

JOINT OPINION BY THE EXPERT GROUP ON THE RE-ASSESSMENT OF  
A STUDY PROGRAMME

STUDY FIELD

“Management, Administration and Management of Real Property”

Second cycle professional (master) study programme

“HUMAN RESOURCE MANAGEMENT” (47762)

LATVIA UNIVERSITY OF LIFE SCIENCES AND  
TECHNOLOGIES

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## Summary of the Re-Assessment of the Study Programme

The programme “Human Resource Management” corresponds to the field of study of “Management, Administration and Real Property Management” of the *Latvijas Biozinātņu un tehnoloģiju universitāte* / Latvia University of Life Sciences and Technologies (LBTU). This is in accordance with the goals and objectives of the study programme "Human Resource Management" (HRM). The aim of the study field is to ensure the preparation of internationally competitive, high-professional level management specialists, not only in the fields of business and project management, but also in human resources management. The study field is accredited until 27.05.2027. Both the volume of the study programme (120 credit points) and the duration of its implementation (2 years) are in accordance with the regulations on the state professional higher education standard for second cycle professional (master) study programmes and their admission requirements.

The goal of the programme is to provide professional higher education that meets the economic, cultural and social needs of the country, is based on the theoretical foundations of the field sciences, and are aligned with the requirements of the professional standard, with students being prepared for independent scientific research activities and developing competences that allow them to professionally perform their responsibilities of a career counsellor in human resource management.

The implementation of the expert group’s recommendation for the study field assessment is foreseen in the LBTU Strategy 2023-2027, and there has been noticeable progress in the implementation of these recommendations. All the recommendations made by the study field assessment experts and the Study Quality Commission were fully implemented and are in compliance with the needs of employers.

The study programme has strong economic and social relevance, consistently high graduate employability, and a responsive structural design that accommodates working professionals. The curriculum aligns with real labour market functions and forecasts, making this study programme both necessary and sustainable in the Latvian higher education landscape. But student numbers have recently experienced a decline, both - entry students and already enrolled students.

The content of study courses is interconnected and complementary, corresponds to the objectives of the study programme and ensures the achievement of learning outcomes, as well as meets the needs of the students, industry, labor market and scientific trends. There could be extended opportunities of psychology courses and a new course of “Future studies”, which develops futures oriented mindset, could be added.

The qualifications of academic staff as well as visiting professors, associate professors, lecturers and assistants meet the requirements for delivering the study programme and comply with the relevant legal acts. The selection criteria for teaching personnel involved in implementing the study programme are appropriate to the specifics of the study programme and relevant courses.

The resources and provision of study programme are met at a high level, by inclusion of the students in the research done, the ability to learn how to write publications and articles, as well as, the ability to publish them and present them at the conferences.

# I. IMPLEMENTATION OF THE RECOMMENDATIONS RECEIVED DURING THE PREVIOUS ASSESSMENT PROCEDURES

## Criterion:

In the previous evaluation of the study field the recommendations made by the expert group during the evaluation of the study field and the recommendations made by the Study Quality Commission (if applicable) that are directly relevant to the study programme under evaluation are / have not been fully or partially implemented. The contribution of the higher education institution / college to the analysis of recommendations and their application to the specifics of the study programme is evident.

## Analysis

Since 2007, the study programme, previously titled “Career Counsellor”, was included in the study field “Education, Pedagogy and Sports”, which was closed and the second cycle professional (master's) study programme “Career Counsellor” moved to another field of study and changed a title. From September 2023, the study programme's title is “Human Resource Management”, and it has been granted permission to be included in the accredited LBTU study field “Management, Administration and Management of Real Property”. Therefore, according to the recommendations made by the expert who evaluated the study programme’s changes and the Study Quality Commission, both the degree to be awarded and the code according to the Latvian education classification have been changed to: Professional master’s degree in human resource management, 47762.

The admission requirements for the study programme have been amended in accordance with a decision by the Study Quality Commission at a meeting held on 23 August 2023 (considerations referred to in Sub-paragraph 6.2.5), following consideration of the documents submitted to LBTU regarding changes to the study programme corresponding to the field of study. The admission requirements have been approved by LBTU Board of Studies decision No. 2.4.-12.2/11 Amendments to the Additional Requirements in the Admission Regulation for Master's Studies for the Academic Year 2024/2025:

- First cycle higher education in pedagogic and educational sciences, social services or business studies and administration (or equivalent to higher education);
- First cycle higher education in social and human sciences (or equivalent to higher education) and passing an admission examination;
- English language proficiency at least at B2 level if the programme is delivered in English.

The amended admission requirements require taking entrance examinations for persons who do not have an education background in business studies or administration (economics and business), or in educational sciences, or in social services (classification code 762) or in related sciences, but have it in any other field of social sciences (which is very broad, including also psychology, law, sociology, political science). This verification of the applicant’s prior knowledge or work experience in counselling reduces the risk of insufficient basic knowledge in the professional field of a career counsellor in human resource management.

The study field of “Management, Administration and Management of Real Property” underwent expert evaluation in 2020. The expert group provided three short-term recommendations and six long-term recommendations, all of which, in the opinion of experts, are applicable, as the study

programme belongs to the same field of study. Implementation of all the recommendations is foreseen in the LBTU strategy 2023 - 2027.

**1st short-term recommendation:** to solve confusion between main processes, sub-processes and procedures and to minimise the quantity of study processes for the higher effectiveness of process management; - *Implementation is in the process. There are some structural reorganisations at the university, which hinder implementation: "LBTU Council was established in 2022, which, together with the University Convention, Senate and Rector, forms the institutional framework of governance at the university. Many processes are still in the development stage, because in accordance with the LBTU Council Decision No. 23 (17.03.2023), the reorganization of LBTU structural units will be initiated, aimed at improving and optimizing processes and functions"* (LBTU self-assessment report (SAR) Annex: SV\_Vadiba\_Recommendations\_Implementation).

**2nd short-term recommendation:** To extend the areas of possible students' complaints; *Implemented: "A student can submit a complaint or suggestion in paper format, in electronic formats, or resolve it verbally by agreement with the responsible faculty member or other LBTU employee. Students prefer to resolve issues through verbal agreement"* (SAR Annex: SV\_Vadiba\_Recommendations\_Implementation).

**3rd short-term recommendation:** To improve the involvement of business partners in the decision-making process. *Implemented via the International Advisory Board, involvement in the preparation of the LBTU strategy and study programme content, and the invitation of guest lecturers* (SAR Annex: SV\_Vadiba\_Recommendations\_Implementation; on-site meeting with the director of the study field and director of the study programme).

