – project coordinator;</p> <p>Placement Opportunities with Entrepreneurial Reach (POWER), 2018-2020 – project coordinator;</p> <p>The Ministry of Economics of Latvia project „Development of the system of labour market mid- and long-term forecasting and supervision” (2013)– expert;</p> <p>The National Research Programme EKOSOC-LV, 2016-2018 – member of the project;</p> <p>Official expert and member of the defending committee of the PhD thesis “La Gouvernance Plurale et La Creation De La Valeur Globale et Durable Pour Les Entreprises: Le Cas Des Entreprises Francaises Cotees” by the doctoral student Issam Beya of the University Paris-Est Créteil (France).</p>
Velga Vēvere	Negotiating in the Cross-Cultural Business Environment	<p>Vēvere V. (2017) International conference “Emerging Trends in Economics, Culture, and Humanities”, Riga, 26-28 April 2017, ref. “Cultural Adaptation of ERASMUS students and host university responsibility”;</p> <p>Vēvere V. (2016) the 5th International Scientific Conference “Whiter Our Economies-2016”, Vilnius, 20-21 October 2016, paper “Social Indicators of University Responsibility”;</p> <p>Vēvere V. (2013) International Conference „Socio-technic aspects of safety in higher education institutions” (Stalowa Wola, Poland), 19 September 2013, paper „Codes of ethics as instruments for solving conflicts within universities”;</p> <p>Vēvere V. (2014) the 12th International Scientific Conference „Political and Economic Challenges Stimulating Strategic Choices towards Europe of knowledge” (Kauno Technological University, Lithuania), 25 April 2014, paper „Ethical Leadership: Student Perceptions of Exercising Ethical Influence in Organization”.</p>
Rita Žuka	Big Data Analysis and Predictive Modelling	<p>Important Elements for the Modelling of Business Processes. Forecasting Methodology for Labour Market.</p> <p>Žuka R. (2017) Using Data Mining Technology for Student Data Analysis, International Scientific Conference “New Challenges of Economic and Business Development – 2017: Digital Economy”;</p> <p>Žuka R. (2016) Predictive Analytics and Cloud Computing Technologies for the Business Data Analysis, International Scientific Conference “NEW CHALLENGES OF ECONOMIC AND BUSINESS DEVELOPMENT – 2016 Society, Innovations and Collaborative Economy”.</p>

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).

The FBME Department of Global Economics Interdisciplinary Studies are the developers of the study programme, and its teaching staff is responsible for the development of the study programme, changes in study courses and content improvement. At the beginning of each academic year, the issues of programme development are discussed in department meetings. There are various methodical groups working within the department that are responsible for the content and quality provision of the study courses in respective fields.

The department cooperates with the other FBME departments. For the purposes of the study programme, new study courses “Transport Logistics Systems in International Business” and “Project Management in International Business” were developed. In turn, the study courses “Managerial Accounting”, “Financial Management and Accounting” and “Export Marketing” have been adapted for international students.

Cooperation among various study programmes must also be noted. For example, several study courses are taught jointly with other programmes: the study course “Economics of International Business” is also included in the study programme “European Studies and Economic Diplomacy”. Another very important direction of collaboration is synergy with the doctoral study sub-programme “Global Economics and Leadership” – its PhD students-foreigners can obtain the necessary teaching experience by holding lectures on specific topics of their professional specialisation to the students of the professional Master’s study programme “International Business”. The latter are benefiting greatly from this collaboration – they obtain information and experience from employees of international corporations.

Great focus is placed on the quality of the study process and the functioning of the study programme. The director of the programme, B. Šavriņa, is the coordinator of two international projects on ensuring the quality of higher education: the international project “OptiQua Optimisation des services d’assurance qualité dans les universités membres” of the Francophone University Agency, and ERASMUS+ project “[Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs \(EDUQAS\)](#)”.

At the moment of submission of this Self-Assessment Report, the proportion of students and the teaching staff are 43:16 respectively – one teacher to 2,6875 students. However, the proportion during classes is different since ERASMUS exchange students are also attending the study courses of the programme.

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	Statistical data on students in the Professional Master_SB_1.docx	Stat dati par stud Profesionālajā maģistra studiju programmā SB.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	Compliance of the professional Master.docx	Profesionālā maģistra studiju programmas SB Atbilst-1.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance of the Professional Master1.docx	Profesionālā maģistra studiju programmas SB kvalif.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	Study course mapping of the Professional Master SB.docx	SB kartējums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the professional Master.docx	SB plaani.docx
Descriptions of the study courses/ modules	5_P MSP_Starptautiskais_bizness_ENG.docx	Kursu_apraksti SB LV(1).docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	SB diploma.docx	SB diploms latv.docx
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	Eng VadZ plus Agreement.docx	SB turpinaasana.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlīdz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	studiju līguma forma ārvalstniekiem NE ES pilsoņiem.doc	studiju līguma forma pilsoņiem un nepilsoņiem.doc
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.		

E-Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>E-Business Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Signe</i>
Surname of the study programme director	<i>Bāliņa</i>
E-mail of the study programme director	<i>signe.balina@lu.lv</i>
Title of the study programme director	<i>Dr. ekon. profesore</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the study programme "E-business Management" is to prepare versatile specialists with practical skills and integral knowledge of information technologies, enterprise organisation and management.</i>
Tasks of the study programme	<p><i>The following objectives have been set to meet the aim of the study programme:</i></p> <ol style="list-style-type: none"> <i>1. To provide theoretical knowledge of economics, finance, accounting, logistics, legal sciences, business management, marketing, information and communication technologies (ITC);</i> <i>2. To ensure that the set of knowledge and practical skills in all defined spheres meets the professional standards and employer demands;</i> <i>3. To develop ability to independently improve one's own competences in areas needed for practical activity;</i> <i>4. To develop ability to search for new information by modern means and methods, and apply the newly obtained knowledge to create innovations;</i> <i>5. To provide opportunities for students to obtain scientific research skills, develop and implement innovative business products.</i>

Results of the study programme	<p><i>Upon completion of the study programme, the students obtain knowledge, skills and competences necessary for an E-business Manager.</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Ability to demonstrate knowledge, critical assessment and understanding of the most significant terms and regularities in the following areas:</i> <input type="checkbox"/> <i>Solutions to business problems provided by ICT;</i> <input type="checkbox"/> <i>Analysis, design and development of Information systems;</i> <input type="checkbox"/> <i>Business management, logistics and marketing;</i> <input type="checkbox"/> <i>Economics, finance and accounting;</i> <input type="checkbox"/> <i>Mathematics and statistics;</i> <input type="checkbox"/> <i>Commercial and communications law.</i> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>To apply electronic management systems to business organisation and management;</i> <input type="checkbox"/> <i>To analyse business problems, search and collect data for analysis, and use relevant analytical tools (software);</i> <input type="checkbox"/> <i>To find solutions to business problems and apply tools and systems to find and model solutions;</i> <input type="checkbox"/> <i>To organise and manage information system development projects;</i> <input type="checkbox"/> <i>To design, develop and maintain electronic management systems for the functioning of business;</i> <input type="checkbox"/> <i>To analyse and evaluate the economic advantages of the developed solutions;</i> <input type="checkbox"/> <i>To study and apply marketing, advertising and other public communication tools to business;</i> <input type="checkbox"/> <i>To make professional use of computers, office and system development support software;</i> <input type="checkbox"/> <i>To apply information search tools and methods;</i> <input type="checkbox"/> <i>To communicate and work in a team;</i> <input type="checkbox"/> <i>To find innovative solutions.</i> <p><i>Competences:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>To independently obtain, analyse and assess information on technologies and new trends in e-commerce and logistics, and apply them in decision-making to solve business problems;</i> <input type="checkbox"/> <i>To participate in the development of logistics and e-commerce sectors and improve business management practices;</i> <input type="checkbox"/> <i>To follow professional ethics, comply with the legal framework, organise work processes, meet assignment deadlines and quality requirements.</i>
Final examination upon the completion of the study programme	<i>Bachelor's Thesis</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>

Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Admission is organised according to the approved UL admission rules for core curriculum. General terms: Secondary education. Competition requirements for individuals who have obtained secondary education from 2004: State Examination results in the Latvian language and Mathematics; Competition requirements for individuals who have obtained secondary education before 2004, abroad or for individuals with special needs: average yearly grade in the Latvian language and literature; average yearly grade in Mathematics (or the average grade in Algebra and Geometry).
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in E-Business Management
Qualification to be obtained (in english)	E-business Manager

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years, 5 months - latvian

Study type and form	Part time studies
Duration in full years	4
Duration in month	5
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Admission is organised according to the approved UL admission rules for core curriculum. General terms: Secondary education. Competition requirements for individuals who have obtained secondary education from 2004: State Examination results in the Latvian language and Mathematics; Competition requirements for individuals who have obtained secondary education before 2004, abroad or for individuals with special needs: average yearly grade in the Latvian language and literature; average yearly grade in Mathematics (or the average grade in Algebra and Geometry).
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in E-Business Management
Qualification to be obtained (in english)	E-Business Manager

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time extramural studies - 5 years - latvian

Study type and form	Part time extramural studies
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Duration in full years	5
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	<i>Admission is organised according to the approved UL admission rules for core curriculum. General terms: Secondary education. Competition requirements for individuals who have obtained secondary education from 2004: State Examination results in the Latvian language and Mathematics; Competition requirements for individuals who have obtained secondary education before 2004, abroad or for individuals with special needs: average yearly grade in the Latvian language and literature; average yearly grade in Mathematics (or the average grade in Algebra and Geometry).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in E-Business Management</i>
Qualification to be obtained (in english)	<i>E-business Manager</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Due to the abolition of the previous profession standard and the adoption of a new standard "E-Business Manager", the title of the study program has been changed from "E-Business and Logistics Management System" to "E-Business Management".

The degree and qualification awarded have been changed in accordance with new laws and regulations. Changes have been made in the formulation of learning outcomes, taking into account the new requirements, sharing knowledge, skills and competences.

Profession standard "E-business Manager", which corresponds to the fifth level of professional qualification and the sixth level of Latvian Qualifications Framework, has been agreed at the meeting of Tripartite Sub-Council for Vocational Education and Employment (further in text TSVEE) on September 18th, 2019 as confirmed by Minutes No 6. Please find attached the agreed standard and the link to this standard - "E-business Manager": <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-112.pdf> (The link is available in Latvian.)

Its inclusion in the list of mandatorily applying profession standards and professional qualification requirements (Cabinet of Minister Rules 626, of October 9th, 2018, "Rules on the List of Mandatorily Applying Profession Standards and the Publication of Included Profession Standards and Professional Qualification Requirements") will occur after the agreement on all updated profession standards in the TSVEE in 2020.

Given the demands of the labor market, part-time studies will also be offered in the future.

Changed study program director -was assoc. prof. U. Rozevskis, now is - prof. S Bāliņa

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 study programme "E-Business Management" is an improved version of the previous Bachelor's

study programme “E-Business and Logistics Management Systems”, and is implemented in the Latvian language in three study forms – full-time intramural form (4 years), part-time intramural form (4.5 years) and part-time extramural form (5 years). From 2012/2013 to 2019/2020, student interest in the study programme has been stable (see Table 1 of Annex 1). In the academic year 2016/2017, the number of enrolled first-year students was the lowest (43). However, the interest in the study programme has increased in the previous academic year, reaching 66 students in 2019/2020. Total number of students in the study programme peaked in 2014/2015 (182 students), and reached its lowest in the academic year 2018/2019 (142 students). Taking into account the number of enrolled first-year students in 2019/2020, the forecasts suggest that in the coming academic years, total number of students enrolled in the programme will be increasing again.

In various academic years, there was a different number of state-funded study places, ranging from 10 study places in 2012/2013 to 22 study places in 2019/2020. With the changes in total number of students, the proportion of students whose tuition fees are covered from the state budget has reached 16 per cent. Nevertheless, majority of students cover their tuition fees from personal funds.

Analysis of the student dropout numbers in various years (see Table 2 in Annex 1) suggests that the main dropout reasons are connected with the failure to fulfil the obligations of the study contract. It is either failure to meet the requirements of the study programme on time (on average 41.6 per cent of all dropout reasons), or failure to fulfil financial obligations on time (on average 33.8 of all dropout reasons). Every year, 9 to 26 students fail to fulfil the requirements of the study programme on time, and their numbers tend to decrease. There are 8 to 23 students every year failing to fulfil their financial obligations, and their numbers tend to increase. The third most widespread dropout reason is personal considerations of students (4 to 10 students), mostly indicating lack interest in the chosen study programme or difficulties in combining studies and work.

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 name, obtainable degree and professional qualification of the study programme “E-business Management” (previously “E-business and Logistics Management Systems”) are logically and organically connected. It is reflected in the aims, objectives and learning outcomes of the study programme.

Students have been enrolled in the study programme since 2006 – for over ten years. It has become a brand name among employers for recognising the graduates of the programme. Throughout the years, the content of the study programme has been updated by introducing new study courses, changing their content according to the needs of the times, implementing new teaching methods, as well as introducing students to the outcomes of the research projects conducted by the teaching staff.

Following the suggestions of employers and graduates, a new professional standard “E-business Manager” has been introduced, providing an update of professional activity objectives and responsibilities of the profession. It belongs to the fifth level of professional qualification (5. PKL), corresponding to the sixth level of the Latvian qualification framework (6. LKI). From the very

beginning, the study programme was aimed at providing the defined level of qualification.

The study programme corresponds to the sixth level of the Latvian qualification framework, which implies that the duration of full time studies is at least four years. The defined duration of studies in the study programme is 4 years for full time intramural studies, 4.5 years for part-time intramural studies, and 5 years for part-time extramural studies.

The Latvian Law on Professional Education states that the fifth level of professional qualification is the highest qualification for specialists in specific fields, allowing planning and conducting scientific research in respective fields. One of the key objectives of the study programme is to help students to obtain scientific research skills and ability to prepare and implement innovative business projects. The programme ensures such theoretical and practical preparedness that it allows the graduates to perform tasks related to company management process, analysis and management of the obtained results, assessment of problems, definition of goals, searching for alternative solutions, implementation of the developed projects, as well as to conduct scientific research in the field of business management. Scientific research conducted by the teaching staff and the use of its results in the study process ensure fulfilment of the objectives of the study programme. The graduates obtain a professional qualification "E-business Manager".

The aim, the objectives and the learning outcomes of the study programme have been defined in connection to the qualification requirements of the new professional standard "E-business Manager", its professional objectives and obligations.

Table 1.1.

Connection of the study programme "E-business Management" with the professional standard "E-business Manager"

Aims and objectives defined in the Standard	Aims and objectives of the study programme
E-business manager implements e-business strategy	The aim of the study programme "E-business Management" is to prepare versatile specialists with practical skills and integral knowledge of information technologies, enterprise organisation and management.
Concept development for the improvement of a company's e-business strategy	1. To provide theoretical knowledge of economics, finance, accounting, logistics, legal sciences, business management, marketing, information and communication technologies (ICT); 5. To provide opportunities for students to obtain scientific research skills, develop and implement innovative business products.
Assessment, planning and control of digital marketing activities	
General objectives to ensure operation of an organisation	
Management of development, implementation and maintenance of electronic commerce technology systems (ECTS)	2. To ensure that the set of knowledge and practical skills in all defined spheres meets the professional standard and employer demands.

The range of the study courses and their content has been changed and updated in order to provide students with the skills, attitudes, professional knowledge and competences defined as necessary for the qualification standard of “E-business Manager”. The learning outcomes of the study programme are defined in more detail in the descriptions of the study courses and they comply with the objectives, skills and attitudes, professional knowledge and competences relevant to the level of qualification. The set of knowledge, skills and competences obtained during the study programme complies with the sixth level of the Latvian Qualification Framework, attested with a professional Bachelor’s degree in E-business Management. It is obvious from the study course mapping (see Annex 4 Study course mapping of the "E- Business Management" study programme).

The knowledge of the Latvian language and Mathematics are among the admission requirements – Mathematics is important and necessary for acquisition of analytical skills and comprehension of information technologies.

The conclusion – the content, the obtainable degree, the aims and objectives, as well as the admission requirements of the study programme correspond with one another. By fulfilling the objectives of the programme, the students also meet its aim. As a result, the graduates of the programme obtain a professional Bachelor’s degree in E-business Management. It allows them to fully engage in professional activities and continue their studies on Master’s level. The students have vast employment opportunities because specialists with IT, business and e-business management skills are in high demand.

The graduates of the study programme “E-business Management” have knowledge and skills in several areas that are important for entrepreneurship (computer science, company management, economics, commercial law, and logistics). They can take e-management positions in enterprises in any sector of the economy in Latvia and the European Union (in companies, start-ups, business incubators and business accelerators, technology parks), in state institutions (ministries and agencies), municipal institutions, institutes of scientific research, in organisations designing and developing e-business systems, IT service companies, non-governmental and international organisations.

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 professional standard of the position “E-business Manager” allows evaluating the compliance of the study programme with the needs of the labour market. The standard precisely and clearly defines the professional objectives and obligations, as well as the skills and attitudes, professional knowledge and competences necessary for their implementation. The standard uses an

abbreviation ECTS, which stands for an electronic commerce technology system.

Table 2.1 depicts an overview of the study courses, which provide competences defined in the respective professional standard (table numbering follows the requirements of the standard).

Table 2.1

Compliance of the study courses in the study programme “E-business Management” with the professional competences

No.	Core objectives of the professional activity	Competences	Study courses
4.1.	Improvement concepts for organisation’s e-business strategy in relation to the development of ECTS:		
4.1.1.	To have good knowledge of the latest technological development trends and their application to the development of an organisation.	Ability to analyse digital technologies and their compliance with e-business development strategy of an organisation.	Websites design, The modern technologies of data processing, Business application
4.1.2.	To investigate the existing e-business strategy of an organisation.	Ability to assess and investigate the existing e-business strategy of an organisation.	Enterprise creation and development, Management, Internship: The use of information and communication technologies in an enterprise
4.1.3.	To assess the compliance of existing Information systems with the strategy of an organisation.	Ability to assess and investigate the compliance of the applied information systems with the strategy of an organisation.	
4.1.4.	To clarify the management’s opinion and demands.	Ability to understand and evaluate the management’s opinion and demands in relation to the development of ECTS.	Internet Systems Design, Internship: Support of information and communication technologies in business process improvement
4.1.5.	To analyse the achieved results of the marketing targets.	Ability to assess the efficiency and costs of the achieved targets (total costs, cost per every new client)	Marketing, Research Methods, Statistics in Economics and Business

No.	Core objectives of the professional activity	Competences	Study courses
4.1.6.	To investigate advertising concepts and analyse consumer psychology.	Ability to use modern analytical tools to investigate advertising concepts and their efficiency. Ability to describe and define individual differences of consumers, their criteria and indicators. Ability to analyse and forecast consumer complaints, their types, consumer behaviour in cases of dissatisfaction with the purchase.	Marketing, Business Ethics and Corporate Social Responsibility
4.1.7.	To develop concept variations and participate in the implementation of the concept.	Ability to develop creative concept offers for the improvement of e-business strategies. Ability to effectively plan, create and manage ECTS development team and organise the development process.	Internet Systems Design, Course paper: Designing and Implementing Information Systems
4.1.8.	To ensure the compliance of ECTS concept with the strategy.	Ability to assess the compliance of ECTS concept with the strategy of an organisation. Ability to plan and integrate ECTS content updates.	Internet Systems Design, Enterprise Information Systems, Course paper: Designing and Implementing Information Systems
4.2. Research, planning and control of digital marketing activities:			
4.2.1.	To participate in the development of general marketing strategy for an organisation.	Ability to assess and understand the organisation's general marketing strategy, and cooperate with colleagues in the development of the marketing strategy.	Marketing, Management, Enterprise Creation and Development

No.	Core objectives of the professional activity	Competences	Study courses
4.2.2.	To assess objectives of digital marketing activities and choose appropriate methods.	Ability to independently find out and set objectives for marketing activities. Ability to choose the most relevant marketing methods, justify the choice, replace irrelevant marketing methods with those more appropriate ones for the implementation of the organisation's marketing strategy.	Marketing, Business Intelligence Technologies
4.2.3.	To prepare the necessary 'tool-kit' for the investigation, planning and control of digital marketing activities.	Ability to prepare a 'tool-kit' for the investigation, planning and control of marketing activities.	Marketing, Research Methods, Mathematics for Economics and Business, Statistics in Economics and Business, Business Intelligence Technologies
4.2.4.	To analyse market trends for investigating, planning and controlling of digital marketing activities.	Ability to understand and analyse market trends in e-business and related fields.	Marketing, Enterprise Information Systems, Statistics in Economics and Business
4.2.5.	To plan digital marketing activities in accordance with the organisation's marketing plan and budget.	Ability to assess budgeting methods. Ability to plan digital marketing activities and understand the principles of expense estimation for their implementation.	Marketing, Management, Enterprise Creation and Development
4.2.6.	To control the implementation of digital marketing plan.	Ability to overview the implementation process of the digital marketing plan. Ability to take decisions on further action in case the implementation of digital marketing activities does not follow the pre-designed plan.	Marketing, Business Accounting
4.3.	Management of the development, implementation and maintenance of ECTS:		
4.3.1.	To prepare and manage an ECTS implementation project.	Ability to create an ECTS implementation project plan. Ability to implement ECTS software.	Internet Systems Design, Information Systems Project Development Management

No.	Core objectives of the professional activity	Competences	Study courses
4.3.2.	To analyse functional and non-functional requirements for ECTS.	Ability to assess and generalise business, functional and non-functional needs by analysing their implementation opportunities. Ability to create documentation that defines requirements to be used in the ECTS development process.	Internet Systems Design, User Software in Business
4.3.3.	To identify and manage risks for the development, implementation and maintenance of ECTS.	Ability to create a list of risks and monitor them according to the identified ECTS development, implementation and maintenance risks.	Design of Internet Systems, Business Applications
4.3.4.	To assess ECTS development alternatives, and justify the choice.	Ability to evaluate, analyse various ECTS development solutions, justify choices to develop ECTS in compliance with the defined requirements. Ability to assess the economic costs of alternative solutions.	Internet Systems Design, Financial Analysis and Planning of Taxes
4.3.5.	To design and develop ECTS.	Ability to develop ECTS that implements e-business strategy, complies with the goals of the organisation and follows the industry's best practice in system development.	Internet Systems Design, Enterprise Information Systems

The topicality of the study courses and their correspondence to the needs of the labour market is evidenced by the regular improvement of the study course content. Owing to regular contacts with graduates and employers, as well as with employers' professional associations (Latvian Employers' Confederation, Latvian Information and Communication Technology Association and others), which provide feedback to the labour market participants - employers and graduates - the content of the programme be regularly updated. Such a link allows to react dynamically to changes in the labour market, suggestions and recommendations of graduates and employers, to ensure the training of required and qualified specialists. Improvement of study courses also takes place thanks to contacts with internship providers, student internship supervisors receive feedback from employers on students' knowledge, skills and competence, as well as recommendations for their improvement.

Employers' representatives participate in the FBME Council of Economics Study Programmes and the Council, where they are involved in decision-making on the improvement of study programmes. Face-to-face meetings are organized with representatives of major employers in Latvia, following

recommendations of which the study programme courses are improved. There is active cooperation with representatives of the field, consulting on the actualities of study realization. Industry representatives and employers are involved in final examination commissions.

Thus, the following changes have been made in the compulsory part of the study courses (Part A):

- In accordance with the Cabinet of Ministers of the Republic of Latvia Regulation No. 240 "Regulations on the State Academic Education Standards", the programme includes study courses "Civil Protection" (1CP) and "Environmental Protection" (1CP).
- In response to the recommendations of students, graduates and employers, the study course "Record Keeping and Business Correspondence" is included.
- In order for students to orientate in economic development trends, economic and business history, the study course "Business and Economics History" (2CP) is included in the programme.

The following changes have been made in the part of limited choice study courses (Part B):

- The programme includes the study course "Enterprise creation and development" (4CP), which gives students the opportunity to learn how to start a business. This is a topical course because many students want to start their own business.

The content of each study course is regularly reviewed, focusing on practical situations, work in a computer classroom (Business application, Website Design, Enterprise information systems, other courses).

The content of internships has been revised.

The content of the study courses is updated thanks to the members of the teaching staff who regularly and systematically participate in seminars organised by the leading IT companies, share information on the latest trends in software development, market of digital devices, e-business and e-commerce technologies (Microsoft, IBM, Nielsen seminars).

The teachers of the study programme actively collaborate with UL and Microsoft Innovation Centre, acquainting themselves with the latest technologies and analysis of various business situations that can be successfully used in study courses. UL and Microsoft Innovation Centre regularly organises events with experts in various fields, representatives of the public sector organisations, researchers, students and entrepreneurs, and Microsoft experts, to foster the development of innovative research and technological solutions. For a number of years, the study programme has been collaborating with one of Latvia's largest IT companies, "Accenture Latvia". Its specialists give guest lectures on current topics, and the company offers traineeship places and offers a preparatory course of several weeks before the start of the traineeship. The specialists of "Accenture Latvia" also participate in the evaluation of the final study papers. During the study process, a number of field trips have been organised to the company's premises, allowing students to acquaint themselves with the work environment and operation processes in the company, contributing to the improvement of the students' debating skills and competences.

Technological and scientific development trends and global development trends also determine changes in the content of professional study course topics, such as big data, artificial intelligence, mobile technologies, etc. (Business Intelligence Technologies, Enterprise information systems, The Modern Technologies of Data Processing, others).

The teachers conduct scientific research on the use of intellectual analysis in business, process modelling and simulation, and on opportunities for the use of new e-business models. The members of the teaching staff are active in scientific and business conferences, as well as in publishing of scientific papers and popular science articles.

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 study programme “E-business Management” is developed to ensure inter-connection and logical sequence of its study courses, allowing for successful fulfilment of the aim of the study programme. The curriculum attests to the topicality of the study courses, their compliance with the professional standard of “E-business manager” and the objectives and the learning outcomes of the study programme (see Annex 5 “E- business Management” Studies Plans').

The study courses are interconnected, they complement one another and their sequence ensures acquisition of high quality professional knowledge, competences and skills. For example, completion of the study course “Methods and Models of Process Management” creates a basis for other courses like “Logistics and Supply Chains”, “Stock Management and Modelling”, “Business Information Systems”, “Systems of E-trade and Payments”. Understanding of business processes and their management forms the basis for further in-depth acquisition of business processes and their supporting information systems. The same principle applies to the block of computer science and programming, which consists of courses like “Basics of Programming”, “Designing of Databases”, “Network Database Management Systems” and other blocks of study courses. The range and content of study courses foster the fulfilment of the learning outcomes, which are connected with the aims of the study courses and the general aim of the study programme and its learning outcomes. Descriptions (Annex 6 'Description of the courses of the " E-Business Study programme') and the mapping of the study courses (Annex 4 "Study course mapping of the "E-Business Management" study programme") are an attestation to this principle.

Students learn about the current issues in the fields of management and information technologies in guest lectures, teachers acquaint students with the outcomes of their own scientific research projects, and students themselves participate in the work of the UL annual scientific conference.

In order to compare the connection of the learning outcomes of the study courses with that of the study programme, the mapping of the study programme “E-business Management” has been created (see Annex 4). The mapping shows the achievable outcomes of the study course by evaluating them based on specific outcomes of the study course (knowledge, skills, competences), and taking into account the description of the study course, requirements for the acquisition of credit points, curriculum and the study content covering the topics of the study course.

The mapping of the study programme shows the learning outcomes to be achieved in all study courses. Their progress is ensured through consistency (the study courses are taught in logical sequence, with every following course broadening and adding knowledge, skills and competences of students) and by a systemic approach (the range of study courses provide students with systemic knowledge, skills and competences on both national and business levels).

The descriptions of the study courses (Annex 6) attest that all learning outcomes are achieved, and

students obtain all necessary skills and professional competences.

Planning of the study courses is aimed at providing consistent acquisition of knowledge, skills and competences. The description of every study course includes the anticipated learning outcomes: knowledge, skills and competences. Moreover, the study courses provide students with all professional knowledge defined in the professional standard (see Table below).

Table 2.2

Connection of the study courses with the learning outcomes of the study programme “E-business Management”

Study courses	Professional knowledge
Microeconomics	Micro-economics, Innovation economics / management, economics of cooperation
Mathematics for Economics and Business	Mathematical statistics
Enterprise Creation and Development	Basics of e-business, e-commerce, role of banks in business
Business application	Business software for offices
Website Design	Web technologies, e-business basics and e-commerce updates
Macroeconomics	Macro-economics, Basics of digital economics, cooperation economy, innovation economics/ management
English for Business Management	International business
Business Accounting	Business analytics, Business information systems
Operating Systems, Servers and Network Security	Operating systems, data safety and protection, network servers
Statistics in Economics and Business	Business analytics
Models and Methods in Operations Management	Process management, Modelling of business processes, business process optimisation
Animation and Multimedia in the Internet	Multimedia technologies, computer science, computer graphics and graphic packages
Management	Strategic management science

Study courses	Professional knowledge
Research Methods	Research methodology, marketing research
Programming Basics	Programming, Data processing technologies, Data structure, algorithms
Data bases Design	Data processing technologies, Database management systems, server databases
Document management and Business Correspondence	Business communication, marketing communications
Internship: The use of Information and communication technologies in an enterprise	Computer science, data processing technologies
Course paper: Analysis of Information and communication technologies Environment	Computer science, data processing technologies
The Legal Regulation of Commercial Activities	Business law/ commercial law, legal framework for businesses, protection of intellectual property
Logistics and Supply Chains	Business information systems
The management Systems of Network data bases	Computer science, data processing technologies, database management systems
Internet Systems Design	Computer science, data processing technologies, specification and analysis of requirements, basics of project management, website design, multi-level client-server, functioning of information systems
Business IntelligenceTechnologies	Business analytics, data processing technologies, intellectual analysis of data, marketing research
Business Ethics and Corporate Social Responsibility	Social psychology
Financial Analysis and Planning of Taxes	Finance, financial analysis, financial accounting
Marketing	Marketing, marketing research, digital marketing, digital marketing methods, digital marketing strategy, marketing communications, consumer psychology, online advertising, social network marketing

Study courses	Professional knowledge
Content Management Systems	Content management systems, data processing technologies, platforms of digital economy, community platforms, mobile applications
Business and Economics History	International business
Course paper: Designing and Implementating Information Systems	Analysis and specifications of requirements, basics of project management, website design, presentation skills
Inventory Management and Modelling	Process management, data processing technologies
Enterprise Information Systems	Business information systems, e-commerce updates, risk management, comparative methods, block chains
E-trade and Payment Systems	Payment systems, role of banks in business
Information Systems Project Development Management	Project management, risk management, presentation skills
Introduction to Web Design	Creativity in virtual environment
The Modern Technologies of Data Processing	Computer skills, data processing technologies, e-commerce updates, mobile applications
Internship: Support of Information and communication technologies in Business Process improvement	Complex application of professional knowledge
Bachelor's Thesis in e-business management	Complex application of professional knowledge

The development of a Bachelor's thesis demonstrates the student's competences obtained during the study process, providing analysis and offering solutions to professional e-business issues.

Assessment of the connection between the objectives of the study courses with the aim and learning objectives of the study programme suggests that the content of the study courses fully allow achieving both the aim of the study programme and its learning outcomes. Employer evaluation of the students' knowledge, skills and competences, which is made in the final examination when students defend their Bachelor theses, attests to full achievement of the learning outcomes of the study programme "E-business Management". The final examination commission includes practicing professionals, representatives of IT sector organisations like the Latvian Association of Information and Communication Technologies (LIKTA), "Accenture Latvia", "Visma Enterprise" and "Elva Baltic".

The students and the graduates are also satisfied with the outcomes of the study programme (see

Section 2.6. "Analysis and Assessment of Student, Graduate and Employer Survey Results").

It can be concluded that successful completion of the study courses allows achieving the aim of the study programme "E-business Management" – to prepare versatile specialists with practical skills and integral knowledge of information technologies, enterprise organisation and management.

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 range of methodical resources used in the study process is diverse – the teaching process involves the use of various methods and their combinations. The descriptions of the study courses include the course summary, the defined aims, objectives and learning outcomes, the calendar plan, different methods for organising and fulfilling individual assignments, the types of intermediary and final examinations, and their impact on the overall evaluation (grade) in the study course, as well as a list of mandatory and recommended literature and suggested periodicals. Students are provided with methodical instructions on the writing of course papers, traineeship reports and final thesis.

Students can consult their teachers individually – in person (available times for consultations can be found online) or via e-mail. Besides, students can use an E-study platform, which provides free access to lecture presentations, assignment descriptions, examples of fulfilled assignments, examination tasks and self-tests. Lecture presentations, assignment descriptions and self-tests are available in almost all study courses of the programme. For example, there are self-tests developed for each of the 16 topics / classes of the study course "Website development". Intermediary examinations use the same base of questions as in self-tests, the difference being that during examinations, students may not use any tools of assistance. The number of times for taking these self-tests is not limited, but there is a specified time gap between the takes to let students prepare and review the acquired study content before the next take (to avoid self-tests becoming a guessing game). The questions in self-tests are grouped into categories, their number reaching a few hundred. All types of questions available on Moodle are included in self-tests to best suit the knowledge to be tested. Such testing system allows students not only to prepare for intermediary examinations but also to gain objective insight into their own level of acquired knowledge. Questions in all tests are chosen randomly for each student, as total amount of questions exceeds the number of questions included in a test session two to four times, depending on the topic. Such approach makes it virtually impossible to use fellow student's assistance.

Simultaneously, UL intranet offers study materials on various courses and separate topics, detailed descriptions of assignments, prepared by the teachers and available to both the teaching staff and the students. On UL portal, students can freely access scientific publications of the teaching staff and use them in the study process. The library offers physical copies of books, and a vast range of e-resources: various statistical databases, study books and scientific publications.

Along with the traditional forms of assignments, interactive study methods are integrated in the study programme – project development, group assignments, coaching, role-play, situation analysis, creative assignments, discussion methods, watching of video materials and follow-up

debates are a part of many study courses. In the study course “Design of Internet Systems”, students independently and in classes work on a website development project in the course of one semester. The project is divided into separate practical assignments: concept development, analysis of environment, system architecture, requirement definition, navigation and interface projects, prototypes. The study course “Management of Information Systems Project Development” includes group work and role-plays (client-provider), students create necessary documentation for project management. Situation analysis is a part of the study courses “Design of Internet Systems”, “Business Information Systems”, “E-trade and Payment Systems” and many others. Video screenings and proceeding discussions are practiced in the study courses “Business Information Systems” (process simulation options), “Design of Internet Systems” (various methods of internet systems and their application, process modelling (BPMN language), prototyping methods and tools), “Development of Websites”, “Modern Technologies of Information Processing” (various HTML, XML editor and tool options, creation of various HTML tags and XML, JSON data processing software). These courses include video presentations that are available online on developers’ websites and their YouTube channels. Video presentations created by the teachers are used in the study courses “Online Animation and Multimedia”, “User Software for Business” and “Design of Databases”.

The study programme is closely collaborating with companies operating in the sectors of e-business and information technologies. At least once a semester, professional training courses are organised featuring guest specialists, who read lectures on the most topical issues and achievements, and acquaint students with job opportunities and employment requirements. Several study courses are partly taught by practicing specialists, and guest lectures by foreign specialists are an integral part of many study courses.

The acquisition of the study programme takes 40 academic hours per credit point (CP). One academic year includes 40 weeks of classwork with the workload of 40 hours a week. Examinations are organised in sessions twice a year – in January and June. The study courses include only examinations with evaluation (grades). Examinations take place mostly in writing or electronically on E-study platform. The evaluation system is based on the nationally accepted 10-grade system.

UL evaluation system complies with the student-centred education approach in higher education institutions (European Standards and Guidelines (ESG-2015)). Student-centred studies play a significant role in stimulating the motivation of students, their self-assessment and involvement in the study process.

The following aspects have been taken into account in implementing a student-centred learning in the study programme “E-business Management”:

- To respect the diversity of students and their needs by providing flexible opportunities and modes of studying: the study programme can be completed in both full-time and part-time intramural and extramural forms; studies according to an individual study plan are possible; in the capacity of listeners, students may gradually and independently acquire selected study courses, in which the evaluation obtained at the start of the course are taken into account in the implementation of the study plan;
- To consider and apply various teaching modes and pedagogical methods;
- To regularly assess and update the applied teaching methods;
- To promote sense of autonomy in students, simultaneously ensuring necessary direction and support of the teaching staff;
- To promote respectful conduct between students and teachers;
- To maintain relevant procedures for identification and reviewing of student complaints.

In the acquisition of the study programme, the evaluation of students may influence their future careers; therefore, each study course ensures that:

- Teachers have good knowledge of various testing and examination methods and if necessary, can receive assistance from experienced professors (in consultations or hospitiation) and improve their teaching skills in relevant training courses;
- Descriptions of every study course include achievable learning outcomes, types of their evaluation, evaluation criteria and methods; evaluation scales for specific seminars, intermediary examinations, practical and workshop assignments are published in assignment descriptions and in lecture presentations;
- All results of anticipated evaluations of the study course and their summaries are available on E-study platform – it allows students to understand their progress in relation to the anticipated learning outcomes at any stage of the course;
- During classes, on E-study platform, via e-mail or in individual consultations, students can receive feedback with recommendations on their progress in respective study courses;
- Study papers, traineeship reports and final theses are evaluated by more than one examiner;
- Evaluation regulations take into account conditions that soften the judgement of personal responsibility;
- Evaluation is consistent, justly applied to all students and conducted in compliance with the approved regulations;
- The Faculty has established regulations for the revision of student appeals.

Students present and defend their study papers in the presence of their fellow students and the examination commission. All members of the commission evaluate study papers.

Students are evaluated constantly during the entire study course. The choice of examination method depends on the specifics of the study course: solving of tasks and practical assignments (in the wider sense of the word, including encoding of small software programmes, structure, process, graphic modelling of objects, development of project solutions: entry forms, exit forms, creation of imitation models for stock development), creation and assessment of project options and alternatives, presentation and defence of the completed individual research or developed project; written and electronic tests; compilation of terms, definitions and explanations into a glossary; creation of Wiki-articles on E-study platform; mutual evaluation of completed materials / assignments.

Evaluations of practical assignments, tests and examinations are available on E-study platform. In compliance with the European law on data protection, students can see only their own evaluations. In the evaluation section of the study courses, students can see their individual final evaluations. The fulfilment of practical assignments and their evaluation is included in the study schedule, and normally takes place on a weekly basis. Examination results and the final grade of the semester are also published on E-study platform.

The description of every practical assignment includes the achievable objectives and evaluation criteria. Thus, when evaluating students' work, teachers can point out to specific failures in task fulfilment and justify their decisions regarding evaluation.

The traineeship evaluation is conducted according to the Traineeship Regulation. After completing the traineeship, students are expected to submit their traineeship reports and evaluations of the traineeship place in a specified period. Traineeship supervisor reviews the report in detail and prepares questions on the course of traineeship, student's activities during traineeship and unclear aspects of the report. The evaluation (in a 10-grade scale) is carried out based on the following aspects:

- How well the student knows the work organisation in his traineeship place and the mode of action in specific situations;
- How the observations made during traineeship are reflected in the traineeship report.

The opinion of the manager of the traineeship place is also taken into account in the traineeship evaluation.

A complex approach is applied to evaluating Bachelor's theses (final thesis evaluation). The State Commission of Final Examinations evaluates fully developed final thesis, in front of which the student defends his/her completed and previously reviewed thesis. The student is acquainted with the review of his/her thesis before defending. Evaluation is fair, applied equally to all students and carried out in compliance with the approved procedures. The Commission takes into account the quality of the thesis and its compliance with the requirements laid out in the methodical instructions on the development of final theses, the content of the presentation and answers to the questions of the Commission and the reviewer, as well as the evaluation and comments included in the review. There are established procedures for student appeals.

In general, the evaluation system used in the study programme is based on the following principles:

- Compulsory assessment - the need to obtain a positive assessment for each study course;
- Accumulation - the knowledge acquired by the student is evaluated by summing up all the positive evaluations obtained during the studies;
- Openness and clarity of requirements - when starting studies, the student is informed about the content, requirements and assessment of the study course.

Consequently, study and knowledge assessment methods are objective and consistently followed. The scope of each examination corresponds to the content of the respective study course program and the skills and knowledge requirements specified in the professional standard.

Knowledge assessment methods do not differ in both full-time and part-time study programmes.

The results of the evaluation process are analysed in the meetings of the Department of Economics, as well as between the teaching staff and the students. The results are taken into account to further improve the study programme, forecast the competitiveness of the graduates in the labour market and ensure the quality of the study process.

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.

The study programme "E-business Management" includes two traineeships with specified tasks and objectives that are connected with the learning outcomes of the study programme. Traineeships allow students to strengthen the acquired knowledge in various areas, since the traineeship programmes are designed to connect their objectives and outcomes with the learning outcomes of the study programme. Traineeship is a mandatory part of the study programme "E-business Management" organised in accordance with UL Order No. 1/86 „On the arrangements of traineeship organisation for UL students" (approved on 16/04/2007 with amendments of 06/11/2014) and the Traineeship Regulation by the Department of Economics, as well as according to the specific traineeship programme (available on the Faculty's website). Before the start of each traineeship, students are informed about the traineeship objectives, requirements regarding the traineeship report and its defending. After completing the traineeship, students write reports, submit them to the traineeship supervisor for assessment and defend them according to the established

regulations.

The aim of the traineeship “Use of Information and Communication Technologies (ICT) in an Organisation” is to acquaint students with the operation of information systems in practice and their use in specific organisations, help them to acquire skills necessary for e-business specialists and strengthen their theoretical knowledge acquired during the study process.

The aim of the traineeship “ICT Support in Business Process Development” is to allow students to become acquainted with the management information systems used in a company, the nature of the daily problem situations and their solutions, as well as to demonstrate their ability in developing specific solutions on their research topic.

Both traineeships let students become acquainted with the practical work of an organisation and the role of information systems in supporting business processes. During traineeships, students practice working in a team, learn to plan and organise own work efficiently, analyse, systemise, synthesise and integrate the obtained information, prepare and present reports, communicate and cooperate with other employees, company's clients, state and non-governmental institutions. As a result, students obtain competences defined in the study programme “E-Business Management” and gain practical skills necessary for an e-business manager.

Students may freely choose the traineeship place, but if necessary, the director of the programme can assist them in finding a traineeship place. The study programme has a permanent collaboration contract with “Accenture Latvia”.

A trilateral contract among the student, the traineeship place and the Faculty is concluded, defining rights and obligations of the parties in relation to the fulfilment of the traineeship programme. For many students, the traineeship place becomes their first place of employment.

Students of the study programme “E-business Management” can also complete their traineeships in a foreign company in the framework of ERASMUS+ exchange programme.

The tasks of the student internships included in the study programme are related to the study results to be achieved in the study programme, which can be clearly seen in the mapping of “E-business management” study courses (Appendix 4).

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 development and evaluation of the final thesis – Bachelor's thesis – is regulated by “Regulation on Final Examinations at UL” (UL Senate Regulation No. 1/38 of 27/12/2011) as well as the UL internal order of 03/02/2012 “Requirements for the development and defending of final theses (Bachelor, Master and qualification papers) at the University of Latvia”.

Students choose topics of their final theses based on their professional interests in the framework of the study programme, experience, previous research, availability of materials on the chosen topic (literature sources, statistical data) and consultations with the teaching staff of the Department of Economics.

The range of topics of the final theses in the study programme “E-business Management” is very vast and covers various aspects of ICT use in business.

The final papers include analysis of topical problems that are significant to organisations and businesses operating in electronic environment, and since the development of the final paper includes a project part, Bachelor's theses have a practical direction.

Every year, the best authors of the final theses in the study programme "E-business Management" (in both full-time (FT) and part-time (PT) study groups) are awarded with Rector's Certificate of Recognition – since 2013, it has been awarded to 17 students. The list of the topics of their final theses is listed below, providing an overview of the diversity of topics, their relevance to the study programme and their topicality for the labour market.

