

## APPLICATION

Study field "Information and Communication Sciences" for assessment

Study field	<i>Information and Communication Sciences</i>
Title of the higher education institution	<i>Biznesa, mākslas un tehnoloģiju augstskola "RISEBA"</i>
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# **Self-evaluation report**

Study field "Information and Communication Sciences"

RISEBA University of Applied Sciences

<b>Self-evaluation report</b>	2
<b>Study field</b>	4
I - Information on the Higher Education Institution/College	4
II - Description of the Study Direction (1. Management of the Study Direction)	11
II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)	42
II - Description of the Study Direction (3. Resources and Provision of the Study Direction)	63
II - Description of the Study Direction (4. Scientific Research and Artistic Creation)	83
II - Description of the Study Direction (5. Cooperation and Internationalisation)	99
II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)	108
<b>Annexes</b>	112
<b>Other annexes</b>	114
<b>Public Relations and Advertising Management (42342)</b>	115
<b>Study programme</b>	119
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	119
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	130
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	154
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	159
<b>Annexes</b>	173
<b>Public Relations Management (47342)</b>	174
<b>Study programme</b>	179
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	179
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	189
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	204
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	208
<b>Annexes</b>	217

# 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:

RISEBA University of Applied Sciences (hereinafter – RISEBA) is a privately owned university with over 27 years of experience offering competitive education and training for high-level professionals and executives in the business and creative industries to work in an international environment. The university was established in 1992. The headquarters of the university is located in Riga and it has a branch in Daugavpils, where it provides [lifelong learning courses](#). Secondary vocational education can be acquired at RISEBA Vocational Secondary School “Victoria”.

RISEBA is accredited with the Ministry of Education and Science of the Republic of Latvia and has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN). RISEBA is the only Baltic university level body that has received two EPAS accreditations from the European Foundation for Management Development (EFMD).

The three faculties of RISEBA – Faculty of Business and Economics, Faculty of Media and Communication, and Faculty of Architecture and Design – offer from bachelor's to doctoral level education, offering full-time, part-time and distance learning in Latvian, English and Russian.

Since 2013, RISEBA has been running the RISEBA Creative Business Incubator, which offers students the opportunity to develop their business, creative and social entrepreneurship ideas.

In 2019, along with the rapidly changing external environment, RISEBA formulated a new mission, vision and values.

### **RISEBA mission**

*Our ultimate purpose is to develop socially responsible entrepreneurs, leaders, managers and professionals for Latvian and international businesses and society through being a learning community that strives to be an international centre of expertise in the areas of business, art and technology by providing high-quality, multidisciplinary, student-centred, interactive, research and innovation driven undergraduate, graduate, executive education and lifelong learning.*

### **RISEBA Vision**

*We see ourselves as a sustainable and internationally recognised university of business, arts and technology – an entrepreneurial university that combines the capability to serve a wide variety of individual characteristics and needs for education and professional development through the use of distinctive teaching methods and innovative approaches that integrate the unique interdisciplinary paradigm “business meets art” and ultimately serve as a hub for networking of professionals in business and creative industries.*

### **RISEBA values**

**Openness** - *We work and operate in an open-minded and morally healthy environment, based on mutual trust and respect. We promote openness to innovations and creativity with an entrepreneurial spirit and attitude.*

**Service excellence** - *We focus on excellence of service and high quality performance in all our activities.*

**Diversity** - We ensure a diverse, inclusive and multicultural environment by offering various study programmes, forms of study and training in different languages.

**Dialogue** - We continuously cooperate and share knowledge and experience among various stakeholders, including business and professional community, our students, alumni, faculty, staff, and other interested groups.

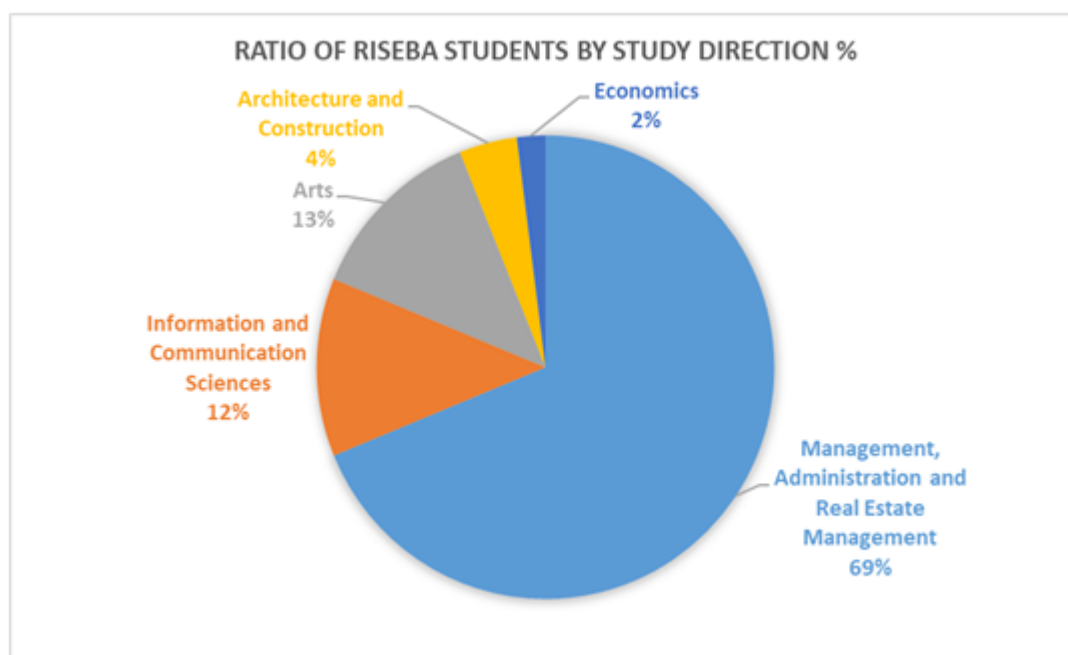
**Lifelong learning** - We promote the continuous personal and professional development of our students and partners as well as ourselves.