**1st Long-term recommendation:** Develop further international cooperation and programme-specific exchange opportunities. *Implementation: HRM study programme lecturers participate in two European networks of higher education institutions that train career guidance specialists (VALA; NICE). Additionally, the university has joined the European University Network 'Challenge EU', which expands opportunities for exchange (on-site visit, meeting with the management team, meeting with the lecturers, meeting with the students).*

**2nd Long-term recommendation:** To strengthen the contribution of the study programme towards achieving the LBTU vision, it is recommended to consider the inclusion of dedicated study courses related to sustainability, responsibility, and bioeconomy. Currently, LBTU adopts an 'across the curriculum' approach; however, scientists have argued that this approach does not provide enough time and space for studying complex sustainability issues with non-experts (e.g., Floyd et al., 2013, p. 755). *Implementation: HRM is prepared according to the new LBTU strategy for 2023 - 2027 (on-site meeting with the director of the study field and director of the study programme).*

**3rd Long-term recommendation:** Larger involvement of foreign lecturers is advisable. *Implementation: HRM study programme uses VALA and NICE capacities. Students have opportunities to participate in intensive courses* (SAR Annex: SV\_Vadiba\_Recommendations\_Implementation; on-site visit - meeting with the management team, meeting with the lecturers, meeting with the students).

**4th Long-term recommendation:** ESAF could develop a more focused marketing approach to attract students from schools in Latvia and define the strategy for acquiring international students. This should be developed within the framework of the overall LBTU marketing approach and with close cooperation with LBTU management. *Implementation: Attracting the students to the HRM study programme could be improved. The programme has more state-funded places than the number of enrolled students* (on-site meeting with the director of the study field and director of study programme).

**5th Long-term recommendation:** Increase practical aspects in the study process, find other ways of collaboration with employers, business and organizations leaders. In this process student self-organised activities should be continued (e.g. Entrepreneur DNA) and increased. *Implementation: although Entrepreneurial DNA is not a priority of the HRM study programme, more practitioners could be attracted as visitors of courses (on-site meeting with the students).*

**6th Long-term recommendation:** To work on further development of study programmes in terms of - introduction of new learning methods, enhancing learning versus teaching approach and increasing connectivity with current business and management development trends and issues. *Implementation: The HRM study programme is developed by taking into account international VALA and NICE recommendations (on-site meeting with the director of the study field and director of study programme).*

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

The implementation of the recommendation by the expert group for the study field assessment is foreseen in the LBTU Strategy 2023-2027, and there has been noticeable progress in the implementation of these recommendations. All the recommendations made by the study programme changes assessment expert and the Study Quality Commission were fully implemented and are in compliance with the needs of employers.

#### **Strengths:**

1. The HRM study programme is based on cooperation with VALA and NICE organisations.
2. The amended admission requirements include taking entrance examinations for persons who do not have an education background in business studies or administration (economics and business), or in educational sciences, or in social services (field code 762) or in related sciences, but have it in any other field of social sciences (which is very broad, including also psychology, law, sociology, political science).

#### **Weaknesses:**

1. The attraction of the new students could be improved, as currently there are more state funded scholarships than incoming students.
2. Not enough practitioners are invited as the visiting lecturers in order to keep study content more relevant to the market needs.

## II. ASSESSMENT OF THE STUDY PROGRAMME “HUMAN RESOURCE MANAGEMENT”

### 2.1. Indicators Describing the Study Programme

#### Criteria:

- 2.1.1. Compliance of the study programme with the study field.
- 2.1.2. The title, code, degree to be obtained, professional qualification or degree and professional qualification of the study programme, aims, objectives, learning outcomes, which are compliant with the respective LQF/EQF level, and admission requirements are interrelated. The duration and scope of the study programme implementation (including different study programme implementation options), as well as the implementation language, are reasonable and justified.
- 2.1.3. The corrections made to the study programme’s parameters within the assessment of the study field are analyzed, justified and would be supported.
- 2.1.4. Economic and / or social justification of the study programme, dynamics of the number of students and employment indicators of the graduates of the study programme.
- 2.1.5. The development and implementation of the joint study programme is justified and ensures a quality study process (if applicable).

#### Analysis

##### 2.1.1.

An entry for a career guidance advisor (code 2423.1) in the European Skills, Competences, Qualifications and Occupations (ESCO) classification confirms that it belongs to the field of management. Code 24 from the International Standard Classification of Education (ISCO-08) indicates that the profession of career guidance advisor is included in the category of business and administration professionals, while code 2423 refers to the thematic occupational category of personnel and careers professionals. The title of the study programme “Human Resource Management” and the degree to be awarded in human resource management represent the functions to be performed by a career counsellor. Main objectives of the study programme comply with study field (SAR, p. 4):

1. To build up skills in individual application of theoretical knowledge, cognitive and research skills to solve a specific problem;
2. To build up skills in analysing theoretical findings and practical experience in human resource management, the social environment, the labour market, career choices, planning and career management;
3. To facilitate the acquisition of methodological experience in career development guidance and counselling and to develop professional competence and critically evaluate and use it in future professional activity;
4. To provide support for the acquisition of competence in scientific research and use of the research results in the field of human resource management in the national economy in the context of sustainable development;

5. To encourage the self-realization of students' personal potential in terms of lifelong learning, thereby enhancing their competitiveness under changing socio-economic conditions and in the international labour market.

HRM programme objectives specific and aligned with the study field objectives, e.g. one of the HRM study programme objectives is to acquire competence in scientific research and use of the research results in the field of human resource management in the national economy in the context of sustainable development.

#### 2.1.2.

According to the national education classification, the code of the study programme is 47762, and the combinations of the relevant numbers have the following explanations:

- Second cycle professional (master) study programme (47);
- Educational programme group – social services (762);
- Thematic group of education – health care and social welfare.

The code of the study programme and the field of study were selected based on Cabinet Regulation No. 322 of 13 June 2017 Regulations regarding the Latvian Education Classification and changes of 15 April 2025.

The study programme “Human Resource Management” corresponds to the study field “Management, Administration and Management of Real Property”. Human Resource Management is one of the management and administration functions, so it is relevant to the study field by its nature. The title and code of the study programme and the professional qualification and professional degree to be awarded after completing the study programme are interrelated. The justification for career counsellor qualification relevance to human resource management professional master degree is based on the International Standard for the Classification of Education (UNESCO ISCED 2013) and the Classification of European Skills, Competences, Qualifications and Occupations (ESCO). The International Standard Classification of Education (ISCO-08) indicates that the profession of career guidance advisor is included in the category of business and administration professionals, occupational category of personnel and careers professionals.

Study programme goal formulation is very broad and almost fits to any second cycle (professional master's) study programme. Study programme management could think about more specific goals formulation, which could emphasise the main “selling point” of the study programme. Still it is consistent with EQF seventh level, as it delivers specialised knowledge of career counsellor and is based on the theoretical foundations of the management and administration field sciences. Contribution to sustainable development is also among the main objectives of Management, Administration and Property Management study field (SAR, p.5).