- "Addition to Process Management System – Mobile Application for Processing of Customer Requests" (2013, PT);
- "Development Project of a Specialised Information System for the Company "Denvers Baltika Ltd" (2013, FT);
- "Information System Implementation for Submission, Processing and Control of Electronic Applications for Rīga Municipal Transportation company "Rīgas Satiksme"" (2015, PT);
- "Information System Project for Individual Commercial Operator "Stādu audzētava Baižas"" (2015, FT);
- "Information System Project for Supporting the Development of Web-based User Software Prototypes" (2015, FT);
- "New System Implementation in Telecommunications Company to Ensure Delivery and Maintenance of New Business Services" (2015, PT);
- "Development and Promotion of Mobile Application" (2016, PT);
- "Implementation of Software Testing Processes in Organisation" (2016, PT);
- "Internet Marketing of a Digital Product" (2016, FT);
- "Optimisation of Company's Website in Google Search Engine" (2016, FT);
- "Use of Radio Frequency Identification for Time Follow-up In Sports Competitions" (2016, FT);
- "Integration of Rīga City Council and Construction Information Systems" (2017, PT);
- „Optimisation of Digital Marketing Processes in the Company "Fastercourse" (2017, FT);
- "Internet of Things Project for Company "Flora"" (2018, FT);
- "Optimisation Project for Internet Shop Conversion Indicator" (2019, FT);
- "Modernisation of IT Application Processing and Accounting System in a Company" (2019, FT);
- "Project for Transformation of Business Management Data" (2019, FT).

The topics of final theses allow concluding that they comply with the aims and content of the study programme "E-business Management", and attest to the topicality of the research in the fields of electronic commerce and entrepreneurship, and their relevance to the labour market.

Evaluations of final theses

The final thesis is the student's qualification paper. The quality of the paper is determined by the following criteria: it is an analytical study fitting the framework of the study programme "E-business Management" courses; analysis is based on scientific and specialised literature and information materials of other information sources; the paper includes a research project section; the content of the paper is concise, logical and its conclusions and recommendations are substantiated, concise and focused. The evaluation criteria are depicted in the thesis evaluation form – its template is available to students as part of the methodical material on the development of the final thesis.

The final thesis is evaluated by the Final Examination Commission, its members are approved by the vice rector of the respective field, upon the recommendation of UL FBME Council. The Commission also includes representatives of the labour market. In evaluating the final thesis, the Commission takes into account the content of the paper and its compliance with the requirements

for the final theses (general instructions for FBME study programmes are available [on the Faculty's website](#))^[1]. Evaluation criteria include the quality of the thesis (the topicality of the topic, analysis of previous research findings, innovation), the report of the author (ability to concisely present the conducted research and substantiate it, formulate its findings and conclusions, point out the possible directions for further research), the quality of answers to the questions by the Commission and the ability to debate.

The summary of the evaluations of Bachelor's theses of FT and PT students from 2013 to 2018 provides the following results:

Table 2.3

Evaluations of Bachelor Theses in the Study Programme "E-business Management" from 2013 to 2018

Years	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Scale	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
10		0	3	14	3	13	2	8	3	21	2	10
9		0	4	18	3	13	3	12	1	7	1	5
8	1	8	4	18	5	22	4	15	3	21	2	10
7	6	50	4	18	7	30	7	27	1	7	4	20
6		0	4	18	2	9	5	19	5	36	2	10
5	4	33	3	14	2	9	3	12	1	7	4	20
4	1	8		0	1	4	2	8		0	5	25
Total	12	100	22	100	23	100	26	100	14	100	20	100

The summary of evaluations shows that in some years, up to 28 per cent of students have received the highest evaluation – "10-outstanding" and "9-excellent". It is a good outcome, as the Commission has a very high level of demands that corresponds with the requirements defined in legal acts. The highest evaluation is awarded to students who develop topical research projects of practical significance demonstrating high level of knowledge, competences and skills. According to statistics, the dominant grades for final theses are "8-very good", "7-good" and "6-almost good". On average, students from both FT and PT study groups demonstrate the same level of results. It can be concluded that the level of knowledge, skills and competences of the graduates of the study programme meet the demands of the labour market.

[1]https://www.bvef.lu.lv/fileadmin/user_upload/lu_portal/projekti/bvef/metodiskie_norad/metod_norad_2018/Metod_noradijumi_nosl_darbiem_BVEF_gala_2018_2.pdf.

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.

The opinions of students on the study programme in general and on the study courses in particular are obtained in surveys, and the obtained results are analysed and discussed by the teaching staff.

Surveys include all students of the study programme.

Twice a year, at the end of each semester, student surveys on the study courses and their teachers are carried out, using 11 criteria (results are available in LUIS system) – the students evaluate the study courses, the study programme, organisation of the study process, study environment and learning outcomes. Analysis of the survey results allows drawing a number of conclusions and provides basis for further development of the study programme and the improvement of its organisation.

All students – of both FT and PT study groups – participate in surveys, as students technically are unable to register for the next semester before filling in the questionnaires of the survey.

The director of the programme and the teaching staff of the respective study courses analyse the results of the survey and, if necessary, make changes in the study course or adjust the organisation of the classes. Student recommendations and suggestions are taken into account, and the content of the study courses and the traineeship programmes are constantly updated.

Students highly evaluate the available range of the courses, their teachers, as well as the organisation of the study process, availability of equipment and material resources and the learning outcomes – almost all respondents mostly agree to the statement that all of the above-mentioned aspects of the study process are on a good level.

Students evaluate the content of the study courses according to five criteria: 1) the content of the study course matched its description; 2) the content did not duplicate other study courses; 3) recommended literature and materials were easily available and useful; 4) E-course materials helped in the acquisition of the content of the study course; 5) Examinations during the semester fostered the acquisition of the study course. The summary of the student survey carried out in the autumn semester of the academic year 2018/2019 suggests that the overall evaluation of the study courses is rather high, ranging from 5.19 to 6.5 points for all courses (5-rather agree, 7-fully agree). In the above-mentioned semester, only one study course, “Design of Internet Systems”, received a low evaluation.

Teaching is evaluated according to six criteria: 1) the teacher explained the topics of the study course in a comprehensible manner; 2) the applied teaching methods fostered the acquisition of the study course; 3) the teacher was available for consultations; 4) during the study process, I reached the learning outcomes defined in the description of the study course; 5) I would gladly attend other study courses by the same teacher; 6) the teacher’s explanations about the results of the examinations were sufficient. The evaluation of the teaching staff is good, ranging from 5.04 points (5-rather agree) to 6.56 points (7-fully agree).

The highest teaching evaluation (above 6.0 points) was given to courses of the Department of Economics – “Logistics Information Systems” (VadZ4002), “Network Database Management Systems” (DatZ3061), “Content Management Systems” (DatZ4040), “Methods and Models of Process Management” (Ekon3078), “E-commerce and Payment Systems” (VadZ3027), “Software for Offices” (DatZ1041), “Management of Information System Project Development” (DatZ3125) and others.

As the study course “Design of Internet Systems” received a negative evaluation, implementation of various improvements was discussed with the teacher of the study course. Several students expressed suggestions on the improvement and additions to the content of the study courses, and the teachers of the respective courses were informed of these suggestions.

Based on the suggestions expressed in the surveys, the Faculty regularly improves and updates the content of lectures and practical workshops, as well as attracts guest lecturers to the study courses.

Survey results of other semesters are similar to the results of the 2018/2019 autumn semester survey.

Twice a year (FT group – in spring, PT group – in autumn), the graduates of the study programme “E-business Management” are surveyed to measure their satisfaction with the study programme in general, its topicality, study organisation and study environment. All results are available in LUIS System. Usually, more than 75 per cent of graduates participate in the survey. They positively evaluate the programme and express appreciation in the form of comments for the vastness of the study content, the performance of the teaching staff and the proportion of practical workshops and lectures.

The table below shows an overview of the results of the 2019 spring survey of FT study group graduates (90 per cent response rate) and the 2018 autumn survey of PT study group graduates (75 per cent response rate). Similar survey was conducted in 2017/2018, when 13 out of 16 FT study group graduates responded (81.25 per cent response rate). The graduates are satisfied with the study programme and its learning outcomes.

Table 2.4

Graduate survey on the study programme, spring 2019

18 out of 20 graduates responded (90.0 per cent)

Scale: **0**- Do not know, cannot say, **1**-absolutely disagree, **2**-mostly disagree, **3**-rather disagree, **4**-neutral, **5**-rather agree, **6**-mostly agree, **7**-absolutely agree

		Survey questions	Avg	Stat. Eval.	Total Eval.
Study environment	1	Adequate technical and material supply (premises, access to computers and internet)	5.7	0.6	5,3
	2	Competent and favourable teaching staff	5.4	0.6	
	3	Responsive administrative staff and methodologists	5.9	0.7	
	4	Useful resources at UL library	5.1	0.9	
	5	Satisfactory choice of UL extra-curricular activities	4.9	1.0	
	6	Supportive student council and self-government	4.9	1.6	

Study process	7	Satisfactory range and content of available study courses	5.1	0.7	5,2
	8	Satisfaction with e-learning courses	5.3	0.6	
	9	Good organisation of the study process	4.9	0.7	
	10	Availability of the necessary information on the study process	5.4	0.6	
	11	Satisfaction with opportunities provided by LUIS	5.7	0.6	
	12	Opportunities provided by UL to gain international experience were sufficient	4.5	1.3	
	13	Opportunities to participate in improving the quality of study programme	5.6	0.7	
Learning outcomes	16	Studies provided me with good theoretical and practical knowledge	5.3	0.6	5,3
	17	Studies helped improve my abilities to take complex decisions using critical analysis of information	5.2	0.7	
	18	Studies helped me improve my communication skills (writing, presentation, debating, group work)	5.3	0.7	
	19	Studies helped me improve my general skills (foreign language, specialised software use, work planning)	5.4	0.7	
	20	Overall I'm satisfied with my choice of the study programme	5.6	0.6	
	21	The study programme's level of difficulty was appropriate for me	5.4	0.7	
	22	The study programme prepares well for the labour market	5.3	0.6	
	23	Good overall impression of the quality of the study programme	5.5	0.6	

Table 2.5

Graduate survey on the study programme, autumn 2018

6 out of 8 PT study group graduates responded (75.00 per cent)

Scale: **0**- Do not know, cannot say, **1**-absolutely disagree, **2**-mostly disagree, **3**-rather disagree, **4**-neutral, **5**-rather agree, **6**-mostly agree, **7**-absolutely agree

		Survey questions	Avg	Stat. Eval.	Total eval.
Study environment	1	Adequate technical and material supply (premises, access to computers and internet)	6	0.3	6.1
	2	Competent and favourable teaching staff	6	0.4	
	3	Responsive administrative staff and methodologists	6.8	0.1	
	4	Useful resources at UL library	6	0.3	
	5	Satisfactory choice of UL extra-curricular activities	6.2	1.2	
	6	Supportive student council and self-government	5.3	1.7	
Study process	7	Satisfactory range and content of available study courses	5	0.5	5.8
	8	Satisfaction with e-learning courses	5.8	0.4	
	9	Good organisation of the study process	5.8	0.4	
	10	Availability of the necessary information on the study process	6.2	1.2	
	11	Satisfaction with opportunities provided by LUIS	5.8	0.4	
	12	Opportunities provided by UL to gain international experience were sufficient	5.8	1.8	
	13	Opportunities to participate in improving the quality of study programme	6	0.5	
Learning outcomes	16	Studies provided me with good theoretical and practical knowledge	6.2	0.3	6.0
	17	Studies helped improve my abilities to take complex decisions using critical analysis of information	6	0.2	
	18	Studies helped me improve my communication skills (writing, presentation, debating, group work)	5.8	0.4	
	19	Studies helped me improve my general skills (foreign language, specialised software use, work planning)	6	0.3	
	20	Overall I'm satisfied with my choice of the study programme	5.3	0.9	
	21	The study programme's level of difficulty was appropriate for me	5.7	0.4	
	22	The study programme prepares well for the labour market	4.8	0.6	

23	Good overall impression of the quality of the study programme	5.5	0.5
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The overall evaluation of the study environment ranges from 5.3 to 5.8 points (close to “mostly agree” evaluation), the study process – from 5.2 to 5.8 points (close to “mostly agree” evaluation), the learning outcomes – from 5.3 to 6.0 points (between “rather agree” and “mostly agree”).

“I am satisfied with my choice of the study programme” – 5.6 points among FT study group graduates and 5.3 points among PT study group graduates;

“The study programme’s level of difficulty was appropriate for me” – 5.4 points among FT study group graduates and 5.7 points – among PT study group graduates;

“The study programme prepares well for the labour market” – 5.3 points among FT study group graduates and 4.8 points among PT study group graduates;

“Good overall impression of the quality of the study programme” – 5.5 points among both FT and PT study group graduates.

The answers to questions on the study environment show satisfaction among the graduates:

“Adequate technical and material supply (premises, access to computers and internet)” – 5.7 and 6.0 points among FT and PT study group graduates respectively;

“Competent and favourable teaching staff” – 5.4 (FT) and 6.0 (PT);

“Responsive administrative staff and methodologists” – 5.9 points (FT) and 6.8 (PT).

As can be seen from the survey results, part-time (PT) graduates have provided high evaluation of the study programme, as they are already employed, have practical experience and can better assess the connection between the learning outcomes of the study programme and the needs of the labour market and specific enterprises.

Employer Surveys

The results of employer surveys suggest that the study programme complies with the needs of the labour market. A number of surveys have been carried out: in 2015, a survey on the quality of the study programme; in 2015, employer survey on business education in Latvia, conducted by the sociological survey company SKDS; in 2017, employer survey of the Latvian Association of Employers’ Organisations and career portal Prakse.lv on the best study programmes in Latvia; in 2019, FBME employer survey on skills and competences required in the labour market.

Similarly, in 2015, the research company SKDS conducted an entrepreneur survey to evaluate Business schools in Latvia. 750 entrepreneurs responded to the question, which are the best universities in Latvia that provide business education. The participants of the survey mentioned 24 institutions of higher education, of which the highest evaluation was awarded to the University of Latvia for providing the best business education in Latvia.

According to the results of the 2019 FBME employer survey, employers highly evaluate the theoretical and practical qualification of the graduates upon entering the labour market. Graduates are considered to possess broad overview of economic processes. 143 out of the 182 surveyed employers employ UL FBME graduates with a Bachelor degree obtained in the last five years or earlier, including the graduates of the study programme “E-business Management”. 31 employers employ more than five graduates of Bachelor study programmes.

According to the employer survey results, Top 10 skills include the following: the Latvian language proficiency; computing skills; responsible attitude towards work and its quality; ability to acquire new knowledge and skills; professional conduct and ethics; team work skills; ability to work with numbers and perform mathematical operations; ability to find and process information; independent work skills and ability to set own working methods and implementation schedules; communication skills. These skills are noted as important for new employees. Employers admit that the graduates of FBME in comparison with graduates of other universities are highly competitive in the labour market. As outlined in Section 2.2 of the Report, the acquisition of the study programme provides the graduates with all of the above-mentioned skills and knowledge.

Analysis of employer and graduate survey results suggests that business enterprises and organisations have complex requirements towards their potential employees – they include education, experience, language proficiency and other competences. These sets of requirements depend on the field of operation of the enterprise or organisation, as well as on the tasks and duties of the specific position. Priorities of employers are clearly laid out in job ads – various thinking skills; modern technology application skills; ability to formulate problems; provide task set-up; assess and compare alternatives of economic activity and evaluate their eventual consequences; apply relevant methods and forms of financial management; consulting and presentation skills; communication and negotiation skills; information processing skills; ability to work in a team and have ambitions to build a career.

Graduates of the study programme create their own enterprises or occupy top management positions in businesses, attesting to the study programme's correspondence with the requirements of the labour market. The graduates become E-commerce managers and specialists, system or business analysts, IT consultants, computing specialists, system architects and project managers, network programmers, network and database administrators.

According to the research of the Ministry of Economics, "Medium and Long Term Labour Market Forecasts", these are Top 15 professions with the largest increase of employees in 2022: programmers, user software developers, analysts, ICT managers, database and network senior specialists, IT operations and customer support specialists.

According to the results of the employer survey conducted by the company SIA "RAIT Custom Research Baltic", in 2019, employers were planning to create new jobs in the following positions:

- Programmers – 533 new jobs (208 in 2018);
- Computer network and computer system specialists – 34 new jobs;
- System analysts – 67 new jobs (60 in 2018);
- IT user support specialists – 50 new jobs (43 in 2018);
- Management and organisation analysts – 44 new jobs;
- System administrators – 33 new jobs (17 in 2018);
- Sales and marketing managers – 24 new jobs;
- Database designers and administrators – 17 new jobs (22 in 2018);
- Transport, communications, warehousing, supply, distribution, logistics and related field managers – 16 new jobs;
- E-sales managers – 13 new jobs;
- Website specialists – 12 new jobs.

This suggests that the number of potential jobs for the graduates of the study programme are increasing.

Education plays a major role in the development of the service market for information society in Latvia and its comparative advantages in the global market. E-commerce is impossible without

adequate computer proficiency; however, distinction must be made between general computer literacy acquired in secondary school and computer proficiency provided by higher education.

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.

Incoming mobility is impossible in the study programme because its language of instruction is Latvian, the country's official language. Nevertheless, the teaching staff of the programme have adequate knowledge of English, allowing them to teach study courses in English to foreign students who study at UL in the framework of international student exchange programmes.

FT and PT students of the programme have opportunities to study abroad in the framework of ERASMUS, Erasmus Mundus and other exchange programmes. Almost every year, students take this opportunity and are satisfied with the obtained knowledge and experience.

In 2013/2014, two students spent one semester studying at Copenhagen Business School in Denmark and Tallinn University of Technology in Estonia. In the academic year 2015/2016, five students studied at Carlos III University in Madrid (Spain), the University of Aveiro (Portugal), the University of Zagreb (Croatia) and two of them – at the University of Heilbronn (Germany). In 2016/2017, one student studied at the University of Economics in Bratislava (Slovakia), in 2017/2018 – one student studied at FhS Ludwigshafen am Rhein (Germany) and in 2018/2019, two students attended the University of Coimbra (Portugal) and the University of Bremen (Germany).

Students choose foreign universities with similar study programmes. During mobility, they take examinations in the chosen study courses. If the examination results are successful, after returning to Latvia, their grades are recognised by the study programme "E-business Management". If the results of a successfully completed study course from a foreign university are not recognised because the completed course does not correspond with the content of the study programme "E-business Management", information on the completed study course is included in Annex of the Diploma and available to employers.

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 resources of the study programme “E-business Management” – its study and information resources (including libraries), material supplies and technical equipment, and methodological resources – comply with the implementation requirements of the study programme. They are prerequisites for successful achievement of the learning outcomes and testify to the Faculty’s ability to ensure the study process in high quality.

The Faculty has modern, renovated auditoria and a computer room. There are comfortable relaxation rooms and halls for students (Levels 3 and 4), free Wi-Fi available throughout the Faculty, a cafe and coffee vending machines. In 2018 and 2019, the graduates of the study programme highly evaluated the available material and technical supply (rooms, computer and internet availability), facilitating the study process.

One of the factors contributing to the high evaluation is the availability (including remote access) of over 170 000 e-resources subscribed by UL in various fields of science. Databases of e-journals and e-books with full text versions from publishers like Cambridge University Press, Emerald, Elsevier, Sage and others are available to students and teachers alike, along with databases of e-journals, e-books and other materials from various publishers. There are also Latvian databases available – LETA, Letonika.lv, LURSOFT, iFinances.lv and others. As a result, the information resources are sufficient to insure the implementation of the study process and development of scientific research based on the requirements of professional sectors. In the accounting period, the Faculty has invested significant means to complement the library resources. The latest books and e-books are available in almost all study courses; all study courses have e-study and handout materials developed by the teaching staff and available on Moodle platform.

To ensure the acquisition of the necessary knowledge, skills and competences, the study courses provide access to various platforms and user software, including the open code software. The study course “Online Animation and Multimedia” implies training in the use of vector graphics editor Inkscape, open code software for creating animation Synfig Studio. The study course “Technologies for Intellectual Analysis of Business Data” provides access to business intelligence, data science and machine learning platforms like Microsoft Analysis Services, Microsoft Excel PowerPivot, QlikView, Qlik Sense Desktop, Qlik Sense, Tableau, Power BI Desktop, Microsoft Azure Machine Learning Studio, RapidMiner Studio, IBM SPSS Modeller. Additionally, the study course “Network Database Management Systems” not only provides access to the database server Microsoft SQL Server and client software Microsoft Server Management Studio, but also training in the use of such open code software like MySQL Server, MySQL Workbench; EMS SQL Manager for MySQL. The students of the study course “Design of Internet Systems” learn to use Draw.io and Arena options for process imaging and analysis.

It can be concluded that the available resources (information, materials and technical equipment, software) create prerequisites for the achievement of the learning outcomes and attest to the Faculty’s ability to ensure study process of high quality also in the future.

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.

The implementation of the study programme takes place in the premises of UL FBME and the Faculty's academic staff, which has long-term experience in the implementation of professional study courses and whose research directions correspond with the scientific directions of the study courses, ensure it. Several courses have attracted teachers from the Faculty of Computing, ensuring acquisition of high quality knowledge relevant to the study programme. There are 28 teachers permanently involved in the implementation of the programme, their qualifications correspond with the achievable aims and objectives of the study programme.

Significant changes in the teaching staff have not taken place during the accounting period. The content of the study courses is regularly updated, transition of the teacher experience and knowledge is ensured through joint teaching of the courses by several collaborating teachers.

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 programme complies with its aim and objectives. The courses are taught by the elected members of UL FBME teaching staff and the practising specialists in various fields.

There are 28 teachers involved in the implementation of the programme, of whom several are practicing specialists. 61 per cent of all teaching staff have a PhD; four are completing their doctoral studies. Teachers from the Faculty of Computing are involved in teaching several courses (Operating Systems, Servers and Network Protection; Basics of Webdesign), ensuring acquisition of specific knowledge that is important in the field of specialisation. Teaching staff from other faculties of UL- the Faculty of Humanities, the Faculty of Geography and Earth Sciences, and the Faculty of Chemistry - are also involved in teaching of individual courses like "Foreign Language for Business Management", "Civil Defence" and "Environmental Protection".

During the accounting period, collaboration with the representatives of employers and specialists of different sectors was broadened. The study course "Management of Information Systems Project Development" has been developed and is taught by a practicing specialist, A. Ernštreits (Account Manager at "Visma Enterprise"). The practicing specialists of the company "Accenture Latvia" give guest lectures on current topics in a respective study course. Similarly, classes by foreign guest lecturers are included in various study courses.

The summary of qualifications of the academic staff and invited specialists involved in the implementation of the study programme is provided in Table 4.1.

Table 4.1

Qualification Characteristics of the Involved Academic Staff and Guest Specialists

Position	Degree		Total	% of total
	PhD	Master's degree		
Professors	8	-	8	29%
Associated professors	4	-	4	14%
Docents	4	-	4	14%
Lecturers	-	7	7	25%
Teachers	1	4	5	18%
Total	17	11	28	100%

Qualifications of the teaching staff fully comply with the requirements of the study programme and ensure the necessary quality. All members of the teaching staff have developed the study courses and are teaching them in a way that either every teacher has a potential substitute or courses are co-taught by two or more teachers.

The content and the level of organisation of the study programme, as well as the involved teaching staff fully ensure the achievement of the learning outcomes of the programme. Several aspects attest to that.

The members of the teaching staff are nationally renowned specialists in their field, their scientific contribution and published monographs, study literature and other study materials prove this. For example, professor S. Jēkabsone is the author of the collective monograph "Innovation and Latvian Economy: Monograph" (E. Zelgalvis, L. Melece, S. Jēkabsone, A. Joppe, M. Kudinska, D. Popluga, A. Prauliņš, I. Romānova, I. Skribāne, I. Solovjova, I. Sproģe, J. Sproģis). Professor R. Škapars is the author of the collective monograph "Improvement of Competitiveness of Latvian Industrial Enterprises: Monograph" (A. Bulis, R. Škapars, D. Šķiltere).

The members of the teaching staff are the authors of all e-learning materials of the study programme: lecture presentations, descriptions of practical assignments, descriptions of tasks, self-tests. These materials are published on the Faculty's server for the use of students and other teachers. For example, materials developed by J. Krasts (Methodical study materials on Windows (55 pages), methodical study material on the Internet (91 pages), material on Word (25 pages) and Excel (45 pages), methodical study material on Access (91 pages)) with equally large volume of descriptions of practical assignments for these materials. Moreover, these study materials that are available on E-study platform are updated, renewed and complemented every academic year.

Simultaneously, the teaching staff is involved in the work of the Faculty's Learning Centre (VUMC),

providing training for specialists of various economic fields and raising their professional qualification. For example, professors A. Batraga and B. Sloka lead the programme for raising of qualification, "Practical Marketing"; Professor A. Cekuls leads the programme for raising of qualification, "Competence Improvement Programme for Managers".

All members of the teaching staff are regular and active participants of scientific conferences. FBME policy on increasing the level of qualification implies the right of every teacher to participate in international scientific conferences and seminars at least once a year. Information on individual achievements is reflected in the CVs of the teaching staff.

The findings and results of scientific research projects conducted by the teaching staff are used in the study process. For example, materials based on the publications "Opportunities for the Use of Business Data Analysis Technologies" (by Rita Žuka, Signe Bāliņa, Juris Krasts), "Predictive Analytics and Cloud Computing Technologies for the Business Data Analysis" (by Rita Žuka, Juris Krasts, Uldis Rozevskis), "Business Data Intellectual Analysis Software, Assessment and Development Trends" (by Juris Krasts, Signe Bāliņa, Rita Žuka, Uldis Rozevskis) are used in the study courses "Technologies for Intellectual Analysis of Business Data" and "Business Information Systems". The publication "Essential Elements of Business Process Modelling" (by Uldis Rozevskis, Kristīne Rozīte, Juris Krasts, Rita Žuka) is used in the study courses "Design of Internet Systems" and "Business Information Systems" to illustrate topics of business processes, their modelling and simulation.

The teachers regularly increase the level of their professional and pedagogical qualification in various programmes. Lecturer K. Rozīte has completed the course "Commercialisation" at the Centre of Commercial Education, and the study programme "Entrepreneurship Skill Teaching and Training" in the framework of Europehome project. Lecturers R. Freimane and R. Žuka have completed a further education course at UL, "Current Methodical Issues in Economics and Business, and International Experience in Higher Education". Lecturer R. Žuka has attended the course "Document Sharing and Filing with Office 365" and has obtained a respective certificate. Many teachers increase the level of their professional qualification independently, by completing online study courses, mainly on topics of information technologies development directions, which are not available in Latvia: reactive web design, business process modelling, simulation, analysis (process mining), libraries and languages used in web design: Java, JavaScript, jQuery, XML, XSD, XSLT, XBRL, Python and others.

Detailed information on these activities can be found in the CVs of the teaching staff.

It can be concluded that the composition of the teaching staff involved in the implementation of the study programme fully allows achieving the objectives of the study programme "E-business Management". It ensures that the students can acquire high-level theoretical knowledge, skills and competences in the field of E-business management, becoming competent specialists successfully integrated in the labour market.

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.

The members of the teaching staff of the study programme “E-business Management” are active in scientific research as leaders, researchers and experts. They are involved in scientific and practical projects developed in collaboration with colleagues from other FBME departments, various Latvian scientists and scientists from other countries. The findings and results of these research projects are presented at international scientific conferences and published in scientific periodicals, indexed in the Web of Science and Scopus databases (for detailed information please see the attached resumes of the teaching staff).

The results of these research projects are used in the study process of the study programme “E-business Management” and they contribute to the increase of the qualification level of the teaching staff.

Examples of the involvement of the teaching staff in scientific research projects are listed below.

Professor Signe Bāliņa:

- IT Competence Centre project “ICT Competence Centre”, project ID No. KC/2.1.2.1.1/10/01/001, research project No. 2.3 “Opportunities for Mobile Device Interface Application in the Study Process”, lead researcher (from 2014);
- IT Competence Centre project “ICT Competence Centre”, project ID No. KC/2.1.2.1.1/10/01/001, research project No. 2.2 “Development of Methods and Algorithms for the Creation of Smart Multi-lingual E-learning Materials”, lead researcher (2013-2014);
- European Commission international project No SI2.ACPROCE052957700 „eSkills: European guidelines & quality labels for new curricula”, participant (2013);
- Leonardo da Vinci programme project „Trans e-Facilitator (Transfer and Recognition of an eFacilitator Curriculum and Qualification)”, project No. DE/12/LLP-LdV/TOI/147, participant (2012-2013);
- European Commission research project “Latvia RTD Technological Audit”, participant (2009-2013);

Professor Anda Batraga:

UL project on cooperation efficiency “In-depth approbation matrix for the creation of new innovation opportunities in Latvian food and industrial markets”, project manager (July-December 2018).

Professor Viesturs Pauls Karnups:

- Europehome project No. 20096-ST-N-016 (up to 2017);
- UL academic development project “Journal of Economic and Management Research”, issues #4/5 and #6, UL project registration No. 2016/14i (up to 2017);
- FBME academic development project “Integrated Methods for Calculating Economic Aspects of the Living Standard and Inequality: Development of Index for the Assessment and Subjective Perception of the Economic Aspects of the Living Standard and Inequality” (2018-2019).

Professor Biruta Sloka:

EU TEMPUS project “Promotion of the Knowledge triangle implementation in Belarus, Ukraine and Moldova”, AD 2986 – 214, leader (2014-2017).

Professor Sandra Jēkabsone

- ESF project “Improvement of short-term labour market forecasting methodology, with additional preparation of short-term forecasts in the skills aspect, and development of guidelines for the users of the methodology”, client: State Employment Agency of Latvia; researcher (25/01/2017-01/07/2018);
- Project “Possibilities for Innovative Economic Development in Today’s Changing Environment”, sub-project “Use of Financial and Crediting Instruments for Promoting Innovative Activities in a Changing Environment”, researcher and substitute of the lead researcher (10/04/2012-31/12/2013);

Associated professor Uldis Rozevskis:

European Regional Development Fund project “Design Technology and Supporting Tools for Process Management Software Systems”, action programme 2007-2013 “Business and Innovations, Priority 2.1 “Science and Innovations”, activity 2.1.1 “Science, Research and Development”, activity 2.1.1.1 “Support for Science and Research””, participant (2011-2013).

Docent Imants Gorbāns:

- European Regional Development Fund project “Assessment of Reliable and Controlled Mobile Use Environment and Development Possibilities for Related Expert Tools”, researcher, (2014-2015);
- UL Foundation and “4 Finance” project “Jauno datoriku skola” (School for Young Computer Geeks), development of basic materials for schoolchildren on Scratch: <http://jds.df.lu.lv> (2014).

Docent Jelena Šalkovska:

- UL project on cooperation efficiency ZD2017/20514 “Matrix development for the creation of new innovation opportunities for Latvian food processing industry and practical research “Innovation Opportunities for Latvian Food Producers””, project participant (20/12/2017-30/06/2018);
- UL project on cooperation efficiency “In-depth approbation matrix for the creation of new innovation opportunities in Latvian food and industrial markets”, project participant (01/07/2018-30/12/2018);
- UL Academic development project / FBME Department of Management Sciences project “Improvement of Innovative Entrepreneurship in Latvia. Development of System of Activities

to Ensure Integrated Marketing Communication for Sustainable Business Development” (2018).

Lecturer Jūlija Žakemo:

- Project Manager for PRME (Principles of Responsible Management Education) Central and Eastern European Region (2016-2018);
- Nordplus project “Development of Moral Competences in Leadership and Management”, coordinator in Latvia (2013-2015);
- „Adhocsys” (the 6th EU Framework, in Wi-Fi technologies), project coordinator in the Alpine region in Piedmont (2006-2007);
- Nordplus project “Humanization of Business Education”, project coordinator in Latvia (2003-2006).

Lecturer Rita Freimane:

- The National Research Programme project “Energy and Climate Modelling towards Carbon-Neutrality”, project no. VPP-EM-2018/NEK_0001, expert (January 2019-December 2021);
- Research project “Opportunities to Increase Productivity for Improved Competitiveness – Policies on micro, sector and macro levels”, development of methodology and recommendations, expert (2018-2019).

Lecturer Kristīne Bērziņa:

- ErasmusX Strategic Partnership, project manager (2018-2019);
- POWER Knowledge Alliance, researcher (2018-2019);
- UL Academic Development project “Index for the Assessment and Subjective Perception of the Economic Aspects of the Living Standard and Inequality”, project participant (2018-2019);
- Higher professional education for promoting the development of tourism business (BOOSTED), UL project registration No. ETS2016/24, researcher (2017-2019);
- Action plan for the development of the Latvian tourism offer in the framework of Interreg Europe programme project BRANDTour, researcher (procurement contract No. EM 2018/103) (2019);
- Consumer behaviour of foreign tourists in Rīga, UL project registration No. ZD2018/20663, researcher (2018);
- Consumer satisfaction survey on tourism in Jūrmala in winter months (2017);
- Development of Jūrmala tourism action plan 2018-2020, project ID JPD 2017/51RIK, UL project registration No. JPD2017/51RIK, researcher (2017);
- Consumer satisfaction survey on tourism in Jūrmala in winter months, UL project registration No. ZD2016/20323, project manager (2017);
- Creation of co-franchising network in Latvian-Lithuanian-Belorussian cross-border region in the framework of Latvian-Lithuanian-Belorussian cross-border cooperation programme, project manager (2014).

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).

There is on-going collaboration among the teaching staff of the study programme “E-business Management”.

The Department of Economics regularly organises staff meetings to discuss the improvements of the study courses, including those provided on E-study platform. UL Department of Information Technologies regularly offers training courses to teachers to help them improve the content of E-study platform.

Within the Department, there is close collaboration among teachers who jointly teach the same study course. Co-teaching provides greater flexibility in the organisation of classes, and teachers can specialise in topics of their scientific interest. Co-teaching allows preparing study materials of higher quality. Co-teachers must coordinate the topics covered in the study course, set uniform requirements and evaluation criteria that are in line with the description of the study course and ensure the topicality of the study content. For example, Professor S. Bāliņa and lecturers R. Freimane and K. Rozīte co-teach two study courses – “Stock Management and Modelling” and “Methods and Models of Process Management”. In this framework, the professor reads lectures, while lecturers lead seminars where students can use the obtained theoretical knowledge to solve tasks, discuss possible solutions to a problem, fulfil assignments with the help of specialised software. Co-teaching is applied to several study courses: “Stock Management and Modelling”, “Business Information Systems” and “Management of Information System Project Development”.

Directors of academic directions are selected amongst the elected members of the academic staff and approved with FBME Dean’s Order No. BVEF-A43.1_57. Twice a year, academic directors organise methodical seminars on the improvement of the content of the study courses, guest lectures and seminar organisation, development of E-studies, inclusion of the latest literature into the study courses. Associated professor Uldis Rozevskis is the Informatics of Economy academic director, while Professor Signe Bāliņa is the director of the academic direction of Econometrics, Statistics and Mathematical Economics.

Before the start of the autumn semester, the Department of Economics organises a methodical seminar where the director of the study programme introduces teachers to the student and graduate survey results of the previous academic year. These surveys offer an insight into how students evaluate individual study courses and the study programme in general. During the seminar, the teaching staff discuss and assess the comments of students and their suggestions for the improvement of the study courses.

The Faculty organises regular Creative Forums where the teaching staff can inform their faculty colleagues with their experience and achievements, as well as obtain useful information on forthcoming research projects and other activities. For example, in February 2016, the Forum focused on UL high-priority research direction “Computer Sciences and Aspects of IT Practical Research, Its Application in Business Management”, where the following topics were presented: “Research Directions in IT in Latvia and Globally” (prof. Signe Bāliņa), “Simulation of Business Processes” (Assoc.prof. Uldis Rozevskis), “Dynamic Modelling” (lecturer Kristīne Rozīte). Creative Forums are broadcast live, and afterwards, the recorded material is available in UL archive.

Hospitation (observation of colleague’s classes) allows exchanging experience and discussing the teaching methods used by various teachers in the study programme. This practice allows improving every teacher’s individual teaching skills and methods; therefore, it will be continued. According to the FBME Dean’s Order of 29/08/2019 on Hospitation of Classes, all members of the teaching staff from all Departments are involved in hospitation.

It can be concluded that collaboration of the teaching staff involved in the implementation of the study programme is regular and continuous, and the Faculty has established mechanisms for

fostering collaboration.

In the academic year 2018/2019, there were 28 teachers involved in the implementation of the study programme “E-business Management”, and the proportion of students and teachers is 4:1.

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	Statistical data on the students of the professional bachelorE-busi.docx	Stat dati par studējošajiem studiju programmā E-bizn.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	Compliance of the study programme E-business.docx	E- bizn atbilst izgl stand.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	E-busi Compliance of the professional bachelor prof.docx	Studiju programmas e-bizn kvalif.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	Mapping of the Study Courses of the professional bachelor E-busi13_05.docx	Studiju programmas e- bizn kart13_05.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the professional bachelor E-busi.docx	E-bizn Studiju programmas plaans_29_04.docx
Descriptions of the study courses/ modules	7_PBSP_E-biznesa vadiba_ENG_30_04.docx	E-biznesa vadiba_PBSP_30_04.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	e_bizn vad dipl ang.docx	E_bizn vad dipl. lat.docx
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	Domes lēmumi eng VadZ E-business.docx	E-bizn turpin.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlidz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	studiju līguma forma ārvalstniekiem ES pilsoniem.doc	studiju līguma forma pilsoniem un nepilsoniem.doc
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.		

Project Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Project Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Andrejs</i>
Surname of the study programme director	<i>Cekuls</i>
E-mail of the study programme director	<i>andrejs.cekuls@lu.lv</i>
Title of the study programme director	<i>Profesors , Dr.sc.admin., Dr.tech.</i>
Phone of the study programme director	
Goal of the study programme	<i>The main purpose of the study programme is to provide professional Master's degree studies in pro-ject management that correspond to the develop-ment of the national economy, promoting the com-petitiveness of highly qualified project managers in the Latvian and European labour market, as well as to develop students' research skills and project man-agement skills.</i>
Tasks of the study programme	<p><i>Tasks of the study programme:</i></p> <ol style="list-style-type: none"> <i>1. to ensure compliance of the content of the programme with the project manager profession standard and the national standard of second level professional higher education;</i> <i>2. to provide the opportunity to acquire the fifth level professional qualification of a project manager by acquiring the professional Master study programme "Project Management" and successfully passing the final examination;</i> <i>3. to plan and organize study process;</i> <i>4. to develop, adjust and offer courses within the framework of the Master study programme that correspond to the real needs of the branch both in Latvia and abroad;</i> <i>5. to update and improve the content of the study programme taking into account the recommendations of students, employers and traineeship managers;</i> <i>6. to use in the study process qualified teaching staff qualified in the respective fields and the latest literature resources available to students in the library;</i> <i>7. to implement cooperation with other universities, state institutions and employers;</i> <i>8. to ensure international exchange to students for theoretical course mastering and traineeship;</i> <i>9. to encourage involvement of foreign teachers in the implementation of the study programme;</i> <i>10. to encourage students' initiative and creative thinking;</i> <i>11. to develop students' skills for independent scientific research and preparation of publications, as well as to stimulate interest in Doctoral studies;</i> <i>12. To motivate graduates for further education and systematic professional development.</i>

Results of the study programme	<p>After successful completion of the study programme, applicants for professional Master's degree in project management according to LQF level 7 shall acquire the necessary:</p> <p>Expertise</p> <ul style="list-style-type: none"> • In the field of knowledge and understanding: demonstrate knowledge and understanding that forms the basis for independent formulation, analysis and informed choice of problems, creative alternatives to research; • In the field of knowledge application: to be able to choose and apply the theoretical insights, practical methods, techniques and tools of project management in solving unconventional and complex problem situations; • In the field of analysis and evaluation: to integrate knowledge and practical skills, formulate independently, critically analyse and prioritize problem-solving alternatives, make informed decisions independently, and respect ethical, environmental, insurance, and health and gender aspects of project management. • In the field of communications: to present and explain their conclusions and proposals clearly and reasonably to specialist and non-specialist audiences; • In the field of general skills: to work in teams, to collect and analyse the results of joint work under their responsibility, to contribute to the creation of new scientific knowledge, to promote innovation and entrepreneurship, and to continuously and professionally develop the professional competence. <p>The graduates of the study programme are able to fulfil the professional tasks of the professional activities of the separate group "Project management specialists" of the Profession classification of the Republic of Latvia:</p> <p>Skills</p> <ul style="list-style-type: none"> - to define a project, - to organize a project, - to plan a project, - to monitor and advance the project, - to draw up project documentation and reports, - to present project interim results, to close the project. <p>Graduates of the study programme have the following professional competence:</p> <ul style="list-style-type: none"> - to study and analyse the business activities of companies / organizations and to propose new and innovative development strategies; - to formulate reasonable project proposals and project tasks; - to analyse project portfolios, programs and project-oriented organizations; - to analyse organizational structures and adapt them to project and programme management needs; - to establish and maintain the necessary infrastructure for the project; - to ensure the planning, success, control and coordination of the project management process; - to develop and maintain specific documentation for project management throughout project development and implementation; - to solve personnel management tasks in project team planning, organization, creative decision making, as well as gain insights for effective teamwork; - to identify, qualitatively and quantitatively analyse project risks, select strategies and develop measures to manage project risks; - to list project costs by cost items and calculation items and report them in financial accounting; - to analyse and evaluate public administration development tendencies; - to develop and support the implementation of quality management principles in projects; - to apply new economic approaches to projects on the basis of theoretical knowledge and international experience; - to apply public procurement procedures and analyse contracts, develop dispute settlement procedures, initiate administrative proceedings, challenge and appeal administrative acts and actual actions.
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Final examination upon the completion of the study programme	Master's Thesis
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Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: - Bachelor's degree or second level professional higher education (or comparable higher education) in economics, management science or other social sciences; - Bachelor's degree or second level professional higher education (or comparable higher education) in related sciences: mathematics, computer science, information technologies or engineering, and study course on basics of management science or economics mastered in the basic study programme (2 credits); - Bachelor's degree or second level professional higher education (or comparable higher education) in other sciences and at least 2 years of experience in project management; - Additional condition: curriculum vitae (CV).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in project management</i>
Qualification to be obtained (in english)	<i>Project Manager</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: - Bachelor's degree or second level professional higher education (or comparable higher education) in economics, management science or other social sciences; - Bachelor's degree or second level professional higher education (or comparable higher education) in related sciences: mathematics, computer science, information technologies or engineering, and study course on basics of management science or economics mastered in the basic study programme (2 credits); - Bachelor's degree or second level professional higher education (or comparable higher education) in other sciences and at least 2 years of experience in project management; - Additional condition: curriculum vitae (CV). For studies in English group the proficiency of the English language has to be certified.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in project management</i>
Qualification to be obtained (in english)	<i>Project Manager</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

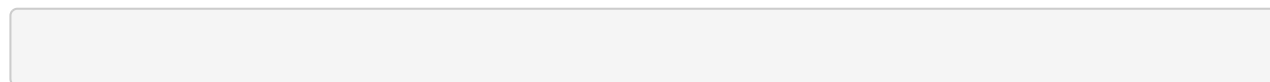
Changes have been made in the formulation of learning outcomes, taking into account the new requirements, sharing knowledge, skills and competences according to a new professional standard.

Profession standard "Project Manager", which corresponds to the fifth level of professional qualification and the seventh level of Latvian Qualifications Framework, has been agreed at the meeting of Tripartite Sub-Council for Vocational Education and Employment (further in text TSVEE) on December 11th, 2019 as confirmed by Minutes No 8. Please find attached the agreed standard and the link to this standard - "Project Manager":

<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-129.pdf> (The link is available in Latvian)

Its inclusion in the list of mandatorily applying profession standards and professional qualification requirements (Cabinet of Minister Rules 626, of October 9th, 2018, "Rules on the List of Mandatorily Applying Profession Standards and the Publication of Included Profession Standards and Professional Qualification Requirements") will occur after the agreement on all updated profession standards in the TSVEE in 2020.

Director of the study programme prof. See Prof. prof. A. Cekuls (Change of Generations). The programme is also planned to be implemented in English, taking into account the possibility of obtaining a double diploma.



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 study programme "Project Management" is implemented in the form of full-time studies (2 years) in Latvian and English. Information about students during the whole reporting period (2008-2019): number of students, number of students matriculated in the first study year, number of graduates (if any), broken down by study programme implementation forms (separately indicating distance learning), languages, branches summarized in Annex 1. 'Statistical data on students in a professional master Proj.' In the framework of ERASMUS exchange programme

“Project Management” in 2016/2017 academic year there was one student.

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.

Detailed admission requirements:

Previous education:

- Bachelor's degree or second level professional higher education (or comparable higher education) in economics, management science or other social sciences;
- Bachelor's degree or second level professional higher education (or comparable higher education) in related sciences: mathematics, computer science, information technologies or engineering, and study course on basics of management science or economics mastered in the basic study program (2 credits);
- Bachelor's degree or second level professional higher education (or comparable higher education) in other sciences and at least 2 years of experience in project management;
- Additional condition: curriculum vitae (CV).

Competition evaluation criteria: mean weighted grade in basic studies, total (or mean) grade of the final examinations in basic studies and evaluation of work experience.

For studies in English group the proficiency of the English language has to be certified:

- Foreign language proficiency of foreigners shall be attested by international English proficiency tests results, which shall be at least B2, except in the case of prior education in English.
- For other applicants, proficiency in English is attested by results of international English proficiency tests or other evidence of proficiency in English of at least B2 level or a grade of at least 6 (in 10-point scale) in English, except where prior education obtained in English.

The title of the study programme “Project Management”, the degree to be obtained, professional qualification are linked organically and logically, which is indicated by the aims, tasks and study results of the program. When comparing the program with the *national standard of the second level professional higher education*, it should be noted that it fully complies with Chapter IV “Mandatory Content of the Master's Program” of the Cabinet Regulation No.512 “Regulations on the National Standard of the Second Level Professional Higher Education” of the Republic of Latvia.

Profession standard “Project Manager”, which corresponds to the fifth level of professional qualification and the seventh level of Latvian Qualifications Framework, has been agreed at the meeting of Tripartite Sub-Council for Vocational Education and Employment (further in text TSVEE) on December 11th, 2019 as confirmed by Minutes No 8. Please find attached the agreed standard and the link to this standard - “Project Manager”:

<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-129.pdf>

Its inclusion in the list of mandatorily applying profession standards and professional qualification requirements (Cabinet of Minister Rules 626, of October 9th, 2018, "Rules on the List of Mandatorily

Applying Profession Standards and the Publication of Included Profession Standards and Professional Qualification Requirements") will occur after the agreement on all updated profession standards in the TSVEE in 2020.

The study courses included in the study program and their teaching methods are aimed at acquiring in-depth knowledge in project management, including knowledge in other fields of science (management, law, social, information, communication), because today the labor market requires specialists who use and integrate areas in a coherent whole. The plan of the professional Master study program "Project Management" is attached to the document (Annex 2).

The professional Master study programme "Project Management" complies with the national standard of the second level professional higher education (Annex 3).

The content of the professional Master study programme "Project Management" corresponds to the 5th professional qualification level of Project manager / 7 LQF, which is coordinated with the protocol No.8 of the Tripartite Cooperation Sub-Council of Vocational Education and Employment of December 17, 2019.

The study programme corresponds to Level 2 professional higher education (Level 5 professional qualification and professional Master's degree), i.e., the program provides theoretical and practical preparation that allows graduates to define a project, organize a project by analysing and adapting organizational structures to project, portfolio and program management needs, project planning, project monitoring and guidance, developing and maintaining project-specific documentation throughout the project during the implementation, to present the interim project results, to close the project.

The purpose of the professional Master study programme "Project management" is to provide professional Master's degree studies in project management that correspond to the development of the national economy, promoting the competitiveness of highly qualified project managers in the Latvian and European labor market, as well as to develop students' research skills and project management skills. The degree of professionalization of Project Management has increased in recent years. Project management is now internationally established as a separate profession requiring professionals from a variety of specialties. Project management is not only focused on one narrow field, but can be applied in state and municipal institutions as well as in commercial companies in any sector of national economy. Graduates can work as project managers, project manager assistants, project coordinators, consultants, specialists and project management experts.

Students and graduates of the program work in organizations such as Ministry of Defense of the Republic of Latvia, State Fire and Rescue Service, State Statistics Bureau, Office of Citizenship and Migration Affairs, State Audit Office, National Health Service, Riga City Council, Cēsis Municipality, TELE2, AS AirBaltic Corporation, Accenture Latvia, AS Balticovo, SIA Forma 2, SIA Empower, SIA Latio and others.

Graduates of the programme receive not only a degree - a professional Master's degree in project management, but also a qualification - project manager.

In general, it can be concluded that the content of the study courses of the programme, the degree to be obtained, the purpose and tasks of the programme, as well as the conditions of admission are fully mutually corresponding. Upon accomplishing of the tasks of the programme, students achieve the goals of the programme, as a result of which the graduates of the programme obtain a professional Master's degree in project management, which allows them to carry out their professional activities and to continue their Doctoral studies.

Students have a wide range of job opportunities as project management professionals are highly sought after in the job market. The knowledge and skills in project management will provide the opportunity to integrate into any business field by building a viable project implementation team and skilfully linking the project goal to the overall vision of the company.

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 programme "Project Management" ensures the compliance of the content of the programme with the project manager profession standard and the national standard of second level professional higher education. Students have the opportunity to acquire the 5th professional qualification level of the project manager / 7th professional qualification of the LQF by acquiring the professional Master study programme "Project Management" and successfully passing the final examination.

The study programme "Project Management" ensures the compliance of the content of the program with the project manager profession standard and the national standard of second level professional higher education. Students have the opportunity to acquire the 5th professional qualification level of the project manager / 7th professional qualification of the LQF by acquiring the professional Master study program "Project Management" and successfully passing the final examination.

The courses developed within the framework of the Master study programme correspond to the real needs of the branch both in Latvia and abroad. The content of the study course is updated and improved, taking into account the recommendations of students, employers and traineeship supervisors. Teaching staff qualified in the relevant sectors are used in the study process. The professional Master's degree programme "Project Management" provides graduates with a comprehensive professional competence in project management that meets the generally accepted international project management standards. The study programme "Project Management" is implemented in cooperation with the University of Applied Sciences Dortmund (Germany) according to the agreement signed on October 29, 2019 between the University of Latvia and the University of Applied Sciences Dortmund (Germany). The program provides a process-oriented learning process resulting from the application of international standards by organizing student learning process, which results in completion of a Master's thesis, including development of a project according to the requirements of project management documentation, with the possibility of acquiring double degree in collaboration with the University of Applied Sciences Dortmund (Germany). The University of Applied Sciences Dortmund (Germany) study programme is jointly developed and accredited by a consortium of several European universities. During the study

process students are provided with international exchange for the study of theoretical courses and traineeship. Involvement of foreign teachers in the implementation of the study program is encouraged.

Graduates of the study programme are capable of fulfilling the basic tasks of professional activity of the project manager according to the Professional standard: (1) define the project, (2) organize the project, (3) plan the project, (4) monitor and advance the project, (5) prepare the project documentation and reports, (6) present the project interim results, (7) close the project.

Upon successful completion of the study programme, the applicants of the professional Master's degree in Project Management, under the European Union Lifelong Learning Qualifications Framework (EQF) Level 7 are able **in the field of knowledge and understanding** to demonstrate knowledge and understanding that forms the basis for independent problem-solving, creative alternative ideas formulation, analysis, and informed choice in research work; **in the field of application of knowledge**: to be able to select and apply theoretical knowledge of project management, practical methods, techniques and tools in solving unconventional and complex problem situations; **in the field of analysis and evaluation**: to integrate knowledge and practical skills, to formulate, critically analyse and prioritize problem-solving alternatives, to make informed decisions independently, to take into account the ethical, environmental, insurance and health and gender aspects of project management; **in the field of communication**: to present and explain their conclusions and proposals clearly and reasonably to specialist and non-specialist audiences; **in the field of general skills**: to work in teams, collect and analyse the results of joint work under their responsibility, contribute to the production of new scientific knowledge, foster innovation and entrepreneurship, and pursue professional development in an independent and targeted manner.

Graduates of the study programme have the following **project management knowledge and professional skills**: to study and analyse business activities of companies / organizations and to offer new and innovative development strategies, to carry out financial evaluation of project alternatives using different evaluation methods, to carry out value analysis of alternative project solutions, to perform project environment analysis, to create the infrastructure required for the project, to formulate reasonable project proposals and project tasks, to analyse organizational structures and adapt them to project and program management needs, to ensure successful project management and coordination, to develop and maintain project-specific documentation throughout project development and implementation.

To obtain a professional qualification and a professional Master's degree in Project management, a student must pass all the course tests provided for in the study program and defend two traineeship reports. One final test is envisaged in the study programme - elaboration and defense of Master's thesis. Justification of Master's thesis is based on scientific achievements and scientific findings. The plan of the professional Master study programme "Project Management" is attached to the document (Annex 2).

Study materials are available to students in the study platform. Students are provided with opportunities to receive teacher consultations both in person during consultations and by e-mail.

The academic staff actively participates in the research work, the obtained results are used in the study process. The academic staff participates in international projects, various international conferences, academic conferences of the University of Latvia, international seminars. The obtained scientific results are reflected in teaching aids and scientific publications.

An important direction of practical implementation of the study program is cooperation with employers as chairpersons and members of final examination commissions, questionnaires on the quality of programs, participation in scientific conferences of the University of Latvia, traineeship

management and defense etc.

By comparing the professional higher education master's study program "Project Management" of the FBME of the University of Latvia with the study program of the Faculty of Economics and Social Development of the Latvia University of Life Sciences and Technologies and two European Union recognized universities (University of Applied Sciences Dortmund/Germany, Vienna University of Economics and Business/Austria), it can be concluded that the study program of the FBME of the University of Latvia provides graduates with a comprehensive professional competence in project management that meets internationally recognized project management standards. The programme provides a process-oriented learning process resulting from the application of international standards by organizing student learning process, which results in completion of a Master's thesis, including development of a project according to the requirements of project management documentation, with the possibility of acquiring double degree in collaboration with the University of Applied Sciences Dortmund (Germany).

Unlike the program of the FBME of the University of Latvia, the duration of full-time studies in the program of the Faculty of Economics and Social Development of the Latvia University of Life Sciences and Technologies with a previous professional education is 1.5 years, with an academic education - 2 years and the study program is worth 60 credit points (programme of the FBME of the University of Latvia - 80 credits). Comparing the Faculty of Economics and Social Development of the Latvia University of Life Sciences and Technologies study programme content is aimed at providing knowledge about the European Union and preparing projects for receiving the funding of the European Union Structural Funds. Difference lies also in the fact that LLU SZF offers 5 elective study courses. As far as the traineeship is concerned, the programme of the Faculty of Economics and Social Development of the Latvia University of Life Sciences and Technologies provides for only one traineeship of 6 credits. The program of the FBME of the University of Latvia, on the other hand, provides for two traineeships in the amount of 26 credit points, which give the right to award professional qualification as a result of direct study process.

Whereas the University of Applied Sciences Dortmund (Germany) study programme is jointly developed and accredited by a consortium of several European universities. Currently, the study program is being carried out simultaneously at three European universities: University of Applied Sciences Dortmund (Germany), the University of the Basque Country (Bilbao, Spain) and the Norwegian University of Science and Technology (Trondheim, Norway). This programme, like the Professional Master's Degree program of the FBME of the University of Latvia in Project Management provides for a Master's Degree, the duration of the program is also 2 years, it is a full-time study program and its total amount is 80 credit points. A prerequisite for commencement of studies is a Bachelor's degree or diploma in economics, economic informatics or a comparable field of science. The acquired Master's degree gives entitlement to continue Doctoral studies. Descriptions of the study courses of the professional Master study program "Project Management" are attached in Annex 5.

The implementation of the programme of the University of Applied Sciences Dortmund (Germany) is based on a modular system. There are 10 mandatory modules implemented in Semester 1 and 2. In Semester 3 students can choose a specialization area, such as information technology, e-commerce, logistics, quality management, etc. and acquire relevant knowledge and skills in one of the partner universities. During Semester 4 the students take the final examination and defend their Master's thesis.

Comparative analysis of the programme content shows that both programs contain important project management issues such as theoretical aspects of project management (project phases, life cycle, project organization), project management processes, risk management, project quality

management, social and legal aspects of project management, and project portfolio management, project economics and finance.

While the Dortmund University study programme provides detailed knowledge and skills acquired during the first two semesters in a particular field specialization, the programme of the FBME of the University of Latvia includes examples, assignments and situations from different disciplines, and specialization is provided by companies and organizations selected for traineeship purposes.

The Vienna University of Economics and Business (Austria) study programme is an accredited study programme aimed at providing knowledge and skills in business management, by specializing in project management as well.

The difference from the professional Master's degree programme of the FBME of the University of Latvia is that it provides an academic degree in business management with specialization in project management (Master of Business Administration (Project management)) with a duration of 24 months (~ 2 years), these are part-time studies. A prerequisite for commencement of studies is a higher education degree equivalent to a Bachelor's degree and at least 3 years professional experience in the relevant field.

Implementation of the study programme at Vienna University of Economics and Business (Austria) is divided into 3 parts: in the first part (about 9 months) students acquire knowledge and skills in various aspects of business management. The second part (also about 9 months) offers study courses according to the chosen specialization - project management. The third part (6 months) includes development of Master thesis. Whereas the programme of the FBME of the University of Latvia has a different division - respectively in Part A and Part B study courses.

The topicality of the study courses and their correspondence to the needs of the labor market is evidenced by the regular improvement of the study course content. Owing to regular contacts with graduates and employers, as well as with employers' professional associations and institutions, which provide feedback to the labor market participants - employers and graduates - the content of the programme is regularly updated.

Employers' representatives participate in the FBME Council of Management, administration and real estate management Programs and the Council of faculty, where they are involved in decision-making on the improvement of study programs. Face-to-face meetings are organized with representatives of major employers in Latvia, following recommendations of which the study programme courses are improved. There is active cooperation with representatives of the field, consulting on the actualities of study realization. Industry representatives and employers are involved in final examination commissions.

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 study program "Project Management" is designed in such a way as to ensure the

interconnectedness and coherence of the courses taught, which enables to successfully achieve the purpose of the study program. The plan of the professional Master study program "Project Management" is attached to the document (Annex 2).

Study outcomes linked to the learning outcomes of the course provide (1) skills to apply new economic approaches in projects, guided by theoretical knowledge and international experience; (2) ability to independently analyse and evaluate public administration development trends; (3) ability to solve personnel management tasks in project team work planning, organization, creative decision making, as well as gain insights for effective teamwork; (4) skills to understand and manage the behaviour of individuals and groups; (5) ability to independently analyse project portfolios, programs and project-oriented organizations; (6) the ability to apply independently the knowledge of drawing up and concluding contracts, the settlement of disputes, the initiation of administrative proceedings, the contestation and appeal of an administrative act and of actual conduct, the public procurement procedure; (7) skills to develop a quality management system for the project and modules of the quality management manual for the project as well as to support adherence to the principles of quality management in the project; (8) the ability to list project costs by cost item and by item of calculation and to record it in financial accounting; (9) ability to explain concepts of risk management processes and to develop such processes for unconventional and complex situations; (10) skills in developing and applying risk management simulation models; (11) ability to apply risk management techniques and tools in qualitative and quantitative risk analysis; (12) skills in developing risk strategies and implementing risk management in projects; (13) skills in crisis and stress management; (14) ability to take into account the ethical, environmental, insurance, health and gender aspects of project management.

Students acquire professional project management knowledge in such courses as Project Management Theory, Project Management Process Methods and Tools, Multiproject Management, Legal Aspects of Project Management, Business Management, Social Aspects of Project Management, Project Management, Project Accounting, Risk Management in Projects, Quality Management in Projects, Organization of Public Administration and Local Government New Economy and Projects. After completing these courses, students are able to provide a critical assessment of the situation and the consequences. Descriptions of the study courses of the professional Master study program "Project Management" are attached in Annex 5.

It can be concluded that knowledge about the current trends and topicalities in the field of business project management is acquired in all study courses.

During the study course lectures, students acquire the skills required for a project manager by completing assignments in seminars and workshops, writing course papers, as well as during traineeship and developing of Master's theses.

The professional Master's program "Project Management" uses a variety of methods: sections to present theoretical questions and illustrate practical solutions using computers, projectors, teacher-made presentations and other demonstration materials;

- active learning forms are used in seminars and workshops: teamwork, team decision making, problem solving and schematic presentation, reports on current problems in project management, tests;
- individual work - study of documentation and literature, fulfilment of tasks and work;
- traineeships - for practical use and strengthening of the acquired knowledge.

Upon acquisition of the Master's degree in Project Management and the qualification of Project Manager, graduates are able to formulate valid project proposals and project tasks, to ensure project management process planning, success, control and coordination, to develop and maintain

project-specific documentation throughout project development and implementation, to solve personnel management tasks in project team work planning, organization, creative decision making, as well as gain insight into effective team work, to list project costs by cost items and calculation objects and to reflect them in financial accounting, to apply public procurement procedure and analyse contracts; to develop dispute settlement procedures, commencement of administrative proceedings, contestation and appeal of an administrative act and actual action.

The range of courses in the program is designed so that virtually all the study courses in the program provide these skills, especially all study traineeships and development of Master's theses. All skills included in the program result are necessary for graduates to be competitive in the labor market and successfully work in speciality.

The range of courses in the study program shows that practically all courses provide professional competencies needed by a potential project manager. Students are generally very satisfied with the course delivery in the program. Proposals have been made to specialize the delivery of courses, e.g. to develop courses useful for IT project management.

Evaluating the links between the study course goals and the study program goals and the results to be achieved, it can be concluded that the content of the study courses allows to achieve both the program goal and the results defined in the program. During the defense of the Master's thesis students prove that the results of the study program have been achieved. This is also evidenced by the practitioners participating in the Master's thesis defense commission. The employers' assessment of the knowledge, skills and competence of the graduates of the program, which is passed in the final examination, when students defend their Master's thesis, confirms that the results of the study program "Project Management" are achieved successfully.

Summarizing the analysis, it can be concluded that acquisition of the study courses of the program allows to achieve the aim of the program "Project Management" - to ensure professional Master studies in project management corresponding to the development of national economy, promoting competitiveness of highly qualified project managers in Latvian and European labor market, and to develop project management skills and competences in students.

The relation of the study course results to the achievable results of the study program can be viewed in Annex 4 - Mapping of study courses.

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.

Modern teaching methods are used in the study process, emphasizing practical content of studies and forms of independent work. Student workload for the study programme corresponds to 40 academic hours per one credit point.

Examination of students' achievements in the courses of the Programme and assessment thereof in accordance with the Cabinet of Ministers Regulations No. 521 Regulations regarding the State Standard for the Second Level Higher Professional Education, which define the basic principles of assessment of program acquisition and the basic forms of program evaluation (examination).

Evaluation provides the students with possibility to find out to what extent they have achieved the expected study results. With the help of the evaluation system students get feedback in the study process. The evaluation system is based on the nationally accepted 10-point system. Evaluation criteria and methods, as well as criteria for assigning grades are known to students in advance, as evaluation requirements are available in the course descriptions in the course register of the University of Latvia.

At the completion of the course the students take examination. Knowledge and skills are evaluated at 10-point system.

Master's theses will be evaluated according to common criteria (a Master's thesis review form has been developed accordingly). The evaluation is fair, applicable to all students and implemented according to approved procedures. There is a procedure for reviewing student appeals.

Depending on the characteristics of the study course, different methods of assessing students' knowledge are used: Final grade in the study course, consisting of:

1. evaluation for the work during semester,
2. evaluation for control works and tests;
3. evaluation of independent works, papers;
4. evaluation of the examination.

The description of each specific course defines the requirements for earning credits.

Traineeship assessment is done in accordance with traineeship regulations. Before the start of the traineeship, students are introduced to the traineeship regulations, the program of the traineeship and the tasks to be performed during the traineeship. After the end of the internship, the student must submit the traineeship report to the program secretary within a certain deadline. The traineeship supervisor examines the traineeship report in detail and prepares questions about the progress of the traineeship, the student's activities during the traineeship and the unclear issues in the traineeship report, which are then reported to the student.

The evaluation made in accordance with 10-point system is based on:

- how good the student orientates in the organization of work at the traineeship place and in given situations;
- how the observations made during the traineeship is reflected in the traineeship report.

Master's thesis is evaluated by a complex approach. Fully developed Master's thesis is evaluated by the Final Examination Commission of the Project Management Study Programme, where the Master's student defends the reviewed work. The members of the commission must take into account both the quality of the Master's thesis and its compliance with the requirements for the development of the thesis, the content of the presentation and the answers to the questions of the members of the commission and the reviewer, as well as the evaluation and notes made in the review. When determining the final evaluation of the Master's thesis, the members of the commission vote on the proposals of the final evaluation. The Chairman of the Commission shall have the casting vote in disputes.

The professional study programme provides for the acquisition and strengthening of practical skills. In the study process different teaching methods are used depending on specifics of study course: lectures, seminars, workshops, individual and group work, as well as innovative methods using multimedia and the Internet. Methods are selected in accordance with the study course content and specifics. In all study courses, classes are oriented towards students' creative participation in the process of knowledge acquisition.

The lectures are visualized, which makes it easier for students to perceive and remember the content of the lectures. Handouts (presentations) on topics covered in lectures, assignments and homework are available to students electronically. Students have the possibility to listen to guest lecturers.

Methods of study implementation promote achievement of study course results and study program goals. Expected results of the studies can be found in the methodological instructions on the Master thesis, study papers, traineeships, course descriptions in the course register of the University of Latvia.

Each session has defined specific goals to be achieved by mastering the specific subject.

Throughout the study process, students are given a customized approach as it happens:

- communication with students throughout the study period is done via group e-mail as well as LUIS system, for example, for the operative sending of information about changes in the study schedule, compulsory events and their deadlines;
- constant personal contact of the academic staff with students during the studies, during consultations;
- regular meetings and discussions between the academic staff and students in the study program councils and faculty council meetings;
- regular discussions by the programme director with students of all courses and groups about the planning and progress of the study process (course sequence, classes, organization of traineeship and exams).

An essential element of the quality of the study process *is the provision of feedback* - listening to the students' independent opinion, both during the meeting, as well as consulting the students and cooperating in the development of Master thesis and study papers.

The results obtained in knowledge evaluation will be used in the development of the Programme, forecasting of graduates' competitiveness in the labor market and ensuring quality of studies.

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.

The study programme "Project Management" has two traineeships with specific tasks and objectives. The objectives of the study traineeship are related to the results to be achieved in the study programme. Traineeships allow students to consolidate their knowledge in a variety of fields, as traineeship programs are designed to link traineeship tasks and outcomes to the outcomes of the study program.

Study traineeship is mandatory component in the program "Project management". The traineeships are organized in accordance with University of Latvia Order No 1/86 "On the Procedure for Organizing the Traineeship of Students at the University of Latvia" (16.04.2007, as amended 06.11.2014). Before each traineeship, students are given an introductory lecture on the tasks of the traineeship, the requirements for drawing up and defending the traineeship report. At the end of the traineeship, the students draw up the traineeship report, submit it to the traineeship supervisor

for examination and defend it in the prescribed manner. The students are free to choose traineeship placement.

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 criteria for elaboration and assessment of students' final theses - Master's theses are based on the Regulations on the Final Examinations at the University of Latvia (approved by the Senate Decision No. 183 of 27.12.2011), as well as at the Order No 1/38 of the University of Latvia of 03.02.2012. *Requirements for elaboration and defense of final theses (Bachelor's, Master's, diploma and qualification theses) at the University of Latvia.*

Students choose the topic of the Master's thesis individually, based on their professional interests within the study program, experience, research already done in the study papers, availability of materials (literature sources, statistics) on the chosen topic by consulting with the teaching staff of the Department of Management sciences of the FBME of the University of Latvia.

Since 2014 108 final works were defended. Distribution of final thesis evaluations: Table 1.

Evaluations of final theses in the reporting period

Grade	Number of ratings
5	2
6	7
7	24
8	45
9	24
10	6

Master's theses are defended in the following topic groups: 1. Regional economic development. 2. Business creation projects. 3. Work optimization projects. 4. Cultural projects.

The topics are current as they analyse important issues related to the promotion of economic growth, competitiveness of enterprises and national economy, attraction of investments, export development, etc.

Master thesis is the scientific work of the student. The quality of the work is determined by criteria - it must be scientific research within the specialty of the study course *Project management*, the result must be based on scientific and specialized literature and other sources of information, the content of the work must be clear, logical, and the work results (conclusions and proposals) have to be justified, specific and addressed.

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.

Survey data show that overall the evaluation of the program is positive, but, in view of the increasing competition in the higher education market and changes in demand, the study program will be improved and, by introducing significant changes, the views of students, graduates, employers and teachers will be respected.

Students opinion about the study programme in general and about the study subjects is obtained by conducting regular surveys, as well as analysing the obtained results and discussing the students' thoughts with the lecturers. The surveys include students of all courses.

The programme director and the lecturers teaching the relevant courses analyse the results of the survey and, if necessary, make changes to the study course or the organization of the classes. Student recommendations are taken into account and changes are made to the program, the content of all study courses and traineeship programs are constantly updated. The summary of the survey results on the students' satisfaction with the quality of studies and their use in the supervision of the quality of the study programs shows that in the fall semester of 2018 students have most appreciated the study course "Theory of Project Management". The students noted that the course was very good because of the well-prepared study materials, the excellent teacher, the test work facilitated the learning of the topics, the project proposal development gave a better understanding of the project development process. The second most highly rated course was "Legal Aspects of Project Management", where students highly value the professionalism of the lecturer.

Analysis of the results of the students' surveys indicate that students highly rate:

- that practical and theoretical lectures are divided accordingly, which allows applying theoretical knowledge in practice,
- professionalism of the lecturers;
- possibility to listen courses presented by lecturers who are or have been working in the field they present,
- well-structured presentations,
- the teachers have good contact and communication with audience,
- interesting examples,
- presentations and discussions in the auditorium encourage mastering of the topics,
- topics were well explained and in understandable manner.

The students rated critically:

- the teacher should present the topics in a more comprehensive and simple words,
- would like to see more examples in the learning process and "closer to real life" in general,
- sometimes the teachers are unable to give answers to specific questions on specifics of IT sector,
- lack of practical examples from corporate environment - case-studies.
- it would be necessary to supplement presentation with topicalities of the sector,
- the course content is insufficiently linked to the particular specifics,
- there was lack of information on start-up funding processes and creation of innovations.

During this period the teachers have updated course descriptions, paying attention to the faults indicated by the students. In the spring semester of 2019, a guest lecturer from Austria is invited to provide students with the latest and most advanced approaches to project management.

The summary of the survey results on the **satisfaction of the graduates** with the quality of studies and their use in the supervision of the quality of study programme shows that the graduates during the reporting period highly rate:

- acquisition of new knowledge and skills,
- the teachers present lectures in a clear and understandable manner,
- courses that comprised different sectors,
- the study process has sufficient amount of practical work,
- good teacher support during development of Master thesis,
- attitude of the teachers,
- objective evaluation system.

The graduates rated critically:

- some courses are without practical involvement of students,
- some courses are too theoretical, not enough practical experience,
- some courses lack clear evaluation system,
- only some of the project management approaches are taught in the study process.

The graduates have recommended:

- the study programme content has to be improved,
- more interactive methods should be used in the study process,
- to attract guest lecturers,
- wish to know more of the EU funded projects,
- to provide students with computers with MS Project application during study process.

The recommendations of the graduates were taken into account, for example, in spring semester of 2020 2 guest lecturers from the University of Applied Sciences Dortmund (Germany) will be involved.

In the fall semester of 2019, students were given a guest lecture on project management processes at a particular IT company; a guest lecturer from Austria is also invited to provide students with the knowledge on latest and most advanced approaches to project management. Already in spring semester of 2017 the students were provided with computer class sessions to allow them to fully use application MS Project in their work, this practice was included in the study process.

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.

Study programme students have the opportunity to study abroad through *Erasmus*, *Erasmus Mundus* and other exchange programs. The students may choose foreign universities, which have similar study programs. During mobility, they take examinations in the selected courses. If the examination is passed successfully, after return the students will have the study courses completed during the exchange recognized in accordance with the study plan in the Project Management programme. In some cases, if the study course for which the exam has been passed is not included

in the Project Management study programme of the FBME of the University of Latvia, information on the course acquired is included in the Diploma Supplement and is available to employers. During the reporting period, one student has participated in Erasmus programme.

The program provides the opportunity to obtain a double degree in cooperation with the University of Applied Sciences Dortmund (Germany). Therefore, a larger number of students is expected to take advantage of mobility opportunities from 2020 onwards.

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.

All the resources available to the University of Latvia and FBME are available for the implementation of the Master programme "Project management". Detailed description is provided in the self-evaluation report of the study direction "Management, Administration and Real Estate Management", Part II, Chapter 3.1 - 3.3. The description of the available resources described in the above chapters leads to the conclusion that it corresponds to the specifics of the study programme and provides students with continuous study and research work, which creates preconditions for the achievement of the study programme results. The study base is regularly updated with the most up-to-date information resources in accordance with the needs of the teaching staff and students.

The study base of the programme "Project management", informative base (including libraries), material-technical base, as well as methodological provision comply with the study programme implementation conditions, create preconditions for achievement of study results and prove the possibility to ensure qualitative study process in the future.

It can be concluded that provision of the programme resources (information base as well as material and technical basis) creates preconditions for the achievement of study results and indicates the possibility to ensure a qualitative study process in the future.

The most up-to-date scientific literature is regularly purchased for the implementation of the study program, the availability of scientific databases is ensured, and the software for performing appropriate calculations and documentation is used.

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.

Starting with the fall semester of 2018 prof.Žilmete is no longer a member of the teaching staff of the study programme “Project Management”. No other changes have been made to the composition of the teaching staff. Changes in the teaching staff do not affect the quality of studies.

FBME of the University of Latvia provides for the practical implementation of the programme. The programme also involves foreign guest lecturers and guest lecturers with practical experience in German partner universities.

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.

13 representatives of the academic staff of FBME and other faculty's lecturers participate in the implementation of the study programme: 5 professors, 3 docents, 2 lecturers and 3 teachers. In view of the admission results of 2018/2019 academic year, in fall 2019 46 students study in the professional Master study programme “Project Management”. Implementation of the study programme involves teaching staff of the FBME, elected for 6 years in accordance with the regulatory enactments. 3 lesson presenters are involved in the implementation of the study program. Teaching staff are involved from other faculties for presenting of Civil defence and Environmental protection.

The content of the study program and the level of organization, as well as the involved teaching staff fully ensure the achievement of the study program results. The teaching staff of the program regularly improve their professional and pedagogical qualifications in different programs, eg in the scientific and research projects noted in section 4.3. All teaching staff are available to students throughout the academic year, which is not insignificant for the study courses.

In view of the above, the teaching staff involved in the implementation of the programme enables to achieve the results of the study programme “Project Management” fully, providing qualitative theoretical knowledge, skills and competences in project management, as well as practical preparation of the project management specialists, which enables successful involvement in the solving of national economy issues.

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.

The academic staff of the professional Master's study programme "Project Management" is actively engaged in scientific research, as managers and experts work on scientific and applied projects, developing joint research with FBME colleagues, other Latvian scientists and scientists of other countries. Research results are presented at international conferences and published in international journals indexed by Web of Science, Scopus and others.

The results of the conducted research are used in the study process of the Project Management programme and increase the professional qualification of the teaching staff.

The academic staff is also involved in various international and local research projects.

Prof. A.Cekuls worked as an expert on a project for the School of Public Administration in 2017-2018, developing the content of the common module 'Entrepreneurship and Economics' (Entrepreneurship).

Lecturer A.Veselova, prof. A.Cekuls, doc. I.Faituša participated in several projects at the Management and Entrepreneurship Training Centre of the FBME of the University of Latvia (contracts with SEA).

Doc. I.Faituša participated in the academic development project "Promotion of Cooperation of EU Universities in Accounting and Audit: Studies and Science" (01/10/2016- 31/12/2016 Latvia, Estonia, Lithuania, Malta and Spain),

Doc. I.Faituša, together with Maltese scientists, has studied the methodological aspects of internal audit (A comparative analysis of the EU public sector internal audit methodology and requirements,

by: Faitusa, Ivita; Grima, Simon; Baldacchino, Peter J. NEW CHALLENGES OF ECONOMIC AND BUSINESS DEVELOPMENT - 2016 pp.231-243).

The teaching staff uses the latest scientific findings and the results tested in the research, regularly improving and supplementing the information used in the teaching process.

The information provided allows concluding that the research work of the teaching staff corresponds to the content areas of the programme "Project management" and the results of the research contribute to the improvement of the content of the study process.

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).

Continuous cooperation of the teaching staff take place in the study programme "Project management". The Department of the Information technologies of the University of Latvia offers training seminars on improvement of e-studies to teachers.

The teaching staff's cooperation is also manifested in the observation of lessons. In 2018/2019 within the framework of the continuing education programme "Facilitating Collegial Learning Experience of Teachers", the faculty teachers practiced attending (visiting) lessons held by colleagues. During the mutual attendance of the lessons exchange of experience takes place, followed by discussion of teaching methods. Such practice helps to enrich the teaching methods and style of each faculty member. This practice will be continued in the Faculty - in accordance with 29.08.2019 Instruction of the Dean of FBME on visiting of lessons, it will involve all teaching staff of the Faculty from different departments.

13 academic staff of FBME and other faculties are involved in the implementation of the study program "Project Management". delivering courses to 46 students. This means that there are 1 lecturer per 3.5 students within the study program.

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	Statistical data on students in a professional master Proj.docx	Statistikas dati par studējošajiem maģistra studiju programmā Projektu.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	The compliance of the Proj.docx	Studiju programmas Proj vad atbilstība.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance with the profession standard_29_04.docx	Studiju programmas Proj vad prof stand 29_04.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	Study Programme Project Management mapping 30_04.docx	proj vad kartējums 30_04.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Project management study programme plan 30_04.docx	MSP Projektu vadīšana plāns 30_04.docx
Descriptions of the study courses/ modules	4_PMSP_Projektu_vadisana_ENG.docx	Projektu_vadisana_MSP_30_04.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Proj vad dipl ang.docx	Proj vad dipl lat.docx
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	Eng VadZ plus Agreement.docx	Proj vad turpin.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlidz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Pielikums 26.7. LU apliecinājums par akad.personāla atbilstību_1.docx	docētāju atbilstība 55 panta 1 daļai 3 punktam.pdf
Sample (or samples) of the study agreement	studiju līguma forma ārvalstniekiem ES pilsoņiem.doc	studiju līguma forma pilsoņiem un nepilsoņiem.doc
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.		

Economics and Business

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Economics and Business</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Ērika</i>
Surname of the study programme director	<i>Šumilo</i>
E-mail of the study programme director	<i>erika.sumilo@lu.lv</i>
Title of the study programme director	<i>Dr. ekon. profesore</i>
Phone of the study programme director	
Goal of the study programme	<p><i>The purpose of the doctoral programme is to prepare highly qualified researchers, industry and organization leaders, as well as academics capable of developing independent research in the field of economics and business, obtaining scientifically original and proven results, thereby demonstrating their competence in research, organization and management in economics, addressing business and educational development and innovation challenges;</i></p> <p><i>to prepare highly qualified professionals with internationally comparable competencies in the field of economics and business and an internationally comparable Doctor in Science degree, providing the national economy with highly qualified professionals.</i></p>
Tasks of the study programme	<p><i>1. To master research methodology, theoretical concepts, latest research methods in economics and business.</i></p> <p><i>2. To develop independent original research in the field of economics and business, using state-of-the-art methods of analysis and data processing, obtaining scientifically original and verifiable results at the level of internationally quoted publications, thus demonstrating their competence in carrying out research work and introduction of innovations, presenting research results at conferences and seminars, being able to produce and publish scientific articles on the results of scientific research.</i></p> <p><i>To develop critical, analytical thinking, creativity, leadership, ability to independently articulate research ideas, plan, structure and lead large-scale scientific projects also in an international context, conduct research / development tasks in companies, institutions and organizations that require extensive research knowledge and skills, ability to work in a team, working with professionals from different sectors.</i></p> <p><i>To develop pedagogical skills to independently perform and conduct pedagogical work in higher education institutions.</i></p> <p><i>To develop the ability to continuously improve one' scientific qualification.</i></p>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Knows and understands the latest theories and insights in the field of economics and business. 2. Manages state-of-the-art research methods and methodologies relevant to the economy and business, and is capable of independently evaluating, selecting, and utilizing state-of-the-art analysis and data processing techniques to produce scientifically original and verifiable results. <p>Skills:</p> <ol style="list-style-type: none"> 1. Is able to develop independent original research in the field of economics and business, is able to prepare and publish scientific articles on scientific research results at the level of internationally quoted publications, thus demonstrating their competence in carrying out research work and introduction of innovations, presenting research results at conferences and seminars. 2. Is able to independently obtain information, identify problems and solve them by evaluating and selecting methods appropriate to the scientific research field, implementing and publishing original research that extends the boundaries of knowledge or gives new insights to existing knowledge and its applications in practice. 3. Is able to communicate orally and in writing, to argue, to discuss current issues in the field of economics and business, demonstrating understanding of the acquired knowledge and its application in practice. 4. Is able to independently improve his / her scientific qualification, carry out scientific projects, gaining achievements in the field of economics and business according to international criteria of the scientific field. <p>Competences:</p> <ol style="list-style-type: none"> 1. Is able to demonstrate in-depth knowledge of the latest research methods and trends in the economic and business sectors. 2. Gains the competence to carry out independent, critical analysis, synthesis and evaluation, and to find innovative solutions for research problems or professional tasks in the field of economics and business. 3. Is able to independently postulate the research idea, plan, structure and lead large-scale scientific projects at national and international level. 4. Is able to contribute to the creation of new knowledge and to solve practical tasks of a professional nature, to contribute to the development of economic and business research and communication with other fields of science, to integrate in the global scientific research environment.
Final examination upon the completion of the study programme	Doctoral examination

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0

Language	latvian
Amount (CP)	144
Admission requirements (in English)	1. Conditions of matriculation for studies: 1) Master's degree in management science, economics and business, or comparable education; 2) Master's degree in other social sciences, education sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 3) Master's degree in other natural sciences, engineering sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 4) entrance examination (interview) with all applicants*. * In entrance interview applicants are ranked according to the total number of points they receive. The applicants shall submit motivation letter and two recommendation letters from representatives of the respective field. Ranking results are used when assigning budget places to the applicants. 2. Additional matriculation requirements for studies in English: Required English language proficiency, attested by a TOEFL (Test of English as a Foreign Language) Internet-based score of at least 80 or Paper-based score of at least 550, or IELTS (International English Language Testing System) of at least 6 points, or Cambridge Certificate of Proficiency in English C, Cambridge Certificate of Advanced English - B, or evaluation in the entrance examination, except if English is a native language and / or previous education is in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	144

Admission requirements (in English)	1. Conditions of matriculation for studies: 1) Master's degree in management science, economics and business, or comparable education; 2) Master's degree in other social sciences, education sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 3) Master's degree in other natural sciences, engineering sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 4) entrance examination (interview) with all applicants*. * In entrance interview applicants are ranked according to the total number of points they receive. The applicants shall submit motivation letter and two recommendation letters from representatives of the respective field. Ranking results are used when assigning budget places to the applicants. 2. Additional matriculation requirements for studies in English: Required English language proficiency, attested by a TOEFL (Test of English as a Foreign Language) Internet-based score of at least 80 or Paper-based score of at least 550, or IELTS (International English Language Testing System) of at least 6 points, or Cambridge Certificate of Proficiency in English C, Cambridge Certificate of Advanced English - B, or evaluation in the entrance examination, except if English is a native language and / or previous education is in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years - latvian

Study type and form	Part time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	144

Admission requirements (in English)	1. Conditions of matriculation for studies: 1) Master's degree in management science, economics and business, or comparable education; 2) Master's degree in other social sciences, education sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 3) Master's degree in other natural sciences, engineering sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 4) entrance examination (interview) with all applicants*. * In entrance interview applicants are ranked according to the total number of points they receive. The applicants shall submit motivation letter and two recommendation letters from representatives of the respective field. Ranking results are used when assigning budget places to the applicants. 2. Additional matriculation requirements for studies in English: Required English language proficiency, attested by a TOEFL (Test of English as a Foreign Language) Internet-based score of at least 80 or Paper-based score of at least 550, or IELTS (International English Language Testing System) of at least 6 points, or Cambridge Certificate of Proficiency in English C, Cambridge Certificate of Advanced English - B, or evaluation in the entrance examination, except if English is a native language and / or previous education is in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years - english

Study type and form	Part time studies
Duration in full years	4
Duration in month	0
Language	english
Amount (CP)	144

Admission requirements (in English)	1. Conditions of matriculation for studies: 1) Master's degree in management science, economics and business, or comparable education; 2) Master's degree in other social sciences, education sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 3) Master's degree in other natural sciences, engineering sciences or comparable education, for person with at least two years of professional experience in management of enterprises and institutions; 4) entrance examination (interview) with all applicants*. * In entrance interview applicants are ranked according to the total number of points they receive. The applicants shall submit motivation letter and two recommendation letters from representatives of the respective field. Ranking results are used when assigning budget places to the applicants. 2. Additional matriculation requirements for studies in English: Required English language proficiency, attested by a TOEFL (Test of English as a Foreign Language) Internet-based score of at least 80 or Paper-based score of at least 550, or IELTS (International English Language Testing System) of at least 6 points, or Cambridge Certificate of Proficiency in English C, Cambridge Certificate of Advanced English - B, or evaluation in the entrance examination, except if English is a native language and / or previous education is in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Significant changes in the study program - AIC Study Quality Commission decision no. 19/19/2019.

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.

In general, the number of students in the programme has been quite stable during the reporting period.

In 2012/2013 and in 2013/2014 the comparatively higher number of students in the sub-programmes Economics and Management (previously doctoral study programmes in Economics and Management) and Education Management can be explained by the EU financial support programme for doctoral students, which increased the attraction of students for doctoral studies.

In the Global Management and Leadership module (now under the sub-programme Global Economics and Leadership), the number of foreign students has changed for several reasons: 1) Change of partner universities - universities that attract students to German-speaking countries have changed over the years. Initially it was the University of Applied Sciences in Kufstein (Austria), then the Diploma University (Germany), now the University of Salzburg, SMBS (Austria); 2) the students' desire to obtain a PhD in 3 years, similarly to Bachelor's or Master's studies, which usually culminate in the degree within the framework of the study programme. Recognizing that doctoral studies are more individual, faced with requirements for the development of a doctoral thesis, many drop out; 3) opening of competing study programmes in other higher educational establishments of Latvia (BA, RISEBA). The number of students is expected to decline in the coming years mainly due to the latter reason. Studies in the sub-programme have been own-funded since the beginning.

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 academic doctoral study program consists of mandatory and limited optional study parts, the total amount of which is at least 144 credit points. (Regulations of the study programs and further education programs of the University of Latvia, Appendix, approved by the Senate decision No. 102 of 24.04.2017)

The purpose of the study programme is to prepare highly qualified researchers, leaders of industry and organizations, as well as teaching staff who are able to develop independent research in the field of economics and business, obtaining scientifically original and verified results, thus demonstrating their competence in research, organization and management and addressing development and innovation challenges in economics, business and education; to prepare highly qualified professionals with internationally comparable competencies in the field of economics and business and an internationally comparable doctorate in science, providing the national economy with skilled workers. To master research methodology, theoretical concepts, latest research methods in economics and business. The tasks of the study programme are: to develop independent original scientific research in the field of economics and business, using state-of-the-art methods of analysis and data processing, obtaining scientifically original and verifiable results at the level of internationally cited publications, thus proving one's competence in performance of research work and introduction of innovative solutions; presentation of research results at international scientific conferences and seminars, being able to prepare and publish scientific articles on scientific research results; develop critical, analytical thinking, creativity, leadership, ability to independently articulate research ideas, plan, structure and lead large-scale scientific projects, including in an international context, conduct research / development tasks in companies, institutions and organizations requiring extensive research knowledge and skills under changing environment, ability to work in a team, cooperating with professionals from different sectors; to develop pedagogical skills to independently perform and conduct study work in higher education institutions, to develop the ability to continuously improve one's scientific qualification.

The tasks formulated by the study programme stem from the stated purpose and it is intended that the study courses included in the programme and their teaching methods develop students' critical and creative thinking, promote efforts for independent knowledge expansion and strengthening of practical skills necessary for every highly qualified specialist. The wording of the objective indicates a direct link to the title of the programme, the tasks derive from the stated aim.

Admission requirements for previous education (Master's degree in management, economics and business or equivalent; Master's degree in other social sciences, education or equivalent, for a person with at least two years of professional experience in business and institution management; Master's degree in natural sciences, engineering or a comparable education, for a person with at least two years of professional work experience in management of enterprises and institutions; entrance examination for all applicants) provides a basis for achieving the study results of the programme.

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 content and structure of the study programme are in line with the strategy of the University of Latvia and BVEF strategy, labor market research, employer references, as well as regional development needs, which have determined the necessity and content of the programme.