The amended entrance requirements include taking entrance examinations for persons who do not have an education background in business studies or administration (economics and business), or in educational sciences, or in social services (field code 762) or in related sciences, but have it in any other field of social sciences (which is very broad, including also psychology, law, sociology, political science). This verification of the applicant's prior knowledge or work experience in counselling reduces the risk of insufficient basic knowledge in the professional field of a career counsellor in human resource management. Expected learning outcomes: competences that allow career counselling activities in the field of human resource management to be performed professionally, thereby helping clients to choose a future educational or employment path; information to be found, structured, processed and

communicated quickly and rationally as well as educational activities and scientific research activities to be conducted.

Thus, analysis of study programme goals, content, learning outcomes and evaluation of programme implementation during the site visit leads to conclusion that the duration, scope, and bilingual delivery are reasonable and justified.

#### 2.1.3.

During the assessment of the study field HRM programme existed as a part of the study field “Education, Pedagogy and Sports”, thus it didn’t come through the evaluation of Management, Administration and Management of Real Property study field. However, as demonstrated in the previous chapter, the programme was changed in accordance with experts' recommendations to Management, Administration and Management of Real Property study field. Since HRM study programme was included in this study field no more changes were made.

#### 2.1.4.

The HRM study programme responds directly to both national socio-economic needs and labour market demands. Its correspondence to socio-economic and labour market needs is embedded in the goal of the study programme and is based on the long-term and short-term forecasting data (SAR, p.8). It was confirmed also during the meetings with graduates and students, who claims, that they widely use competences gained during the studies. The study programme maintains moderate student interest, with annual opportunities of 15 state-funded places, recently the study programme experienced the drop of entering students. Also, there is a noticeable drop of existing students which, according to the study programme director, is caused by various reasons, but mainly because of work and study balance challenges. Thus, the study programme director streams to provide the schedule of the courses which is convenient for working people. The other reason for the student’s dropout is the requirements of the master thesis, which is not achievable for the students with worse statistical analysis skills. In such a case, study programme directors try to help students with statistical analysis. Finally, some students’ dropout because they don’t see it as important for their career (on-site meeting - the director of the study field and director of study programme; SAR p. 8-9). Taking into account that the HRM study programme is a professional programme, the study programme director could consider the possibility of changing the final thesis to the final project related to the student's employment company. The graduate employment rates in previous years (under the study programme’s earlier title) were consistently high. Most graduates work in positions related with human resource management or career advising, which is aligned with their qualification (LBTU Self-Assessment report (SAR) page 7-8, on-site meeting with graduates and students).

#### 2.1.5. Not applicable

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

Analysis of Latvian and ISCED classifications and comparison of Study field and Study programme goals show the compliance of Study field and HRM study programme. The study programme has strong economic and social relevance, consistently high graduate employability, and a responsive structural design that accommodates working professionals. Student numbers have recently experienced a decline. The curriculum aligns with real labour market functions and forecasts, making this study programme both necessary and sustainable in the Latvian higher education landscape. Analysis of study programme goals, content, learning outcomes and evaluation of study programme implementation during the site visit

leads to conclusion that the duration, scope, and bilingual delivery are reasonable and justified. However, big numbers of students' dropout requires special attention.

Strengths:

1. The study programme effectively meets educational, labour market, and professional standards.
2. Graduates' work position is related to the graduated study programme.

Weaknesses:

1. Study programme goal formulation is very broad and almost fits to any second cycle (professional master's) degree study programme. The more specific goal formulation is lacking.
2. There is a noticeable dropout of existing students which is caused by various reasons, but mainly because of work and study balance challenges.

## **2.2. The Content of Studies and Implementation Thereof**

**Criteria:**

- 2.2.1. The content of the study programme is topical, the content of the study courses / modules is interconnected and complementary, corresponds to the objectives of the programme and ensures the achievement of learning outcomes, as well as meets the needs of the industry, labor market and scientific trends. Complies with the respective LQF/EQF level, state education standard, profession (occupational) standard or professional qualification requirements (if applicable)).
- 2.2.2. In the case of a master's or doctoral study programme, the awarding of a degree is based on the achievements and findings of the relevant field of science or artistic creation.
- 2.2.3. The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning, teaching and assessment principles are considered.  
*(In case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance-learning, analyze in detail the methods used for the implementation of such a study programme).*
- 2.2.4. If an internship is foreseen during the study programme, the opportunities and provision of internship offered to students, as well as the organization of work are effective. The tasks of the internship are related to the learning outcomes achievable. The internship complies with the requirements of regulatory enactments.  
*If the study programme is implemented in a foreign language, provide an assessment of the provision of internship in a foreign language, including for foreign students.*
- 2.2.5. In the case of a doctoral study programme, students have clearly defined promotion (doctoral theses defense) opportunities (if applicable).
- 2.2.6. The topics of students' final theses are relevant to the field and correspond to the study programme.

## Analysis

### 2.2.1.

Based on evaluation of LBTU Self- Assessment report for Study programme “Human Resource Management” and (SAR, Annex 2: Compliance of the programme with the State Standard for Professional Higher Education, Annex 3: Compliance of the programme with the professional standard, Annex 10: Compliance of the study programme with the specific regulatory framework of the relevant sector) the content is up-to-date and complies with the requirements of the relevant legal acts:

- The national education classification - the code corresponding to the study programme, i.e. the degree and professional qualification to be awarded and the description of knowledge, skills and competences required by (NQF) level 7;
- Law on Higher Education Institutions – a special document for governing of the study programmes elaboration;
- Cabinet regulation No. 305. Regulations regarding the State Standard for Professional Higher Education, approved on 13 June 2023;
- Professional Standard Requirements for a career counsellor in force since 26 March, 2025.

The study programme provides students with knowledge, skills and competences corresponding to level 7 of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) (Cabinet Regulation No. 322 Regulations Regarding the Latvian Education Classification, Riga, 13 June 2017). Expected formal degree and qualification to be awarded: a professional master’s degree in Human Resources Management and professional qualification as a career counsellor (Professional code – 2423 10).

Expected learning outcomes: competences that allow career counselling activities in the field of human resource management to be performed professionally, thereby helping clients to choose a future educational or employment path; information to be found, structured, processed and communicated quickly and rationally as well as educational activities and scientific research activities to be conducted. The learning outcomes are in line with the professional standard for a career counsellor and closely relate to research in the field of career guidance and human resource management.

The name of the study programme “Human Resource Management”, the master’s degree to be awarded in human resource management and the qualification of a career counsellor are in line with the content of the study programme (SAR, Annex 7: Descriptions of study courses; Annex 9: Mapping of study courses). The content of the study programme is reflected in the study plan (SAR, Annex 1), which includes compulsory courses with a workload of 35 credit points (hereinafter CP), limited elective courses with a workload of 13 CP, elective courses with a workload of 3 CP, internship with a workload of 39 CP and a master thesis with a workload of 30 CP (SAR, Annex 1).

Of the current seventeen courses, the core courses are as follows: VadZM002 Career Consulting (9 CP), VadZ5094 Human Resource Management (3 CP), VadZM006 Communication in Career Guidance (6 CP), VadZM005 Professional Ethics in Human Resource Management (3 CP), DatZM001 Human Resource Analytics (3 CP), VadZM003 Career Service Management (4 CP), VadZR003 Practice Consulting and Research in Human Resource Management (15 CP), VadZM004 Master Thesis (30 CP).

The course syllabuses prescribe: test and examination methods; assessment criteria and methods, as well as the criteria for giving marks; the syllabuses are available in the Moodle system for eLearning and every teaching staff member introduces students at the beginning of the course. The methods used for the assessment of learning outcomes in the courses are varied and aligned with the master level and ensure the achievement of the goal of the study programme. The content of the study programme is designed in a way that students become competent to deeply understand the nature of human resource management and the trends, examine the labour market and its needs, assess factors in career development; assess the professional suitability of their clients; provide support in searching for a job or starting up an individual business; perform various tasks related to career and human resource management, which require professional competences in the field of management and administration (SAR, Annex 7: Descriptions of study courses).

Discussions with students and graduates, teaching staff and employers during on-site visit confirmed that the content of study courses is interconnected and complementary, corresponds to the objectives of the study programme and ensures the achievement of learning outcomes, as well as meets the needs of the students, industry, labor market and scientific trends.

However, experts didn't find a course, which develops a future oriented mind-set, which for HRM managers is very important, especially for those who work as career consultants. Futures studies is an interdisciplinary field that systematically explores possible, probable and preferable futures to help societies navigate uncertainties and make informed decisions. Thus, to add a new course of "Future studies" would be of high value. During the on-site meeting students also emphasised the need for a bigger amount of psychology courses.

The development and updating of courses are governed by LBTU regulations (LBTU Vice-Rector of Studies decision Procedure for Designing Course/traineeship Programmes and the Procedure for Registering and Updating Information in the LBTU IS Course Register, which stipulates that a course/traineeship programme should be reviewed and updated with the latest data and information at least once every two years for a self-assessment of the master programme. The regular revisions of course content is done by the teaching staff delivering the particular courses, based not only on the latest information in the field but also on the proposals made by students in surveys and by employers during a programme evaluation, as well as during master thesis defence sessions, which are summarised and included in a report by the State Examination Committee. For example, the course "Coaching and Leadership" was designed and implemented according to students' suggestion and course "Human Resource Analytics" according to suggestions of employers (on-site visit meetings with employers).

### 2.2.2.

The LBTU study programme Human Resource Management is designed in line with scientific trends in human resource management and in the field of career guidance and counselling in Europe and worldwide. The participation of teaching staff in various national and international research projects and activities contributes significantly to the delivery of the study programme (SAR, Annex 5). In relation to human resource management in career counselling, those delivering the study programme have accumulated long-term experience in various research projects, representing the LBTU Institute of Business and Management Science (UZVA), the Institute of Economics and Regional Development (EKRA) and the Institute of Education and Home Economics (IMI), LBTU (SAR, Annex 12).

The teaching staff involved in the study programme are members of several professional, scientific and international organizations, which contribute significantly to the

implementation of the latest achievements and knowledge in the learning process (SAR, Annex 20).

Industry professionals have been involved in the study programme to evaluate student graduation theses as part of the State Examination Commission during the past six years (SAR, Annex 14). Teaching staff together with students analysing forecasts from the World Economic forum about future professions (site visit meetings). All aspects mentioned above show that students gain master level competencies from research and findings from the human resources management field of science.

### 2.2.3.

Based on the study programme's Human Resource Management" (SAR, section 2.3.2.) and discussions with study programme's director and students and dean of faculty during the site visit the principles of student-centred learning, teaching and assessment are implemented in study process following the requirements set by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

- considering and respecting the diversity of the student population and their needs when designing appropriate learning pathways for them. For example, replacing contact hours with work in the e-learning system according to a pre-agreed plan;
- considering and using various ways of delivering the study programme, depending on the possibilities;
- using a variety of teaching methods as appropriate;
- regularly evaluating and adapting learning styles and teaching methods;
- encouraging the learner to tend towards independence, while providing guidance and support from the teaching personnel;
- promoting mutual respect between the learner and the teaching personnel member.

Teaching staff apply a diverse range of teaching methods as appropriate:

- Traditional methods: lectures, practical, seminars;
- Methods that build up analytical, critical, systematic and creative thinking as well as communication skills: group work, discussions, debates, presentations, case studies and simulations, problem-solving, study tours, educational games etc.;
- Methods that encourage students to work independently and in groups: reports, essays, homework, research studies;
- Meetings with professionals from the industry: during the ESAF alumni week (SAR, p.15).

Methods mentioned above used in face to face and remote learning situations. Teaching staff use inclusive communication which is important for both local and foreign students.

Students participate in international seminars of VALA network of Career counseling and guidance programmes at higher education institutions in the Nordic and Baltic countries. There are a limited number of students who participate in ERASMUS+ mobility for studies, because of having regular jobs. It is recommended to implement ERASMUS+ Blended Intensive programmes for a short period of mobility.

#### 2.2.4.

Students' internship is implemented according to the Cabinet Regulation No. 305 of 13 June 2023 "Regulations regarding the National Professional Higher Education Standard", Traineeship Organisation Regulation of Latvia University of Life Sciences and Technologies (approved by LBTU Senate's decision No. 11-157 of 13/12/2023 and amended by decision No. 12-3 of 09/10/2024), According to the study programme plan (Annex 1 of SAR) and study course (internship) description (Annex 7 of SAR), there are three professional internships: VadZR001 Human Resource Management 9 CP; VadZR002 Career Counselling in Human Resource Management 15 CP; VadZR003 Consulting and Research in Human Resource Management 15 CP. The internships are held during the semester when there are no scheduled classes or individual studies and examinations. The duration of each internship and the kind of internship assessment (with a mark) are specified in the course/internship description. LBTU tends to offer internships and have internship agreements with institutions (SAR, Annex 16), but as students are mostly working in the industry, they find work placements themselves, depending on the assignments to be completed during each internship. For foreign students LBTU provides internships in Riga Stradins University's and Riga Technical University's Students centres. It is recommended to use ERASMUS+ mobility for internship also.