The doctoral study programme "Economics and Business" has been developed in accordance with the OECD classification of science branches, the standards of the European Common Research Area, normative acts of the Republic of Latvia and the University of Latvia. The programme is based on a learning outcomes approach (corresponding to knowledge, skills and competences at European and Latvian QF level 8). The study results include vast knowledge and understanding of the theories and practice of economics and business, research methodologies. Competences acquired during the study process demonstrate the ability to carry out independent research, critical analysis, synthesis and evaluation, to solve significant research and innovation tasks, as well as the ability to independently propose a research idea, independently plan, organize, structure and conduct research in economics and business science, as well as in contact with other fields of science. As a result of the study programme the graduates demonstrate the ability to conduct large-scale scientific projects at national and international level, contribute to the creation of new knowledge and solve practical professional tasks, contribute to economic and business development and integrate into the global scientific research environment, and are motivated to constantly increase their scientific qualifications.

See linking of the study outcomes to be achieved in the study courses to the study programme results in Annex 4.

The doctoral study programme consists of: a joint compulsory part (Part A) and a restricted elective part (Part B), where the doctoral student must select one of the 3 sub-programmes: "Economics and Business", "Global Economics and Leadership", "Education Management". The sub-programmes "Economics and Management" and "Global Economics and Leadership" of the doctoral programme are implemented by BVEF, while the "Education Management" - in cooperation with PPMF.

The sub-programme "Economics and Management" was created in 2019 by combining doctoral programmes in Management Science, Economics and Demography. The graduates of the programme are trained as highly qualified specialists engaged in scientific and research work in higher education institutions and research institutes of Latvia, working as lecturers in the field, represented in public administration, as well as highly qualified professionals with internationally comparable competence in economics and business science.

In total, 91 (including 40 foreign students) doctoral theses in management science, 13 doctoral theses in education management, 3 doctoral theses in demography, 25 doctoral theses in economics have been successfully defended.

The sub-programme "Global Economy and Leadership" is implemented in cooperation with German and Austrian partners (in English), where 129 foreign students were matriculated from 2013 to 2019 and 40 foreign students defended their doctoral theses, which confirms the international

recognition of the doctoral programme and BVEF prestige. The sub-programme has been developed in cooperation with several partner universities abroad, which have experience mainly in the implementation of professional Master's degree programmes - the opportunity to obtain a doctorate abroad, working as a senior manager in an international corporation, running a family business, etc. is considered a highly prestigious continuation of his professional career. Graduates of the programme at the first graduate meeting in Salzburg in May 2018 highlighted in particular the changes in their careers after receiving their PhD degree (both high-level job offers and starting their academic careers).

The sub-programme "Education Management" ensures the renewal of the academic staff in Latvian higher education institutions (University of Latvia, Liepaja University, Riga Technical University, Transport and Telecommunication Institute, Turība University, Riga Stradins University, Vidzeme University College, Latvian Academy of Sport Education, Rezekne Academy of Technology) and opportunities for graduates to work as heads of educational institutions and their deputies, as well as graduates to pursue careers in civil service and other education-related organizations, for example, the president of the Latvian Association of Educational Leaders (LIVA) and Chairman of the Latvian Teachers Council are graduated of this study sub-programme.

The BVEF doctoral study programme "Economics and Business" is the only programme of the kind in Latvia, which covers the sub-branches of economics and business according to the classification of Latvian branches of science and sub-branches, including education management.

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 doctoral study programme corresponds to the tendencies in the development of OECD science branches and the guidelines of the standards of the European Single Research Area, which with the accession of Latvia to the OECD organization (in 2016) have become a significant topical issue.

The aim, content and achievable results of the study programme fully correspond to the vision and mission of the University of Latvia, which determine the role of the University of Latvia in ensuring the sustainable development of Latvian education and society as a whole, as well as in educating other Latvian university lecturers. This is exactly what the education of doctoral students in the sub-programmes "Economics and Management" and "Global Economics and Leadership", as well as in the sub-program "Education Management" is aimed at, which is a very important condition for the formation of qualified education managers and researchers in Latvia.

The mission to prepare lecturers and researchers for higher education institutions is one of the most important for the University of Latvia, therefore the doctoral programme in Economics and Business involves teachers and education administrators from other Latvian higher education institutions, the Ministry of Education and Science, etc. During the studies, doctoral students develop doctoral theses on topical research problems, theoretically and practically important for their organizations and institutions, for example, increasing competitiveness of Latvian economy,

reducing socio-economic inequality, problems of increasing organizational efficiency, improving higher education financing procedures, higher education quality assurance system, ensuring the compliance of study programmes with the requirements of the labor market, etc. After obtaining a doctoral degree, graduates get higher positions - private or state organizations, LU and other higher education institutions, assoc. professors and professors, as well as holding senior administrative positions.

In the case of the sub-programme “Global Economy and Leadership”, the following features were taken into account when designing the study plan: 1) PhD students are international specialists in multinational corporations who are fully familiar with the field of business in question; 2) the need to obtain a scientific, abstract view of economic and business processes, linking it with the latest research developments and approaches in the field; Therefore, the study plan of the sub-programme includes study courses that develop research-analytical thinking, promote the development of research skills - Methodological aspects of research - quantitative and qualitative approach, Advanced statistical models and econometrics in business management and economics sciences. The doctoral students are confronted with the latest research and findings in study courses in Business Development and Contemporary Trends, Leadership Issues and Global Economy Trends or more specific courses - Topical Trends in Behavioural Economics and Human Resource Management, Higher Level Research in International Marketing. Thus, the content of the sub-programme coincides with the aim and tasks of the programme, preparing doctoral students for carrying out independent, original research and finding an innovative solution.

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.

As usual in doctoral programmes, more emphasis is placed on research. In addition to the theoretical part of the programme, the research component, which includes participation in international scientific conferences, projects, publications and doctoral theses, is an important component of contemporary international business. The doctoral thesis is an independent original scientific research based on the latest theoretical knowledge on a topical subject related to international business.

Doctoral students in the sub-programme “Economics and Management” are regularly evaluated for study and research results. Doctoral students regularly participate in the annual international scientific conference of the University of Latvia, as well as in the international scientific conference “New Challenges of Economic and Business Development - 2019: *Incentives for Sustainable Economic Growth*”, which was organized on May 16-18, 2019 by the Faculty of Business, Management and Economics of the University of Latvia.

On November 23-24, 2018, an external seminar was organized where, alongside presentations by senior students and discussions on the results of their research, discussions were held with newly admitted doctoral students on the study and defense processes. Similarly, PhD graduates were invited to share their experience and provide advice at an external seminar to serve as motivation for current doctoral students. The results of the survey show that the linking of study courses to

student research, the possibility to discuss doctoral research both in regular classes and especially in external seminars, are positively evaluated.

Practical implementation of the sub-programme “Global Economics and Leadership” should take into account the fact that the programme is oriented towards high-level management professionals and is implemented internationally, therefore, it involves intensive course sessions with a strong focus on students' independent research within each course.

The sub-programme (formerly the module “Global Management and Leadership”) was developed in cooperation with the international European University Network (ECU), in close cooperation with the Kufstein University of Applied Sciences (Kufstein) in Austria. As the programme module “Global Management and Leadership” is international, the initial identification of potential applicants for the programme can be done by partner universities. Later it was Diploma University in Germany, now Salzburg University, SMBS Austria.

Foreign students who are not permanently resident in Latvia are studying in the sub-programme, therefore it is important to involve them in the University of Latvia and the research process. Students have the opportunity to apply every year to present their topic at the annual conference of the University of Latvia. A separate section on Impact of “Globalization to National Economy and Business” will be held during students' stay in Riga at the end of January, with the participation of foreign students from the sub-programme as well as individual local doctoral students and lecturers of the University of Latvia. After the section work, presentations are analysed during regular sessions. These doctoral students also participate in the annual international conference "New Challenges of Economic and Business Development" organized by the faculty. A great deal of work is invested in preparing theses for defense. Doctoral students who have submitted a doctoral thesis for discussion in the Global Economics Interdisciplinary Study Unit must travel to Latvia each time the doctoral thesis discussion is conducted - usually 2-3 times, but sometimes several times. Every time the doctoral thesis is read by 3 experts of the department, making their notes and recommendations.

Throughout the study process, students are given a customized approach as it happens:

- An individual study methodologist in the partner university is continuously working with the students, studying in the module (sub-programme), ensuring communication in German;
- An individual study methodologist works with these doctoral students at the University of Latvia. The specifics of communication with representatives of German-speaking countries have to be taken into account, besides, during the discussion of the doctoral thesis and preparation of the promotion process, a very individual approach and support is needed, since foreign students do not orientate in the Latvian institutional system and requirements.

The sub-programme “Education Management” provides regular lectures and seminars within the framework of study courses. At the end of the first semester, doctoral students present and justify their research plan for the doctoral thesis, which is discussed in detail. Doctoral seminars are held each semester, with each doctoral student reporting on research work for approximately 30 minutes. All doctoral students and lecturers of the sub-programme actively participate in the seminars. Doctoral seminars allow students to appraise the results of their research, improve scientific communication, as well as critically evaluate the performance of their colleagues, learn from the achievements and mistakes of others. 3 or 4 doctoral students usually speak at one seminar. These seminars are highly appreciated in the survey of the doctoral students. Doctoral students consider this type of activity to be very good and valuable, as in seminars they get the evaluation of what they have done by professors and doctoral students and the initiative and ideas for continuing and completing the research. Similarly, the performance of doctoral students is evaluated at international scientific conferences and within the framework of international intensive

programmes of doctoral students (ACEP, PEEP, SINEX, IMBILD, CUFTE), in which doctoral students from many countries participate together with their professors or supervisors.

Doctoral students (and also graduates of the programme) participate in the annual scientific conferences of the University of Latvia in the Education Management Section organized by the Faculty of Education, Psychology and Arts. Doctoral students also present their papers at other international conferences and publish in scientific publications of Latvia and other countries.

At the end of each academic year, there is a doctoral attestation, which assesses progress in the doctoral thesis, completed theoretical courses, participation in conferences and doctoral student publications. There is a methodologist working with the students of the study programme, and consultations of the study programme director are always available.

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.

Students have pedagogical traineeship, which contributes to the improvement of their academic work. Part B includes pedagogical traineeship of the higher education institution worth 6 CP. Doctoral students conduct lectures, seminars and practical work in Bachelor's and Master's programmes at the University of Latvia. In the case of the sub-programme "Global Economics and Leadership", doctoral students do not reside in Latvia on a permanent basis, therefore doctoral students are offered the opportunity to take classes in study programmes of the University of Latvia or in other state-accredited higher education institutions, including abroad. During the annual attestation, students submit documents certifying their pedagogical activities.

The inclusion of pedagogical traineeship in the study programme corresponds to its purpose to prepare highly qualified researchers, industry and organization leaders, as well as academics, and the task to develop pedagogical skills to independently perform and conduct pedagogical work in higher education institutions. Pedagogical practice strengthens the skill to communicate orally and in writing, to argue, to discuss current issues in the field of economics and business, demonstrating understanding of the acquired knowledge and its application in practice, as well as developing competence to demonstrate in-depth knowledge of the latest research methods and trends in the economic and business sectors.

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 doctoral thesis is an independent original scientific research based on the latest theoretical knowledge on a topical subject related to economics or business. The doctoral student chooses a specific topic of the dissertation in consultation with the supervisor, it is discussed in the relevant department of the faculty and approved by the Council of the Economics and Business doctoral

study program. The topic of the dissertation must be based on a topical research problem solved using topical research methods. For successful defending a doctoral thesis, which is seen as an important contribution to the development of economics and business science, the work must have a clearly visible contribution by the author and research novelty.

During the research, doctoral students use the latest scientific literature and academic publications on industry problems, economic and business models and independent critical analysis of various assumptions, evaluate the usefulness and feasibility of using similar models in the Latvian context, as well as system analysis method guidelines and conceptual design of research process.

The doctoral thesis is an independent original scientific research based on the latest theoretical knowledge on a topical subject related to economics or business. For successful defending a doctoral thesis, which is seen as an important contribution to the development of economics or management science, the work must have a clearly visible contribution by the author and research novelty.

Since 2015, 15 doctoral theses have been defended within the programmes of the sub-programme “Economics and Management”:

Table 2.1:

I. Name, surname	Title of doctoral thesis	Date of defending
Ainārs Brencis	Territorial brand management in marketing of Latvian municipalities	16.10.2015.
Juris Bārzdiņš	Possibilities of introducing process-oriented management in a hospital	20.11.2015.
Ilze Buligina	Public administration approaches in preparing a competitive workforce for vocational education in Latvia	11.12.2015.
Lilita Seimuškāne	Participation of the population in the decision-making process in municipalities in Latvia and evaluation of factors influencing it	11.12.2015.
Olga Rajevska	Adequacy and equity in pensions as a function of the institutional design of the pension system: the case of the Baltic States	03.06.2016.
Līga Āboliņa	The family and the development of its support policy in Latvia (1990-2015)	10.06.2016.
Antra Līne	Improvement of the strategic management of Latvian trade unions	02.12.2016.

Romāns Putāns	Significance of customer-oriented approach in public administration development: case study of youth	02.12.2016.
Inga Jēkabsone	Management of administrative territories of Riga region for welfare improvement	10.03.2017.
Māris Purviņš	Factors affecting learning achievements in general education schools in Latvia	10.03.2017.
Olga Stariņeca	Holistic approach to human resources selection in public administration organizations in Latvia	21.04.2017.
Ināra Dundure	Improvement of the contingent defined contribution (CDC) old age pension scheme for the purpose of ensuring the sustainability of old age pensions	21.04.2017.
Aleksandrs Dahs	The role of socio-economic factors and regional policy in the demographic development of Latvia	30.06.2017.
Dita Štefenhagena	Use of result-oriented management approaches in higher education institutions in Latvia	08.12.2017.
Inga Jēkabsone	Management of administrative territories of Riga region for welfare improvement	10.03.2017.

Research topics in the area of Economics and Business Management are related to:

1. Economics (9)
2. Business management (1),
3. Demography (2)

During the research, doctoral students use the latest scientific literature and academic publications on industry problems, economic and business models and independent critical analysis of various assumptions, evaluate the usefulness and feasibility of using similar models in the Latvian context, as well as system analysis method guidelines and conceptual design of research process.

Since the launch of sub-programme “Global Economy and Leadership” in 2010 (at the time -

module “Global Leadership and Leadership”) 40 doctoral theses have been defended, and defending of another doctoral thesis is scheduled for February 14, 2020.

Table 2.2:

Doctoral theses defended in the sub-programme “Global Economy and Leadership”

Name/surname	Title of doctoral thesis	Date of defending
Helmut Birnleitner	Factors influencing decision making in respect of FDI in the automotive industry	22.11.2019
Christoph Schreder	The impact of organizational learning and human resource management on organizational performance: the case of Austrian business enterprises	22.11.2019
Qeis Kamran	Developing a holistic model for competitive strategic management	28.06.2019
Franz Haas	Impact of cultural differences on market entry into China for Austrian small and medium sized enterprises	28.06.2019
Barbara Stadler	Influence of stakeholders in decision making processes in hospitals with regard to patient safety culture	28.06.2019
Adam-Alexander Manowicz	Customer value of connected remote services and their impact on car servicing loyalty	01.03.2019
Manuel Edmund Woschank	The impact of decision-making process maturity on decision making efficiency	13.04.2018
Barbara Luise Scharrer	Predictors of employees ethical choices in corporate settings in Germany, Austria and China	06.04.2018
Stefan Schwerd	The impact of information-risk-management on strategic decision-making improvements	08.12.2017
Katharina Buttenberg	Customer-oriented and brand – oriented capabilities of young firms	24.11.2017
Lydia Sedlmayr	Leadership styles and Access of women to top level business positions	24.11.2017

Bernd Loschenbrand	A multidimensional approach towards a corporate marketing system for business performance	02.06.2017
Knut J. Michelberger	Impact of corporate governance of firm performance and total shareholder return of German listed companies	17.03.2017
Alen Sacek	Critical factors of pre-acquisition due diligence in cross-border acquisitions	09.12.2016
Tom Sander	Utilization of social network sites as a tool for employment seeking process in human resources management context	09.12.2016
Markus Baur	Key factors for effective succession in the family business- The successors view	25.11.2016
Aron Leander Hausmann	The impact of brand images on the purchasing behavior of business-to-business market participants	25.11.2016
Jurgen Alexander Gollner	Impact of key users motivation on enterprise resource planning (ERP) implementation project success	20.01.2017
Stefan Willutzky	Managerial impact factors of innovation in inter-organizational supply chains	23.09.2016
Nicola Martina Zech	Crisis management within the hotel industry- a stakeholder relationship management approach	10.06.2016
Christiane Gaul	Franchisee selection: factors influencing the choice of successful franchisees	03.06.2016
Christoph Ernst Wilken Kisker	Impact of motivational factors of nascent entrepreneurs on business surviving success	08.04.2016
Susanna Maria Minder	Human resource managements marketing approach for improving employee satisfaction	08.04.2016
Katharina Silberbauer	Dual-career couples- an evaluation of on-assignment career support for expatriate spouses	18.03.2016
Malcolm Gammisch	Application, scope and limits of compliance management systems	19.02.2016

Michael Trestl	Impact of corporate entrepreneurship on innovation and business performance within airlines	29.01.2016
Britta Bolzern-Konrad	The impact of trust of employee competence utilization in a business excellence setting	29.01.2016
Barbara Sensen (Wagner)	Motivation in the German hotel industry through emotionally intelligent leadership	20.11.2015
Hans-Jurgen Franz Brenninger	Employee satisfaction and its impact on company value	11.09.2015
Christoph T. Staita	Integration of auxiliary staff in new product development processes	19.06.2015
Gertrud Carolin Egger	The impact of organizational values on product innovation in manufacturing companies	19.06.2015
Michael Toedt	The contribution of customer relationship management to sales performance in the hotel business	10.04.2015
Christopher Alexander Hoeckel	The impact of personality types on the efficiency outcomes of business management decision making	10.04.2015
Gabriele Elisabeth Hahne	The effects of external quality control on quality in auditing companies	10.04.2015
Claudia van der Vorst	Analysis of decision making for enterprise resource planning (ERP) system selection at small and medium-sized enterprises (SME) in the German speaking region	20.03.2015
Marion Tenge	Public social software platforms and economic need satisfaction of airport organizations - a social capital approach	13.03.2015
Helene Eller	Corporate governance in alpine clubs in Europe	13.03.2015
Klauc Venus	Supply chain management impact on competitiveness of business organizations	19.12.2014
Sandra Heiden	A new communication approach for customer relationship management in the hotel industry	19.12.2014
Andreas Michael Giesa	Determinants of team performance in business organizations	28.06.2013

As it can be seen, the topics of the theses can be divided in 4 groups:

1. Management process analysis, organization management, organizational capacity building;
2. Decision-making processes in different environments, leadership and managerial responsibility, emotional intelligence;
3. Theses on entering a new market, analysing the impact of different cultures, company performance;
4. Theses on finding out the interests of consumers, working with customers, creating consumption.

The topic is current, related to international business, both the latest theoretical knowledge from scientific publications, as well as statistics and experience of companies in different countries are used in development of the thesis. The authors of the doctoral theses use primary data obtained in surveys, interviews, especially the experimental method. Different conceptual models are developed and offered for practical business.

Since 2001, 44 doctoral theses have been defended in the sub-programme “Education Management”. The topics of the theses defended in the programme since 2013 can be found in Table 2.3.

Table 2.3:

Doctoral theses defended in the sub-programme “Education management”

Name, Surname	Year	Subject
Rita Geske	2013	National factors influencing achievements of the primary school students in science in international comparative research from the perspective of education management
Silvija Kārkliņa	2013	Support of language learning and its management in non-formal education in Latvia
Gunta Kraģe	2013	Influence of the culture of higher education institution on the professional motivation of prospective teachers
Guna Pudule	2013	Improvement of career education management in general education schools in Latvia
Inga Riemere	2013	Improvement of business education management in the context of development of entrepreneurial competence of students in Latvia
Ināra Upmale	2013	Organization and management of adult health education in primary care nursing practice

Kristīne Zaksa	2013	Management of student loyalty in higher education institutions in Latvia
Ilvis Ābeļkalns	2014	Management of dual career of high-class athletes in Latvian universities
Ireta Čekse	2014	Management of civic education development in a multicultural society: comparative evaluation of Estonia and Latvia
Gunta Kinta	2014	Importance of learning outcomes in management of vocational secondary education
Daina Vasiļevska	2014	Socioeconomic factors for provision of availability of higher education in Latvia
Anita Zaļaiskalne	2014	Change management for improvement of content of vocational education in Latvia
Māris Purviņš	2017	Factors affecting learning achievements in general education schools in Latvia
Dita Štefenhagena	2017	Use of result-oriented management approaches in higher education institutions in Latvia
Anita Līce	2019	Management of employment promotion of vocational education graduates in Latvia

Research topics within the sub-branch of “Education Management” are related to:

4. General education (learning outcomes and achievements, career education;
5. Vocational education (content development, learning outcomes, promotion of employment);
6. Higher education (higher education culture, management, student loyalty, dual education, accessibility);
7. Informal education.

In the course of the research, doctoral students use their own data (surveys and interviews) and carry out a secondary analysis of the International Peer Education Study (OECD PISA, IEA TIMSS, IEA ICCS) according to the purpose of their study. Recommendations are made to improve the learning process for both education policy makers and education authorities.

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.

The content of the doctoral study programme, its topicality, as well as the quality of studies are evaluated by students, graduates and employers. Students' satisfaction with the quality of studies

is characterized by the results of a survey, which is organized after the completion of each study course, using the LUIS electronic platform. Evaluation of study courses for the last two years is mandatory for students. Surveys are organized both about study courses and about the study programme in general. An integral and especially valuable of both surveys is the comments section, where students have the opportunity to add their detailed opinion / comment on the content of study courses, teaching quality, methods, faculty work, express satisfaction with a successful aspect of the study process, as well as make specific improvement proposals of the course and the study programme as a whole. The results of student surveys are analyzed at the meetings of the study programme council, as well as the study programme director discusses them individually with the teaching staff of the study course, after getting acquainted with the evaluations and comments of the respective study course. Evaluations of students' study courses are regularly discussed in more detail with the students themselves at the end of each study year or with the graduates after the completion of the study programme.

The expressed evaluations and proposals are largely taken into account in the organization of the study process, as well as in the planning of changes in the study programme in general. Exactly on the proposal of the graduates of the study programme, which also coincided with the opinion of employers, in 2019 a number of significant changes were made and approved in the doctoral study programme in Management, combining doctoral study programs in Economics, Management, Demography and Education Management into a doctoral study programme in Economics and Business, as well as making significant changes to the study plan.

The summary of the results of the surveys conducted within the framework of the doctoral programme studies in the sub-programme Economics and Management shows the interest of students and graduates in the study programme and it's improvement (see Tables 4 and 5).

Table 4.

Summary of the survey results of doctoral students during the reporting period

1. What changes can be observed in the students' assessment of the study courses included in the programme compared to the previous reporting period?

More and more information has been placed in the LUIS system, and a very valuable post-graduate seminar for doctoral students is organized in Ratnieki.

2. What do the students evaluate most in the study courses: the work of the teaching staff, the content of the study courses, etc.?

The content of the study programme is well thought out, it provides the necessary knowledge and skills for the elaboration of the doctoral thesis and independent research, the leading professors provide valuable knowledge on how to carry out research and use databases of scientific journals. The seminar held in Ratnieki is highly rated. The availability of scientific literature and databases and the opportunity to attend conferences are also highly valued.

3. What do the students evaluate most critically in the study courses: the work of the teaching staff, the content of the study courses, etc.?

Students in the doctoral programme propose to offer more study courses in the e-platform, providing computers in classrooms. Planning of the study process - information about the planned classes is provided rather late and sometimes there is a lack of information about the perspective courses and their acquisition possibilities in other doctoral programmes, which could be taken as Part C. There is relatively little possibility to participate in research projects. There should be systematic demands for progress in the development of a doctoral thesis, a practice that would help to improve work mobilization, without leaving the writing spontaneous for the summer. It would be useful to expand the study programme with additional study courses, as well as to invite more guest lecturers and foreign lecturers.

4. What are the planned measures to address the shortcomings specified by the students and implement their recommendations?

To continue and expand the introduction of information into the LUIS system, the use of e-studies. The proposal of doctoral students to organize seminars twice a year in Ratnieki will be taken into consideration. To encourage supervisors of doctoral theses to systematically request progress in the development of the thesis. To introduce doctoral students with lesson planning in early September to allow them to consider and apply for Part C. To get doctoral students more actively involved in research projects as participants.

Survey results on graduates' satisfaction with the quality of studies are used to monitor the quality of the study programme and improve the programme.

Table 5.

Summary of the survey results of PhD programme graduates during the reporting period

1. What changes can be observed in the graduates' assessment of the study courses included in the programme compared to the previous reporting period?

No major changes have been made to the programme, but course descriptions and literature are updated annually.

2. What do graduates evaluate most in the study programme: teaching staff, study courses, organization of the study process, material and technical provision, study results, etc.?

The study programme offers up-to-date, interesting and definitely useful study courses that provide theoretical knowledge and practical understanding of current issues in the field. The course teachers also include industry experts, professionals and academics, which allows for a very broad analysis and understanding of current issues.

It is a pleasure to feel the support of the leading department and faculty at the annual conferences of the University of Latvia, with the publication of scientific articles, after the completion of the study programme contacts are maintained with the leading professors and there is information exchange, which in general motivates and gives serious support to doctoral studies.

Wider use of e-studies. The seminar held in Ratnieki is highly rated. Provision of study process record-keeping - is highly appreciated (all necessary information about the possibilities to receive financing for trips to conferences, all necessary documentation with comments and explanations is received promptly).

The competence of the professors and their ability to participate in conferences are appreciated. Other graduates of the programme have appreciated communication with professors and methodologists.

3. What do graduates evaluate most critically in the study programme: teaching staff, study courses, organization of the study process, material and technical provision, study results, etc.?

In the course of study to consider the possibility of putting even more academic-practical emphasis on the doctoral thesis and publications. The study courses could be held on Saturdays as well.

4. What are the planned measures to address the shortcomings specified by the programme graduates and implement their recommendations?

We optimize planning of the study courses.

Regular surveys showed that doctoral students in the doctoral programme "Education Management" were generally satisfied with their doctoral studies. The general evaluation was 8.1 (in 10-point system). The evaluation of scientific seminars by doctoral students was slightly higher - 8.8, which corresponds exactly to the evaluation of the previous period. At the scientific seminars of doctoral students each doctoral student reports at least twice each academic year on the progress and results of his or her research; many professors of PhD studies take part in the seminars and there are active discussions. The doctoral students generally rate the study courses with 8-9 points. Doctoral students have positively evaluated both the relevance and usefulness of the course content and their interactivity (discussions). In some cases doctoral students wanted more independent work assignments and more guest lecturer involvement.

The opinions of the doctoral students are always discussed at the Doctoral Council. The opinion of doctoral students and lecturers of the doctoral programme "Education Management" in the process of quality assurance and improvement of the study programme is taken into account both when organizing joint discussions 1-2 times during the academic year, as well as exchanging of opinions between professors after the annual attestation or doctoral students and seminars of doctoral students.

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.

All students of the doctoral study programme “Economics and Business” have the opportunity to participate in the LU international exchange programmes (Erasmus + study mobility programme, Erasmus + internship mobility and other mobility programmes). Recognition of study courses acquired during mobility takes place on the basis of the LU Senate decision No. 190 “On the procedure for recognition of study courses at the University of Latvia (amendments 29.12.2008). Before the student concludes an agreement on studies within the framework of the international exchange programme, the director of the study program is consulted on the choice of a foreign university and study courses, as well as it is evaluated which study courses can be recognized within the study programme.

2 foreign students from Germany and India are currently studying in the sub-programme “Economics and Management”.

The number of foreign students in the sub-programme “Global Economics and Leadership”, in which only foreign students study, is listed in Annex 1. These are mainly students from the German-speaking countries of Austria and Germany, which is self-evident, since the selection of students is carried out by a partner university (currently the University of Salzburg, SMBS in Austria). Several students or new doctors are currently working in Switzerland.

One doctoral student from Azerbaijan is currently studying under the sub-programme “Education Management”, and in 2019 it was graduated by a student from the People’s Republic of China, who is preparing the thesis for defending. Turkish students have had varying degrees of success, but they have had major problems with paying tuition fees, some, for example, Baštika continue to work closely on projects with our lecturers. Doctoral students participate in the ERASMUS + programme, for example Intra Lūce has a six-month internship at a university in Chile. PhD student Grieta Tentere is working on an EU project in Mongolia.

Doctoral students regularly attend ENIRDELM (European Network for Improvement Research and Development in Educational Leadership and Management) workshops and conferences.

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.

In line with the guidelines in higher education for reducing study programme fragmentation and resource consolidation, BVEF's doctoral programme in "Economics and Business" has united three accredited doctoral programmes - Economics, Demography, and Education Management - on the basis of the doctoral programme

"Management Sciences", thus reducing programme fragmentation, merging teaching staff of BVEF and PPMF and strengthening resource sharing.

The selection of lecturers in the sub-programmes is determined by their active involvement in relevant research areas (international comparative research) and related international activities (international project management, international conferences and their committees, activity of visiting professors in relevant universities, etc.), experience in study work, successful supervision of doctoral students and involvement in research projects, the need to renew the teaching staff.

Studies in the sub-programme "Global Economy and Leadership" are based on personal funding, there are no state budget-funded places in the sub-programme. The tuition covers the costs of the sub-programme.

The selection of lecturers in the sub-programmes is determined by their active involvement in relevant research areas (international comparative research) and related international activities (international project management, international conferences and their committees, activity of visiting professors in relevant universities, etc.), experience in study work, successful supervision of doctoral students and involvement in research projects, the need to renew the teaching staff. All teaching staff in the sub-programme "Education Management" are leaders and participants in large-scale international comparative education research in Latvia (e.g. OECD PISA Prof. A.Kangro and Dr. R.Kiseļova, OECD TALIS and IEA TIMSS prof. A.Geske, IEA PIRLS assoc. prof. A.Ozola, IEA ICCS). 80-90 countries of the world participate in these studies, including all OECD and EU countries; in Latvia these studies are managed by the teaching staff of the sub-programme, and doctoral students participate in these international programmes as researchers as well, integrating the results obtained in their doctoral theses. After obtaining their doctoral degree, doctoral students themselves become leaders of research studies, in which they participated as doctoral students (such as A.Ozola IEA PIRLS, R.Kiseļova OECD PISA, I. Čekse IEA ICCS, I.Johansone IEA TIMSS and IEA PIRLS at the Boston International Centre for Research college in the USA, etc.). Professors also participate in the work of relevant international organizations and associations that ensure the use of research and analysis results in the development of education systems worldwide (e.g. Prof. A.Kangro represents Latvia at the General Assembly of the IEA Association and the OECD PISA Management Board). Prof. I.Ivanova organizes doctoral seminars every year in the framework of international conferences (e.g. ENIRDELM - European Network for Research, Educational Leadership and Management).

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).

Part B of the doctoral programme includes participation of doctoral students of the University of Latvia in doctoral schools, experience in foreign higher education institutions and research institutions in the amount of 6 CP. Until now, the doctoral students of the Programme had the

opportunity to participate in the work of doctoral schools “Ensuring the International Competitiveness of the National Economy”, listen to lectures offered by visiting lecturers, participate in discussions, present a report and discuss the issues of their scientific research. The doctoral students of the programme have also attended doctoral courses at other higher education institutions (mainly RSU “Theory and Strategic Management of Contemporary Management”, RTU, sometimes also LLU) or other faculties of the University of Latvia - Faculty of Pedagogy, Psychology and Art, Faculty of Social Sciences, (“English for Research Documentation and Presentation”, “Social Science Research Methodology”, “Innovations in the Higher Education System”, “Introduction to Lecturer Work”).

Laboratories with special equipment are not required for the research of doctoral students of the study programme. The specificity of the programme necessitates a constant follow-up of the latest information in the economy and business, so the issue of access to information is particularly important. Databases, access to scientific information, publications in the field acquired by the University of Latvia are provided and supplemented. It should be emphasized that the doctoral student, who has completed his studies and is still working on the completion of the doctoral thesis, also has access to the scientific information databases of the University of Latvia. Doctoral students have the opportunity to publish the results of their research in 2 scholarly journals in line with the profile of the programme and funded by the University of Latvia: Humanities and Social Sciences: Latvia un Journal of Economics and Management Research.

Methodological support for implementation of the study programme of the University of Latvia is very wide. In addition to traditional information resources (books, magazines, etc.), the University of Latvia provides access to more than 170,000 subscribed e-resources in various scientific disciplines. In order to expand the variety of study courses, new e-study courses are being developed and implemented, and existing methodological materials in the E-study platform are updated and modernized, creating materials in English as well.

The principles of the Information System of the University of Latvia (LUIS) stipulate that all study courses of all study programmes are placed in e-studies platform, ensuring execution of the Order of the University of Latvia No. 1/348 (December 10, 2013). The content of the study courses included in the e-studies platform is being improved and supplemented in accordance with the requirements of Sections 1 and 2 of the Order of the University of Latvia No. 1/183 (June 29, 2015). All study courses are updated in the PPMF in accordance with the procedure established by the University of Latvia, within the framework of which the course developers decide on the compliance of the literature with the requirements of the study course. The e-studies platform is also used in the evaluation of knowledge and communication between students and lecturers, the system and criteria for student assessment, as well as regulatory enactments are clear and accessible in the information system of the University of Latvia.

Classrooms of the University of Latvia are easily transformed for group and individual work, and students can use digital technologies. The e-study platform gives students access to study materials and information anytime, anywhere, as well as opportunities to contact lecturers, keep track of their assessments and study courses.

The sub-programme “Education Management” will be implemented in the PPMF premises of the University of Latvia in Riga, Imantas 7. līnija 1. The total area of faculty building is almost 9000 m². The building is in good technical condition. It has 38 classrooms, which are adjusted for comfortable study process, accommodating 12 to 200 persons. The premises include four computer classes with 96 workstations in total. The building has a library with a reading room, and the whole building is provided with wireless internet. Free access printers / copiers (with electronic cards) are provided for student use. In the PPMF library, students have the opportunity to develop and design study

papers. The building also has a canteen, gym and dance hall, a spacious courtyard with recreational areas, an outdoor sports ground. The building is accessible for people with reduced mobility, has a stair lift and a properly equipped toilet. The location of the premises is very convenient in terms of transport and there is a parking lot for students and teachers. In terms of accessibility and quality, the infrastructure provided for the study field is considered to be completely appropriate for the implementation of study programmes.

All study classrooms are equipped with computers and multi-projecting equipment, some with interactive whiteboards and / or document cameras. On weekdays there are 2 computer specialists on duty at the faculty premises, who provide technical support to lecturers and students.

The premises include four computer classes with 96 workstations in total. One classroom equipped with iMac computers, three classroom PCs with Windows 10 operating system, Microsoft Office 365 ProPlus office applications. Software for statistical processing of SPSS data is installed and available in three computer classes. NVivo data processing software will be purchased for qualitative research.

University of Latvia offers students and, as of April 1, 2015, also employees (academic and administrative staff) the opportunity to use Microsoft Office 365 ProPlus software for free on a private computer for the duration of their study (or employment) period. The user can activate the product on up to five devices simultaneously.

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.

In the period from 2012/2013. until 2018/2019. the changes in the composition of the teaching staff involved in the doctoral study programme in Economics and Business are mainly related to three factors: changes in the structure and content of the study programme, integrating the study programmes, the new study courses and also dividing some study courses into separate subject blocks, where each part of the study course is taught by another professor, specialized in the related field; involvement of foreign professors, change of generations of lecturers.

The study courses of the compulsory part of the study programme are taught by professors: Ē. Šumilo (LU), B.Šavriņa (LU), A.Geske (LU), A.Kangro (LU), Josef Nouert (Salzburg University) and associate professors: I.Baumane -Vītoliņa (LU), Peter Zettinig (University of Turku).

In sub-programme "Economics and Management" lecturers are involved in the teaching according to the changes of the study programme: prof.Andrejs Cekuls, prof.Gundars Bērziņš, prof. Ramona Rupeika-Apoga, prof. Inna Romanova. Prof. Žanete Ilmete is no longer working in the programme.

During the nearly 10 years of the existence of the sub-programme "Global Economy and Leadership", the composition of the teaching staff has changed. 1) due to changes in the age group of involved lecturers - more and more young scientists Ilona Baumane-Vītoliņa, Anita Gaile and others are involved; 2) due to changes of the composition of the supervisors of doctoral theses - foreign lecturers are involved as lesson presenters, these are docents from partner universities, mainly within the framework of the consortium of European Universities. In general, both

orientation towards current business and global economy issues as well as the highly international dimension of the programme are ensured.

New teachers who are graduates of the programme are involved in the lecturing and supervision of theses in the sub-programme "Education Management" - doc. Rita Kiseļova and assoc.prof. Antra Ozola, as well as PhD in pedagogy doc. Sanita Barānova. Long-term lecturers prof. Dainuvīte Blūma and prof. Andrei Rauhvarger are no longer working in the programme.

In general, it can be concluded that the changes in the structure of the teaching staff involved in the study programme are positive, the appropriate qualification and experience of the teaching staff in academic work ensures high quality of education and is appropriate for achieving the overall results of study courses and the programme as a whole.

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 high level of qualification of the teaching staff involved in the study programme is evidenced by their scientific research activities, publications in scientific databases (list of publications is attached in Appendix 5 of the self-evaluation report), involvement in international, Latvian Science Council, national, University of Latvia research projects listed in 4.3.

The qualifications of the teaching staff involved in the programme comply with formal requirements and essentially ensure that doctoral students are involved in research and achieve the intended learning outcomes. The programme involves 17 professors, 2 associate professors, 1 docent, 1 visiting docent, 1 lecturer, including scientific supervisors of doctoral theses, who together with doctoral students work on important researches at international, national and local level. The 13 lecturers involved in the doctoral programme have LSC expert rights in Economics and Business, Education Science.

All docents of the sub-programme "Global Economics and Leadership" have PhD degree, all are professors or associated professors. Lecturers' participation in projects, publishing in internationally quoted editions, participation in international conferences and congresses in the respective field, keeping abreast with current issues and latest trends in their field have a significant influence on the study material and teaching methods reflected in the study courses, ensuring their continuous improvement.

All lecturers of the sub-programme "Education Management" fully comply with the requirements of the regulatory enactments, all participate in international education-related scientific projects, are their leaders in Latvia, e.g. OECD PISA, OECD TALIS, IEA TIMSS, IEA PIRLS, IEA ICCS. Within the framework of projects, lecturers participate in project conferences several times a year, thus improving their qualification.

It can be concluded that the teaching staff involved in the implementation of the programme provides high-quality theoretical knowledge and research skills in economics and business, as well as professional experience that enables students to successfully participate in solving various

research problems. Detailed information about the achievements of each lecturer is reflected in their CV.

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).

Table 4.1:

Given name, surname	Number of publications in international publications, including reviewed ones	Number of publications in Latvian publications	Textbooks and teaching aids	Peer reviewed scientific monographs or articles in collective monographs
Anda Batraga	33	2		2
Ilona Baumane-Vītoļiņa	14	1		
Gundars Bērziņš	24	2		
Atis Bērziņš	5			4
Andrejs Cekuls	24			
Margarita Dunska	15			
Andrejs Geske		4		
Andris Grīnfelds		3		3
Mihails Hazans	10	1		1
Andris Kangro		4		
Rita Kiseļova		4		
Antra Ozola		2		
Māris Purgailis	13			

Inna Romānova	15			
Ramona Rupeiks-Apoga	27		1	
Biruta Sloka	101			
Baiba Šavriņa	18		1	1
Ērika Šumilo	18	1		2
Inesa Vorončuka	15			1

The most important publications are shown on ANNEX "Publikācijas"

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).

Participant or manager of international research projects	Participant or manager of the projects and programmes, funded by the Latvian Science Council and by other state or municipal funds	Participant or manager of research projects funded by the University of Latvia or faculties	Participant or manager of research projects, contract works, implemented in cooperation with commercial companies, associations or foundations
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Batraga Anda	<p>1. Cross-border cooperation programme project "Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region"; F.A.R. Network „Franchise Attractiveness of a Region” Network; Project implementation term 2.12.2013-30.11.2014; involved countries: Lithuania, Latvia, Belarus. Organizations involved in the project Lithuanian Business Employers' Confederation, University of Latvia, Republican Confederation of Entrepreneurship; Project number LLB-2-168, EU funding. http://www.lu.lv/parr/projects/es/2014-2020/interreg/fancaizings/</p> <p>2. Development of a commercialization strategy and feasibility study in the ERDF project "Intensification of degassing of liquid aluminium alloys from dissolved hydrogen with argon microbubbles generated by intense turbulent liquid metal jet formation by contactless electromagnetic mixer"; Project Number KC-PI-2017/72; Service Agreement No. 6012-A213 / 38 dated 21.04.2018. Project expert.</p> <p>3. Development of commercialization strategy and feasibility study in the ERDF project "Development of efficient technology for the extraction of ferro-titanium and other special alloys from oxide form"; Project Number KC-PI-2017/74; Service Agreement No. 6012-A213 / 39 dated 21.04.2018; Project expert.</p> <p>4. Development of Commercialization Strategy and Feasibility Study in ERDF Project "Acquisition of aluminium alloy wire by electromagnetic method for 3D printing applications "; Project Number KC-PI-2017/78; Service Agreement No. 6012-A213 / 40 dated 21.04.2018. Project expert.</p> <p>5. Development of commercialization strategy and feasibility study for Riga Stradiņš University in ERDF project "Cream for restoration of skin barrier function"; Project Number KC-L-2017/2; Procurement contract no. 48-24 / 2018/0030. Official commissioning date 16.07.2018. Project expert.</p>	<p>6. Study on perspective changes in labor and building material costs in the construction industry in Latvia. Order of the Ministry of Economics of the Republic of Latvia EM 2018/33. The deadline of the project is June 2018. Project expertise.</p>	<p>7. Project "Export market research" from 18.12.2014 to 18.12.2015. University of Latvia Fund "Latvijas Universitātes fonds", reg. No 40003412490. University of Latvia Fund project code: OZOLS/ElvaBaltic/EVf/Eksporta_tirgus_stipendija.</p> <p>8. University of Latvia Effective Cooperation Project ZD2017 / 20514; Elaboration of a new matrix for identification of innovation opportunities for Latvian food processing industry and development of a practical study "Innovation Opportunities for Latvian Food Producers". Completion deadline 20.12.2017.-30.06.2018. 10.000EUR; Project manager.</p> <p>9. University of Latvia Effective Cooperation Project "In-depth approbation of new matrix of innovation opportunities creation in Latvian food and industrial markets". Completion deadline 01.07.2018.-30.12.2018. 10.000EUR; Project manager.</p> <p>10. Practical research project "Mineral materials and their mixtures in construction and production of building materials"; University of Latvia, Faculty of Business / Management and Economics in cooperation with the University of Latvia, Faculty of Geography and Earth Sciences. Client: Latvijas valsts meži. Period: May 2018 - January/February 2019; 59634.56 EUR (excl. VAT). Project Manager:</p> <p>11. Project of the Institute of Economics and Management "Improvement of Innovative Business Management in Latvia": Project participant, leading researcher.</p> <p>12. Practical research project "Mineral materials and their mixtures in construction and production of building materials"; University of Latvia, Faculty of Business / Management and Economics in cooperation with the University of Latvia, Faculty of Geography and Earth Sciences. Client: Latvijas valsts meži. Period: May 2018 - January/February 2019;</p>
Involved students Anda. Batraga	<p>1. University of Latvia Effective Cooperation Project ZD2017 / 20514; Elaboration of a new matrix for identification of innovation opportunities for Latvian food processing industry and development of a practical study "Innovation Opportunities for Latvian Food Producers". Completion deadline 20.12.2017.-30.06.2018. 10.000EUR; Project manager.</p> <p>Involved students: Santa Bormane, PhD candidate; Aija Legzdina - researcher; Ilgvars Rukers - researcher.</p> <p>2. University of Latvia Effective Cooperation Project "In-depth approbation of new matrix of innovation opportunities creation in Latvian food and industrial markets". Completion deadline 01.07.2018.-30.12.2018. 10.000EUR; Project manager.</p> <p>Involved students: Santa Bormane, PhD candidate; Aija Legzdina - researcher; Ilgvars Rukers - researcher.</p> <p>4. Practical research project "Mineral materials and their mixtures in construction and production of building materials"; University of Latvia, Faculty of Business / Management and Economics in cooperation with the University of Latvia, Faculty of Geography and Earth Sciences. The Contracting Authority: Latvijas valsts meži. Period: May 2018 - January/February 2019; 59634.56 EUR (excl. VAT). Project Manager:</p> <p>Involved students: Jānis Duboviks - researcher/assistant.</p> <p>5. Project of the Institute of Economics and Management "Improvement of Innovative Business Management in Latvia": Project participant, leading researcher.</p> <p>Involved students: Santa Bormane, PhD candidate; Aija Legzdina - researcher; Ilgvars Rukers - researcher.</p>		
Bērziņš Atis	<p>1. 2011.-2013. Expert in an ESF supported project "Evaluation of Higher Education Study Programmes and Proposals for Quality Improvement" (No.2011/0012/1DP/1.1.2.2.1/11/PIA/VIAA/001)</p>	<p>2. 2011 - 2013 Contractor in LSC project: "Demographic development of Latvians and ethnic minorities" (No 11.1802).</p> <p>3. 2014 - 2017. Senior Researcher (VPP) in the National Research Programme (5.2.4. Regeneration of society by reducing the risk of depopulation, promoting population growth and links with the diaspora)</p>	<p>4. 2016. University of Latvia project "Harmonization of Statistical Terms in Latvian and Preparation for Publication" - University of Latvia project number ZD2016 / ZP-402</p>

Bērziņš Gundars	<p>1. 2015 – 2017. "Impact of EU Policy on Changes in Higher Education and Science in Norway and Latvia", N7-NORV29-ZF-N-040 - Expert;</p> <p>2. "Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region" - expert, (funding R17-ETS14-SA-N-070) period June-September 2014;</p> <p>3. "Research on the best practice procurement for RB Rail AS" (L-20299-ZR-S-070) – leading researcher, October - December 2016.</p>	<p>4. National Research Programme project: Challenges and Solutions of Latvian State and Society in International Context, Project participant, leading researcher, 2019 - 2021, funding EUR 120000;</p> <p>5. 2018 – 2021. National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" project "Challenges and Solutions of Latvian State and Society in International Context", (INTERFRAME - LV)", leading researcher, No L-20718-ZR-S-070;</p> <p>6. National Research Programme project: Modelling Energy and Climate Towards Carbon Neutrality, leading researcher, 2019-2021, EUR 59,000 "</p> <p>7. 2019. - Ministry of Environmental Protection and Regional Development study "Evaluation of fluctuations of economic activity and administrative activity of inhabitants of administrative territories of Latvia using mobile network traffic data", Nr. 6012-A55 / 160, expert;</p> <p>8. Ministry of Education and Science, EU structural funds, "Strong universities in Latvia", project SAM 8.2.2.</p> <p>9. Cluster Programme for Improvement of the Methodology for Annual Evaluation of Effectiveness in Cooperation with the Ministry of Economics of the Republic of Latvia (L-20587-ZR-N-070) - expert, January-March 2018,</p>	<p>10. 2016 – 2019. University of Latvia Effective Cooperation Project "Development of a Mathematical Model for Large-Scale Data Processing and Development of a Fundamental Research" Renewable Business Index for Latvian Regions "Using Limited Data", Y9-B089-ZF-N-070 - project manager;</p> <p>11. 2018 – 2019. University of Latvia Effective Cooperation Project "Eco Baltia" - "Development of Responsible Waste Collection System", No ZD2018 / 20580 (08.03.2018), project manager;</p> <p>12. 2017 - University of Latvia Effective Cooperation Project "Cognitive and Behavioural Aspects of Human-Computer Interaction in the Development of Electronic Services and Electronic Learning Materials" (Y9-B112-ZR-N-070), leading researcher;</p>	<p>13. To develop real-time Lattelecom TV viewer profiling at population level in one minute interval, project manager, commissioned by LATTELECOM SIA, 10.2018 - 08.2019;</p> <p>14. Feasibility Analysis of Liquefied Natural Gas (LNG) Import Terminal Based in Latvia, project manager, Client - AS Conexus Baltic Grid, from 11.2018 - 01.2019;</p> <p>15. Using Big Data Developing Alternative Real Estate Relative Value Determination Methods, project manager, partner - SIA KA;</p> <p>16. Development of Responsible Glass Waste Collection System, project manager, partner - SIA ECO BALTIA VIDE.</p> <p>17. Use of Remote Credits (L-20398-ZR-N-070), 2017;</p> <p>18. "Single Business and Economy Module: Developing Content and Teaching - "Use of Remote Credit" (L-20519-ZP-S-070), 2017.</p>
Andrejs Cekulis			1. University of Latvia BVEF Management Science project "Improvement of Innovative Business Management in Latvia" (2017-2018), researcher.	
Dahs Aleksandrs	<p>1. EKOSOC-LV Latvian National Research Programmeme 5.2. 'Economic Transformation, Smart Growth, Governance and Legal Framework for the State and Society for Sustainable Development - a New Approach to the Creation of a Sustainable Learning Community'. Role – researcher (spatial analysis).</p> <p>2. INTERACT funding sources in the EUSBSR. Lead partner: Spatial Foresight GmbH (Luxembourg). Tender by: INTERACT Point Turku). Role – national researcher (data collection).</p> <p>3. GRINCOH - Growth-innovation-competitiveness: Fostering cohesion in Central and Eastern Europe (FP7) (2013). Leading partner: University of Warsaw (Poland) in cooperation with University of Strathclyde (UK). Role- national expert (data collection).</p> <p>4. The Objective of Economic Cohesion in the Economic Policies of Member States (2012-2016). Leading partner: European Policies Research Centre (EPRC) at the University of Strathclyde (UK). Role – researcher, national expert, author.</p> <p>5. Georeferenced Mapping of Population in LAU2 units (2013). Lead contractor: Spatial Foresight GmbH (Luxembourg). Tender by: EC DG REGIO. Role – national researcher (data collection).</p> <p>6. Financial Instruments: A stock-taking exercise in preparation for the 2014-2020 programming period (2012). Lead contractor: ECORYS Netherlands. Tender by: European Investment Bank (EIB). Role – researcher, national expert (data collection).</p> <p>7. Benchmarking of Employee Participation in Profits and Enterprise Results in the Member and Candidate Countries of the European Union – PEPPER IV update (2012). Lead partner: Free University of Berlin (Germany). Project initiator: European Parliament. Role – national expert.</p>			

Dunska Margarita	<p>1. World Economic Survey WES (quarterly). Ifo Institute, Leibniz Institute for Economic Research at the University of Munich. 2012. – p.l., expert</p> <p>2. Lecturer at the International Seminar of the Francophonie University Affairs Agency (AUF) and the University of University of Latvia “Optimisation des services d’assurance qualité dans les universités members (OptiQua)” (2017)</p>	<p>3. Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region, Latvia-Lithuania-Belarus Cross-Border Cooperation Programme, EU project, number LLB-2-168 (2014), expert</p> <p>4. University of Latvia Priority Research Project “Innovations for Increasing Competitiveness of Latvian Enterprises and Sectors in Globalization” (2016-2018), leading researcher</p> <p>5. University of Latvia project “Harmonization of Statistical Terms in Latvian and Preparation for Publication” - ZD2016 / ZP-402 (2016-2017), expert</p> <p>6. DnB NORD, Baltic International Bank Latvian Barometer Survey (monthly). 2008 - 2016, expert.</p>	<p>7. University of Latvia, BVEF GESS unit project Development of integrated methods of calculating the economic aspects of quality of life and inequality “Index of the economic aspects of quality of life and inequality” (2017-2018), researcher</p>
Grinfelds Andris	<p>From 2009</p> <p>1. ESF “Improving the Competence of Vocational Education Teachers in Vocational Education” 2009/0274/1DP/1.2.1.1.2/PIA/VIAA/003 (expert)</p> <p>2. ESF project “Support for Doctoral Studies at the University of Latvia” No.2009/0138/1DP/1.2.1.2/09/PIA/VIAA/004 (supervisor of doctoral work)</p>	<p>3. National Research Programme “National Identity” (2012-2014) (contractor) European Union Structural Funds projects</p>	
Geske Andrejs	<p>1. 01/10/2016-31/12/2019 Participation in International Educational Research (PIRLS) Leading Researcher</p> <p>2. 01/10/2016-30/06/2024 Participation in International Educational Research (TALIS) Leading Researcher</p> <p>3. 01/09/2015-30 /11/2016 Impact of EU Policy on Changes in Higher Education and Science System in Norway and Latvia, project of Bilateral Financial Instrument of the Norwegian Government, leading researcher</p>		<p>4. 01/04/2015-30/11/2015 Development of Institutional Capacity of the University of Latvia, leading researcher, ERDF</p> <p>5. 03/09/2012-31/12/2013 Supporting Educational Research, leading researcher</p>
Hazans Mihails	<p>1. “Expert, European Center of Expertise in Labor, Employment and Labor Market Policy (ECE)”</p> <p>2. Investment Tax Incentives in EU (World Bank project) 11/2017-12/2017. Employment imbalances in Latvia. European Commission. Expert.</p> <p>3. 10/07/2017-30 /10/2017 Thematic Review of Labor Market Policy 2017 Emigration of qualified labor force: in-depth analysis. European Commission. Expert.</p> <p>4. 04/2016-05/2017 Review of Latvian Tax System. World Bank. Advisor.</p> <p>5. 04/2015-11/2015 Latvia - OECD Accession Review. ESAO. Consultant</p> <p>6. 12/2014-12/2015. Challenges of active aging for longer working lives in Latvia. World Bank. Project advisor and leading researcher.</p> <p>7. 02/01/2014-31/08/2015 Latvian expat communities: national identity, transnational relations and diaspora policy. ESF. Leading researcher.</p> <p>8. 03/2014 - 10/2014 Review of Latvian Education Policy. ESAO. Consultant. 11/2013 - 06/2014 Development of an anti-discrimination policy monitoring system. European Commission. Senior expert</p> <p>9. 10-12/2013 Emigration challenges in the Baltic and Eastern European countries. ESAO. Expert</p> <p>10. 05/2012-06/2013 Latvia: Who is unemployed, economically inactive or poor? Evaluation of post-crisis policy options. World Bank. Advisor and leading researcher.</p>	<p>11. “Implementation of Diaspora and Migration Research Centre (DMPC) events in 2017 (Ministry of Foreign Affairs of Latvia). ZD2017/20411. 2018. Author’s contract.</p> <p>12. Research on Welfare and Social Integration in the Context of Liquid Migration: A Longitudinal Approach.LZP2018 / 25, 2018-2019. Leading researcher”</p>	
Ivanova Ilze	<p>1. 01/01/2019-01/06/2019. Participation in International Educational Research (OECD PIAAC), leading researcher</p>	<p>2. 01/10/2018 - 31/12/2018 University of Latvia, Innovative, Research-Based Study Programme “Education, Pedagogy and Sport”, expert</p> <p>3. 01/10/2018-01/10/2020 Coordinator of the ERASMUS + project “Learning games for young people with dyslexia”</p>	<p>4. 24/10/2016-23/10/2020 participation in Cost Action CA 15221 “Developing Effective Institutional Models for Improving Research, Teaching, Learning, Academic Writing”</p>

Kangro Andris	<p>1. ESF project no. 8.3.6.1/16/I/001 "PARTICIPATION IN INTERNATIONAL EDUCATION STUDIES", Operational Programme "Growth and Employment" 8.3.6. Specific support objective "To implement the education quality monitoring system" 8.3.6.1. (2016.-2023.). University of Latvia reg. No ESS 2016/185-3. A.Kangro is the project manager at the University of Latvia and OECD PISA 2015 and the OECD PISA 2018 research leader in Latvia. The project ensures Latvia's participation in the OECD PISA 2015, 2018, 2021, TALIS 2018, IEA PIRLS 2016, IEA TIMSS 2019 international studies.</p> <p>2. ESF project (2011 - 2015) „1.2.2.3.2. Support for Educational Research”, manager University of Latvia (University of Latvia project No.: 1DP/1.2.2.3.2/10/PIA/VIAA/001), (project ensures Latvia's participation in OECD PISA 2012, PISA 2015, OECD TALIS 2013, ASEM studies).</p>	<p>3. LSC project No 09.1615, No Z-6203-040 (2009-2012) "Research on the Quality of the Education System, Lifelong Learning, Inclusive and Media Pedagogy in the Latvian and International Context", manager.</p> <p>4. National programme „National identity” No 2010. 10-4/VPP-3/3 (LU Nr. ZD2010/26461), contractor (2010 - 2012).</p>	
Kiseļova Rita	<p>1. 04/04/2016 Participation in International Educational Research (OECD PISA) Leading Researcher</p> <p>2. 01/01/2013-31/10/2015 Supporting Educational Research (OECD PISA), leading researcher</p>	<p>3. 01/10/2018 - 31/12/2018 University of Latvia, Innovative, Research-Based Study Programme "Education, Pedagogy and Sport", expert</p>	
Ozola Antra	<p>1. ESF project No 8.3.6.1/16/I/001 Participation in International Educational Research". From 04.04.2016 to 31.12.2019 Leading researcher.</p> <p>2. ESF project No 8.3.2.2/16/I/001 "Support for the Development of Individual Competences of Students". From 18.09.2017 - 18.03.2019. Researcher.</p> <p>3. ESF project No 8.3.1.1/16/I/002 "Competence Approach to Learning Content". From 01.03.2017 - 12.02.2018. Expert.</p> <p>4. ESF project (agreement 2011/0011/1DP /1.2.2.3.2 /11 /PIA /VIAA /001) Support for educational research. From 05.09.2011 to 31.10.2015 Researcher.</p> <p>5. ESF project (agreement No 2009/0274/1DP/1.2.1.1.2/09/PIA/VIAA/003) Improving the Competence of Vocational Education Teachers in Vocational Education From 1.06.2010 to 30.06.2012. Teacher</p>		
Purgailis Māris	<p>1. EU Policies Impact to the Transformations of the Higher Education and Research System in Norway and Latvia" 2015-2016 NF/R/2016/006(dalībnieks)</p>		<p>2. contract work Expert evaluations of the State Audit Office audit "Effectiveness of State Policy for Ensuring the Sustainability of the Pension System" on the use of macro-simulation methods and development, use and maintenance of macro-simulation tools, as well as consultative support in performance of modelling procedures and evaluation of publicly available pension calculators, 2016, (manager).</p>
Romanova Inna	<p>1. National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" project "Challenges and Solutions of Latvian State and Society in International Context", (INTERFRAME - LV)", No VPP-IZM-2018/1-0005 (2018-2021), manager of the University of Latvia sub-project.</p>	<p>2. University of Latvia Priority Research Project "Innovations for Increasing Competitiveness of Latvian Enterprises and Sectors in Globalization" (2016-2018), researcher.</p> <p>University of Latvia BVEF department project, 2017-2018, participant.</p>	<p>3. Latvian Commercial Banks Association project "Elaboration of Banking Social Charter", 2015, participant.</p>

Rupeika-Apoga Ramona	<p>1. Project of the EEA-Norwegian Financial Mechanism Research and Scholarship Programme No NORV2015 / 33-1: "Mobility of Economics and Management Students and Teachers between the University of Latvia and the University of Agder" Scholarship Project Manager (since 2015)</p> <p>2. Project of the EEA-Norwegian Financial Mechanism Research and Scholarship Programme No PV/2014/004: Manager of preparatory visit, "Mobility of Students and Teachers in Economics and Management of University of Latvia and University of Agder" (2014).</p> <p>3. Project of the EEA-Norwegian Financial Mechanism Research and Scholarship Programme No PV/2013/002: Participant of preparatory visit, "Benefits, Type of Investment and Performance Typical for Companies in Norwegian Foreign Direct Investment" (2013-2014)</p>	<p>4. National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" project "Challenges and Solutions of Latvian State and Society in International Context", (INTERFRAME - LV)", 2018-2020, leading researcher</p> <p>5. Project with the State Employment Agency "My money today and tomorrow. Financial Literacy ", 2018, expert, 118 EUR.</p> <p>6. Project with the School of Public Administration "Single module" Entrepreneurship and Economy": Content Development and Training Provision, 2017-2018, participant, 500 EUR</p>	<p>7. Innovations for Increasing the Competitiveness of Latvian Enterprises and Sectors in Globalization (University of Latvia Funding), 2016-2018, sub-project manager, 27647 EUR</p> <p>8. University of Latvia, BVEF - Establishment of Commercial Bank Security Rating System, researcher, 2018, 10 000EUR</p>	<p>9. International training network "Nordic-Baltic Corporate and International Finance Network (NBCIF)" created within the framework of Nordplus programme, network manager, since 2014.</p> <p>10. Foundation "Domnica Certus", registration number 40008238456, study "Access to Financial Resources", CERT-AL-20015-25, 2015</p>
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Sloka Biruta	<p>1. EU TEMPUS project "Promotion of the Knowledge Triangle in Belarus, Ukraine and Moldova", AD 2986 – 214 (2014 – 2017, manager)</p> <p>2. Within the framework of the European Social Fund project "Capacity Building of Iecava Municipality" "Study of the needs of Iecava municipality for implementation of projects and measures co-financed by EU and other foreign financial assistance", No. 1DP/1.5.2.2.3/11/APIA/SIF/093/101, 2013. Year</p> <p>3. Member of the International Expert Group on the Euro-Faculty of the Council of the Baltic Sea Region Project in Pskov (2009 - October 2015, when the project ended)</p>	<p>4. National Research Programme "Latvian Heritage and Future Challenges for National Sustainability" project "Challenges and Solutions of Latvian State and Society in International Context", (INTERFRAME - LV)", project number VPP-IZM-2018/1-0005, implementation period: 2018-2021; position - leading researcher, involved students: students Kate Čipāne, Sabine Anete Vasina, Emīls Volgasts, doctoral students Zaiga Ozoliņa, Eduards Lielpēters (born. Gaušis), Evija Dundure, Evija Rūšīte, Rita Vanaga, PhD candidates Anita Līce and Laura Keršule;</p> <p>5. Title of the VPP programme: Transformations of national economy, smart growth, governance and the legal framework for sustainable development of state and society - new approaches to creating a sustainable knowledge society (EKOSOC_LV) Project title "To study the competitiveness of Latvian companies in foreign markets and to make proposals for its strengthening", manager of the sub-project "Strengthening the competitiveness of international marketing", 2014-2018 LU/2014-Y-3-29933; involved students: students Kate Čipāne, Sabine Anete Vasina, doctoral students Zaiga Ozoliņa, Eduards Lielpēters (born. Gaušis), Evija Rūšīte, Renāte Vidruska, PhD candidate Laura Keršule;</p> <p>6. Title of the VPP programme: Transformations of national economy, smart growth, governance and the legal framework for sustainable development of state and society - new approaches to creating a sustainable knowledge society (EKOSOC_LV) Project title "Post-crisis trajectories of social and political transformation in Latvia", manager of the sub-project 2014 - 2018. LU/2014-Y-3-29934; involved students: doctoral students Inga Jēkabsons, Olga Rajevska;</p> <p>7. National Research Programme No.1 "Innovative technologies for the extraction and use of energy resources and the provision of low-carbon renewable energy, support measures to limit environmental and climate degradation" Project No. 4 "Research on hydrogen production, storage and energy release methods and development of prototypes for applications in national economy" (contractor) (2010 - March, 2015)</p> <p>8. Regular evaluation of research projects submitted to the Latvian Science Council for the competition (cannot be mentioned due to confidentiality)</p>	<p>8. University of Latvia project "Harmonization of Statistical Terms in Latvian and Preparation for Publication" - University of Latvia project number ZD2016 / ZP-402 (manager)</p> <p>9. LU AAP 2014/32 "Analysis of the Usability of Consumer Attitudes Evaluation Methods in Offer of New Product Types" (2014 - manager), involved students: doctoral students Inese Aleksejeva, Renāte Vidruska, Anna Žigalova</p> <p>10. University of Latvia BVEF project "Sustainable Business and Management", project contractor - 2017, 2018.</p>	<p>11. Participation in iMarketings.lv, research conducted by University of Latvia and Latvian Digital Experts Association "We determine the best online store in Latvia", 2018-2019, project manager</p> <p>12 Participation in iMarketings.lv, research conducted by University of Latvia and Latvian Digital Experts Association, "Internet Shopping Habits", 2018, University of Latvia No 20588, project manager, involved student Kate Čipāne; This project has been awarded within the framework of the University of Latvia Scientific Excellence and Commercialization Support Programme, for contract work No. 20588 (Academic Research "Internet Shopping Habits") promotion of funding and attracting funding to the University of Latvia, material support allocated, used for partial coverage of expenses for the participation of Biruta Sloka and the student Kate Čipāne in the conference;</p>
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Savriņa Baiba	<p>1. Cross-Border Cooperation Programme Project "Creating a Franchising Co-operation Network in the Latvia-Lithuania-Belarus Cross-Border Region" under the European Neighbourhood and Partnership Instrument ENPI, project number: LLB-2-168.(2013 – 2014.), participant, expert</p> <p>2. Expert, Europe home Entrepreneurship Skill Teaching and Training Programme (2016)</p> <p>3. Coordinator by the University of Latvia, international project of the Francophonie University Affairs Agency (AUF) "Optimisation des services d'assurance qualité dans les universités membres (OptiQua)" (2016-2017)</p> <p>4. Implementation of Education Quality Assurance System via Cooperation of University- Business-Government in HEIs (EDUQAS), 2018-2020, project coordinator;</p> <p>5. Placement Opportunities With Entrepreneurial Reach (POWER), 2018 - 2020, project coordinator</p>	<p>6. Ministry of Economics of the Republic of Latvia project "Development of medium and long-term forecasting and monitoring system of labor market demand", (2013), expert</p> <p>7. National Research Programme EKOSOC-LV, 2016 - 2018, project participant</p>	<p>8. University of France Paris-Est-Creteil, PhD student Issam Beya, doctoral thesis LA GOUVERNANCE PLURALE ET LA CREATION DE LA VALEUR GLOBALE ET DURABLE POUR LES ENTREPRISES : LE CAS DES ENTREPRISES FRANCAISES COTEES official expert and member of the defending commission</p>
Involved students	Development of integrated methods of calculating the economic aspects of quality of life and inequality "Index of the economic aspects of quality of life and inequality". 3 PhD students: Santa Sprōģe-Rimša, Jānis Supe, Aija Staškeviča		
Šumilo Ērika	<p>1. Provision of scheduled and on-request reporting services - Network of Eurofound Correspondents - Lot 16: Latvia (Internal Reference No. 161920/4271) March 2018 - February 2022. Contractor: The European Foundation for the Improvement of Living and Working Conditions (Eurofound) -organisation established by the European Commission, providing monitoring and analytical information on living and working conditions and industrial relation, preparing reports at European level on the basis of national contributions provided by the network of the national correspondents. The network includes members from all EU countries and Norway. National correspondents - monitor and report on the relevant topics, altogether more than 30 reports per year. National correspondent EPC Ltd. - a private economic research company - project participant.</p> <p>2. Provision of scheduled and on-request reporting services - Network of Eurofound Correspondents - Lot 1, 2, 3 - Croatia, Latvia and Romania (Internal Reference No. 2013/0101/3277). March 2014 - February 2018. Contractor: The European Foundation for the Improvement of Living and Working Conditions (Eurofound) - project participant. 2014 - 2018.</p> <p>3. Research project of the Baltic State "Dishonest behaviour among service employees and its effect on store performance in the Baltic states", 2014-2015 - project participant. 2014 - 2015.</p> <p>4. Cross-Border Cooperation Project "Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region" ("Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region"), 2013 - 2014. - expert</p> <p>5. „EuroFaculty Pskov Project", 2012.-2015., Council of the Baltic Sea States (CBSS) - expert</p>	<p>6. National Research Programme "Transformations of national economy, smart growth, governance and the legal framework for sustainable development of state and society - new approaches to creating a sustainable knowledge society (EKOSOC_LV)", project 5.2.7. Public Involvement in Social Innovation Processes for Sustainable Development of Latvia, ZD2014 / 29935, 2015-2018 - Responsible manager of the University of Latvia group</p>	<p>7. University of Latvia Academic Development Project "Subjective perception of economic aspects of quality of life and inequality", 2017-2020, researcher.</p> <p>8. Project "Support for Doctoral Studies at the University of Latvia", 2011-2014, member of the working group</p>
Involved students	PhD student Madara Apsalone, PhD student Annija Apsite		
Vorončuka Inesa	<p>1. 01/02/2016-31/03/2016 Volunteering - Key for Active Citizenship (V-CODE), leading researcher</p> <p>2. 28/09/2015-31/01/2016 Volunteering - Key for Active Citizenship (V-CODE), project manager</p>		

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.

As the academic staff is involved in very extensive international educational research, doctoral students are involved in data collection, full-day seminars on database analysis (OECD PISA, IEA PIRLS, etc.) are held, and the research results are included in the lectures.

The sub-programme "Global Economy and Leadership" is mainly implemented by the Department of Interdisciplinary Studies of Global Economics. The involvement of lecturers in scientific research, especially at international level, is invaluable. Therefore, first one should mention the lecturers' participation in regular departmental projects funded by the faculty (the project of the Department of Interdisciplinary Studies of Global Economics is "Development of integrated methods of calculating the economic aspects of quality of life and inequality "Index of the economic aspects of quality of life and inequality"" – B.Šavriņa, Ē.Šumilo, M.Dunska, I.Baumane-Vītoļiņa. The involvement

of the lecturers involved in the sub-programme “Global Economics and Leadership” in scientific research, in addition to the already mentioned departmental project, is shown in the table below:

Docent	Research projects at international and national level
Ilona Baumane-Vītoliņa	<p>Project “Euro-faculty Pskov, 2nd Stage Project”. Participants: University of Turku, University of Tartu, Pskov State University, University of Roskilde, University of Trondheim, Stockholm school of Economics in Russia, University of Latvia. Financed by – Council of the Baltic Sea States. 2012 - 2016, expert</p> <p>National Research Programme “Transformations of national economy, smart growth, governance and the legal framework for sustainable development of state and society - new approaches to creating a sustainable knowledge society (EKOSOC_LV)”, project 5.2.7. Public Involvement in Social Innovation Processes for Sustainable Development of Latvia, ZD2014 / 29935, 2015-2018 - expert</p>
Margarita Dunska	<p>· Cross-Border Cooperation Programme Project “Creating a Franchising Co-operation Network in the Latvia-Lithuania-Belarus Cross-Border Region” under the European Neighbourhood and Partnership Instrument ENPI, project number: LLB-2-168.(2013 – 2014.), participant, expert</p> <p>World Economic Survey WES (quarterly). Ifo Institute, Leibniz Institute for Economic Research at the University of Munich. 2012, - expert</p> <p>University of Latvia Priority Research Project “Innovations for Increasing Competitiveness of Latvian Enterprises and Sectors in Globalization” (2016-2018), researcher.</p> <p>Innovations for Increasing the Competitiveness of Latvian Enterprises and Sectors in Globalization (Y5-AZ133- ZF-N-070), 2016, - leading researcher.</p>

- Cross-Border Cooperation Programme Project “Creating a Franchising Co-operation Network in the Latvia-Lithuania-Belarus Cross-Border Region” under the European Neighbourhood and Partnership Instrument ENPI, project number: LLB-2-168.(2013 – 2014.), participant, expert
 - Expert, Europehome Entrepreneurship Skill Teaching and Training Programme (2016)
 - Coordinator by the University of Latvia, international project of the Francophonie University Affairs Agency (AUF) “Optimisation des services d’assurance qualité dans les universités membres (OptiQua)” (2016-2017)
- § Implementation of Education Quality Assurance System via Cooperation of University- Business-Government in HEIs (EDUQAS), 2018-2020, project coordinator;

· Placement Opportunities With Entrepreneurial Reach (POWER), 2018 - 2020, project coordinator

- Ministry of Economics of the Republic of Latvia project “Development of medium and long-term forecasting and monitoring system of labor market demand”, (2013), expert
 - National Research Programme EKOSOC-LV, 2016 - 2018, project participant
- University of France Paris-Est-Creteil, PhD student Issam Beya, doctoral thesis LA GOUVERNANCE PLURALE ET LA CREATION DE LA VALEUR GLOBALE ET DURABLE POUR LES ENTREPRISES: LE CAS DES ENTREPRISES FRANCAISES COTEES official expert and member of the defending commission

Provision of scheduled and on-request reporting services - Network of Eurofound Correspondents - Lot 16: Latvia (Internal Reference No. 161920/4271) March 2018 - February 2022. Contractor: The European Foundation for the Improvement of Living and Working Conditions (Eurofound) - project participant.

Provision of scheduled and on-request reporting services - Network of Eurofound Correspondents - Lot 1, 2, 3 - Croatia, Latvia and Romania (Internal Reference No. 2013/0101/3277). March 2014 - February 2018. Contractor: The European Foundation for the Improvement of Living and Working Conditions (Eurofound) - project participant.

Research project of the Baltic State "Dishonest behaviour among service employees and its effect on store performance in the Baltic states", 2014-2015 - project participant.

Cross-border cooperation programme project "Creation of franchising co-operation network in Lithuania-Latvia-Belarus cross-border region"; 2013 - 2014, expert

„EuroFaculty Pskov Project”, 2012.-2015., Council of the Baltic Sea States (CBSS) - expert

National Research Programme "Transformations of national economy, smart growth, governance and the legal framework for sustainable development of state and society - new approaches to creating a sustainable knowledge society (EKOSOC_LV)", project 5.2.7. Public Involvement in Social Innovation Processes for Sustainable Development of Latvia, ZD2014 / 29935, 2015-2018 - Responsible manager of the University of Latvia group

Project "Support for Doctoral Studies at the University of Latvia", 2011-2014, member of the working group

B.Šavriņa is a member of the international CEDIMES network (International Network of French-Speaking Academic Researchers in Economics and Management Science) and Director of the Latvian Centre, as well as a member of AIELF (International Association of French-Speaking Economists). Such involvement provides circulation of the latest international scientific information, contacts with other universities, opportunities for further cooperation - e.g. participation in such network events, congresses in different countries (e.g., B. Šavriņa's participation in the AIELF 59th Congress in France, 60th Congress in Poland, 61st Congress in Chile with speech at the plenary meeting), also by geographical diversity, allows to discover and explore the latest trends in the development and presentation of theoretical aspects of the international economy and business.

All teaching staff in the sub-programme "Education Management" are leaders and participants in large-scale international comparative education research in Latvia (e.g. OECD PISA Prof. A.Kangro and Dr. R.Kiseļova, OECD TALIS and IEA TIMSS prof. A.Geske, IEA PIRLS assoc. prof. A.Ozola, IEA ICCS). 80-90 countries of the world participate in these studies, including all OECD and EU countries; in Latvia these studies are managed by the teaching staff of the sub-programme, and doctoral students participate in these international programmes as researchers as well, integrating the results obtained in their doctoral theses. After obtaining their doctoral degree, doctoral students themselves become leaders of research studies, in which they participated as doctoral students (such as A.Ozola IEA PIRLS, R.Kiseļova OECD PISA, I. Čekse IEA ICCS, I.Johansone IEA TIMSS and IEA

PIRLS at the Boston International Centre for Research college in the USA, etc.). Professors also participate in the work of relevant international organizations and associations that ensure the use of research and analysis results in the development of education systems worldwide (e.g. Prof. A.Kangro represents Latvia at the General Assembly of the IEA Association and the OECD PISA Management Board). Prof. I.Ivanova organizes doctoral seminars every year in the framework of international conferences (e.g. ENIRDELM - European Network for Research, Educational Leadership and Management).

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).

The implementation of sub-programme "Economics and Management" involves lecturers of all departments of the faculty, depending on the chosen direction and specialization. There is active cooperation by inviting experts from other departments to participate in reviewing the doctoral theses and evaluating the results. Several doctoral students are also involved in lecturing in Bachelor's programmes according to their knowledge, experience and scientific competence.

Although the sub-programme "Global Economics and Leadership" is created by the Department of Interdisciplinary Studies of Global Economics, there is also cooperation with lecturers from other departments - lecturers from the Department of Management Sciences - Andrejs Cekuls, Māris Purgailis, Biruta Sloka - are regularly involved in the discussion of doctoral theses as experts, theses have been supervised by other lecturers from the Department of Management Sciences - Andris Deniņš, Džineta Dimante, as well as lecturers from the Department of Economics - Māra Gulbe, Signe Bāliņa.

Cooperation between study programmes should be noted. Doctoral students of the sub-programme "Global Economics and Leadership" are involved in the teaching of individual study courses by reading separate topics. Foreign doctoral students that study here require pedagogical experience, which they can implement in the professional Master's programme "International Business" by lecturing on certain topics related to their professional field or in the Bachelor's programme "International Economics and commercial diplomacy". Emphasis should be placed on study trips for Bachelor's students of the programme "International economics and commercial diplomacy", who are involved in the organization of module, now sub-programmes, PhD students, offering separate lessons on specific topics, organizing visits to companies, government agencies.

In May 2018, the first gathering of the sub-programme "Global Economy and Leadership" took place in Salzburg. The gathering was organized as a "Science Day", which also included scientific lectures. Prof. Mārcis Auziņš from the Faculty of Physics and Mathematics delivered a lecture on the trends of scientific development from the University of Latvia, while a lecture on a topical research field - behavioural economics - was delivered by a party from Austria. The next Gathering will take place in September 2020, when the gathering events will be coordinated with the proceedings of the international conference (in the context of behavioural economics).

In the sub-programme "Education Management" lecturers have an active cooperation with the Organization for Economic Co-operation and Development (most directly in projects TALIS - Teaching and Learning International Survey and PISA - Programme for International Student

Assessment)), as well as with the International Association for the Evaluation of Educational attainment Educational Achievement (most directly in TIMSS - Trends in International Mathematics and Science Study, PIRLS - Progress in International Reading Literacy Study, ICCS - International Civic and Citizenship Education Study). Latvia is represented in the General Assembly of IEA by prof. A.Kangro.

Prof. Ilze Ivanova and PhD students are active in the ENIRDELM (European Network for Improving Research and Development in Educational Leadership and Management) network, organizing workshops.

There is also active cooperation with programme graduates from other universities who also participate in University of Latvia conferences in the Education Management Section (e.g. Prof. Jūlija Stukāļina, associate Prof. Antra Roskoša), as well as review doctoral theses and conduct separate study course classes.

Guest contract with prof. Milan Pol from the University of Brno has been signed.

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	Statistical data on the students of the doctoral sstudy programme.docx	Statistikas dati par studējošajiem doktora studiju programmu dokt progr.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		
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	Mapping of the Study Courses of the Doctoral Programme.docx	Studiju kursu kartējums DR EU.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the Doctoral Programme-1.docx	studiju plāns DR EU-1.docx
Descriptions of the study courses/ modules	1_DSP kursu apraksti_ENG.docx	Kursu apraksti DSP(1).docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	The document is available only in Latvian.docx	1_pielik_Diploms_1lpp_DR_paraugs.docx
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	Agreement between University of Latvia and Riga Technical University(1).docx	vienos ar RTU.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlīdz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	Pielikums 26.6. LU apliecinājums Doc programmas experti.docx	DSP docētāju atbilstība.pdf
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	Pielikums 26.7. LU apliecinājums par akad.personāla atbilstību_1.docx	docētāju atbilstība 55 panta 1 daļai 3 punktam.pdf
Sample (or samples) of the study agreement	līgumi a_v.doc	Studiju līguma forma doktorantiem.doc
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.	AIP lēmumi ENG.docx	AIP atzinums DSP.PDF

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>43345</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Margarita</i>
Surname of the study programme director	<i>Dunska</i>
E-mail of the study programme director	<i>margarita.dunska@lu.lv</i>
Title of the study programme director	<i>Dr. ekon. profesore</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide students with the academic education, competitive professional training and practical skills in management science and business administration so there will be a stable and sustainable demand for these specialists in the Latvian and foreign labour markets within the European Union.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To ensure the possibility to acquire the academic Bachelor's study programme in accordance with the requirements of the regulatory enactments of the Republic of Latvia;</i> <i>2. to provide a possibility to acquire the Bachelor's degree in management science with the right to continue studies in the academic master's or professional master's study programmes, having successfully passed the state examinations;</i> <i>3. to train competitive and highly qualified specialists in the field of economics and business for the Latvian and foreign labour market with in-depth knowledge in business management: organization management, marketing, international business, business analysis;</i> <i>4. to encourage students to develop business ideas and entrepreneurial skills, to become involved in the formation and development of their companies;</i> <i>5. to develop students' critical and creative thinking, to promote efforts for independent deepening of knowledge and strengthening of practical skills;</i> <i>6. to develop high business ethics in students and to offer basic social skills in communication, independent work and teamwork.</i> <i>7. to develop students' skills for independent scientific research and practical application of its results;</i> <i>8. to ensure flexible approach to the content of the study process under changing economic and business situation.</i>

Results of the study programme	<p>Knowledge: <i>Understands the most important concepts and regularities of management science.</i> <i>Demonstrates specialized knowledge of management science and critical understanding of this knowledge in key areas of specialization: marketing, organization management, international business, business analysis.</i> <i>In the sub-programme "Marketing" acquires knowledge of planning and organizing the development, distribution, sale and promotion of goods and services to meet the needs of consumers.</i> <i>In the sub-programme "Organizational Management" acquires theoretical basis of the business management science that provides the knowledge necessary to perform management functions at different levels of business organization management.</i> <i>In the sub-programme "International Business" acquires the knowledge necessary to work effectively in a changing business environment in the context of market globalization, and an understanding of the specifics of running an international business.</i> <i>In the sub-programme "Business Analysis" acquires knowledge of management techniques and their analytical background; acquire regularities of functioning of enterprises and sectors and possibilities of their modelling.</i></p> <p>Skills: <i>In the sub-programme "Marketing" - to apply theoretical knowledge and research methods in marketing activities of enterprises in all branches of national economy.</i> <i>In the sub-programme "Organizational Management" - to develop individual leadership abilities, identify and effectively address current business management challenges.</i> <i>In the sub-programme "International Business" - to adapt to rapid changes in the marketplace and make efficient and extraordinary decisions.</i> <i>In the sub-programme "Business Analysis" - skills in solving topical business management problems, information processing and analysis, modelling and forecasting of socio-economic processes.</i> <i>Take responsibility and initiative; be able to work individually, in a team, or manage other people's work; to use communication skills in communication with colleagues and clients.</i> <i>Improve and develop own skills, make decisions and find creative solutions in changing or uncertain circumstances.</i> <i>Find, evaluate and creatively use information to solve research and practical problems.</i> <i>Analytically describe information, problems and solutions in the field of management science, explain them and discuss them reasonably with both specialists and non-specialists.</i></p> <p>Competence: <i>Is able to apply theoretical knowledge and skills in solving issues and problems related to the field of management science and management processes.</i> <i>Is able to apply the knowledge and skills acquired during the studies in the Latvian and foreign labour markets.</i> <i>Knows the approaches and processes of company and personnel management.</i> <i>Is able to develop own company from the development of the business plan to the implementation, is able to optimize the business processes of the company and forecast the development.</i> <i>Is able to independently use and analyse the marketing process regularities and development opportunities, to develop marketing strategy according to the market situation.</i> <i>Is able to independently obtain, select and analyse information using statistical, econometric as well as other quantitative and qualitative analysis methods.</i> <i>Is able to understand the importance of professional ethics, assess the impact of their professional activities on the environment and society.</i> <i>Is able to continue further education and pursue professional career.</i></p>
Final examination upon the completion of the study programme	Development and defending of Bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Previous education: secondary education Advantages: For prize winners of the Latvian National Olympiad in Economics and Pupils' Research Work Conference in Economics and Business Sciences in the current and previous year. For English group - conditions for foreigners, who have acquired secondary education abroad: 1) document of secondary education shall have positive evaluation in mathematics; 2) English language proficiency attested by international English proficiency tests results, which shall be at least B2, except in the case of prior education in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management Sciences</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Previous education: secondary education Advantages: For prize winners of the Latvian National Olympiad in Economics and Pupils' Research Work Conference in Economics and Business Sciences in the current and previous year. For English group - conditions for foreigners, who have acquired secondary education abroad: 1) document of secondary education shall have positive evaluation in mathematics; 2) English language proficiency attested by international English proficiency tests results, which shall be at least B2, except in the case of prior education in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management Sciences</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 3 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Previous education: secondary education Advantages: For prize winners of the Latvian National Olympiad in Economics and Pupils' Research Work Conference in Economics and Business Sciences in the current and previous year. For English group - conditions for foreigners, who have acquired secondary education abroad: 1) document of secondary education shall have positive evaluation in mathematics; 2) English language proficiency attested by international English proficiency tests results, which shall be at least B2, except in the case of prior education in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management Sciences</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

Substantial changes have been made to the study programme -
AIC Study Quality Commission Decision No.2020 / 02-I, January 22, 2020.

It is necessary to provide last semester part-time students of the study programme to complete their studies according to the old study plan within the valid Accreditation till 31 December 2020.

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.

Until 2019/2020 academic year, the Bachelor study programme "Business Administration" was implemented under the title "Management Science" according to the 4-year study plan in full-time and part-time studies. Starting from 2014/2015 academic year the sub-programme "International Business" is offered also in English in the form of full-time studies. The number of students in the study programme during the period from 2012/2013 academic year to 2018/2019 academic year (data as of 1 October) is shown in Table 1 of Annex 1.

The number of students enrolled in the programme has significantly decreased during the reporting period. As of October 1, 2018, compared to October 1, 2012, the total number of students has decreased by 44.8%. The reduction in part-time studies is even greater - 52,7%. The significant drop in the number of students, especially at the beginning of the period, is more related to the fact that the number of programme graduates together with the number of ex-matriculated students in the study year exceeds the number of matriculated students. Analysing the decrease in the number of students by years, it can be concluded that in just 2013/2014 academic year alone the total number of students dropped by 33%. In the following years, such a fall is no longer observed, in the last two years it has been around 5%. In 2015/2016 academic year the total number of students increased by 7%, while in the following year it dropped by 12%. Therefore, it may be concluded that the changes in the number of the students of the programme in the reporting period remained negative with the tendency to fluctuate by years. The decrease in the number of students should be related to external factors - demographic situation, incl. migration, and the economic situation, both with the need to make changes to the programme itself, making it more intense and with the more practical direction that was made in 2019. Positive impact on the number of students is ensured by the implementation of the study programme in English - from its beginning

in 2014/2015 academic year the number of students in the English language group increased from 5 to 46 students (see Annex 1). It should be noted that despite the decrease in the number of students, the programme enrolls the largest number of students in the faculty.

The number of matriculated students also tends to fluctuate from year to year. In general during the reporting year the number of the matriculated students decreased by 24%. In 2015/2016 academic year the number of matriculated students in the programme has increased by 19%, with the number of matriculated students both full-time and part-time. Already in the following academic year, the number of matriculated students decreased by 23% in both forms of study. During the last two reporting years, the number of matriculated students has increased, taking into account also foreign students - in 2018/2019 academic year by 6% compared to the previous year.

As mentioned above, the main factors influencing changes in the number of students are the demographic situation in Latvia and the negative impact of the overall economic situation in Latvia on students' ability to pay. Since 2013, the total population of Latvia has decreased by 5.2% due to emigration and negative natural growth. Similarly, the number of students and the number of high school graduates is decreasing every year. Many high school students are reluctant to start their studies immediately after graduation, but instead go to work to improve their financial situation. In addition, the growing competition and opportunities for free education abroad should also be noted.

Unfortunately, a large number of ex-matriculated students (drop-outs) are observed in the study programme. During the reporting period, the number of ex-matriculated students from the total number of students enrolled in the programme ranges from 18 to 20%, except in 2014/2015 academic year, when it comprised 15.5% (see Annex 1). There is a much higher dropout rate in the English language group, up to 56% in 2018/2017 academic year, which requires careful analysis of the reasons for dropout and the implementation of reduction measures, with special support for foreign students. When analysing the root causes of drop-out, it can be concluded that in both Latvian and English groups most students are expelled because of non-fulfilment of study contract obligations, which is expressed in the timely failure to fulfil the requirements of the study programme. Students also leave at will, up to 35 students per year in the first half of the period. In such cases, personal circumstances, difficulties in combining studies with work are often cited as the reason, especially for part-time or full-time senior students, as students begin their careers. On the other hand, one leaves the first year when one realizes that one has chosen the wrong programme and faculty. At the beginning of the reporting period, 3 students were expelled due to a significant violation of the Internal rules of the University of Latvia - cases of plagiarism were identified, after which these issues were paid special attention and explanatory work.