#### 2.2.5. Not applicable

#### 2.2.6.

There are 8 master theses completed in the academic year 2023/2024 and 8 master thesis completed in the academic year 2024/2025. Evaluation of master thesis titles and content show to experts tendencies of stronger interrelation between career counselling and human resource management. In the academic year 2024/2025 the thesis titles show a broader spectrum of customers for career counselling and also more diversity of institutions where research was done - prisons, adults at logistics companies, AI in counselling, professional crisis of adults, dual career of sportsmen, etc. Every year LBTU organises a scientific conference at international and national level and students must participate with their own research article at least once during the studies.

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

The content of study programme is based on the theoretical foundations of the career guidance and human resources management sciences, and are aligned with the requirements of the professional standard and State Standard for Professional Higher Education, provide students being prepared for independent scientific research activities and developing competences that allow them to professionally perform their responsibilities of a career counsellor in human resource management. The teaching methods correspond to the objectives of the programme and ensures the achievement of learning outcomes, as well as meet the needs of the students, industry, labor market and scientific trends. LBTU has internship agreements with institutions, but as students are mostly working in the industry, they find work placements themselves.

#### **Strengths:**

1. Students participate in international seminars of VALA network of Career counseling and guidance programmes at higher education institutions in the Nordic and Baltic countries and gain broader perspective to professional activities.

2. The study programme prepares students to deal with diversity of career guidance and human resource management with different clients in a broad spectrum of institutions.
3. Students must participate in a scientific conference with their own research article at least once during the studies.

Weaknesses:

1. There are a limited number of students who participate in ERASMUS + mobility for studies, because of their employment parallel to their studies.
2. Futures oriented mindset courses and psychology courses are lacking in the study content.

Assessment of the requirement [1] (applicable only to master's or doctoral study programmes)

No.	Requirement	Fully compliant	Partially compliant	Not compliant	Justification
R1	The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation	X			Experts analysis of provided documents by LBTU and site visit meetings results show that students gain master level competencies from research and findings from the human resources management field of science.

### 2.3. Resources and Provision of the Study Programme

**Criteria:**

- 2.3.1. The study provision, scientific provision (if applicable), informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme and its sub-programmes (if applicable), create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high quality study process.
- 2.3.2. In the case of a doctoral study programme, the study and science provision, including resources provided within the framework of cooperation with other scientific institutions and higher education institutions, meets the conditions for the implementation of the doctoral study programme, creating preconditions for achieving learning and research outcomes.

2.3.3. The funding available to the study programme and its sub-programme (if applicable), funding sources and the use of funding ensures full implementation of the study process, the study programme and its sub-programme (if applicable) has the minimum number of students to ensure the profitability of the study programme (by separately indicating the different implementation options of the study programme) and facilitates the development of the study programme.

## **Analysis**

### 2.3.1.

As mentioned by the teaching staff during the on-site visit, resources are available in both the library of LBTU and online, that include scientific magazines, researches and data bases. Though most of the data bases are available on trial period, excluding SCOPUS database, which is stably available. Fundamental library of LBTU offers to take the books for use away from the library and to use them on site, as well as, to use all available databases and library databases on site or at home/dormitories, using the university given log in. Worth mentioning is the fact that there are not many materials for the SP available in Latvian, meaning SP uses researches, articles mostly in English. Students are also encouraged to use the data bases for all practical and theoretical courses, assignments and reading needed to be done to fulfil the course objectives (SAR, Annex 7: Descriptions of study courses\_EN; on-site meeting with students and graduates).

In the interviews during the on-site visit students mention the easily accessible and usable databases that are provided, as well as, the materials provided by the library. They highlighted that, on the first day of studies, they are shown how to access the databases, how to use the systems provided by the university and that they are provided excursions to different libraries in the city to access selection of materials that are helpful for the field of study. As well as, teaching staff are able to send their own materials, recommended literature directly to students or upon request. Students also mention the availability of materials, provided from their teaching staff and the availability of computers on-site in the library, where they are able to learn.

### 2.3.2.

Not Applicable.

### 2.3.3.

As mentioned by the academic staff during the site visit, the study programme offers 30 state funded places, although, understanding from the interview with the management staff, a minimum of students applying each year varies from 15 till 18 people, as well as, substantial graduate rate each year. Although, in the SAR (p.23) it is written that the minimum number of students needed to ensure a high quality learning process is 17. To cover the financial gap, which appears because of students' drop-out, the groups of the students, from study programmes similar to this or with the same courses, are merged when the same course is in the study programme (on-site meeting with study programme management), from the interviews with the academic and management staff, as well as, students and graduates, it is seen that the process is as high in quality as it is needed and awaited, but it is noticeable that both the teaching and management staff are confident in the growth of students willing to study, which will heighten the number of graduates, given that this study programme is the only of its kind among other higher education institutions.

All of the funding is set by the Cabinet Regulations and the current rate in this specific study programme is at EUR 1867.60 per student, with a factor set for the master level study programme at 1.5, according to Cabinet Regulation No.994, paragraph 13. In accordance, the

minimum number of master students needed to ensure high quality level of the learning process is 17 students for state funded places, 23 for student paid and 17 for student paid places in English language, respectively.

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

In conclusion, the resources and provision of study programme are met at a high level, by inclusion of the students in the research done, the ability to learn how to write publications and articles, as well as, the ability to publish them and present them at the conferences. Students highlight this as a great opportunity for their degree and specialty. Students and graduates highlight the versatility of the materials and information available to them and do note that academic staff is open to help with finding new information sources, as well as, offering their own resources that might be useful in completing the studies in different study courses. The students mark the importance to their degree as positive and broader in specialty, rather than just a career consultant, that will help them in their future career choice, as well as, grow their expertise in various fields, which also highlights the management staff confidence in the future growth in terms of student number and graduates. SP offers 30 state funded places with a substantial minimum of students applying each year, as well as, a solid graduate number rate. Worth to mention, to cover the financial gap, the students from different programmes can be merged into smaller groups when the same study course is in the programme.

Strengths:

1. Availability of quality informative, technical and financial provision.

Weaknesses: not identified

Assessment of the requirement [2]

No.	Requirement	Fully compliant	Partially compliant	Non compliant	Justification
R2	Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes	X			The materials for all courses are available in the Fundamental Library of LBTU, as well as online, through databases, online articles and materials that are provided and shared by the academic staff. Students are taught about the usage of databases and offered many other options where and how to find the materials during their studies and whilst doing

					<p>research. Students can also access the computers and other needed technology available at the library to use for the study period.</p> <p>To cover the financial gap, which appears because of students' drop-out, the groups of the students are merged when the same course is in the programme, but the management staff is confident in the growth of applicants in the next years, which also can affect the financial provision positively.</p>
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## 2.4. Teaching Staff

### Criteria:

- 2.4.1. The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.
- 2.4.2. The higher education institution / college purposefully takes measures so that changes in the composition of the teaching staff do not negatively affect the quality of the implementation of the study programme and the compliance of the study programme with the requirements specified in regulatory enactments.
- 2.4.3. The scientific publications and the involvement in research- related projects of the academic staff involved in the implementation of the doctoral study programmes contribute to the implementation of a high-quality doctoral study programme (if applicable).
- 2.4.4. Each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions (if the staff member has worked for a shorter period, the number of publications should be indicated in proportion to the period worked) or artistic achievements (for example, exhibitions, films, theater performances and concerts) or five years of practical experience (except for experience in the implementation of the study programme) in accordance with the Law on Higher Education Institutions.
- 2.4.5. A mechanism for mutual cooperation of the teaching staff in the implementation of the study programme has been established, it ensures the achievement of the aims of the

study programme and the interconnection of study courses within the study programme.

## Analysis

### 2.4.1.

The need for and regularity of professional development of teaching personnel is prescribed by:

1. Law on Higher Education Institutions, section IV Staff of HEI (1995);
2. Cabinet regulation No. 129 of 25 February 2021 “Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position”, which lays down the procedure for evaluating the scientific and teaching qualifications of an applicant for the position of a professor or associate professor by the Board of Professors in the respective field and provides that the scientific and pedagogical qualifications acquired during the last six years shall be taken into account when evaluating the eligibility of the applicant for the position of a professor or associate professor. Organizational competence, which indicates the experience and ability to manage personnel, is also part of the teaching qualification;
3. The LBTU Statute on Academic Positions, which sets the requirements for applicants for academic positions (professor, associate professor, assistant professor, leading researcher, lecturer, researcher and assistant).

In the academic year 2024/2025 14 teaching staff are involved in the study programme, 8 of them have doctoral degrees and 6 have master’s degrees. Three of them are studying for a PhD. Ten teaching staff are elected. The number and professionalism of teaching staff are sufficient to achieve the learning outcomes. Most of the courses, i.e. 14 out of 17, are delivered by teaching staff representing both academia and industries. The teaching staff-student ratio was 1:2.3 as at 01/10/2024 (SAR, p.29). The teaching staff who teach in English is 10 of 14 staff members. 8 of them have B2 level and 2 have C1 levels of English (SAR Annex 5, Annex 6). That meets the requirement for teaching staff to teach in English.

The teaching staff involved in the delivery of the study programme regularly upgrade their academic qualifications:

- At least once every six years, the academically elected teaching personnel attend a professional development programme for higher education teachers Innovations in University Didactics (160 h);
- The LBTU Language Centre offers English language courses (32 h) for LBTU teaching staff. Several teaching staff members have raised their qualifications by taking such courses over the last six years;
- Seminars on database use and academic integrity held by the LBTU Fundamental Library;
- Educational courses jointly held by LBTU and the Competence Development Centre of Zemgale region (ZRKAC). For example, the use of ICT and online tools in the learning process, including the creation of content and presentations; conflict resolution methods; competence in change thinking etc.;
- Latvian inter-university seminar Challenges of Good University Management in a Dynamic Environment. LLU/DU/LiepU etc. (SAR p. 25, Annex 5).

The teaching staff also raise their qualifications by participating in an annual LBTU academic conference. Each year, on average 10 LBTU teaching staff participate in this conference as participants, and each year at least two teaching staff involved in the study programme present their research papers at this conference (SAR p. 25, Annex 5, Annex 19).

#### 2.4.2.

Even most of the courses, i.e. 14 out of 17, are delivered by teaching staff representing both academia and industries, students during on-site visits mentioned that more practitioners could be attracted to participate in the seminars. The teaching staff participate in seminars and activities held by various professional organizations, e.g. the Latvian Career Development Guidance Association (LKAAA), the Competence Development Centre of Zemgale Region (ZRKAC), the State Education Development Agency, the Zemgale Business Centre etc. At international level, they are:

- The Nordplus network VALA (Network of Career Counselling and Guidance Programs in Higher Education in Nordic and Baltic countries), in which LBTU is a permanent member;
- The network of European universities that deliver career counselling programmes: The Network for Innovation in Career Guidance and Counselling in Europe (NICE), in which LBTU is one of the founding members;
- The International Association for Educational and Vocational Guidance IAEVG, (SAR p. 26).

The involvement of teaching personnel in international networks has contributed to academic cooperation in various ways, e.g. sharing experience and delivering classes within the ERASMUS+ programme, holding Nordplus VALA international summer schools and designing and implementing an international inter-university training module. Since the change of the field of study of the study programme, positive quantitative changes have been observed in the composition of teaching staff: the number of professors has increased from one to two; there is one visiting professor, which was not involved before; the number of associate professors has increased from two to three; the number of assistant professors from one to two, as well as the number of leading researchers from one to three. These changes of teaching staff numbers show that LBTU implemented systemic measures to raise the qualification of staff and quality of research projects of students as it is shown in the good quality of students' master thesis.

#### 2.4.3. Not applicable

#### 2.4.4.

The academic staff involved in delivering courses have adequate research and academic experience in teaching. In the study year 2024/2025 14 teaching staff were involved in study programme implementation: 2 Professors, 1 Visiting professor, 3 Associate professors, 2 Assistant professors, 2 Elected lecturers, 4 Visiting lecturers, 3 Leading researchers, 1 Researcher. 8 teaching staff have a doctoral degree. 6 have a master degree, 3 of them study for Phd. 10 out of 14 teaching staff are elected. All teaching staff have at least five years of relevant work experience. Research papers and presentations of the results at conferences and scientific seminars as well as participation in scientific projects representing the research activities of the academic staff (SAR Annex 5, Annex 19). All teaching staff members have had at least one publication in the last 6 years. Eight of the teaching staff have publications

relevant to study programme in Scopus and Web of Science databases. Research titles are: Career counselling vs life coaching - differences and similarities, Navigating the challenges: street youth in Latvia and their journey to career opportunities, Goals of the dialogue of students career guidance in vocational secondary education, Importance of dialogue nature in the mediator's competence, Labour market challenges caused by global digitalization: lessons from Covid-19, Self-directed Learning of University Engineering Students in Context of Fourth Industrial revolution, Promoting digital skills in higher education to strengthen the competitiveness of the EU human capital, Scenarios for the employment of people with disabilities by work integration social enterprises in Latvia, Challenges to the development of work integration social enterprises in Latvia and others. The teaching staff involved in the delivery of the study programme participate in LBTU annual popular science events held by ESAF, e.g. seminars dedicated to the scientific heritage of LBTU Professors of Honor (SAR, p. 26).