Starting from 2014/2015 academic year the sub-programme "International Business" of the Bachelor's study programme "Management Sciences" is implemented also in English. The number of students matriculated and the number of students in the first years of the implementation of the sub-programme is not high, mainly from Central Asia. In the 1st year 5 students were matriculated, in the 2nd year 8, and 3 students changed from other programs and 1 was matriculated. In the 3rd year of 2016/2017 already 19 students were matriculated, in 2017/2018 - 18 students, but in 2018/2019 - 27 students (see Annex 1). The representation of enrolled student countries has expanded: Uzbekistan has the highest number of students enrolled - 21 in 2017/2018 and 17 in 2018/2019. In 2018/2019 academic year students included 9 people from India, 4 from Kazakhstan, 3 from Pakistan, 2 from Russia and Ukraine, as well as one student from Austria, Belarus, Brazil, France and Nepal studied. Further work is needed on the organization of advertising campaigns as well as on student recruitment campaigns, closer cooperation with recruitment organizations in the target countries (Uzbekistan, Kazakhstan, India) in order to attract more students from these and other countries. Implementing the programme in English allows to offer programme courses to

ERASMUS exchange students, promoting the international environment and intercultural relationships among students. Participation of the teaching staff in the implementation of the programme motivates to deepen the knowledge of English. In general, it facilitates the process of study programme, direction realization and internationalization of the Faculty of Business, Management and Economics.

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 title of Bachelor's study programme "Management Administration" indicates the content and level of the programme. Successful completion of this programme leads to a Bachelor's degree in management science, which also indicates the content of the programme and its affiliation to the social sciences, economics and business sector group (23.01.2018 Cabinet Regulations No 49 "Regulations on Latvian science sectors and sub-sectors"). Until 2019 the title of the study programme was "Management Sciences", the decision to change the name was based on the following considerations:

1. The new title more accurately reflects the content of the programme and its positioning in the market, emphasizes the practical orientation of studies in business development, business creation and the recommendations of employers. In recent years, the programme has undergone changes in the structure of the courses, academic practice has been introduced and is being implemented, and there is close cooperation with the Business Incubator of the University of Latvia.
2. The name "Business administration" in English has been used in internal documents of the University of Latvia since the English group was opened in 2014.
3. In accordance with the changes in the classification of Latvian branches of science and sub-branches, management science is no longer classified as a separate branch of science, but is included as a sub-branch "Business Management" in "Economics and Entrepreneurship" (Cabinet Regulations on Latvian science sectors and sub-sectors).

To provide students with the academic education, competitive professional training and practical skills in management science and business management so that upon integration into the European Union there will be a stable and sustainable demand for these specialists in the Latvian and foreign labour markets. The wording of the objective is directly linked to the title of the programme and its practical orientation in business. The tasks formulated by the study programme stem from the stated purpose and it is intended that the study courses included in the programme and their teaching methods develop students' critical and creative thinking, promote efforts for independent knowledge expansion and strengthening of practical skills necessary for every highly qualified specialist.

Particular emphasis is placed on the content of the curriculum in the field of economics and business and sub-disciplines, which include the guidelines, principles and methodologies required by any specialist in economics and business. It is on the basis of significant changes in the study programme "Business Administration" that FBME has developed a list of standard courses for Bachelor's programmes, comprising 15 courses (including 11 compulsory and 4 optional courses) of 48 CP, which are successively acquired in the first 3 semester. These include the following study

courses: Management theory, Business Establishment and Development, Microeconomics, Macroeconomics, Economics and Business Statistics, Business Accounting, etc. Several study courses are devoted to the history and current issues of the branch and sub-branch, such as History of Business and Economics, International Economics and Business, Quality Management. In addition, the compulsory part of the Bachelor's degree programme in Business Administration includes study courses that deepen previously acquired knowledge of the students (e.g. Corporate Strategy and Policy Management, Decision Making Methods, Human Resource Management), cross-curricular topics (e.g. Environmental Protection, Commercial Legal Framework), advanced analytical thinking and research skills (e.g. Research Methods, Intelligent Analysis of Business Data). Optional courses in sub-programmes offer students the opportunity to specialize in four areas of management science: organization management, marketing, international business, and business analysis. In general it can be concluded that the content of the study programme is designed to achieve the stated purpose in accordance with the set tasks and corresponds to the acquired Bachelor of Social Sciences degree and the national standard of academic education (see Annex 2 'Compliance of the Bachelor Study programme').

The amount of knowledge, skills and competences acquired in the Bachelor's study programme "Business Administration" corresponds to Level 6 of the Latvian Qualifications Framework and is confirmed by the Bachelor in Social Sciences degree in management science, as shown in the mapping of study courses of the programme, appended in Annex 3 'Bus. Admin.A Mapping'.

In order to achieve the purpose of the study programme, it is essential to determine precisely the admission (matriculation) rules and requirements. Given that the programme is a Bachelor's programme, the general requirement for matriculation is secondary education. In accordance with the Admission rules of the University of Latvia, competition criteria for persons who have obtained secondary education starting from 2004: CE in Latvian language, CE in mathematics; for English language group: CE in mathematics, CE in English; competition criteria for persons who have obtained secondary education before 2004: annual average grade in Latvian language and literature, annual grade in mathematics; in English language group: annual grade in mathematics, annual grade in English language. Entrance examinations are not organized to start studies in the Bachelor's programme. The principle of openness and accessibility of studies is applied, which provides study opportunities for everyone to study at FBME.

In general, it can be concluded that the content of the study courses of the programme, the degree to be obtained, the purpose and tasks of the programme, as well as the conditions of admission are fully mutually corresponding. Upon accomplishment of the programme tasks, students shall have achieved the programme objective, and as a result, graduates of the programme shall receive Bachelor of Social Sciences in management science, which allows them to pursue their professional activities and to continue their Master's studies.

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.

Bachelor's study programme "Business Administration" (with specialization sub-programmes: Marketing, Organization Management, Business Analysis, International Business) at the Faculty of Business, Management and Economics of the University of Latvia is aimed at the preparation of high-level specialists in the field of economics and business with in-depth knowledge, skills and competence in management science. The emphasis of the study programme is on incorporating the business component into studies, business analysis and research. The programme has been organized in accordance with the Cabinet Regulations No 240 "Regulations on the national academic education standard" of May 13, 2014 (see Annex 2 'Compliance of the Bachelor Study programme...'). The structure of the study programme, the range and content of the courses have been developed in accordance with the current trends in the field and labour market development, as well as in compliance with the descriptions of the study outcomes, corresponding to Level 6 of the Latvian Qualification Framework (LQF), included in Annex 1 of the Cabinet Regulation No 322 "Regulations on classification of education in Latvia". The study outcomes (knowledge, skills and competences) of the programme "Business Administration" correspond to the level of Bachelor of Social Sciences education in the European Union and other countries, which creates the basis for the competitiveness of graduates in the labour market both in Latvia and abroad. Graduates of the Bachelor's programme have the necessary theoretical knowledge and practical skills, which gives them a real opportunity to continue their successful studies in Latvia and abroad.

In order to evaluate the relevance of the Bachelor study programme "Business Administration" to the economics and business sector and trends in the European Union countries and in the world, a comparison was made with two higher education programmes of the same level recognized in the European Union countries: Bachelor's degree programme in Business Administration from Radboud University (Netherlands) and Bachelor's degree in Business Studies from University College Bremen (University Bremen, Germany). The programmes are chosen for comparison because they have similar parameters and programming principles with the programme of the University of Latvia, offering specialization directions / sub-programmes. The study programmes provide the basic principles of business management and economics, the acquisition of general skills and research methods, and certain specialization knowledge. The offer of courses in basic matters of management science in the programme is in line with standard approach and international practice as well as trends in science development in this field. Comparing the study programmes of different countries, it can be concluded that the Bachelor's study programme "Business Administration" is equivalent to the study programmes of the higher education institutions of other EU countries and corresponds to the trends of the economy and business sector in the European Union. It is also important to emphasize compliance with good practice, as Radboud University ranks 204th in the prestigious QS World University Rankings in 2019 and overall the quality of higher education in the Netherlands has been very high in recent years.

The Bachelor's study programme "Business Administration" is a good example of how the programme in general and the range and content of the study courses were updated during the reporting period, taking into account the trends in the field, labour market and science. Since the previous evaluation, the Bachelor's degree programme in "Management Science" (initial title of the programme) has been gradually transformed to focus on the entrepreneurship/ business aspect and its practical orientation in line with labour market

requirements and employers' recommendations. Several new Part B study courses were developed, as well as Academic practice was included in the amount of 4 CP starting from 2013/2014 academic year. The students were given the opportunity to get acquainted with the real environment of entrepreneurship in the framework of the academic programme and to supplement the practical learning of the programme. It should be noted that the Academic Education Standard does not prescribe compulsory practice, nor was it prescribed at the time in the Rules of the University of Latvia. In 2014/2015 academic year cooperation with the Junior Education Achievement Young Enterprise Latvia was started and continues to provide practical business courses and business ideas and to organize a competition. Starting from 2014/2015 academic year, the Bachelor's study programme offered the courses "Practical Entrepreneurship I" (4 CP) and "Practical Entrepreneurship II" (2 CP), after the substantial changes these courses were replaced by the course "Establishment and Development" (4 CP). Pursuant to the Order No 1/301 of the University of Latvia "Regarding Civil Defence and Environmental Protection Study Courses" of 23.11.2015, new courses in Civil Defence (1 CP) and Environmental Protection (1 CP) were introduced in Part A of the programme.

Taking into account the situation in the labour market and the situation in the offer of similar programmes of higher education institutions in Latvia, work was started to prepare the transfer of the study programme from 4 to 3 years. The management of the study programme (director, sub-programmes leaders), academic staff, employers' representatives and students were involved in restructuring of the programme and developing of new courses, and the results of the student and graduate surveys and their recommendations were taken into account. The changes were discussed and supported by the Management Studies Programme Board at the FBME Council. At the end of the transition preparation, the decision was made to change the programme title to "Business Administration" and reinforce the business component of the content that was supported by FBME Council and the FBME Employers' Forum held in January 2019, which was attended by representatives of major Latvian employers and industry specialists (Employers' Confederation of Latvia, Latvian Chamber of Commerce and Industry, Latvian Association of Accountants, etc.). These significant changes have been reviewed by the Study Programme Quality Assessment Commission of the University of Latvia and the Senate of the University of Latvia. After receiving of the decision of the AIC these will enter in effect and it will be possible to implement them starting with 2020/2021 academic year.

One of the circumstances that determined the need to reduce the duration of Bachelor's study programme is the objective requirements of the labour market for young professionals to enter active life more quickly, and to start further studies faster in order to obtain the full amount of higher education. This is due to the current demographic situation, where disparities in the age structure of the population have developed and a greater number of active population of working age are needed to meet the needs of the labour market. There is a strong emphasis on entrepreneurship / business development and management in the implementation of the study programme, therefore the necessity of the Latvian economy for the early integration of young specialists into entrepreneurship and the start-up of potential entrepreneurs is a considerable argument. These considerations also led to the decision to change the name of the programme, giving it a more practical orientation and attracting potential students to focus on entrepreneurship.

Positive feedback on the University of Latvia study programme "Business Administration" has been given by the Employers' Confederation of Latvia, which emphasizes that the study programme is in line with business development trends and that changes in the programme are justified and in line with employers' requirements. Positive feedback has also been received from the representatives of the employers, who supported the changes in the study programme and evaluated the professional activity of the former graduates of the programme. See Annex "Refer.

from LDDK".

While maintaining the status of the academic programme, more attention is paid to the application of management knowledge in practice, the ability to conduct business process evaluation and analysis. The major changes, in particular in terms of volume of courses, concerned the compulsory Part A of the programme and the part of the optional courses in Part B and their sub-programme breakdown compared to previous accreditation. Out of the 9 sub-programmes evaluated in accreditation (accreditation documents "study directions"), taking into account the decrease in the number of students, the programme offers 4 sub-programmes, maintaining those business management areas where Bachelor programme sub-programmes are relevant in the labour market and were active in recent years: organization management, marketing, international business, environment and business management. The title of the sub-programme "Environment and Business Management" is specified to "Business Analysis", taking into account current economic and management processes, and the fact that the title was misleading as "environment" was often referred to as the surrounding environment rather than the business environment. The opportunity for students to acquire in-depth knowledge of one of the sub-branches of management science is one of the strengths of the Bachelor's degree programme in Business Administration.

Part A of the Bachelor's study programme "Business Administration" has been modified, mainly in terms of course volumes, to ensure more intensive study in one semester and to eliminate numbering in course titles. In addition, the titles and course content of several courses have been refined, with an emphasis on entrepreneurship as the programme is focused on exploring and mastering business management processes. At the same time, consideration was given to the condition of the top management of the Faculty of Business, Management, and Economics to focus on a unified approach to basic course design in the first year across all faculty study programmes. Based on the changes in the Bachelor's degree programme "Management Sciences" and to ensure that the students' knowledge and skills meet the common requirements in the basic courses and to optimize the use of existing resources, the Faculty of Business, Management and Economics made the decision to create a list of FBME standard courses for the Bachelor's study programmes, (FBME Board meeting Protocol No. FBME-V14 / 2, January 16, 2017). The changes made in Part B of the study programme with restricted elective courses are similar: titles and scopes have been specified for some courses, one main part course is excluded, new courses are offered (especially in sub-programmes), taking into account current business management processes, for example, Decision Making Methods (4 CP), Business Efficiency (2 CP), Quality Management (2 CP), Sales Organization & Management (4 CP), Innovative Marketing (2 CP), Business Process Optimization (4 CP), Business Decision Imitation (2 CP), etc.

The changes adopted generally ensure the necessary dynamism and sustainability of the study programme development in accordance with new trends in the field of management science, as well as improve its content and structure in accordance with the Strategic Plan of the University of Latvia, the Strategy of the Faculty of Business, Management and Economics and the recommendations of the employers.

It should be noted that the study courses of the study programme and the descriptions of the study course are updated on regular basis in line with the latest trends in management science and business and market development. The descriptions of the study courses and updates are made in accordance with the Order of the University of Latvia (No 1/277 of 10.08.2018 as later amended by the Order of the University of Latvia No 1/106 of 21.03.2019) "On the procedure of development and updating of the study courses of the University of Latvia". Programme courses in e-platform (e-studies) are being improved. By updating the course content, the results of research carried out by the academic staff are used in the study process, thus providing students with an opportunity to get acquainted with scientific and practical innovations in the field of economics and business. In order

to ensure the compliance of the study programme courses with the requirements of the labour market and the latest trends, continuous qualification improvement of the teaching staff, cooperation with specialists of the field and employers, as well as foreign visiting professors is implemented. Industry representatives are invited as the teaching staff of some study courses (for example, Accounting Theory, International Management, Introduction to Law, Economic Rights - the courses until changes in the programme) or presenting individual lectures or seminars, sharing practical experience within the framework of the course (for example, Marketing I and II, Marketing Communications, Marketing Studies, Human Resource Management, Logistics, Corporate Strategy and Policy Management, Strategic and Operating Planning of the Economic Operation). Two industry representatives are involved in the work of the final examination commission: in the sub-programme "Organization Management" E. Samulis, expert; in the sub-programme "International Business", A. Roze, Chairman of the Board of SIA "Jānis Roze".

The range and content of the Bachelor's study programme "Business Administration" courses fully comply with the standard of academic education and ensure achievement of the set goal. Graduates of the Bachelor's study programme of the University of Latvia need theoretical knowledge and practical skills in comparison with higher education institutions of EU countries, which gives them a real opportunity to continue successful studies in Latvia and abroad. The level of knowledge, skills, competence and competitiveness enables graduates to find jobs both domestically and abroad, as appropriate, according to their education and to develop their careers there. The competitiveness of students and graduates is also evidenced by their successful participation in various Bachelor's competitions, as well as by receiving scholarships to continue their studies abroad.

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 Bachelor's study programme "Business Administration" has been developed taking into account the interrelation and sequence of the study courses, which allows achieving the purpose of the study programme to the maximum. To ensure this, the elements of knowledge, skills and competences to be acquired as a result of the study programme are formulated. Considering the results to be achieved within the framework of the study programme, the content of the study courses is also designed to achieve the aim of the study programme. Consequently, the learning outcomes to be achieved within each individual course are formulated in accordance with the outcomes set by the programme or specialization sub-programme. In order to evaluate the relation between the results achieved in the study courses and the results of the study programme, a mapping of the study courses has been carried out (see Annex 3 'Bus Admin Mapping'), using the descriptions of the study courses included in the programme (see Annex 5 'Bizn vadība BSP'). Study course mapping is divided into three parts - knowledge, skills and competence (two tables in annex: knowledge and skills; competence). The most comprehensive is the third part - competence, which is formed on the basis of the knowledge and skills acquired in the study programme, which in turn stems from the descriptions of study courses. The results to be obtained are described in the description of each study course and the degree of achievement is determined in the intermediate

and final examinations. The information collected in the course mapping of the study programme leads to the conclusion that the knowledge, skills and competence provided in the study courses ensure the achievement of the goal set by the study programme and the interconnection of study courses.

The structure and the study plan of the Bachelor's study programme are based on the set goal and the coordination of study results for the programme and individual courses. The first part of the studies (1st - 4th semesters) includes compulsory general and branch-specific courses, which form the basic knowledge level for the Bachelor of Social Sciences in Management Science. The second part of studies (5th-6th semesters) envisages the choice of the study sub-programme in 4 business management areas, the academic practice after practice in the chosen programme and the elaboration and defence of the Bachelor's thesis. The Bachelor thesis shall have research nature. The study plan of part-time studies is designed according to the same principles. The studies last for 7 semesters with a smaller amount of credit points (16 and 18 CP) per semester, compared to 20 CP for one semester of full-time studies (see Annex 4 'Curriculum of the study programme ...'). It can be said that in the first semesters students take various consecutive general education courses in economics and business, as well as interdisciplinary courses required to develop or develop a range of skills: communication, computer skills, analytical thinking (e.g. Mathematics for Economics and Business, Foreign Language for Business Management, Economics and Business Informatics, Record Keeping and Business Correspondence). The first 3 semesters of the study plan include study courses, which form a list of standard Bachelor's study courses for all FBME programmes in the amount of 48 CP. As already mentioned, this list has been made on the basis of the programme "Business Administration". These courses cover industry guidelines, principles, and methodologies required by any specialist in the field of economics and business, including in management science.

An important place in the academic programme is devoted to research-related knowledge, skills and competences, which are acquired and developed sequentially from the first year of study (e.g. Mathematics for Economics and Business, Statistics in Economics and Business) to all other study years (e.g., study course Research Methods, Intellectual Analysis of Business Data, term paper and Bachelor's thesis). From the sub-programme point of view, the sub-programme "Business Analysis" provides an opportunity to develop in-depth analytical and research skills by applying them directly to the business area.

In the Bachelor's study programme "Business Management", the elective or Part B courses are supplemented with opportunities for students to choose the programme specialization sub-programme according to their interests after the 4th semester for in-depth study of one of the offered business management science and practice areas: organization management, marketing, international business and business analysis. Each of the 4 sub-programmes offers 5 study courses - 4 with 4 CP and 1 with 2 CP. Academic practice of 4 CP is organized in Part B of the programme according to the sub-programme.

In the context of achieving the purpose of the study programme, the number or volume of credit points for each study course and part of the study plan must also be taken into account. In total, the scope of Part A of the Bachelor's programme "Business Administration" is 52 CP, the volume of Part B - 56 CP, incl. study courses amounting to 18 CP within the specialization (without practice), the free elective part (Part C) is worth 2 CP (see Annex 4 'Curriculum of the study programme...'). Such a structure also meets the requirements of the national standard of academic education.

Taking into account the methods used in both lectures and seminars for the acquisition of study courses, the interconnectedness of the courses was formed due to the fact that almost all courses

provide the skills and competences necessary for the potential Bachelor's degree holder. As shown in the mapping of study courses (see Annex 3 'Business Administration study programme Mapping'), students are able to understand and critically evaluate the basic laws and regularities of economic and business development, are able to carry out research activities using the acquired theoretical foundations and skills, demonstrate an analytical approach in development of own skills, make decisions and find creative solutions under changing or uncertain circumstances, and take responsibility and initiative by working individually or in teams. The study courses also focuses on students' ability to apply theoretical knowledge in solving practical tasks, identifying problems and being able to effectively interpret and present the results in specialist and non-specialist lectures, understand the importance of professional ethics, assess the impact of their professional activities on the environment and society.

The offer of the sub-programmes of the study programme and the composition of the courses of the compulsory part of the programme ensure the principle of continuity of acquiring higher education of 3 + 2 years. The content of Part A of the Bachelor's programme fully forms the basis for mastering of the Master's degree programme "Management Sciences", provides to the required extent, according to the national academic education standard, knowledge on the guidelines, principles, structure and methodology, current problems of management sciences, including in interdisciplinary aspect. The sub-programmes offered correspond to the current situation in the selection of the sub-programmes of the Master's programme from the students' point of view. The restricted elective Part B courses of the Bachelor's programme allow students to continue in-depth mastering of their chosen field of management science and practice in the corresponding direction of the Master's programme. Graduates of the programme, who are motivated by the continuous improvement and development of their competence, have the opportunity to continue their studies in any other higher level study programme of the FBME of the University of Latvia.

Evaluating the relation between the study programme objective and the results to be achieved and the study course objectives, it can be concluded that the content of the programme and study courses allows to achieve both the programme objective and the results envisaged in the programme. By successfully completing the program, students achieve the expected outcomes of the programme, gaining knowledge, skills and competences highly sought after in the labour market. The content of the courses of the programme ensures continuity of scientific research for Master and Doctoral studies.

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.

Practical implementation of the Bachelor's study programme in "Business Administration" is ensured on the basis of the student workload for the mastering of the study programme in the credit system. One credit corresponds to 40 academic hours of work, including contact hour work of 16 academic hours in full-time studies. In part-time (PTS) studies, contact hours amount to 0.75% of full-time or 12 academic hours per credit point. Rest of the time is intended for independent work of the students. In each study course the workload distribution is reflected in the description of the course. At the beginning of studies, students are introduced to the meaning of the study credit

points and the structure of the programme and organization of its implementation according to the credit system. The Bachelor's study programme is implemented in the official language, and the sub-programme "International Business" is also taught in English.

Different teaching methods were used in the Bachelor's study programme "Business Administrations":

1. modern computer technologies, e-study tools, video materials, lecture handouts, guest lectures were used for lectures. Lectures, seminars, workshops and laboratory classes are carried out according to a unified methodological principle in groups of professors in faculty departments, which allows not only to improve and diversify acquisition of theoretical study courses, ensuring interaction of theory, practice and teaching methodology, but also more objectively evaluate students' knowledge according to common evaluation system;
2. active learning forms were used in seminars and workshops: business games, decision making in small and large teams (group work), independent decision making (individual work), individual homework, case study resolution and schematics, presentations, new books presentations, discussions on current business problems, tests, short written answers to individual questions, meetings, student debates. Seminars and workshops include the use of desktops available at faculty computer labs, laptops and tablets, and other visual presentation tools;
3. case study is used in practically all study courses, thus ensuring the practical orientation of the programme; some lecturers use the methodology of case studies when organizing seminars in the largest companies and institutions of the Republic of Latvia;
4. laboratory works were held in small groups of students allowing the teachers to have individual contact with each student;
5. e-learning courses, methodological materials published on the Internet, as well as handouts were offered for students' independent work; databases are available for data acquisition and analysis (e.g., MarketLine, Orbis).

The study implementation methods in each study course are chosen in accordance with the specifics of the course, the objectives and tasks for the achievement of learning outcomes and the peculiarities of the study programme overall positioning.

In several study courses - Marketing I and II, Marketing Communications, Marketing Studies, Human Resource Management, Logistics, Corporate Strategy and Policy Management, Strategic and Operating Planning of the Economic Operation (courses until the significant changes made), etc. - lecturers invite representatives of companies and institutions to take part in lectures and seminars, sharing practical experience. Cooperation with practitioners takes place also in supervision of course papers and Bachelor's theses. For example, in the reporting period the study work involved also Senior customer manager of the Advertising Register of the Marketing research agency KANTAR TNS O. Rumpēters, Customer support manager A. Kudlāne, Digital marketing specialist of the Marketing communication agency ALPHA BALTIC D. Paškova, member of the Board of Marketing agency mCloud A. Magons, Business process department director of Trasta Komercbanka J. Pankova, Head of Gemius Latvia L. Egle, Operational manager of Maxima Latvija K. Ābolīņa, Head of Philips Latvia E. Gaitniece, project manager of new product development of Stenders company K. Bērts and others.

E-courses of the Bachelor's study programme "Business Administration" were actively used in the University of Latvia Moodle or e-learning environment. During the reporting period the process of preparation of e-courses has been completed, which allows to fully offer the delivery of study programme courses in e-environment. The annual updating, maintenance, updating and improvement of the elaborated e-courses enables the lecturers to receive prompt feedback, as

students are offered to participate in exercises, tests and discussions. Under the grading system, each student can see not only their own assessment of current work during the semester, but also analyse the progress of their knowledge and skills. In order to implement common approach to improvement of e-studies, in 2018 a working group was established and worked on regular basis at the faculty, which also included a member of the Student's Self-government. The group's work resulted in development of proposals for improvement of e-study courses, including programme "Business Administration". The conducted audit of the e-study courses confirmed that the proposals had been taken into account by the teaching staff and in general the e-study environment supports implementation of the study courses and achievement of the purpose of the programme and the expected learning outcomes.

Several lecturers giving lectures, conducting seminars, workshops and labs have their own textbooks and teaching aids, which significantly improve the acquisition of each study course and thus generally contribute to the required quality of study programme implementation. The academic staff actively participates in the research work, the obtained results are used in the study process and reflected in scientific publications. Scientific research work of the academic staff is directly related to the study courses taught. Many students were involved in the research and the results were reflected in the process of developing the Bachelor's thesis. Traditionally the best theses were referred for participation in various competitions. In general, students are involved in different areas of their research work: a) participate in international scientific projects, LSC grants, contract work, expert groups, etc. at the suggestion of the teachers; (b) carry out independent research in a specific direction under the guidance of a lecturer; (c) carry out research within the framework of Bachelor's theses; d) prepare scientific reports for academic conferences, student scientific conferences of the University of Latvia (in cooperation with RTU), as well as prepare scientific publications; (e) study current and priority issues in the context of orders made by public institutions, businesses and banks within the framework of the announced tenders. Regardless of which direction students use to carry out their research work, the research results obtained are oriented towards the achievement of the study programme goal and tasks.

Study services are offered for all students - both full-time and part-time. Students have the opportunity to consult the Study Information Centre, as well as lecturers on Part C courses, re-enrol in courses, receive explanations regarding course paper and sign up, apply for recognition of study courses, etc. The lecturers provide the necessary lecture or practical handouts, prepare and copy them in the required amount. Students can use the FBME reading room, laboratories and department rooms for independent and research work. Students have the opportunity to read scientific journals, articles, e-books, etc., and use the databases available. Methodological materials for the development of the course paper or Bachelor's thesis can be viewed electronically on the FBME website. It usually contains up-to-date information about the study programme in general and its sub-programmes as well as within individual study courses.

The evaluation system is based on the 10-point system accepted in the University of Latvia. The basic principles for the evaluation of the study programme and study course acquisition are the same throughout FBME and are detailed in section 1.6 of the Study Self-Assessment Report. At the conclusion of the study course acquisition the following criteria are evaluated: volume and quality of the acquired knowledge; skills acquired; acquired competence according to the planned study results. Depending on the characteristics of the study course, different methods of assessing students' knowledge are used:

- the final grade in the course consists of the grade for the semester work, as well as grades for the examination test and the examination work, using the correction factors;
- the final grade in the course consists of grades for intermediate tests (tests are also offered in the Moodle environment) during the semester, marks for prepared laboratory papers,

marks for the examination work, using correction factors;

- the final grade in the course consists of grades for each topic or part of it, as well as the results of an examination test.

Currently used forms of examination are also reports, group work, business games, presentations. It should be noted that there is a general tendency to increase the proportion of intermediate examinations in the system of assessment of study courses, which is a positive feature, because it allows students to study the study material and receive evaluation of the acquired knowledge.

Knowledge evaluation is carried out continuously according to the evaluation system in each study course. Descriptions of all study courses (description in Latvian and English includes study course annotation, results, requirements for obtaining credit points, description of independent work, content, literature) are available to students in LUIS and e-study courses. Students who wish to obtain higher grades (e.g. "10" and "9") are offered additional opportunities (individual work) to demonstrate their knowledge in the course. Criteria for knowledge evaluation are regularly analysed in professor groups and departments. Although it is possible to use remote forms of cooperation in the modern technology era, individual discussions with students have not lost their role, therefore lecturers offer the opportunity to find out not only the audience but also the consultations and any time acceptable to both parties (student and lecturer). Such cooperation is particularly necessary during development of course paper and Bachelor's thesis. That is why during this period teaching staff members usually provide for additional consultation time.

As the final examination requirements and evaluation criteria are concerned, they are included in the methodological guidelines for the development of the final theses, including the Bachelor's thesis. The methodological guidelines emphasize that the final evaluation depends not only on the content of the Bachelor's thesis, but also on the theoretical knowledge and ability to present the results in a professional manner, as well as to answer the questions asked by the reviewer and the final examination committee.

When evaluating the implementation of the principles of student-centred education in the implementation of the Bachelor's programme in "Business Administration", it should be noted that the student-centred approach is followed in all FBME study programmes and common principles are applied for its implementation. The principles of student-centred education are followed at all stages related to the study process by developing and updating the structure and content of the programme, developing new and updating the existing study courses. During the study process the lecturers use the methods, examination forms and evaluation criteria appropriate to the study goal and planned learning outcomes. During the study process the students receive support and feedback from professors/lecturers.

The implementation of the study programme focuses on the individual approach of each student, which manifests itself in several aspects:

1. Student groups regularly meet with the administration of the study programme or with the lecturers working in the programme about the study process planning (course sequence, study methods, lesson planning, etc.).
2. Students have the opportunity to consult with each teacher individually at specific consultation times. At the beginning of each semester, teaching staff announce weekly consultation days and times, which are at least two academic hours per week. Where students require additional counselling, they are individually negotiated.
3. Co-operation with students and teaching staff is also ensured by the use of electronic communications (e-studies), which allows to send the necessary study materials, assessments and recommendations to the students. It is the duty of the teaching staff to

regularly check and reply to the e-mails they receive.

4. Representatives of the Students' Self-government of the University of Latvia regularly participate actively in the meetings of the FBME Council of the programme "Management Studies" and the FBME Council, where conversations and discussions are held on the possibilities for improvement of the study process.
5. Students have free access to the faculty's general staff, study methodologists and management.
6. By implementing the internal quality assurance policy, the study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are procedures for submitting student suggestions and complaints, and for reviewing student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process.

In general, it can be concluded that ***the methods of implementation of the Bachelor's study programme "Business Administration" (including evaluation) ensure the achievement of the expected study results of the programme and are in compliance with the principles of student-entered education.***

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.

Starting from 2013/2014 academic year the Bachelor's study programme "Business Administration" includes also Academic practice of 4 CP. The students get to know the real environment of entrepreneurship with great interest and supplement the programme with practical aspects. Prior to the introduction of the student practice, the Regulations of Academic practice (see Annex 1 of the report direction section 'Studējošo prakses apraksts'), Practice Descriptions and Course Descriptions for each sub-programme were developed. The Practice Regulations were developed in accordance with the Procedure on the organization of the student's practice of the University of Latvia (Order of the University of Latvia No 1/86 "On procedure on the organization of the student's practice" (16.04.2007, as amended on 06.11.2014)). In accordance with the study plan the academic practice of the Bachelor's study programme "Business Administration" takes place in 6th semester (full-time studies) or 7th semester (part-time studies), i.e., in the last semester of the studies.

Academic practice is an integral part of the Bachelor's programme. The aim of the practice is to enable students to consolidate their theoretical knowledge, to acquire the competences appropriate to the study programme and to acquire the practical skills required by management science specialists, as well as to enable students to obtain the data and research required for the Bachelor's thesis. During the academic practice, the student performs the tasks set out in the practice programme, showing independence, preparedness, theoretical knowledge and practical skills, observing the laws and regulations of the Republic of Latvia and the terms of the practice provider, honestly fulfilling his / her duties.

The practice is implemented in the sub-programmes of the study programme and it corresponds to the theoretical part of the Bachelor's study programme "Business Administration" in

the section of the restricted elective courses. The specific aims and objectives of the practice are defined for each sub-programme, taking into account the learning outcomes to be achieved for the programme in general and for each sub-programme. In course descriptions in LUIS the students can get acquainted with the purpose, tasks and principles of assessment of the practice. Prior to commencement of the practice, the students can get acquainted in e-studies platform or receive practice descriptions that provide specific information on the practice terms and process. The student chooses a practice place independently or according to the FBME signed agreements on the provision of practice (see Appendix in the Direction section of the report). Each student shall sign a tripartite agreement with the practice place. Practice supervisors by the FBME shall be assigned for each sub-programme. The final evaluation of the practice also takes into account the evaluation given by the practice supervisor who was assigned to the practice.

After the end of the academic practice, the student submits to the practice supervisor a report on internship from the University of Latvia, which must correspond to the practice programme. The object of the practice - the company / institution where the practice took place - should be described first in the practice report. The description should follow the content provided in the practice programme. The Practice Regulations provides for a common approach to the points that must be included in the practice report in order to achieve the intended results. The report should describe how the relevant processes within the organization are organized, how efficient and rational it is; describe the problems, shortcomings, risks, etc. the student sees in the current situation; proposals should be developed to address the problems identified and to remedy shortcomings.

By analysing the interrelation of the practice tasks with the learning outcomes to be achieved in the study programme, one can look at the practice tasks of one of the sub-programmes "Organization Management" as example. The general tasks of the academic practice are defined in the practice programme:

1. To evaluate the economic operation of the organization.
2. To discover opportunities for organizational improvement in a single management function (such as strategic or operational planning and execution, work organization, employee motivation, organizational control, etc.) or in a separate area or division of the organization (e.g., sales, advertising, public relations, human resource management, financial management, manufacturing or service processes, logistics, quality management, etc.).
3. To develop specific proposals for the elimination of the discovered shortcomings.
4. To assess the potential organizational impact of the proposals made (expected revenue growth, market share change, cost reduction, quality improvement, customer satisfaction increase, financial performance improvement, etc.).

And the practice tasks are given as specific instructions for the practice, such as getting acquainted with the organization where the practice takes place (organization activity, development, goal system, organizational structure, functions of units); assessing the organization's external environment to identify development threats and opportunities for development; evaluating the internal environment of the organization with a view to discovering weaknesses in management functions and in individual areas/units/ processes; analysis of the causes of threats, shortcomings and missed opportunities; development of proposals and justification of their usefulness.

All tasks correspond to the courses of the programme in general and to the relevant specialization. During the practice the skill is confirmed in the sub-programme "Organizational Management" to acquire theoretical basis of the business management science that provides the knowledge necessary to perform management functions at different levels of business organization

management. The abilities to apply theoretical knowledge and skills in solving issues and problems related to the field of management science and management processes are reinforced and developed; ability to put into practice the knowledge and skills acquired during the studies in the Latvian and foreign labour markets; be familiar with company and HR management approaches and processes.

The students' interest in the programme and the achievement of certain results during the practice is demonstrated by a high level of academic practice evaluation, when defending practice reports. Starting with 2013/2014 academic year first practice in the programme, every academic year 70-85% of the students get 8 to 10 points for defending their practice reports.

Evaluating the consolidation of knowledge and the skills and competences to be acquired by students during the academic practice, it can be concluded that they correspond to the results to be achieved in the Bachelor's programme.

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.

Students choose the final study topics of the Bachelor's study programme "Business Administration" according to the content of the study programme and the chosen specialization within the sub-programme, current events in the field of economics and business. For each group of students, the director of the study programme organizes a seminar on the topic of work, content formation and research issues before starting to work on the Bachelor's thesis. The topics of the Bachelor's thesis are chosen individually at the beginning of the penultimate semester, in consultation with the lecturers of the department corresponding to the sub-programme, the management of the study programme and the potential supervisor of the final thesis. The justification for the choice of subject depends on the chosen specialization, its relevance to the field of science, as well as the student's interests, scientific elaborations and experience gained during academic practice or professional activity. The topics of the final theses are approved by the director of the study programme.

The range of the topics of the final theses of the students of the Bachelor's study programme "Business Administration" is rather extensive and comprises different fields of management science. More than 650 Bachelor's theses in management science have been defended in total during the reporting period from 2013/2014 academic year to 2018/2019 academic year.

When analysing the topics of the final theses, it should be concluded that the choice of topics in both full time and part-time studies is directly related to the sub-programme chosen by the students and indicates the achievement of the programme learning outcomes in the specific management science and practice: marketing, organizational management, international business, business analysis, tourism and hotel management (until 2014/2015 academic year).

Graduates of the marketing sub-programme traditionally choose topics that reflect the specifics of marketing activities and business problems for their Bachelor's theses: analysis and improvement of the company's marketing activities, marketing complex analysis, improvement of marketing communications, researching and improving internal communication, launching a new product, marketing a brand, consumer behaviour, making buying decisions, customer service quality, customer satisfaction analysis, excellence model criteria fulfilment, service demand elasticity

analysis and forecasting, psychological aspects of price perception. These and other issues are researched and analysed primarily within specific companies or groups of specific commodities, as well as by industry or market. It should be noted that the range of issues and problems to be researched is closely related to current industry issues; in recent years, students have focused on topics such as promoting organic products, eco-packaging and its role in consumer behaviour, use of sensory marketing technologies, possibilities of Internet marketing, impact of social networks, etc. By choosing the topic of the Bachelor's thesis, students react quickly to the arrival of new companies in Latvia and choose to study them in their final theses. For example, in the fall semester 2018 Bachelor's thesis "Ensuring Quality of Service in Grand Hotel Kempinski Riga" was defended, in the spring semester 2019 - the thesis "IKEA brand position in the Latvian furniture and home commodities market".

Bachelor's theses of the students of sub-programme "Organization Management" are related to various aspects of functioning of the management system of the organizations (primarily, enterprises), focusing on problem solving and business solutions in the business in general or in a particular company. These are the aspects of business management: analysis of internal and external business environment; business performance evaluation and improvement programme; increasing operational efficiency; competitiveness analysis; directions of optimization of economic activity; company strategy and its role in creating competitive advantages; developing a sustainable development strategy; analysis of implementation of management functions; management system; organization of work in the company, directions of its improvement; improvement of organizational culture; provision of resources within the company; the impact of direct sales; effective use of inventory management methods; improvement of personnel management, opportunities for improvement of employee motivation; recruitment and selection process; stress management; change management; leadership role. In recent years, very unconventional and topical topics in organization management have also been chosen, demonstrating both the creative and innovative approach of the programme students to their final thesis. For example, the theses were focused on the following issues: expatriate management in a manufacturing company, social entrepreneurship business, the impact of telecommuting in the ICT sector, evaluating the idea of a new business model, conflicts and their resolution in a business, the importance of emotional intelligence in business. In spring 2019 the following Bachelor's theses were defended: "Analysis of Managers' Income and Employment by Gender and Sector in Latvia", "Improvement of Enterprise Value Management in Multimedia Streaming Industry". Various issues of organization management are explored in Bachelor's theses on major Latvian companies such as Latvijas Mobilais Telefons Ltd., Latvijas balzāms, ADIDAS, VAS Latvijas Valsts ceļi, Narvesen Baltija, Rimi Latvia, AS Rīgas siltums, A/S AirBaltic Corporation, PricewaterhouseCoopers SIA, etc., and small companies. It is the study of the situation of small enterprises, the analysis and the recommendations for the improvement of operational and management processes that show the real practical significance of the final theses and the competence of the students.

In the sub-programme "International Business" students according to the specifics of their specialization choose topics that characterize the activities of international companies; promotion of products in foreign markets, for example, Baltic, USA, Russia, India, Japan, China, Spain, Malta, Portugal, etc.; foreign direct investment, attractiveness of Latvian companies for foreign investors; foreign capital in Latvian companies. Students study the issues related to intercultural business environment, intercultural competence development in multinational companies; the impact of free movement of workers in the EU and emigration; with EU funds co-financing for business promotion, etc. The theses deal with issues both in the individual companies or in the example of individual countries and in the general context of economic and international business, choosing topical and interesting topics. For example, in recent years the Bachelor's theses with the following titles were defended: "Workers' Poverty in the European Union and Latvia", "Impact of Terrorism on Demand

for International Tourism", "Impact of Brexit on Economic Relations between the European Union and Great Britain", "Cryptocurrency Regulation Practices and Needs Assessment", "Family Enterprises in Latvia and Abroad: Problems and Development Opportunities". International students, mainly from Uzbekistan, have also graduated from the sub-programme "International Business" in the last two academic years. Several theses dealt with the problems of international business, economics and management on the example of their country, comparing with the experience of Latvia and other European countries. For example, the following Bachelor's theses were defended: "Sustainable Development of the Uzbek National Economy Based on Investment Projects", "The Role of Government in the Development of Small and Medium Sized Enterprises in the Baltic States", "Expanding International Business: Branding Processes and Brand Strategies for British American Tobacco".

In sub-programme of "Business Analysis" (before changes in Environment and Business Management) as in other sub-programmes, in their final theses the students choose to review and study in-depth the problems of management science and practical management at the micro level - enterprise level; at the industry level and at the macro level, in the economy in general or in the framework of a common process. Selected topics show the specifics of the sub-programme - emphasis is placed on process or management system analysis using mathematical, statistical analysis methods, forecasting, modelling, optimization, thus justifying management decision making. Examples of micro-level topics include: improving in-house communication of a store, researching the location of the Bank Citadele branches, assessing resource consumption at the Radisson Blue Daugava hotel, implementing an environmental management system in a micro company, risk analysis for a bookstore. In terms of the industry theses had been developed on: analysis of the economical feasibility of electric transport, analysis of the municipal waste management system in Latvia, forecasting of the housing market, etc. At macro-level following topics were selected: Economic security analysis of European Union countries, analysis and modelling of quality of life, impact of bonds and macroeconomic factors on securities of the Treasury of Latvia, analysis and modelling of factors influencing innovation in Latvia and European Union countries, analysis of interaction between commercial banks and business, sharing economy in Latvia, impact of eco-schools on environmental awareness. The students also select topics that are highly attractive and indicate their interest and unconventional approach. For example, the following Bachelor theses were defended in the sub-programme: "Factors Influencing Academic performance of Students", "Problems and Possible Solutions of Abandoned Cats in Riga".

The final examinations are evaluated by the final examining commissions, which are approved by the Vice Rector of the University of Latvia based on the proposal of the FBME Council. Separate commissions for students in each sub-programme are set up in the Bachelor's degree programme in "Business Administration". When evaluating the Bachelor's thesis, attention is paid not only to the content of the Bachelor's thesis, the quality of the empirical research and its compliance with the requirements of the final thesis, but also to the theoretical knowledge presented at the defending and ability to reasonable present the outcomes of the Bachelor's thesis research. The quality of the answers given to the questions by the reviewer and the members of the final examination is also taken into account.

The evaluation of Bachelor's theses (see Table 2.1) shows that students are able to demonstrate a high level of knowledge, skills and competence in line with the requirements of the Bachelor's thesis.

Table 2.1

Evaluations of Bachelor's theses during the period from 2013/2014 to 2018/2019

academic year

In full-time studies in Latvian groups and in part-time studies

Years	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
Evaluations	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%
10	4	2,6	6	5,6	5	4,1	4	4,0	3	3,7	5	6,8
9	26	16,8	24	22,4	21	17,2	16	16,0	16	19,5	13	17,8
8	45	29,0	16	14,9	36	29,5	27	27,0	16	19,5	21	28,8
7	35	22,6	31	28,1	32	27,0	26	26,0	32	40,2	16	21,9
6	22	14,2	16	14,9	19	15,6	16	16,0	6	8,6	12	16,5
5	19	12,2	13	12,2	5	4,1	7	7,0	5	6,1	5	6,8
4	4	2,6	2	1,9	3	2,5	4	4,0	2	2,4	1	1,4
Total	155	100	108	100	121	100	100	100	80	100	73	100

Summarizing the evaluations of the Bachelor's theses of the students of Latvian language group and full-time students in the study programme "Business Management" in the period from 2013/2014 to 2018/2019, it can be seen that the ratings are dominated by 7 (good) up to 10 (excellent). In percentage terms the highest proportion is taken by evaluations 7 (very good) and 8 (excellent), amounting in total to half and more of the evaluations. It should be noted that both evaluations change places in terms of proportions divided by the years. A score of 9 (excellent) occupies stable third place for most of the period and exceeds the proportion of evaluation 6 (almost good). In some cases, students also receive low marks in the defence of their final thesis, mainly those with an average low level of achievement throughout the study period. Such tendency tends to decline in the perspective divided by years. Analysing graduation papers in the English group of the study programme, where during the reporting period the theses were defended in the last two years and the number of graduates is low (8 in total), it can be noted that the grades are different: 1 student received evaluations of 10 (outstanding), 9 (excellent) each, 2 students defended their theses with evaluation 6 (almost good) and 3 - with evaluation 8 (very good), and conclusions on trends are not yet possible.