#### 2.4.5.

The institute responsible for the delivery of the study programme holds methodological seminars and discussions on the supervision of master's theses and internships, the delivery of courses, current events etc. Study programme content, as well as topics for master's theses, are reviewed and approved at institute meetings. Information is exchanged at seminars, institute meetings and dean's office meetings, as well as through personal contacts. When developing course content, the teaching personnel mutually agree on the topics to be covered in the course. Experts analysis of current study programme content shows that, with some minor exceptions, the content does not repeat itself in the outline, which indicates cooperation between the teaching personnel. The study programme director regularly holds meetings for the teaching personnel involved in the study programme to discuss the further development of the study programme. Cooperation between teaching personnel involved in delivering second cycle professional (master's) study programmes takes the form of both the delivery of individual courses and guest lectures (SAR page 29, on-site meeting with staff).

The involvement of teaching staff in international networks has contributed to academic cooperation in various ways, e.g. sharing experience and delivering classes within the ERASMUS+ programme, holding Nordplus VALA international summer schools and designing and implementing an international inter-university training module. For example:

- Within the course “Career Service Management”, career counsellors and teaching personnel from the German Institute for Talent Development (IfT Institut für Talentwicklung GmbH) held two seminars on career education and career choice for young people at school. The students received certificates of participation (spring of the academic year 2022/2023).
- Since the academic year 2020/2021, an international common module (1 CP) “Shared Understanding of Career Guidance in International Context” is delivered to master students of three cooperation universities: Tampere University of Applied Sciences, the University of Tartu and LBTU. The module is delivered remotely via Moodle; the students and teaching staff communicate in English. The Moodle platform of the University of Tartu serves as an e-tool. The course is available on the Moodle platform of the University of Tartu (<https://moodle.ut.ee/?lang=en>);
- Nordplus VALA international summer schools are held by the personnel who deliver classes and the study programme director who is responsible for student involvement. The themes of the summer schools are determined by current issues in career development guidance, e.g.,
  - 2016-2020 International Summer school on the Use of ICT in Guidance.

- 2021-2023 Career Guidance for Social Justice (SAR p. 26, on-site meeting with staff).

Facts mentioned above show the systemic cooperation of the teaching staff in the implementation of the study programme.

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

The academic staff, including visiting professors, associate professors, lecturers, and assistants, possess the necessary qualifications to deliver the study programme in accordance with applicable legal regulations. The selection criteria for teaching personnel are well-suited to the nature of the programme and the specific requirements of the courses they teach. Teaching staff activities in professional networks and seminars organized by LBTU are strengthening collaboration between experienced teaching staff and newcomers and ensuring the development of students' professional identity and competencies.

#### Strengths:

1. The involvement of teaching staff in international networks has contributed to academic cooperation in various ways, e.g. sharing experience and delivering classes within the ERASMUS+ programme, holding Nordplus VALA international summer schools and designing and implementing an international inter-university training module.
2. The teaching staff involved in the delivery of the study programme participate in LBTU annual popular science events held by ESAF, e.g. seminars dedicated to the scientific heritage of LBTU Professors of Honor. These events maintain and continue academic traditions of LBTU.

Weaknesses: not identified

#### Assessment of the requirement [3]

No.	Requirement	Fully compliant	Partially compliant	No# compliant	Justification
R3	Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.	X			The academic staff, including visiting professors, associate professors, lecturers, and assistants, possess the necessary qualifications to deliver the study programme in accordance with applicable legal regulations. The selection criteria for teaching personnel are well-suited to the nature of the programme and the specific requirements of the courses they teach.

## 2.5. Assessment of the Compliance of the Study Programme “HUMAN RESOURCE MANAGEMENT”

No.	Points	Fully compliant	Partially compliant	Non compliant	Justification
1.	The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard, including the minimum requirements for the content of the mandatory course in civil protection and the training of employees in civil protection issues whilst implementing the study programme.	X			The study programme is in compliance with Cabinet regulation No. 305. Regulations regarding the State Standard for Professional Higher Education, adopted on 13 June 2023 (Prot. No. 32 29. §); in force since 21 June, 2023) in accordance with SAR, Annexes 2 and 10.
2.	The study programme/ subprogramme (if applicable) complies with a valid professional standard or the requirements for the professional qualification, if the completion of the study programme leads to a professional qualification (if applicable)	X			The content and learning outcomes of the programme complies with Career Counsellor Professional Standard Requirements, in force since 26 March 2025 in accordance with SAR, Annex 3.
3.	The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56 <sup>1</sup> , Paragraph two and Section 56 <sup>1</sup> , Paragraph two of the Law on Higher Education Institutions.	X			The course descriptions have mandatory parts and comply with Law on Higher Education Institutions. Materials are prepared in Latvian and English languages and are available for students in accordance with SAR, Annex 7.
4.	The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which	X			The provided Diploma samples comply with the criteria set in the Cabinet of Ministers Regulation No.202

<sup>1</sup> Law “Amendments to the Law on Higher Education Institutions” adopted on 14.07.2022., in force from 11.08.2022. Published: *Latvijas Vēstnesis*, 144, 28.07.2022.

	state recognised documents of higher education are issued.				<p>“Kārtība, kādā izsniedz valsts atzītus augstāko izglītību apliecināšus dokumentus”</p> <p>(<a href="https://likumi.lv/ta/id/25615-7-kartiba-kada-izsniedz-valsts-atzitus-augstako-izglitibu-aplicinosus-dokumentus">https://likumi.lv/ta/id/25615-7-kartiba-kada-izsniedz-valsts-atzitus-augstako-izglitibu-aplicinosus-dokumentus</a>) (SAR, Annex of Diploma).</p>
5.	The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.				Not applicable
6.	Removed <sup>2</sup>				
7.	<p>At least five teaching staff members with a science doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science (if applicable, for period till August 1, 2024)</p> <p>At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).</p>				Not applicable
8.	The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	X			All of 14 teaching staff are proficient in the official language (SAR Annex 5, Teaching staff CV).
9.	The teaching staff members to be involved in the implementation of the study programme have at least	X			All the teaching staff participating in the delivery of the study programme in

	B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).				English have a foreign language proficiency level of at least B2 according to the Common European Framework of Reference for Languages (CEFR) ( <a href="http://www.europass.lv">www.europass.lv</a> ). LBTU confirmation concerning the study programme “Human Resource Management” (SAR Annex 5, Annex 6).
10.	The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.	X			Agreement form approved by LBTU Senate decision No. 11-100, as of 12.04.2023. complies with the Cabinet regulations Nr. 70, 23.01.2007. (SAR, Annex_Study agreement).
11.	The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	X			If the delivery of the master study programme “Human Resource Management” is terminated (not accredited or the license is cancelled), students are provided with study opportunities in the LBTU professional master programme “Business Management” (47345) in Latvian. The study programme Business Management is accredited for 6 years until 27.05.2027 with the language of implementation Latvian and English (LBTU confirmation concerning the study programme Human Resource Management, 07.04.2025). Also an agreement has been signed between LBTU and RISEBA University of Applied Sciences for students opportunity to study in PMSP "Business Psychology and Human Resource Management in Business".