In general, it can be concluded that the topics of the Bachelor's study programme "Business Administration" are consistent with the title and content of the study programme, and the results of the student research are topical in the field of economics and business, including management science; the students receive high marks in defence of their final theses and prove their knowledge, skills and competence acquired during the studies.

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.

An integral part of the study quality management system are student and graduate surveys, which provide an objective analysis of the study process and its outcomes. Analysis and evaluation of survey results provide the basis for improvement of the content and organization of the study programme. The information system of the University of Latvia provides regular (twice a year - at the end of the autumn and spring semesters) surveys of students about study courses and lecturers, as well as a graduate survey about the programme after graduation. The survey employs evaluations in 7-point system (0 - I don't know, cannot say, 7 - I fully agree).

The student survey on the programme courses and content is conducted on regular basis. In recent years, students can express their assessment at the end of each course electronically. At the end of the semester each lecturer can see the evaluation of his/her course by the students, while the director of the programme can see the evaluation of all the courses. The students are able to express their comments and recommendations. The weakness of the system initially was the low activity of students participating in such surveys. Recognizing the importance of student evaluations in improving study quality, in the 2015/2016 academic year the FBME Student Self-government was involved in the process of increasing this activity, but still only a few students participated in the survey. The situation changed drastically in 2016/2017 academic year, when a decision was made centrally at the University of Latvia on the compulsory participation of students in surveys, linking it to registration for courses. It is now possible to obtain more objective feedback on the organization and delivery of study courses and to conduct assessment analysis. Regular evaluations of study courses and lecturers' work help to improve the overall quality of study programme implementation, point out weaknesses and highlight positive experiences. Based on the students' ratings and recommendations in the surveys, significant changes were made to the programme, incl. reducing the duration of studies.

The analysis of the evaluation of the study courses of the students of the Bachelor's study programme "Business Administration" can be carried out during the entire semester of each academic year. Evaluations of the English group's courses are available separately. Throughout the period, the results of the surveys show that the study courses of the programme and their teaching are evaluated positively, all grades are divided between 4 ("neutral") and 7 ("strongly agree"), while grades below 5 ("rather agree") are rare. For example, in the autumn semester of 2018/2019 academic year, 60 study courses of the study programme were evaluated, including different lecturers in one course, in the spring semester 53 study courses were evaluated. In the fall semester, the average grades for the study courses range from 4.27 to 6.6, with grades ranging from 4 to 5 - in five cases, and above 6 ("mostly agree") - in 14 cases; course content assessments - from 4.2 to 6.58, grades between 4 and 5 - in three cases, above 6 - in 17 cases; teaching ratings - from 4.03 to 6.61, grades between 4 and 5 - in three cases, above 6 - in 13 cases. The highest rating was given to the following study courses: Economic Analysis, International Economic Relations, Introduction to Law, Internet Marketing. In the spring semester the students rated the study courses as follows: average evaluations from 4.72 to 6.53, with grades ranging from 4 to 5 - in two cases, and above 6 - in 14 cases; course content assessments - from 4.97 to 6.57, grades between 4 and 5 - in one case, above 6 - in 14 cases; teaching ratings - from 4.48 to 6.56, grades between 4 and 5 - in one case, above 6 - in 13 cases. The highest rating was given to the following study courses: Statistics I, Internet Marketing, Business Analysis. In full-time and part-time one course can be taught in different semesters and the fact that the course and the lecturer are highly valued in both groups reflects the high professionalism of the teaching staff. In general, from the course evaluations, it can be concluded that the results are quite different by course, by teacher and for one teacher by position. But the work of the teaching staff, the content of the study courses for each study course is evaluated quite similarly, which shows the unity of both these aspects of

teaching. Compared to the results of surveys in previous years, it should be noted that they are quite similar.

The shortcomings and suggestions made by the students were taken into account when making significant changes to the programme, as the comments made clearly pointed to the need to improve the programme in terms of both the structure of the course and the content of the individual courses.

For example, students had often supported shorter and more focused study time in the bachelor's programme. One of the students' views was that the programme is "stretched", several courses do not require continuation (eg statistics, marketing, etc.), some courses duplicate the topics covered and can be reduced.

Attention should also be paid to and control over the materials and availability of the e-studies platform, optimal organization of teaching staff consultation, and development of teaching skills. In order to improve the implementation of the study programme, it is also necessary to regularly discuss the results of the student survey with the teaching staff.

Graduates of the University of Latvia have the possibility to participate in the centrally organized electronic survey through LUIS. Starting with 2016/2017 academic year, the participation of graduates in the survey is obligatory, more answers are received, thus the evaluation of the programme has become more objective and the opinion of the graduates about the quality of the programme and study process can be better evaluated. The Bachelor's programme "Business Administration" has two graduations during the academic year: part-time in the fall semester and full-time in the spring semester.

In 2018/2019 academic year 67 of 71 students or 94.37% took part in the survey of the study programme graduates (see Table 2.2). All average ratings are positive (between 4 "neutral" and 6 "strongly agree"). The overall assessment in all parts of the survey - study environment, study process and learning outcomes - is quite similar, the study environment is evaluated with 5.6, the study process with 5.4 and the study results with 5.5 points. Compared to previous surveys, ratings are generally quite similar, but with a tendency to improve, there are more higher average ratings as well as higher lower ratings. Overall grades in the survey sections are higher, especially in the assessment of study results. It should be noted that 40.91% of the full-time graduates were working full time and 37.88% were working part-time at the time of graduation. Although the average score for the preparation of the programme for the labour market is lower than the total score (5 points with a statistical deviation of 0.7).

Table 2.2

Summary of the results of the graduates survey on the programme "Business Administration" (full-time study form, Latvian group) (spring 2019)

Responded 67 of 71 students (94,37%)

Scale: 0- Don't know, can't say, 1-strongly disagree, 2-strongly disagree, 3-tend to disagree, 4-neutral, 5-tend to agree, 6-mostly agree, 7-strongly agree

	Average	St.dev,	Tot.eval.
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Study environment	1	Material-technical (premises, computers and internet access) provision appropriate for studies	5.4	0.6	5,6
	2	Knowledgeable and welcoming teaching staff	5.7	0.4	
	3	Responsive clerks and methodologists	6.3	0.4	
	4	Useful resources offered by the library of the University of Latvia	5.5	0.7	
	5	Satisfied with extracurricular activities offered by the University of Latvia	5.5	1.3	
	6	Support from Student Council and Self-government	5	1.6	
Study process	7	Satisfied with study course offer and content	5.1	0.6	5.4
	8	Satisfied with offered e-courses	5.5	0.4	
	9	Good organization of study process	4.7	0.8	
	10	Available necessary information on study process	5.7	0.5	
	11	Generally satisfied by the possibilities offered by LUIS	5.5	0.6	
	12	The international experience opportunities in studied, offered by the University of Latvia, were sufficient	5.5	1.5	
	13	Possibility to participate in improvement of quality of study programme	5.7	0.7	
Study outcomes	14	I acquired good theoretical and practical knowledge in studies	5.5	0.5	5.5
	15	During my studies I have developed the ability to make difficult decisions by critically evaluating information	5.4	0.6	
	16	During my studies I improved my communication skills (writing, presenting, discussing, group work)	5.9	0.5	
	17	During my studies I improved my general skills (foreign language, industry software, ability to organize my work)	5.2	0.6	
	18	In general I am satisfied that I chose this study programme	5,6	0.6	
	19	The level of difficulty of the study programme was suited to me	5,6	0.6	

20	The study programme prepared for labour market	5	0.7
21	General impression of the quality of the study programme is good	5.4	0.6

Foreign students have graduated starting from 2017/2018 academic year. In the first 2 graduations the number of graduates is not high - 8. They rate the programme much higher than the local students. The total marks in both years are only above 6, with the highest scores on learning outcomes (6.5 and 6.8).

Part-time students, on the other hand, are slightly more critical than full-time students. Most students are not directly coming after school, have some life and work experience (76.92% of full-time respondents) and are more cautious in their assessments. In 2018/2019 the studies were graduated by 16 students, 13 graduates or 81.25% participated in the survey (see Table 2.3). Overall ratings in the survey sections are lower but still high above 5 points ("I rather agree"). The graduates have given the highest evaluation of the study environment - 5.4 points, the study process is evaluated with 5.3 and the study results with 5.2 points. Interestingly, part-time graduates rated the study process organization higher than full-time students.

Table 2.3

Summary of the results of the graduates survey on the programme "Business Administration" (part-time study form, Latvian group) (fall 2018)

Responded 13 of 16 students (81,25%)

Scale: 0- Don't know, can't say, 1-strongly disagree, 2-strongly disagree, 3-tend to disagree, 4-neutral, 5-tend to agree, 6-mostly agree, 7-strongly agree

			Average	St.dev.	Tot.eval.
Study environment	1	Material-technical (premises, computers and internet access) provision appropriate for studies	5.2	0.5	5.4
	2	Knowledgeable and welcoming teaching staff	5.5	0.5	
	3	Responsive clerks and methodologists	6.2	0.4	
	4	Useful resources offered by the library of the University of Latvia	5.5	0.5	
	5	Satisfied with extracurricular activities offered by the University of Latvia	4.9	1.3	
	6	Support from Student Council and Self-government	5	1.6	

Study process	7	Satisfied with study course offer and content	4.9	0.4	5.3
	8	Satisfied with offered e-courses	5.2	0.4	
	9	Good organization of study process	5.2	0.5	
	10	Available necessary information on study process	5.7	0.3	
	11	Generally satisfied by the possibilities offered by LUIS	5.5	0.4	
	12	The international experience opportunities in studied, offered by the University of Latvia, were sufficient	5	1.3	
	13	Possibility to participate in improvement of quality of study programme	5.4	0.8	
Study outcomes	14	I acquired good theoretical and practical knowledge in studies	5.2	0.5	5.2
	15	During my studies I have developed the ability to make difficult decisions by critically evaluating information	5.3	0.5	
	16	During my studies I improved my communication skills (writing, presenting, discussing, group work)	5.5	0.5	
	17	During my studies I improved my general skills (foreign language, industry software, ability to organize my work)	4.8	0.6	
	18	In general I am satisfied that I chose this study programme	5.5	0.5	
	19	The level of difficulty of the study programme was suited to me	5.4	0.4	
	20	The study programme prepared for labour market	5.2	0.5	
	21	General impression of the quality of the study programme is good	5.5	0.4	

It should be noted that survey participants make well-considered comments and suggestions that are useful for improving the programme and study process. By analysing the results of the surveys, it can be concluded that students and graduates appreciate the study environment in general, the available information about the study process, the resources offered by the library of the University of Latvia, the opportunity to participate in the programme quality improvement, and the teaching staff. The support of the secretaries and methodologists is greatly appreciated. Of the

study results, communication skills are the most valued. The offer and content of study courses are critically evaluated, the comments contain critical comments on the quality of teaching staff (especially emphasizes the need for lecturers in younger years), and the support from the student self-government is critically evaluated. The graduates critically evaluate the applicability of the knowledge acquired during their studies in their work. However, ***overall the programme graduates positively evaluate the quality of the study programme and the practical possibilities to work according to the acquired education.***

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

The Faculty of Business, Management and Economics has extensive and varied international mobility opportunities, which are described in detail in Chapter 5 of this direction. At the moment the FBME of the University of Latvia has more than 120 *Erasmus+* cooperation agreements with universities in different countries in Europe. Students of the Bachelor's study programme "Business Administration" also have the opportunity to receive one-semester scholarships at one of the collaboration higher education institutions of the FBME of the University of Latvia or within the framework of *Erasmus+* to receive an practice in a company or organization of European countries. Every year full-time students of the Bachelor's study programme take advantage of the opportunities offered and are satisfied with the knowledge and experience gained. Part-time students have so far not been actively involved in student mobility, as they mostly work full time, many have families. It should be emphasized that in the faculty almost every academic year most students participate in outgoing mobility directly from the Bachelor's study programme "Business Administration".

During the reporting period from 2013/2014 to 2018/2019 academic year 118 students of the programme, including 7 foreign students from English group of the programme successfully studied in exchange programmes for one or two semesters in foreign universities. 9 students, including 2 foreign students used the practice opportunities abroad. By evaluating the dynamics of mobility, it should be noted that the most active students participated in mobility in the beginning of the reporting period. In 2013/2014, 2015/2016 and 2016/2017 - 25 to 28 students during the academic year; activity has decreased significantly in recent years, for example, in the academic year 2018/2019 only 8 students participated in the study exchange programme. During this period, the total number of students in the programme has decreased, the international study environment is ensured on-site at FBME, the programme has an English group including students from different countries, with significant incoming mobility and opportunities to attend foreign guest lecturers. Financial considerations (changes in funding arrangements) and the involvement of students in the labour market, especially in senior courses, should also be mentioned as reasons for reducing mobility.

Students of the study programme participated in exchange studies at universities and colleges of different countries. For example, at the Copenhagen Business School in Denmark; in Sweden - the University of Jonkoping, the University of Orebro; University of Radbound, Groningen in Netherlands; in Germany - the University of Rostock, the University of Bremen, the Viadrina University of Frankfurt, the University of Hamburg; in Spain - the University of Deusto, the University of Carlos III in Madrid, the University of Huelva, the University of Valencia; in Slovenia - the University of Ljubljana; in Estonia - the University of Tartu; in Finland - the Eastern Finland

University; in Croatia - the University of Zagreb, the University of Rijeka, the University of Dubrovnik; in Portugal - the University of Aveiro, Coimbra; in France - University of Bordeaux; in Liechtenstein - the University of Liechtenstein; in Italy - the University of Trento, the University of Turin and many more. Mobility takes place mainly in the countries of the European Union, but also outside it. The programme students have studied in Russia, Norway, USA, Thailand and Turkey. Students usually choose foreign universities with similar study programmes and courses. The study courses to be acquired during the mobility are discussed and agreed with the programme director prior to application, so that all courses are generally recognized. Recognition of study courses is carried out in accordance with the decision of the Senate of the University of Latvia (December 29, 2008, as amended) No.190 "On Procedure for Recognition of Study Courses at the University of Latvia".

During this period, 9 students of the Bachelor's programme took advantage of *Erasmus+* practice opportunities for a minimum of 2 months. The academic practice of the programme is 4 CP, i.e. one month, so students spend most of their summer months abroad. The students had practice in the following countries: Cyprus, France, Germany, Turkey, Spain. It is a great opportunity to enter the labour market in another country, gain intercultural experience, test your knowledge and skills in practical activities outside Latvia.

The Bachelor's study programme "Business Administration" is one of three Bachelor's programmes at FBME (one is new, without any mobility experience) and is offered in English, so the programme also provides incoming mobility. In addition, the programme in Business Administration education is internationally comparable, with a good offer of courses in international business specialization, which allows to attract many exchange students, both from Europe and from other countries. It should be noted that the specific number of exchange students in the programme cannot be displayed as each student can choose study courses from different programmes. In general, the activity of incoming mobility is much higher than that of the outgoing. During the reporting period, the number of incoming exchange students in Bachelor's studies has increased, and over the past three academic years, there have been approximately 150 students each year, while the number of outgoing students is around 50. Such situation demonstrates the high quality of the study programme "Business Administration" as well as the studies of the entire faculty, which provides wide opportunities for internationalization and cooperation.

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.

All the resources available at the University of Latvia and the Faculty of Business, Management and Economics are available for the implementation of the Bachelor's degree programme in "Business Administration". Detailed description is provided in the self-evaluation report of the study direction "Management, Administration and Real Estate Management", Part II, Chapter 3.1 - 3.3. The description of the available resources described in the above chapters leads to the conclusion that they create prerequisites for the implementation of the study programme, including students' independent studies and research. The study base is regularly updated and updated with the most up-to-date information resources, in accordance with the needs of the academic staff and students.

The results of student and graduate surveys also testify to the sufficiency of the available resources and provision and their correspondence to the needs of the study programme. In spring 2019, graduates of the study programme evaluated the criterion of material technical provision (accessibility of premises, computers and Internet) with a score of 5.4 (between rather agreed and mostly agreed), but the criterion "useful resources offered by the library of the University of Latvia" with a score of 5.5. In general the study environment was rated with score 5.6. In the surveys, evaluations are used in a 7-point system (0 - I don't know, I can't say, 7 - I completely agree).

Graduates have mentioned that the study environment was favourable for studies, literature, databases and other electronic resources were available at the library or information system of the University of Latvia.

Evaluating the available resources, informative and material and technical basis of the students, it can be concluded that they fully comply with the conditions of implementation of the study programme "Business Administration" and ensure the achievement of the results of the study programme.

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.

Practical implementation of the study programme takes place in the FBME Faculty of the University of Latvia. It is provided by the academic staff of the faculty who have long-term experience in the field of studies and whose research directions correspond to the directions of science of the study courses being taught.

Representatives of 55 lecturers participate in the implementation of the study programme, incl. 44 FBME academic staff members: 15 professors, 8 associate professors, 7 assistant professors, 18 lecturers and 7 specialists from the business and management environment. Such a structure of

academic staff ensures a high quality of academic education. 60% of the academic staff have a PhD in Economics, Management, or a PhD in related sciences. Representatives of other faculties of the University of Latvia also take part in the programme implementation: Faculty of Humanities, Faculty of History and Philosophy, Faculty of Chemistry, Faculty of Geography and Earth Sciences. Teaching staff from other faculties teach courses in “English for Business Management”, “Philosophy”, as well as “Civil Defense” and “Environmental Protection”.

Compared to 2012/2013 academic year, the number of lecturers has decreased by one third, which is related to the decrease of the number of students during the whole period and decrease of the number of specialization sub-programmes. But the qualitative composition of the teaching staff in percentage terms has not changed significantly during the reporting period. Changes were made in attraction of lesson presenters. At the beginning of the period, the academic staff involved in the implementation of the programme accounted for 35% of the teaching staff, one third of them had Ph.D. In 2018/2019 academic year the lesson presenters accounted for 12% of the academic staff. Such changes positively influenced the implementation of the programme from the point of view of the unified methodological approach in studies and their organization, while the involvement of practitioners in the teaching process decreased. Evaluating the changes in the breakdown by occupation, it should be noted that the proportion of lecturers increased significantly from 10% to 32% during the reporting period, mainly due to a decline in the proportion of professors. The proportion of professors and associate professors increased slightly from 37% to 41%, while the proportion of associate professors decreased slightly from 14% to 12%. In general these are seen as positive qualitative changes, but draw attention to the disproportion in the future structure of the staff and the need to ensure gradual renewal of the teaching staff in the study programme.

Change of generations of teaching staff took place in the reporting period as well. Senior lecturers have ceased their active academic work, for example, professors G.Oļevskis, E.Zelgalve, L.Kavale, I.Ciemiņa, associate professor A.Rigerts, assistant professor J. Brencis. In turn, the Doctoral students have been actively engaged in scientific research work, increased their academic experience and were elected to higher positions, for example, professor S. Jēkabsone, assistant professor I. Faituša, I. Medne. It should be noted that as a result of significant changes in the study programme, the composition of the academic staff involved has changed very insignificantly.

Overall, it can be concluded ***that the composition of the teaching staff involved in the study programme “Business Administration” and its changes are positive, thus ensuring a high quality of education and being appropriate for the achievement of the overall study results of the study courses and programme.***

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 academic staff involved in the implementation of the programme corresponds to the achievement of the purpose and tasks of the study programme “Business

Administration". The study courses of the programme are taught by the lecturers elected by the FBME of the University of Latvia and the lecturers from other faculties. The selection of the lecturers involved in the study programme is based on experience, qualification and scientific research activities of the academic staff. 60% of the lecturers involved in the programme have a Doctoral degree, which indicates that the qualification of the academic staff fully complies with the requirements of the Bachelor's study programme and ensures the necessary quality of the programme.

55 representatives of the academic staff of FBME and other faculties lecturers participate in the implementation of the study programme: 15 professors, 8 associate professors, 7 assistant professors, 18 lecturers and 7 lesson presenters - specialists from public and private organizations. It can be noted that the FBME lecturers elected in accordance with the law for 6 years are mostly involved in the implementation of the program. The number of professors and associated professors meets Paragraph 2 of Section 55 of the Law on Higher Education Institutions.

Table 4.1.

Teaching staff involved in the implementation of the study programme "Business Administration"

Degree, position	With PhD	With Master's degree	Total
Professors	15		15
Associated Professors	8		8
Assistant Professors	7		7
Lecturers		18	9
Lesson presenters	3	4	7
Total	33	22	55

The policy of renewal, training and development of the academic staff is implemented in accordance with individual plans, which are approved by the Rector of the University of Latvia and the Dean of the Faculty of Business, Management and Economics, upon signing an employment contract with the respective lecturers.

The lecturers involved in the programme participate in international projects, projects of the Latvian Council of Science and other institutions. In collaboration with Latvian and foreign scientists, several monographs have been published in Latvia and other EU Member States. The programme teaching staff members also regularly participate in international conferences, carry out joint research with Doctoral students in the field, publishing the research results in internationally recognized publications, which are indexed in Scopus and Web of Science databases, thus ensuring improvement of study course content according to the industry trends.

Generally evaluating, the teaching staff involved in the implementation of the Bachelor's study programme fully ensure the achievement of qualitative study programme results. This is indicated by several assumptions:

- the teaching staff involved in the implementation of the programme are recognized specialists in their field in Latvia and abroad, as evidenced by their published textbooks and

scientific monographs (prof.D.Šķiltere, prof.B.Sloka, prof.R.Škapars, prof.B.Šavriņa, prof.Ē.Šumilo, prof.I.Vorončuka etc.);

- the teaching staff involved in the implementation of the programme are recognized specialists in Latvia and abroad who publish in internationally reviewed scientific journals and collections of articles (prof.G.Bērziņš, prof.A.Batraga, prof.J.Priede, prof.A.Cekuls, prof.B.Sloka, prof.B.Šavriņa, prof.Ē.Šumilo, assoc.prof. I.Baumane-Vītoliņa, prof. R.Šneidere, assoc.prof.I.Medne etc.);
- the teaching staff involved in the implementation of the programme are recognized experts in their field in Latvia and abroad, participate in various projects, including national research programmes (prof.G.Bērziņš, prof. B.Sloka, prof.Ē.Šumilo, etc.), international projects (prof.A.Batraga, prof.A.Deniņš, prof.B.Sloka, prof.B.Šavriņa, prof.D.Šķiltere, assoc.prof. I.Baumane-Vītoliņa, etc.), applied research etc. Several lecturers are also experts of the Latvian Council of Science in economics and entrepreneurship (prof.A.Batraga, prof.A.Cekuls, prof.M.Dunska, prof.S.Jēkabsons, prof.B.Sloka, prof.Ē.Šumilo, prof. R.Šneidere etc.);
- M.Dunska, prof. R. Šneidere are approved as experts of the State service of Education quality for the Ministry of Education and Science of the Republic of Latvia for the accreditation of continuing education and vocational education programmes.

The teaching staff involved in the implementation of the study programme is constantly improving their professional and pedagogical qualifications. For example, in continuing education programmes of the University of Latvia, OpenMinded courses, courses of other institutions, qualification improvement programme “Methodological topicalities in economics and business international experience in higher education” (in cooperation with SSE Riga), participate in international conferences. Opportunities are also used to improve qualifications, such as: academic (creative) leave, Doctoral studies, holding lectures in foreign universities, participation in think tanks, etc.

Detailed information on eligibility of the teaching staff can be found in the teaching staff's CVs and information on the publications and other activities.

In view of the above, it can be stated that the teaching staff involved in the implementation of the programme enables fully achieving the purpose and planned results of the study programme, providing both qualitative theoretical and research skills in economics and business sciences and practical preparedness, which enables successful involvement in problem solving of the industry.

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.

The academic staff of the study programme carry out scientific research activities in cooperation with scientists of other countries, as well as with scientists and institutions of Latvia. Research results are presented at international conferences and published in international journals indexed by Web of Science, Scopus and others. The directions of scientific research of the teaching staff correspond to the directions of scientific research of the University of Latvia and FBME, as well as the interests of the Latvian state. The academic staff analyses and assesses the current problems of the economy and entrepreneurship sector, as well as the sub-branches of specialization, including issues of management science.

The results of the conducted research are used in the study process of the Bachelor's programme "Business Administration" and increase the professional qualification of the teaching staff. The academic staff carry out research according to their specialization - the research directions of the teaching staff involved in the programme are directly related to the lectured courses and ensure the use of the latest scientific knowledge in lectures and practical work, supervising course papers and final theses, involving students in research. Participation in international projects facilitates internationalization processes and allows to use the latest international experience in the study work. All teaching staff involved in the programme is involved in different levels of projects or publications. This chapter provides some examples. A detailed description of the academic staff's research activities is available in the CVs, which are attached in Section 4 and Appendix 7 of the self-evaluation report for the study direction "Management, Administration and Real Estate Management", as well as summarized information on publications and project participation.

Prof. A.Batraga as project expert in marketing and market research during the reporting period participated in several international projects, for example, Development of Commercialization Strategy and Feasibility Study in ERDF project "Electromagnetic alloy wire extraction for 3D printing applications"; in 2018 she carried out a project expertise for the Study on forecasted changes in labour and construction material costs in the construction sector in Latvia, commissioned by the Ministry of Economics of the Republic of Latvia; worked as a project manager in the Effective cooperation project of the University of Latvia "Development of a new identification matrix for creating innovation opportunities for the food processing industry of Latvia" and the practical study "Innovation opportunities for Latvian food producers"; managed a practical research project "Mineral materials and their mixtures in construction and production of building materials" at the request of *Latvijas Valsts Meži*. Active scientific research enriches marketing courses with the latest theoretical and practical insights and examples.

Prof. A.Deniņš as a leading researcher since 2014 participates in the international study "Problems of socio-economic development of entrepreneurship in Ukraine"; in the study "Development of an innovative economy module in Latvia" within the framework of the international programme

“Alternative Technologies Group”; is a member of Baltic Innovative Research and Technology Infrastructure (BIRTI) and participates in the smart specialization project BioPharmAlliance - biomedicine and pharmacy, incl. development of an infrastructure for clinical research, new therapy screening, national biobanks and chemical synthesis scaling technologies and innovation”. The results of the research are used in the courses taught by the professor in the field of business development and innovation.

From 2017 to 2018 prof. S. Jēkabsone, assoc.prof.K.Purmalis and assoc.prof.A.Bērziņš from the Bachelor's study programme “Business Administration” participated in ESF funded project “Improvement of short-term labour market forecasting methodology, including complementing with the preparation of short-term forecasts in the skills section and the elaboration of guidelines for users of the methodology”, which resulted in the development of a skill set matrix for individual occupational groups used by the SEA of the Republic of Latvia for short-term labour market forecasting. The research results are used in the relevant study courses.

In 2014-2017 Prof.B.Sloka was the leader of the EU TEMPUS project "Promotion of the Knowledge Triangle in Belarus, Ukraine and Moldova", AD 2986-214. This is not only an opportunity to take advantage of the latest insights into working with students in science and research, but also to transfer experience to colleagues in other countries.

Prof. D.Šķiltere as a leading researcher has participated in research projects of the EU European Regional Development Fund “Development of Commercialization Strategy and Feasibility Study” and “Policy Tools for Supporting Local and Regional Innovation Ecosystems for Sustainable Development of Vidzeme Region in Vidzeme Region”, in the project of the Ministry of Economics of the Republic of Latvia "Study on Forecasted Changes in Labour and Building Material Costs in Construction Industry in Latvia" and the sub-activity of the Institute of Economics and Management project "Improvement of innovative business management in Latvia" in the research project "Integrated marketing communication for sustainable enterprise development". Participation in research projects is related to the main directions of scientific work - modelling and forecasting, business simulation games, risk analysis and management, evaluation of data quality, methods of complex decision making.

Prof. R. Šneidere, together with Lithuanian scientists, has conducted a study on the financial difficulties of companies and the factors influencing it, and together M. Tissen, a PhD student, is conducting research on modifications of financial reporting analysis methods. Assist.prof.I.Faituša together with Maltese scientists have studied the methodological aspects of internal audit. Both lecturers work in the programme with accounting and financial analysis courses.

For 5 years the teaching staff members and students have participated in Start-up Camps in Cambridge, UK. From the study programme lecturer K. Bērziņa, assoc. prof. K. Purmalis, prof. A. Deniņš participated in the project. Great attention is paid to the creation of innovative ideas, development of new companies. The study programme includes a course focused on start-up ideas and entrepreneurship (Practical Entrepreneurship, hereinafter called Establishing and Developing a Company).

During the reporting period, prof.A.Batraga, prof.M.Dunska, lecturer K.Bērziņa participated in the ESF project “Creation of Franchising Cooperation Network in Lithuania-Latvia-Belarus Cross-Border Region”. Prof.B.Šavriņa, lecturer K.Bērziņa participated in Europe home project “Entrepreneurship skill teaching and training programme”. The materials developed during the projects on entrepreneurship, business capacity and international franchising are directly used in the courses of the sub-programmes “International Business” and “Marketing”.

Prof. Ē.Šumilo, prof.B.Šavriņa, assoc.prof.I.Baumane-Vītoliņa participated in the National

Research Programme "Transformation of National Economy, Smart Growth, Governance and Legal Framework for Sustainable Development of State and Society - New Approaches to Creating Sustainable Knowledge Society" (EKOSOC_LV), integrating the research results into relevant study courses.

The academic staff of the study programme involves students in scientific research work. Doctoral students are also involved in joint research with the programme's academic staff. For example, prof. J.Priede and PhD student Haidong Feng study the competitiveness of Latvian brands in China (Priede J., Feng H. An Exploratory Analysis of Latvian Brands Competitiveness in China, *Journal of European Integration Studies* Vol. 11 (2017), p. 174-185. Database: *Web of Science*). Prof. A.Batraga regularly involves students in her projects, for example, A. Legzdiņa, I. Rukers and S. Bormane were involved in the development of Effective cooperation project of the University of Latvia "Development of a new identification matrix for creating innovation opportunities for the food processing industry of Latvia" and development of practical study "Innovation opportunities for Latvian food producers".

Such active scientific research activity of the teaching staff proves the high qualification and professionalism of the lecturers involved in the study programme, which ensures high quality of academic education. In general it can be concluded that the research topics of the academic staff are in the fields corresponding to the content of the study programme "Business Administration" and the results of the research are applicable in the further study process.

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).

The lecturers involved in the implementation of the study programme "Business Administration" are constantly cooperating at departmental and faculty level. It ensures the interconnection of the study courses and minimizes the overlap of the course content. The contents of the study programme and individual courses are discussed at departmental meetings and in the Council of Management Science study programmes. For example, monthly issues related to study and methodological work are discussed at the monthly meetings of the Management Sciences and other departments.

In order to facilitate the cooperation of the teaching staff of the Faculty of Business, Management and Economics in certain academic directions, managers of academic activity directions from among the elected academic staff have been approved in accordance with the Dean's Order No. FBME-A43.1/57. Managers of academic activity directions organize in their departments methodological seminars on topical issues related to the improvement of study course content, organization of lectures and seminars, development of e-studies, as well as inclusion of the latest literature in the study courses.

Recently, the issue of study course description, content and materials development in the e-learning environment has become topical. The Information Technology Department of the University of Latvia regularly offers e-learning training seminars for lecturers "Improvements to the e-learning platform or Moodle". Within FBME and its departments, several discussions were held on these issues to enable programme lecturers to make full use of e-learning opportunities in their

courses.

During the reporting period, the faculty held regular Creative forums, where teaching staff had the opportunity to introduce their colleagues to their experiences and achievements, as well as to obtain useful information for future research and other activities. For example, at the Creative forum "Labour Market Research in the Context of Sustainable Economic Growth and Booming Growth", lecturers shared their experiences of conducting labour market research and discussed economic trends and future challenges. At the creative forum "Synergy between Accounting, Analysis and Audit Theory and Practical Policy", the lecturers shared their experience on the most important research in the field, on current events in the field of auditing, on the importance of study practices in the organization of the study process. One of the creative forums in 2018 was devoted to improving the international connectivity of teaching staff of the University of Latvia, the internal support system of the University of Latvia, and opportunities for scholars to participate in the H2020. At the second forum, post-doctoral scientists O.Rajevska and A.Cimdiņa presented their research results.

In order to ensure the implementation of the sub-programmes of the study programme "Business Administration", there is close co-operation between the faculty departments and their teaching staff. For example, the Global Business Interdisciplinary Studies Department is responsible for the sub-programme "International Business". 5 specialization courses, academic practice management, final paper development and defense process are provided by the teaching staff of this department. Within the departments there is cooperation between individual lecturers, who jointly teach (present lectures, conduct seminars) one course in order to coordinate the topics to be learned during the classes and to ensure uniform requirements. For example, the study programme includes study courses taught by several lecturers of the Department of Economics (Microeconomics, Macroeconomics, Mathematics for Economics and Business, Economics and Business Informatics).

The teaching staff's cooperation is also manifested in the observation of lessons. In 2018/2019 within the framework of the continuing education programme "Facilitating Collegial Learning Experience of Teachers", the faculty teachers practiced attending (visiting) lessons held by colleagues. For example, prof.S.Saksonova visited in November 2018 the lecture by prof.A.Cekuls on "Information and Communication in Business Management" as part of the "Management Theory" course; while in December 2018 prof. A. Cekuls visited prof. S. Saksonova's lecture "Methods for determining long-term investment efficiency" within the course "Corporate Finance". Regular attendance of the teaching staff also takes place during the election process to academic positions. Starting from 2019, the faculty has created a new formalized system for visiting of the teaching staff, which provides additional opportunities to improve the study process and raise the quality of classes. During the mutual attendance of the lessons exchange of experience and discussion of teaching methods takes place. These practices help to enrich the teaching methods and style of each faculty member.

55 lecturers participate in the implementation of the Bachelor's study programme "Business Administration", 48 of them are representatives of the academic staff elected by the University of Latvia: 15 professors, 8 associate professors, 7 assistant professors, 18 lecturers, as well as 7 lesson presenters are involved in the programme implementation.

As of the moment of preparation of the self-assessment report (01.10.2019), the information system of the University of Latvia has 461 students registered in the Bachelor's study programme "Business Administration", which makes the ratio of lecturers to students 1: 8.

In general it can be concluded **that the lecturers involved in the programme work well together and that the faculty has a mechanism to facilitate their cooperation.**

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	Bus admin Statistical Data on the Students of the Bachelor study programme.docx	Bizn vad bakal Statistikas dati par studējošajiem.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	Compliance of the Bachelor study programme.docx	Bizn vad Studiju programmas atbilst augst izgl stand.docx
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	Bus admin Mapping of the Study Courses of the Bachelor study programme.docx	Bizn vad Studiju programmas kartējums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the Bachelor study programme.docx	Bizn vad Studiju programmas plāni.docx
Descriptions of the study courses/ modules	6_Biznesa_vadiba_BSP_ENG.docx	Biznesa_vadiba_BSP.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	VadZ baka dipl ang.docx	VadZ bakal dipl.lat.docx
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	Eng VadZ plus Agreement.docx	Bizn vad Bakal turpin.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlidz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Pielikums 26.7. LU apliecinājums par akad.personāla atbilstību_1.docx	docētāju atbilstība 55 panta 1 daļai 3 punktam.pdf
Sample (or samples) of the study agreement	studiju līguma forma ārvalstniekiem ES pilsoņiem.doc	studiju līguma forma pilsoņiem un nepilsoņiem.doc
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.		

“Industrial Engineering Management”

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>“Industrial Engineering Management”</i>
Education classification code	<i>42526</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Henrijs</i>
Surname of the study programme director	<i>Kalkis</i>
E-mail of the study programme director	<i>henrijs.kalkis@lu.lv</i>
Title of the study programme director	<i>Dr. sc. admin.</i>
Phone of the study programme director	
Goal of the study programme	<i>The purpose of the study program is to prepare highly qualified and labor market-competitive industrial management engineers with interdisciplinary competencies in management and engineering, who are able to develop, manage and ensure the operation of industrial environment of organizations from different branches of national economy during entire its life-cycle, and to apply advanced principles and modern methods for maintaining, analysing and improving systems and manufacturing processes.</i>
Tasks of the study programme	<i>1. to prepare labour market-competitive, highly qualified industrial management engineers with interdisciplinary competencies;</i> <i>2. to ensure mastering of theoretical and professional study courses of the sector, which will ensure theoretical understanding and ability to practically apply in the sphere of industrial engineering and management;</i> <i>3. to encourage mastering of interdisciplinary and contemporary skills;</i> <i>4. to develop high professional ethics and communication skills in students;</i> <i>5. to develop scientific research work skills, which will allow participating in research projects and to continue Master studies;</i> <i>5. to develop skills needed for independent continued education by supplementing knowledge and improving professionally.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. demonstrates basic knowledge of the various engineering disciplines required to supervise the technical systems and processes of an industrial organization; 2. identifies and selects the most appropriate methods for solving engineering issues; 3. defines the engineering and other parameters necessary for the development of the systems to develop the engineering system and identify the factors and risks affecting the development of the system; 4. defines the necessary human resources competencies, division of responsibilities and powers for the development, testing, implementation, maintenance and improvement of engineering systems. <p>Skills:</p> <ol style="list-style-type: none"> 5. applies state-of-the-art methods for assessing the adequacy, effectiveness or technological risks of systems and processes; 6. applies engineering principles, characteristics and regularities to system analysis and improvement; 7. performs optimization of existing or new technologies to choose the best engineering solution and to make optimal decisions in the management of production processes; 8. develops a prototype simulation model for a product or technology that can improve process management across industry sectors and perform transition process analysis; 9. is able to assume liability for quality and quantity of professional performance; 10. is able to identify, assess, manage and improve corporate processes. <p>Competences:</p> <ol style="list-style-type: none"> 11. is able to manage the economic activities of his / her functional area of responsibility, ensuring rational use of resources, including financial, for the performance of specified tasks; 12. is able to develop a system or solution that adds value to commercialization; 13. is able to assess job design in various sectors of the national economy and make proposals for its improvement; 14. is able to independently plan and carry out practical research related to the basic principles of industrial engineering management; 15. to organize and manage the work of structural units, work in teams and in a group, independently acquire new knowledge. 16. to objectively evaluate and present the research results in cooperation with specialists from other fields.
Final examination upon the completion of the study programme	Bachelor Thesis with a project.

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>-Previous education : General Secondary education or 4 Year Professional Secondary Education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor degree in Industrial Engineering Management</i>
Qualification to be obtained (in english)	<i>Industrial management engineer</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education: General Secondary Education or 4 Year Professional Secondary Education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor degree in Industrial Engineering Management</i>
Qualification to be obtained (in english)	<i>Industrial management engineer</i>

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

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

The program report reflects the parameters approved in the license, but by Regulation No 633 of the Cabinet of Ministers of 27 September 2016 (*"Procedures for the development of professional standards, professional qualifications requirements (if professional standards are not approved for the profession) and the structure of sectoral qualifications"*) entry into force, the professional standard *"System Management Engineer"* expired, therefore, instead, the Business Efficiency Association (BEA) developed a new professional standard, *"Industrial Management Engineer"*, corresponding to the fifth level of professional qualification and the sixth level of the Latvian Qualifications Framework. On 29 August 2019, the National Centre for Education (NCE) submitted the developed Industrial Management Engineer to the National Centre for Education (NCE) a professional standard for further harmonisation in the Tripartite Cooperation Sub-Board for Vocational Education and Employment of the National Council and would direct to include it to the standards of professions applicable and on the list of professional qualification requirements (*Cabinet of Ministers Regulation No 626 of 9 October 2018, Regulations on the List of Standards and Requirements for Professional Qualifications for Mandatory Applicable Professions and Procedures for Publication of Standards and Requirements for Professional Qualifications*).

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 study program is new, it was developed in 2017 and has started successfully. The results of the first two years of admission show that the enrolment rate is stable (see Annex 2). 20 students were enrolled in the study program in 2018/2019 academic year, 6 of which were ex-matriculated. 21 student was enrolled in the 2019/2020 academic year in Latvian group and 12 students - in the English group, of which 9 are foreign students studying by own funding. This indicates the international competitiveness of the study program by admitting foreign students already in its first years of operation. The foreign students represent the following countries: Bangladesh, Nepal, India, Uzbekistan, Pakistan.

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 Professional Bachelor's Degree Programme "Industrial Engineering Management" is interdisciplinary, combining management and engineering. The programme combines the competences of two branches of science, on the one hand engineering (understanding and having practical skills in production technical processes) and on the other hand management (mastering business management principles, implementing quality and making economic calculations). The training of specialists with such knowledge sets corresponds not only to several EC education priorities, but also to several goals and tasks of the strategic plan of the University of Latvia, for example, development of separate interdisciplinary and international programmes of excellence. The "Industrial Engineering Management" programme will also teach the principles of quality and efficiency in an organization's operations, including the philosophy of LEAN (Cost-effective Management Techniques) and the methods employed by leading industrial companies worldwide for decades. The acquired knowledge will enable the graduate of the programme to evaluate the operation of the engineering system of an industrial company in various aspects, which will ensure strategically based decision making regarding the sustainability of the company. Training of such specialists is in line with the priorities of the Latvian National Development Plan Latvia's Sustainable Development Strategy 2030: growth of national economy and human security, as well as the priorities of Latvia's smart specialization strategy: modern education, knowledge base, productive innovation system, polycentric development promotion of long-term development of economic sectors. This is closely related to the strategic plan of the University of Latvia, which aims to offer new interdisciplinary or international programmes of excellence to specially prepared or motivated students

The title of the study programme "Industrial Engineering Management" clearly and unequivocally indicates that the programme belongs to the field of social sciences and engineering and is thus closely related to the degree obtained as a result of the study programme. The title is closely related to the formulation of the programme's main objective (see section 1.1 above), repeating and emphasizing the industrial engineering management orientation of the programme title.

The Professional Bachelor's degree in Industrial Engineering Management and the professional qualification of Industrial Management Engineer correspond to the title of the programme, including the relevant field of science and with an emphasis on interdisciplinary study programme. Upon completion of the study programme, its graduates shall have acquired at the undergraduate level the necessary theoretical foundations and practical knowledge of the management of Industrial Engineering, which are embedded during the practice and transformed into the skills of a qualified specialist. Thus, the title of the study programme refers to the acquisition of interdisciplinary knowledge, skills and competences that encompass both managerial and industrial engineering. The admission requirements of the study programme have been defined accordingly.

The conditions for admission to the study programme are designed in accordance with the aims and objectives of the study programme. Previous education: general secondary education or 4-year professional secondary education.

Criteria for the competition for persons having completed secondary education since 2004:

- CE in Latvian
- CE in mathematics
- CE in English
- Grade in physics

Competition criteria for persons who have obtained secondary education before 2004 (not including), as well as for persons who have obtained secondary education abroad, or persons with a disability:

- average grade in the Latvian language and Literature;
- year grade in English;
- year grade in Mathematics (or average grade in Algebra and Geometry);
- year grade in Physics;
- average grade in certain subjects per year.

For the English Language Group - Conditions for foreigners who have completed their secondary education abroad:

- 1) the secondary education diploma must have at least an 'almost good' rating in Mathematics;
- 2) the secondary education diploma must include at least an 'almost good' grade in Physics;
- 3) English language proficiency, results of international English language tests at least B2 level, except in the case of secondary education in English.

The study programme is designed in accordance with the Law on Vocational Education and the binding regulations of the Cabinet of Ministers of the Republic of Latvia. The content of the study programme fully complies with the Professional Standard "Industrial Management Engineer".

The Professional Standard "Industrial Management Engineer" was submitted to the State Education Content Center (VISC) on August 29, 2019 for further approval by the National Tripartite Cooperation Council (PINTSA). At the meeting of the State Education Content Center of the Ministry of Education on February 24, 2020, the standard "Industrial Management Engineer" was recognized as an inter-branch standard. As a result, the Higher Education, Science and Innovation Department of the Ministry of Education and Science has set up a working group of industry experts to evaluate the content of the standard "Industrial Management Engineer", and the standard has now been submitted to the expert group for approval.

The content of the study programme "Industrial engineering management" is completely subordinate to the achievement of the aim and tasks of the study programme, as it includes general education courses, which ensure the conformity of knowledge, skills and competences to the acquired master's degree and the state standard.

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 Professional Bachelor's Degree Programme "Industrial Engineering Management" is interdisciplinary, and has been designed by following global development trends. Modernization and the introduction of new technologies are rapidly developing, which significantly changes the working environment of companies and their management competencies. The labour market thus demands new professionals with new and interdisciplinary knowledge. The study programme includes study courses in social sciences in the field of business organization and economics, as well as mastering of in natural sciences and engineering courses of the exact science unit, which provide knowledge, skills and competences on maintenance, analysis and improvement of engineering system or production process. Such set of knowledge will enable the graduate to evaluate the technological processes and systems of an industrial enterprise in various aspects, both from the level of the management organization and from the engineering parameters.

The content of the study programme consists of forty-nine study courses, including three study projects, practice and state examination.

The compulsory part (A) includes general education courses of 20 CP, study courses that develop social, communicative and organizational skills. Theoretical study courses in the field 36, professional or specialization courses in the field of 60 CP, as well as practice for CP, 3 study projects and state examination (12 CP). The professional specialization courses are divided into Part A specialization courses (I) and Part B specialization courses (II, III).

Restrictive elective (B) part includes professional specialization study courses of the sector, which are divided into 3 modules: Industrial Engineering Competency Module; Industrial Engineering Competence Improvement module; Pedagogical competence module.

Industrial Engineering Competence Module - 15 CP (Basics of Energetics in Engineering; Electrotechnics and electronics in engineering; Mechanics in Industrial Engineering; Basics of Automation of Production Processes; Material Science in Engineering).

The Industrial Engineering Competency Module provides a deeper understanding of the technical processes involved in engineering, their provision and solutions within the industry. The purpose of the study module is to ensure consecutive mastering of theoretical and practical knowledge. Mastering of the study courses of this module will allow to implement optimization processes in the company, to ensure continuous technological process automation, system design and development; basic knowledge of the design, function and safety of the various structures and equipment used in the industrial process; make a rational choice of appropriate material for the development of a particular product; develop, execute and manage technological processes for material, product improvement; to perform energy production and transmission in engineering; opportunities for developing alternative energy; the negative impact of energy on the environment and ways of reducing it; protection and control of power systems, their components under normal and emergency conditions; communications in power systems; opportunities to increase energy efficiency as an economically important and environmentally friendly means. The courses of the study module are mastered during Semester 5, 6, 7 and 8 (see study plan in Annex 6 "Industrial engineering management study plan").

In addition, Part B includes two modules - Industrial Engineering Competence Development Module and Pedagogical Competence Module, from which students have the opportunity to take 8 CP courses. By choosing the Industrial Engineering Competence Improvement module, students complement their engineering and management competencies. In addition, by choosing courses

from the Pedagogical Competence Module, students, after successful completion of the study programme, can work as teachers in professional education institutions.

The study programme “Industrial Engineering Management” meets the national education standard, see Annex 3 “Compliance of the Industrial Engineering Management Study Programme with the National Educational Standard”.

The study programme meets the current trends in the European Union countries, which at the moment is - to create an interdisciplinary study content. For example, an analysis of the Industrial Engineering study programme offered by the University of Greenwich, United Kingdom, suggests that the study programme offers relatively few study modules with a high number of credits. However, on closer examination, it can be seen that these modules cover several topics, which in essence cover the whole course content as envisaged in the study programme “Management of Industrial Engineering” of the University of Latvia. In Latvia, such a study programme is not implemented in any other higher education institution, therefore it is necessary to compare study programmes that include any of the related blocks of knowledge and competences. However, such programmes are implemented in many universities around the world, where the content of the courses is structured in a similar way to the Industrial Engineering Management study programme, including blocks of different study fields. Such study programmes are successfully implemented at such universities as University of Georgia - Bachelor of Science in Industrial Engineering, University of Florida - Industrial and Systems Engineering, Arizona State University - Industrial Engineering, Texas Tech University - Bachelor of Science in Industrial Engineering and more.

At the beginning of each semester, modifications to the taught courses are carried out on a regular basis, adapting them to the actual events of the respective time period. The range, topicality, level of detail and interaction of the study courses offered in the study programme testify to the ability to effectively and qualitatively fulfil the set goals and tasks and to develop the necessary knowledge, skills and competences of students. See study programme plan in Annex 6 “Industrial engineering management study plan” and course descriptions in Annex 7 “Study course description”.

The content of the study program is updated in close collaboration with the industry and labor market trends, which is implemented with the recommendations of leading experts. For example, accordingly to the recommendations of the Business Efficiency Association, the study program content includes the study course “Project Management, 4 CP”, which will provide students with an insight of the project management specifics. At the meeting organized by the Employers' Confederation of Latvia on 21st of November, 2019 several field expert recommendations were considered and the content of the study program was supplemented with another “Practice in specialization III, 6 CP”, acquiring internship in the amount of 26 CP, instead of the current 20 CP. Hence this will promote deeper students' practical skills in the chosen company during the internship. As well as accordingly to the recommendation of industry experts, the study course “Work Environment Expertise, 4 CP” has been removed from the content of the study program, considering that managers of industrial engineering do not need such in-depth knowledge in work environment safety.

As well as following the tendencies of the field and science, the study course “Work Analysis and Design 2 CP” has been revised and replaced with the study course “Human Centred Product Design Development and Management, 2 CP”. Taking into account the specifics of the study program, the general study courses “Probability Theory and Mathematical Statistics Selected Chapters, 2 CP” and “Probability Theory and Mathematical Statistics, 2 CP” have been replaced by the study courses “Statistical Methods in Business, 2 CP” and “Quantitative Methods in Decision Making, 2 CP”, which are more appropriate for this professional study program.

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 purpose of the study program is to prepare highly qualified and labor market-competitive industrial management engineers with interdisciplinary competencies in management and engineering, who are able to develop, manage and ensure the operation of industrial environment of organizations from different branches of national economy during entire its life-cycle, and to apply advanced principles and modern methods for maintaining, analysing and improving systems and manufacturing processes.

The program implementation is based on an interdisciplinary approach, with industrial engineering and management aspects. Interdisciplinarity provides interdisciplinary knowledge, multidimensional analytical skills, use of different methods through interaction of several discipline, and also encourages holistic thinking and problem solving. Interdisciplinarity requires not only mastering different disciplines, but rather openness to resolve complex issues from different perspectives. Interdisciplinarity teaches students to think globally, comprehensively, and to draw meaningful and comprehensive conclusions. Mastering of such skills is a significant factor for development of critical thinking.

By successfully fulfilling the requirements specified within the framework of the study program, the students will acquire:

Knowledge:

1. demonstrates basic knowledge of the various engineering disciplines required to supervise the technical systems and processes of an industrial organization;
2. identifies and selects the most appropriate methods for solving engineering issues;
3. defines the engineering and other parameters necessary for the development of the systems to develop the engineering system and identify the factors and risks affecting the development of the system;
4. defines the necessary human resources competencies, division of responsibilities and powers for the development, testing, implementation, maintenance and improvement of engineering systems.

Skills:

5. applies state-of-the-art methods for assessing the adequacy, effectiveness or technological risks of systems and processes;
6. applies engineering principles, characteristics and regularities to system analysis and improvement;
7. performs optimization of existing or new technologies to choose the best engineering solution and to make optimal decisions in the management of production processes;
8. develops a prototype simulation model for a product or technology that can improve process management across industry sectors and perform transition process analysis;
9. is able to assume liability for quality and quantity of professional performance;

10. is able to identify, assess, manage and improve corporate processes.

Competences:

11. is able to manage the economic activities of his / her functional area of responsibility, ensuring rational use of resources, including financial, for the performance of specified tasks;
12. is able to develop a system or solution that adds value to commercialization;
13. is able to assess job design in various sectors of the national economy and make proposals for its improvement;
14. is able to independently plan and carry out practical research related to the basic principles of industrial engineering management;
15. to organize and manage the work of structural units, work in teams and in a group, independently acquire new knowledge.

to objectively evaluate and present the research results in cooperation with specialists from other fields.

The relation of the study course results to the achievable results of the study program can be viewed
in Annex 5 -

“Mapping of study courses in the Industrial Engineering programme to achieve the results of studies in the study programme”.

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.

Modern teaching methods are used in the study process, emphasizing practical content of studies and forms of independent work. Student workload for the study program corresponds to 40 academic hours per one credit point.

Depending on the specifics of the study course, different teaching methods and forms are used in the study process, including innovative ones using multimedia and the Internet.

In the process of program implementation, different teaching methods are used: lectures, seminars, workshops, individual and group work, as well as innovative methods using multimedia and the Internet. Methods are selected in accordance with the study course content and specifics. In all study courses, classes are oriented towards students' creative participation in the process of knowledge acquisition.

The lectures are visualized, which makes it easier for students to perceive and remember the content of the lectures. Handouts (presentations) on the topics covered in the lectures, assignments and homework are available to students electronically in Moodle environment - e-courses are prepared for all study courses, providing students with the opportunity to use the materials and interact with the course by completing course tests tasks. E-course content is

updated on regular basis. A positive evaluation of the modernity of study methods can be seen in the students' questionnaires on study courses.

Papers or other independently developed practical works (Total Quality Management System, Engineering Innovation, Business ethics and corporate social responsibility, other courses) are read and discussed during the seminars, and student discussions on topics of global importance such as human-centred approach to work environment and encouragement of productivity are organized, as well as brainstorming (in LEAN industry, Human-centred product design development and management, Industrial ergonomics in other courses), where students have the opportunity to demonstrate knowledge, and to find creative solutions to problems in a group. Such study methods enable the whole audience to be involved in the process, unite the group and create an atmosphere of cooperation.

Practically all courses provide a comprehensive analysis of the situation, as problems that occur in practice often do not have one correct solution.

The professional study program provides for the acquisition and strengthening of practical skills. Practical classes in the study courses are different, depending on the specifics of the study course, because practical works depend on it, in most of them different engineering calculations are conducted, as well as analysis of the relevant parameters of a particular field, measurements, etc. For example, in Engineering Economics and Cost Analysis, students have to make engineering economics calculations, develop an annual report for an industrial company, etc, in the course on Manufacturing Technology Security Engineering, students assess various technological risks by working with hazardous equipment, using different risk assessment methods - qualitative and quantitative. During the course Indoor Air Quality in Production, students make calculations to evaluate and maintain the required air quality in the production process.

Some courses require special computer programs, such as Visual Geometry and Engineering Graphics for Engineers require AutoCAD 2019, and Simulation Models for Process Analysis, Optimization Models for Engineering requires MatLab, both programs are available. Software such as SPSS, Intelligent Data Analysis Tools are available for scientific research: *MicroStrategy*, *QlickView*, *Simul8*, *Nvivo*, *statistical data bases: EuroStat, UNESCO, OECD*, Latvijas CSP datu bāzes etc.

Special laboratories are used for engineering science courses. The University of Latvia has an agreement with Riga State Technical School for the provision of laboratory work in the new Centre of Practical Training, equipped with new and modern equipment (cooperation agreement has been signed). They carry out laboratory work for such study courses as Basics of Energetics in Engineering, Electrotechnics and electronics in engineering, Mechanics in Industrial Engineering, Fundamentals of Automation of Production Processes, Material Science in Engineering. During laboratory work students acquire practical skills and understanding of engineering principles that prepare students for practice in a specialization in a Latvian company or a branch of an international company in Latvia (e.g., Indutek LV, Host Latvia, Ventspils Nafta Terminal etc.).

Students of the study course Simulation Models for Process Analysis and Optimization Models in MathLab compile mathematical simulation models and perform analysis of various transition processes, process optimization, which allows to evaluate machine operation alternatives and to make optimal decisions in production process management, which are then presented to others.

Practical sessions also include group work. For example, in a study course in LEAN industries, using different LEAN methods, students in groups analyse the causes of production process efficiency problems and come up with creative solutions that are presented to others who comment and express their ideas. In a similar way, group work is also carried out within other study courses, such

as Business Strategy and Policy Management, Basics of Entrepreneurship in Industrial Engineering, Marketing, etc. Students' work in seminars and practical sessions provides an opportunity not only to learn the subject matter of the course, but also to discuss the problems, to provide a solution, to present and defend their views.

During the semester tests, control tests, homework and independent work are organized for students to ensure systematic knowledge control. Students also have the opportunity to perform and submit practical assignments and tests in the Moodle e-learning environment. Students also have access to the videoconferencing and live streaming environment created by the University of Latvia.

An important form of practical implementation of the study program is lecturers' consultations. If students are unable to come to consultations due to work-related reasons (those are mainly part-time students), there is a possibility to arrange counselling with the tutor at another time. Information on the counselling is available at the Faculty, the LUIS system and the BVEF website. There is a possibility to consult students using e-mail and e-studies platform.

Methods of study implementation promote achievement of study course results and study program goals. Expected results of the studies can be found in the methodological instructions about the Bachelor thesis, study papers, practices, course descriptions in the course register of the University of Latvia. Expected results of the studies and requirements for the course acquisition are introduced to students at the beginning of each new course - in the 1st lesson.

Each session has defined specific goals to be achieved by mastering the specific subject. The objectives of practical work and lectures are derived from the study results defined in the course description. Practically all courses provide a comprehensive analysis of the situation, as problems that occur in practice often do not have one correct solution. Practical classes are practiced in which students work individually and in groups, solving different study situations (case study). In the field of professional specialization courses, most practical classes are designed as a requirement to solve a specific practice problem (analysing problems and seeking solutions).

Individualisation of studies is accomplished through study (course) work (methodological instructions are available on the faculty website) and by increasing the volume of other independent work (reports) in study plans. Students are offered not only an alternative choice of topics, but also a choice of study courses in which students can write a study paper.

Methods of implementation of the study process take into account the principles of student-centred education because, as it was shown, the study process is organized creatively. The methods used imply that students have different learning styles, different requirements and interests, freedom of choice (reports, study papers), and cooperation between students and teachers takes place during the studies.

Throughout the study process, students are given a customized approach as it happens:

- communication with students throughout the study period is done via group e-mail as well as LUIS system, for example, for the operative sending of information about changes in the study schedule, compulsory events and their deadlines;
- constant personal contact of the academic staff with students during the studies, during consultations;
- regular meetings and discussions between the academic staff and students in the study program councils and faculty council meetings;
- regular discussions by the program director with students of all courses and groups about the planning and progress of the study process (course sequence, classes, organization of practice and exams).

An essential element of the quality of the study process is the provision of feedback - listening to the students' independent opinion, both during the meeting, as well as consulting the students and cooperating in the development of Bachelor thesis and study papers.

The study program "Industrial Engineering Management" in the 2018/2019 academic year includes significant guest lectures on industrial engineering held by foreign lecturers:

1. Guest lecture series on "Basics of Ergonomics in Engineering" and "Basics of Ergonomic and Cognitive Ergonomics" by Professor Andris Freivalds (Pennsylvania State University, Department of Industrial Engineering, USA), May 30-31, 2019.
2. Guest lecture on "Innovation and Knowledge Management in the Age of Globalization" by Professor Victor Oltra (University of Valencia, USA), May 22, 2019.

Almost all students of the study program attended the guest lectures and appreciated the acquired knowledge regarding industrial ergonomics and human factor in the era of globalization.

An important contribution to broadening students' horizons in the field of industrial engineering was the opportunity to attend a scientifically practical conference on October 5, 2018. It was an interdisciplinary conference "Ergonomics at Work - a Challenge for Health Promotion" held at the University of Latvia, organized within the framework of the European Ergonomics Month and dedicated to the 100th anniversary of Latvia in cooperation with the Latvian Ergonomics Society and the Latvian Association of Optometrists and Opticians. The event was organized within the framework of the University of Latvia study programs "Industrial Engineering Management", "Work Environment Protection and Expertise" and "Optometry", as well as the project "Development of Visual Ergonomics Research Environment". The conference highlighted cognitive ergonomics, a human factor, which nowadays is increasingly used in the analysis and improvement of work processes, and highlighted computer ergonomics in today's business environment. The topics also included health problems related to eye strain while working on a computer and possible preventive measures to promote business were presented. Students had the opportunity to listen to practitioners from several organizations (StoraEnso, Ventspils Naftas Termināls, etc.), as well as working experience and techniques of the scientists (Ž. Rojs, G. Krūmiņa, K. Panke, etc.) in solving industrial ergonomics issues in modern organizations.

Examination of students' achievements in the courses of the Program and assessment thereof in accordance with the Cabinet of Ministers Regulations No. 521 Regulations regarding the State Standard for the Second Level Higher Professional Education, which define the basic principles of assessment of program acquisition and the basic forms of program evaluation (examination).

The main forms of assessment of students' achievements (knowledge, skills and abilities) practiced in the program are tests, including with open questions, control tests, seminars, problem discussions, presentations, exams, etc. The content of control tests and individual assignments includes questions that help to evaluate how well analysis, generalization, comparison and situation forecasting skills have been developed.

Evaluation provides the students with possibility to find out to what extent they have achieved the expected study results. With the help of the evaluation system students get feedback in the study process. The evaluation system is based on the nationally accepted 10-point system. Evaluation criteria and methods, as well as criteria for assigning grades are known to students in advance, as evaluation requirements are available in the course descriptions in the course register of the University of Latvia.

The choice of examination forms and the frequency of their use, although different in each study course, are recorded in their descriptions (documents can be found in the LUIS system database of the University of Latvia). At the completion of the course the students take examination. In some

study courses students take intermediate examinations, which form part of the final mark, in *estudijas.lu.lv* environment, for example, Computer Systems I.

The overall evaluation of the study work is most often done using a cumulative system - gradually accumulating the evaluation of the previous works. Knowledge and skills are evaluated at 10-point system.

As the study program is being implemented only for the 2nd year, a Bachelor Thesis with project has not been yet developed, but it is planned to develop it in accordance with the procedure established by the BVEF Department of Management Science of the University of Latvia, which will be defended publicly. Study papers are evaluated by the supervisor, often more than one examiner - the supervisor. The Bachelor thesis with a project will be evaluated by the supervisor, reviewer and state examination commission consisting of 2 program lecturers and 3 representatives of industry organizations or employers from industrial companies.

Bachelor theses will be evaluated according to common criteria (a Bachelor thesis review form has been developed accordingly). The evaluation is fair, applicable to all students and implemented according to approved procedures. There is a procedure for reviewing student appeals.

The results of the knowledge evaluation will be analysed at the meetings of the Department of Management Science, meetings of the study program lecturers and students. These results will be used in the development of the Program, forecasting of graduates' competitiveness in the labor market and quality of studies.

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.

The study program "Industrial Engineering Management" has three practices with specific tasks and objectives. The tasks of the study practice are related to the results to be achieved in the study program. Practices allow students to consolidate their knowledge in a variety of fields, as practice programs are designed to link practice tasks and outcomes to the outcomes of the curriculum. This is also evidenced by the mapping of study course modules to achieve study program learning outcomes, see Annex .

The practice program "Industrial Engineering Management" is a compulsory part. The practice are organized in accordance with University of Latvia Order No 1/86 „On the Procedure of Organization of Students' Practice at the University of Latvia" (16.04.2007, as amended 06.11.2014) and the Regulations of Practice developed by the Department of Management Science and the program of each practice (available on the faculty website). Before each practice, students are given an introductory lecture on the tasks of the practice, the requirements for drawing up and defending the practice report. At the end of the practice, the students draw up the practice report, submit it to the practice supervisor for examination and defend it in the prescribed manner.

Purpose of the practice - Acquisition and improvement of practical skills of industrial engineering management engineer, applying and developing theoretical knowledge acquired during studies, in a specific company related to industrial activity.

General tasks of practice:

1. To promote understanding of the role and influence of the company in the industry, cooperation with other local and international organizations;
2. To develop the ability to analyse the activities of an industrial company and evaluate its strategy in the context of the industry;
3. To deepen and strengthen theoretical and practical knowledge of industrial enterprise management and organization;
4. To acquire skills to analyse and evaluate company engineering systems and production technologies;
5. To acquire the ability to assess the quality and safety of the organisation's engineering systems and technologies, to identify problems and to make decisions within their competence; to organize and manage work independently;
6. To develop students' ability to self-critically evaluate their own performance and growth.

Practice I - in organization of company management and business processes (takes place in Semester 4, 10 CP), tasks:

- 1) To get acquainted with the operation, goals and management methods of the practice company, its structure and departments, principles of work organization;
- 2) to understand business management policy, human resource management and economics;
- 3) to understand the management of engineering issues within a company, including in the context of safety, productivity and sustainability issues;
- 4) to understand the components and processes of an enterprise system, see opportunities to increase employee productivity and production efficiency.
- 5) to identify problems, evaluate possible strategies and make informed decisions to solve these problems at different levels of enterprise systems;
- 6) to find a practical idea of providing the company with basic, current and working resources, investments in strategy development;
- 7) to choose a specific quality management method and process management tools for specific action in modern engineering solutions within the system;
- 8) to gain a practical understanding of the implementation of the innovation process in manufacturing companies, methods and issues of product development;
- 9) to carry out engineering and economic calculations of the company, to evaluate the cost structure of the unit of production or service, ability to choose the ways of cost control in the company in order to achieve more efficient operation;
- 10) be able to choose modern industrial LEAN methods and successfully apply them in practice;
- 11) to gain a practical understanding of the nature of employment legal relationships, understand the responsibility of the employee and the employer for a safe working environment, taking into account the specifics of the industrial working environment;
- 12) to develop and strengthen the student's communication skills, including the ability to express his or her opinion publicly and reasonably;
- 13) to strengthen students' independent work skills, skills to plan and organize their work effectively, to acquire new knowledge independently.
- 14) to develop the student's ability to understand the processes of the national economy and the

interrelationships of the company's activities;

15) to prepare proposals and implementations for the improvement of the company's management processes.

Practice in specialization (takes place in Semester 7 and 8, 16 CP), tasks:

- 1) to get acquainted with engineering systems, technologies and equipment in a particular company;
- 2) to study the structure, operation, installation, supervision, maintenance of systems and equipment existing in the manufacturing company;
- 3) be able to choose and apply modern analytical methods in the identification and assessment of risks of production technologies;
- 4) be able to choose preventive labor protection measures related to safe production technologies, as defined in European Community directives and Latvian legislation;
- 5) to gain a practical understanding of work design in relation to engineering solutions and industrial work analysis;
- 6) to fulfil the individual practice task related to the development or implementation of a new solution, development or optimization of the system or its individual components, or improvement of technology, etc.;
- 7) to perform the individual task related to the acquisition of various types of data for the development of an engineering project (experiments, design, computer modelling, measurement, etc.).
- 8) to assess the compliance of the electrical system operating modes with the necessary conditions;
- 9) to get acquainted in practice with production equipment and construction and development of technological process automation systems;
- 10) be able to use modern simulation tools and methods in production process management; develop simulation models to improve process control and analysis of different transition processes; to choose a suitable solution method and to make conclusions about the accuracy of the obtained results, as well as to be able to evaluate the level of detail required for solving the problem and to analyse the influence of parameters in the simulation model;
- 11) be able to apply the methods of finding the optimal solution for solving engineering and mathematical problems using the available software;
- 12) to develop algorithms and simple software programs for object optimization tasks and to decide on the most effective solution for the product. To evaluate plant operating options and make optimal decisions in production process management
- 13) to collect necessary information, including experimental data, for designing the engineering project;
- 14) to prepare proposals and work on the improvement of the existing system or alternative solutions for the development of the engineering project.

The connection of practice tasks with the study results to be achieved in the study program, knowledge, skills and competencies is shown in Annex "Study programme "Industrial engineering

management” study course mapping”. Practice I covers knowledge, skills and competencies related to the organization of company management and business operations. Within the framework of this practice, students get acquainted with the characteristics, goals and management methods of an industrial organisation, also gain skills in order to evaluate the company's strategy, structure, and develop recommendations for improvement of business operations, using efficiency and quality management tools.

The practice (internship) tasks in specialization II and III are related to the knowledge, skills and competencies of the study program, which are related to solving engineering issues and problems at the industrial company. All three internships include knowledge, skills and competencies related to, for example, the competence “Objectively evaluate and present the research results in cooperation with specialists from other fields”, because at the end of each internship the results must be carefully analyzed and student has to work with different professionals. The same is true, for example, with the competence “Able to independently plan and carry out practical research related to the basic principles of industrial engineering management”, as both management competencies and understanding of the management of the engineering processes are developed.

Students are free to choose a practice placement, and the programme director provides support in finding a placement, if necessary. The program mehas concluded indefinite cooperation agreements with practitioners working in one of the industrial sectors – SIA “Indutek LV”; SIA “HoSt Latvia”; SIA “Ventspils nafta termināls”; SIA “WES Efficiency”; SIA “Jēkabpils PMK”; SIA “ALPA.C”; AS “STORA ENSO LATVIJA, “Krogzemji”, A/S “VIRŠI-A”; SIA “PRIMEKSS”; SIA “MK SAFE”.

Students conclude a tripartite agreement with the practice place, which stipulates the rights and obligations of all parties involved in the implementation of the practice programme. For students, this is an opportunity for the practice to become their first job.

Students of the study programme “Industrial Engineering Management” also have the opportunity to undergo practice in a foreign company under the ERASMUS+ programme. Some of the co-operation employers are international companies or subsidiaries in Latvia, for example, SIA “Indutek LV”; SIA “HoSt Latvia”; SIA “Ventspils nafta termināls”, hence it is also possible to perform practice (an internship) in English.

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.

During the reporting period there are no graduates of the study program yet. Therefore analysis of the subjects of the final thesis of the students is not possible. However, students are already actively interested in developing a Bachelor thesis during their 2nd year of study and are looking for organizations for study practice so that they can successfully develop a Bachelor thesis later.

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.

Survey data show that overall the evaluation of the program is positive, and in view of the increasing competition in the higher education market and changes in demand, the study program will be improved and the views of students, graduates, employers and teachers will be respected. Currently there are no graduates of the study program, but opinions can be summarized on the operation of the first two years study program and the students' feedback on the study courses.

Student surveys are conducted each academic year on individual study courses and on the overall quality of the study program. The students' opinion is taken into consideration when updating the courses of the annual study program and conducting and organizing the courses. When analysing the students' opinions of LUIS program and program courses, a high level of student satisfaction with both the program and its courses and its teachers is clearly evident. Criteria such as infrastructure provision, additional study process activities (guest lectures), management attitude, availability of scientific databases and library resources, lesson content planning, guest lecture opportunities and study process activities abroad, e-course development, development of one's skills and knowledge have been the most appreciated ones.

The study program "Industrial Engineering Management" has enrolled students for only 2 years, the duration of studies is 4 years, thus the program has no graduates yet, as well as surveys of employers have not been conducted yet.

After graduation they will be able to work successfully as senior executives and industrial management engineers in various field organizations. The knowledge acquired during the study process allows to understand and regulate the technological processes of the company, as well as to manage companies and organizational units. Market research shows that there is a shortage of highly qualified engineers in Latvia and elsewhere in the world, and the demand for this type of specialist will increase rapidly in the future. Graduates of the study program will be provided not only with extensive work opportunities, but also with career development opportunities at the Latvian and global level. According to the study of the Ministry of Economics "Medium and long-term forecasts of the labor market", engineering specialists are among Top 15 professions with the highest increase of employees in 2022. According to the results of the employer survey conducted by SIA RAIT Custom Research Baltic, it is planned to create new jobs in the following fields in 2019 (Physical and engineering specialists not elsewhere classified - 78 jobs; Not elsewhere classified engineers - 40 jobs; Industrial and industrial engineers - 21 jobs; Senior Personnel and career, quality management systems and risk management specialists - 9 jobs.) This indicates the potential supply of jobs for graduates of this study program.

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.

During the reporting period there has not been any incoming and outgoing mobility of the students. The study program is new, and this is only the 2nd year of its operation. There is already active student interest in the ERASMUS + mobility program and the opportunities for exchange studies abroad.

At the same time, opportunities are being explored to broaden the programme's collaboration with foreign universities, such as ongoing talks with the University of Valencia (Spain) on co-operation, namely, on organization of summer schools, opportunities for lecturer and researcher internships, and PennState University (USA), to deliver world-class industrial engineering lectures through online study courses.

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.

All the resources available to the University of Latvia and BVEF are available for the implementation of the Bachelor program "Industrial Engineering Management". The programme's study base, informative base (including libraries), material-technical base, as well as methodological provision comply with the study program implementation conditions, create preconditions for achievement of study results and prove the possibility to ensure qualitative study process in the future. The faculty has good, renovated classrooms and computer rooms, comfortable lounges and halls for students, wireless internet is available, there is a café and coffee machines. The 2018 and 2019 graduates of the program highly appreciated the material and technical facilities (availability of rooms, computers and internet) appropriate for their studies.

The study base is regularly updated with the most up-to-date information resources in accordance with the needs of the teaching staff and students. The engineering and technical basis necessary for the provision of professional specialization study courses in the study program area, so that the students acquire the skills and abilities necessary for the qualification. will be provided in cooperation with Riga State Technical School (hereinafter - RVT), the new Centre of Practical Training, which is equipped with new and modern equipment for the provision of laboratory works for specialized study courses: Material Science in Engineering; Systems Principles in Industrial Engineering; Basics of Energetics in Engineering; Electrical engineering; Mechanics in Industrial Engineering; Basics of automation of production processes (signed cooperation agreement, see Annex 1). Equipment such as ammeters, voltmeters, wattmeters, power meters, asynchronous electric motor, transformer, material tensile testing equipment, impact testing equipment, technological property testing stands, thermal treatment oven, light gates, micromachine test stands (synchronous and asynchronous motors and their control), power electronics components and test instruments (transistors, diodes), automation sensors: electromagnetic, optical, etc. will be provided in cooperation with RVT.

The University of Latvia Library provides information resources in accordance with the study programs and research areas of the University of Latvia. The Library provides the purchase of information resources at the request of the academic staff of the University of Latvia, at the

proposal of the Students' Self-government, or at the suggestion of the Library staff, which is entered into the LUIS and approved by the Dean or Executive Director. Library users have access to 1.7 million information resource units available to students at the Faculty of Economics and Management in 8 libraries without restriction, as well as more than 260,000 online resources (e-books, e-journals, subscribed, open access, trial access databases). Since 2011 the Library purchases e-books. At the suggestion of BVEF's academic staff, 190 e-books available on the *Dawsonera* platform have been purchased, and it is planned to supplement the number of these books with new books necessary for the study of engineering subjects. EBSCO eBooks Academic Collection is also available for business, economics and management science sector.

Databases - EBSCO Business Search Complete, Passport, Cambridge Journals Online, Emerald, JSTOR, OECD iLibrary, Oxford Handbooks, Oxford Journals, Proquest Dissertations and Theses and Taylor Francis Social Sciences & Humanities Library - provide information in business, economics and management sectors.

The collection of the library generally corresponds to the implementation of studies and the development of scientific research, as it is updated every year with the most up-to-date information resources in accordance with the information needs of the academic staff and students.

The working hours of the University of Latvia Library's 8 branch libraries are adjusted for students' convenience, and 3 branch libraries are open during the summer period. The library on Aspazijas Boulevard is open for 68 hours a week at a time convenient to students. The Natural Science Library is available 7 days a week, 24 hours a day.

A free-access collection is available to users in industry libraries, where they can choose the publications they need. The library provides the opportunity to request and receive the necessary information resources from the repository, to use self-service equipment to issue, transfer and extend usage of the publications, to use self-service copying machines and free scanning capabilities, etc. Branch libraries provide all services that facilitate independent study.

Software such as SPSS, MathLab, Intelligent Data Analysis Tools are available for scientific research: *MicroStrategy*, *QlickView*, *Simul8*, *Nvivo*, *statistical data bases: EuroStat, UNESCO, OECD*, Latvijas CSP datu bāzes etc. The new study programs for specialized study courses, such as Designer Geometry and Engineering Graphics for Engineers, will be equipped with AutoCAD application for computer-aided design.

The description of the available resources described in the above chapters leads to the conclusion that it corresponds to the specifics of the study program and provides students with continuous study and research work, which creates preconditions for the achievement of the study program results.

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.

The study program is new and its teaching staff has not changed during the reporting period. Teaching staff of the Faculty of Business, Management and Economics of the University of Latvia, as well as guest lecturers with a great practical work experience in public and private sector organizations, which are closely related to the aspects of industrial engineering management, are involved in the implementation of the study program. It is planned to invite guest lecturers from other universities, lecturers, experts and specialists of state and non-governmental institutions, foreign universities and research centres.

Thus, the principle of student-centred education is followed, and a quality content program is implemented.

5 professors and 6 associate professors participate in the implementation of the study program (2 of which are guest professors). As the study program combines social sciences courses in management, economics, etc. with exact sciences and engineering sciences, the doctoral degrees obtained by the teaching staff proportionally correspond to the respective branches of science; 33 lecturers are involved in the study process, 21 of which have acquired Doctor's degree. 6 teachers are currently PhD students and are in the process of developing their Doctoral theses.

Within the framework of the study program, the courses of technological process and engineering will be provided by the academic staff who have obtained scientific degrees in engineering, some of which operate not only in the academic environment but also as professionals in the field. Sector-related practical and theoretical courses will be provided by teachers with a degree in the relevant or related field of exact sciences, such as a PhD in engineering, mathematics, physics, chemistry or computer science, etc. The opportunities offered by the ERASMUS program by attracting guest lecturers from abroad are also being implemented. This would allow to diversify the program offer to students and strengthen its international "atmosphere". The competence and qualification of the teaching staff involved will ensure high quality and level of studies; the teaching staff involved in the implementation of the study courses and the correspondence of the acquired degrees is provided in Table 1. Within the framework of the study program, it is planned to invite specialists and guest lecturers from foreign universities to guest lectures. For example, in 2020/2021 academic year it is planned to create online study course with PennState University (USA). In the same academic year, Professor Andris Freivalds, who represents the Department of Industrial Engineering at PennState University, is expected in the spring semester to provide valuable guidance for the further development and improvement of the program.

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.

Teaching staff is involved in the implementation of the program, who have obtained appropriate education and qualification in accordance with the requirements of regulatory enactments and the study course specifics in the relevant field of science, see Table “Professional Bachelor study program teaching staff involved in the implementation of “Industrial Engineering Management””. A total of 32 lecturers are involved in ensuring the study process, of which 21 have obtained a doctoral degree and 11 have obtained a master's degree, adding that some are doctoral students or already doctoral (Ph.D.) candidates, for example, Dzintra Gasūne, Inese Vilcāne, Ilze Grante, Aleksejs Gedzurs, Ilze Dimdiņa. In this way, the generation of teaching staff is promoted and the issue of attracting new Ph.D. level teaching staff is being solved.

Natural sciences and engineering study courses are provided by teaching staff who have obtained a relevant degree in engineering, physics, chemistry, etc.

All the involved teaching staff constantly improves professional development in order to comply with the requirements of regulatory enactments and ensure study results at the high professional level. In general, it can be concluded that highly qualified academic staff is involved in the implementation of the program, who has extensive experience in Latvia and abroad, regularly participates in scientific projects, international conferences and study courses both in Latvia and at foreign universities as guest professors. It is shown in the CV of the academic staff.

Professionals representing the industrial business environment with long-term experience in various sectors of the economy participate in the implementation of the study program, also besides the teaching work they advise entrepreneurs on engineering and business management solutions (see CV of the academic staff). Several lecturers work not only in the academic environment, but also on a daily basis as practitioners, and have gained experience in various business sectors, such as industrial ventilation system design, hazardous equipment safety expertise, industrial system solutions, quality, ergonomic solutions and LEAN implementation in various manufacturing companies, etc.

Table 4.1.

Professional Bachelor study programs

Teaching staff involved in the implementation of “Industrial Engineering Management”

	Teaching staff	Scientific degree and academic title	Study courses
1	Andrejs Cekuls	Dr. sc. admin, prof.	Innovation management in engineering
2	Dzintra Gasūne	Mg.oec. Teacher,	Engineering economics and cost analysis

3	Kārlis Purmalis	Dr. oec., Assoc., prof.,	Company strategy and policy management (1st study project)
			Basics of entrepreneurship in industrial engineering
4	Henrijs Kaļķis	Dr. sc. admin Guest Assoc., prof,	Expertise of working environment
			Human-centred product design development and management
			Total Quality Management System in LEAN industry
5	Signe Bāliņa	Dr. Oec. Professor	Models and Methods in Operations Management (2nd study project)
			Probability Theory and Statistics
6	Mārtiņš Danušēvics	Mg.soc., Lecturer	Selected chapters of Probability Theory and Statistics
7	Kristīne Rozīte	Mg.sc.adm., Lecturer	Stock management and modelling
8	Anda Batraga	Dr.oec. Assoc. prof.	Marketing
			Record keeping and business correspondence
9	Ženija Roja	Dr.med. Assoc. prof.	Industrial ergonomics
10	Inese Vilcāne	Mg. Sc. Guest lecturer	Tasks of the self-improvement of the manager
			Labor environment protection
11	Ingars Reinholds	Teacher Dr.chem.	
12	Diāna Apse	Dr. jur. Docent	Legal system and significant aspects of employment rights
13	Raivis Bēts	Dr. math. Docent	Advanced Mathematics I, II

14	Tija Sīle	Dr. phys. Teacher	Physics for natural sciences
15	Anda Prikšāne	Dr. chem. Assoc. prof.	Chemistry
16	Ilze Grante	Mg. chem., Lecturer	
17	Uldis Straujums	Dr. comp. Assoc. prof.	Coding
18	Imants Gorbāns	Dr. comp. Docent	Computer system structure
19	Ella Leja	Mg. arch. Guest lecturer	Visual Geometry and Engineering Graphics for Engineers
20	Juris Burlakovs	Dr.geog., Docent	Environmental protection in production
21	Ilva Nakurte	Dr. chem. Docent	Civil defence
22	Aleksejs Gedzurs	Mg.sc.ing. Guest lecturer	Basics of energetics in engineering Electrical equipment and electronics
23	Inese Birzniece	Dr.phys. Guest researcher	Mechanics in industrial engineering
24	Andrejs Podgornovs	Dr. sc. ing. Guest Assoc. prof.	Production technology security engineering Basics of automation of production processes System principles in industrial engineering (3rd study project) Optimization models in engineering sciences science Simulation models for process analysis

25	Ilze Dimdiņa	Mg. sc. ing. Guest lecturer	Indoor air quality in production process
26	Gatis Muižnieks	Dr. sc. ing. Guest docent	Material sciences in engineering
27	Veronika Leja	Mg. psihol. Teacher	Communication psychology
28	Jūlija Žakemo	Mg.sc.adm., Lecturer	Business ethics and corporate social responsibility
29	Tatjana Bicjutko	Mg.philol. Lecturer	Business management English
30	Sandija Iesalniece	Mg. Filol. Acting lecturer	Contrast studies I: German (2nd foreign language, from elementary level)
31	Inta Līsmāne	Dr. paed. Docent	Practical Latvian for International Students I I
32	Rudīte Andersone	Dr.paed. Prof.	Variety in pedagogical school process Learning: theory and practice
33	Linda Daniela	Dr.paed. Prof.	Creation of education and study programs

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.

The academic staff of the study program is actively involved in scientific activities, including scientific research projects. For example, every year since the implementation of the study program, a section "Ergonomics and Work Environment, Industrial Engineering" is organized in the framework of scientific conference of the University of Latvia, where the teaching staff of the study program and specialists report their research results (Dagnis Garais - Ventspils Naftas Termināls, Jolanta Manihina - Stora Enso, Ženija Roja - Latvian Ergonomics Society, etc.), closely related to the specifics of industrial engineering management.

The teaching staff is also active in the leading Latvian professional associations and associations (see CV of lecturers). The lecturers organize conferences in cooperation with other institutions, e.g. Business Efficiency Association, Latvian Ergonomics Society, etc.

Similarly, in-service training and internships of the lecturers take place within the framework of the program. For example, head of the study program Dr.sc.admin Henrijs Kaļķis participated in several mobility and experience exchange visits during the reporting period of the study program, such as Penn State University, The Harold and Inge Marcus Department of Industrial and Manufacturing Engineering, USA, the Baltic-American Freedom Foundation (BAFF Research Fellowship (01.07.2018 - 01.03.2019.)), 5 day training on "Human Factor, Ergonomics and Business Management", AHFE Training, Orlando, USA (July 2018). Henrijs Kaļķis is also a representative of several associations:

- Business Efficiency Association (www.efektivs.lv) - Member / Board Member;
- Latvian Ergonomics Society (www.ergonomika.lv) - Member of the Board;
- International Ergonomics Association (www.iea.cc) - Member of the Board;
- European Federation of Ergonomic Societies (www.ergonomics-fees.eu) - Member of the Board;
- European Center for Ergonomists Registration (www.eurerg.eu/) - Member of the Board;
- Institut CEDIMES (Centre for Studies in International Development and Economic and Social Movements), Lettonie (<http://www.cedimes.org/>, France) – Member (No. 1875);
- Business Systems Laboratory (bslaboratory.net, Italy) – Member;
- Latvian Young Scientists Association (<http://ljza.lv>, Latvia) - Member.

Such active scientific research activity of the teaching staff proves the high qualification and professionalism of the lecturers involved in the study program, which ensures high quality of academic education. Detailed information on the achievements of each member of the teaching staff is reflected in CV.

In general it can be concluded that the directions of scientific research work of the teaching staff are in the fields corresponding to the content of the study program and the results of the research are applicable in the study process.

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 of the teaching staff involved in the study programs is regular. For example, there are regular meetings of the department to discuss issues related to the improvement of study courses, promotion of cooperation, improvement of docents' qualifications, implementation of students' suggestions in the study process and consideration of other topical issues related to the provision of the study program.

Another useful tool is the regular e-learning training seminars for teachers - "Improvements of the e-learning platform or Moodle" organized by the Department of Information Technologies of the University of Latvia.

In order to facilitate the organization and cooperation of the faculty of the Faculty of Business, Management and Economics in certain academic directions, managers of academic activity directions from among the elected academic staff have been approved in accordance with the Dean's Order No. BVEF-A43.1/57. Managers of academic activity directions twice a year organize in their departments methodological seminars on topical issues related to the improvement of study course content, organization of lectures and seminars, development of e-studies, as well as inclusion of the latest literature in the study courses.

The docents regularly update the content of the study courses, adapting them to new requirements and trends, the teaching is carried out in such a way as to prepare the graduates of the program for the continuation of studies at the highest level - Doctoral study programs. The quality of the course descriptions is maintained, observing the academic standard in the development of all course descriptions and being aware of the importance of the information contained therein in ensuring a qualitative study process. The docents adhere to the principles of student-centred education, while being aware of the scientific direction of the academic study program and the need to motivate and prepare students for scientific activities. There is also cooperation with employers (part of the employers are also teaching staff) in order to improve the content of study courses according to the employers' vision.

See signed cooperation contracts with organizations in Annex 1. "List of cooperation agreements for the Industrial Engineering Programme".

Thus, the mutual communication between the teaching staff ensures the correspondence of the study courses of the program, implementing the goals and tasks set by the program.

The base of the teaching staff of the study program consists of 32 teachers.

In the implementation of the study program "Industrial Engineering Management" there is 32 academic staff involved, which forms the ratio of the number of students and lecturers: 32 academic staff per 20 students in 2018/2019 academic year, and 33 students per 32 academic staff in 2019/2020 academic year.

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	INZ Statistical data on students in the study programme.docx	Stat dati par stud s p Inz.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	INZ Study programme atbilst_13_05.docx	Inz Studiju programmas atb augst izgl.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	INZ Study programme prof stand.docx	Inz Studiju programmas atb profes stand.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	INZ Study programme mapping.docx	Inz Studiju programmas karteej.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	INZ Study programme plan.docx	Inz Studiju programmas plans-1.docx
Descriptions of the study courses/ modules	8_PBSP_IIV_ENG_labots_15_05_2020.docx	Industrialas_ inženierijas_vadiba_PBSP(1).docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Industr eng diploma.docx	Inž diploms.docx
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	Agreement between University of Latvia and Riga Technical University(1).docx	vienos ar RTU.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	Pielikums 26.3. LU apliecinājums par atmaksu_1.docx	apliec par zaud atlīdz.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.	Pielikums 26.5. LU apliecinājums par Eng valodas prasmi(1).docx	Svešvaloda.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	studiju līguma forma ārvalstniekiem ES pilsoņiem.doc	studiju līguma forma pilsoņiem un nepilsoņiem.doc
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.		