12.	The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the licensing of the study programme is cancelled due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	X			If the programme is discontinued and students do not wish to continue their studies at LBTU, they are reimbursed for their tuition fees (LBTU confirmation concerning the study programme Human Resource Management, 07.04.2025).
13.	The joint study programmes comply with the requirements prescribed in Section 55 <sup>1</sup> of the Law on Higher Education Institutions (if applicable)				Not applicable
14.	Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable).  For instance, requirements for subprogrammes or foreign language usage in study programme implementation that specified in the Law on Higher Education Institutions .				Not applicable

Assessment of the requirement [4]

No.	Requirement	Fully compliant	Partially compliant	Non compliant	Justification
R4	Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments	X			Based on experts analysis of provided documents and site visit meetings results the compliance with all regulatory enactments is confirmed.

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

Evaluation of the provided Self-Assessment report and results of on-site visit leads to conclusion that LBTU second cycle professional (master) study programme “Human Resource Management” is implemented in full-time intramural form, in Latvian language and ready for implementation in English language.

### **Strengths:**

1. The HRM study programme is based on cooperation with VALA and NICE organisations.
2. The amended admission requirements include taking entrance examinations for persons who do not have an education background in business studies or administration (economics and business), or in educational sciences, or in social services (field code 762) or in related sciences, but have it in any other field of social sciences (which is very broad, including also psychology, law, sociology, political science).
3. The study programme effectively meets educational, labour market, and professional standards.
4. Graduates' work position is related to the graduated study programme.
5. Students participate in international seminars of VALA network of Career counselling and guidance programmes at higher education institutions in the Nordic and Baltic countries and gain broader perspective to professional activities.
6. The study programme prepares students to deal with diversity of career guidance and human resource management with different clients in a broad spectrum of institutions.
7. Students must participate in a scientific conference with their own research article at least once during the studies.
8. Availability of quality informative, technical and financial provision.
9. The involvement of teaching staff in international networks has contributed to academic cooperation in various ways, e.g. sharing experience and delivering classes within the ERASMUS+ programme, holding Nordplus VALA international summer schools and designing and implementing an international inter-university training module.
10. The teaching staff involved in the delivery of the study programme participate in LBTU annual popular science events held by ESAF, e.g. seminars dedicated to the scientific heritage of LBTU Professors of Honor. These events maintain and continue academic traditions of LBTU.

### **Weaknesses:**

1. The attraction of the new students could be improved, as currently there are more state funded scholarships than incoming students.
2. Not enough practitioners are invited as the visiting lecturers in order to keep study content more relevant to the market needs.
3. Study programme goal formulation is very broad and almost fits to any second cycle (professional master's) degree study programme. The more specific goal formulation is lacking.
4. There is a noticeable dropout of existing students which is caused by various reasons, but mainly because of work and study balance challenges.

5. There are a limited number of students who participate in ERASMUS + mobility for studies, because of their employment parallel to their studies.
6. Futures oriented mindset courses and psychology courses are lacking in the study content.
7. The final assessment of the study programme is Good - when evaluating the compliance of the study programme with the specified requirements, experts have identified insignificant shortcomings.

Assessment of the study programme:

Excellent	<b><u>Good</u></b>	Average	Unsatisfactory
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## **2.6. Recommendations for the Study Programme “HUMAN RESOURCE MANAGEMENT”**

### ***Short-term recommendations:***

1. The invitation of practitioners as visiting lecturers could be improved. It could be foreseen that every lecturer invites at least one visiting lecturer, who can speak from a practical side, to the course.
2. Rethink the formulation of the study programme goal in a way that it would distinguish it from other similar study programmes and would communicate “key selling points”.

### ***Long-term recommendation:***

1. The attraction of the new students could be improved. It could be done by emphasising the importance of career counselling in the context of the fast-changing job market structure and the emergence of new, yet unknown job positions. Also, the invitation of foreign students could be used.
2. It is recommended to implement ERASMUS+ + Blended Intensive programmes for a short period of mobility, which is more relevant to master's level students who already have regular jobs.
3. It is recommended to implement ERASMUS+ mobility for foreign students because of the limited number of institutions with English as the working language in Latvia.
4. It is recommended to implement ERASMUS+ mobility for internships.
5. It is recommended to extend opportunities of psychology courses and to add the course of “Future studies” to the study content.
6. Consider the possibility to change the final thesis to the final project related to the student's employment company to reduce student dropout.
7. It is recommended to look into the possibility of a joint membership for more worldwide databases with other universities.

### III Assessment of the Requirements for the Study Programme

#### Assessment of the Requirements for the Study Programme

	Requirements	Fully compliant	Partially compliant	Non-compliant	Justification
R1	<i>The study programme for obtaining a master's or doctoral degree is based on the achievements and findings in the respective field of science or field of artistic creation.</i>	X			Experts analysis of provided documents by LBTU and site visit meetings results show that students gain master level competencies from research and findings from the human resources management field of science.
R2	<i>Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision, and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes.</i>	X			The materials for all courses are available in the Fundamental Library of LBTU, as well as online, through databases, online articles and materials that are provided and shared by the academic staff. Students are taught about the usage of databases and offered many other options where and how to find the materials during their studies and whilst doing research. Students can also access the computers and other needed technology available at the library to use for the study period. To cover the financial gap, which appears because of students' drop-out, the groups of the students are merged when the same course is in the programme, but the management staff is confident in the growth of applicants in the next years, which also can affect the financial provision positively.

R3	<i>Compliance of the qualification of the academic staff, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments</i>	X			The academic staff, including visiting professors, associate professors, lecturers, and assistants, possess the necessary qualifications to deliver the study programme in accordance with applicable legal regulations. The selection criteria for teaching personnel are well-suited to the nature of the programme and the specific requirements of the courses they teach
R4	<i>Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments</i>	X			Based on experts analysis of provided documents and site visit meetings results the compliance with all regulatory enactments is confirmed.

### **The Dissenting Opinions of the Experts**

*In the event that the opinions of the experts regarding any of the criteria or the applicable requirements differ, please indicate the name and surname of the expert, the dissenting opinion, the relevant criterion or requirement, and a justification of the dissenting opinion*