**Ethics and social responsibility** - We act as a socially responsible organization and develop socially responsible leaders and professionals.

**Impact** - We act in order to make a positive impact on the rapid and sustainable development of society.

Five study directions are implemented at RISEBA. The largest study direction with 13 study programmes is “Management, Administration and Real Estate Management”, since historically business management programmes have been in the portfolio of the university since its foundation. In this study direction, there are study programmes from the academic bachelor’s level up to the doctoral level.

With the development of creative, technical and economic study programmes, gradually the study programmes of the university have become more differentiated. Since 2008 there is the “Information and Communication Science” study direction with two study programmes; it was followed by “Arts” study direction with three study programmes, “Architecture and Construction” with two study programmes and “Economics” with three study programmes (see Figure 1.1).



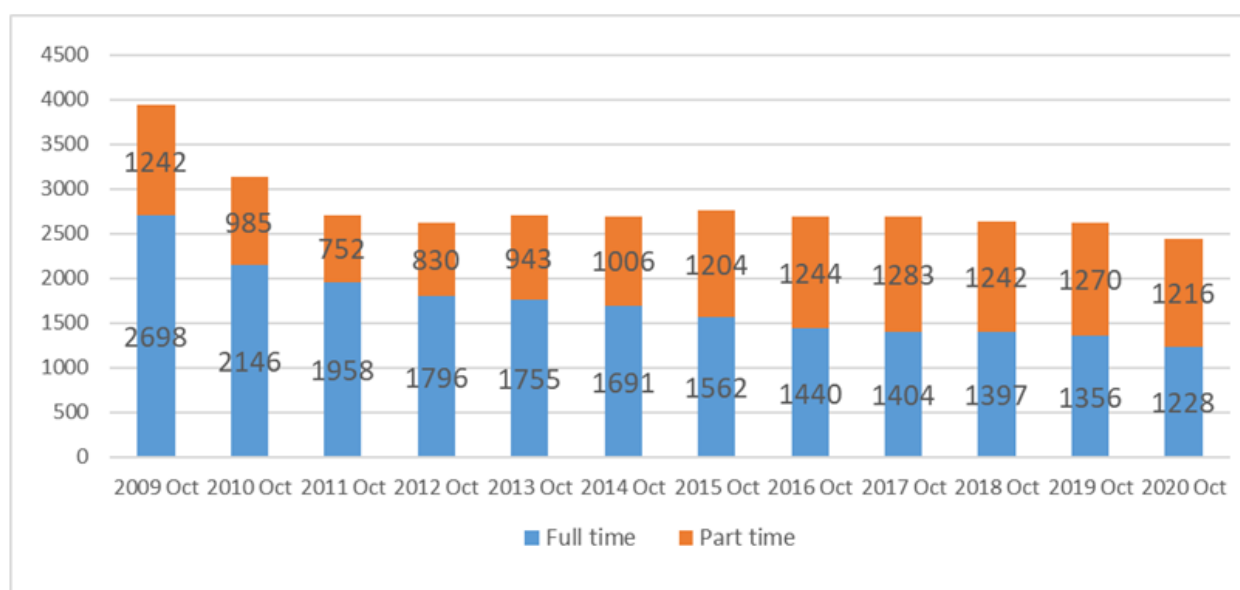
**Figure 1.1 Ratio of RISEBA students by study direction**

**Annex 1** summarizes the study directions and the number of study programmes and students in it.

In 1999, a RISEBA branch was opened in Daugavpils, 47 Mihoelsa Street, which acquired the status of a branch in 2002. During these years, about 2000 students have graduated from Daugavpils branch, several European Union projects were implemented in the branch; the branch also has been trained the unemployed, in cooperation with the State Employment Agency.

Taking into account the current economic situation in Latgale region, where the population (and accordingly the number of potential students) is decreasing every year, which prevents full, profitable student groups from being formed, the management of the university decided not to enrol students in Daugavpils starting from the academic year 2016/2017. Daugavpils branch will continue to operate as a RISEBA support centre for Riga structural units, but study programmes will not be implemented in Daugavpils.

The overall dynamics of the number of students since 2014 can be characterized as stable; however, the proportions between part-time and full-time studies have slightly changed in recent years (see Figure 1.1). The number of students in part-time studies increases, whereas it decreases in full-time studies. This is probably due to the growing popularity of distance learning and the wish of students to study remotely at a convenient time and place. The total number of students on 1 October of the academic year 2019/2020 was 2626, which is 13 students fewer than in 2018/2019.



**Figure 1.2 The Dynamics of Student Numbers in Full-time and Part-time Studies (2009-2020 data as of 1 October)**

Changes in the global economic situation, the growing importance of the creative sectors of the economy, and the global trends in international education have led to changes in RISEBA's original business model and require changes in the understanding and focus of the institution's overall concept. [RISEBA development strategy 2017-2020](#) states that RISEBA transfers from a small, ambitious business school to a university that provides students with additional business and management programmes with the opportunity to study communications science, audio visual media art and architecture, making the university "a place where business meets art". Since the aim of the university is to train competent professionals capable of operating in a changing, competitive international business environment, RISEBA strives to ensure the integration of study programmes in various fields in order to achieve a high level of synergy between business and art. The integrative model (quantitative and analytical paradigm combined with creativity and innovation) has fostered the use of a multidisciplinary approach in the educational process. The above model provides an interdisciplinary effect, fosters a student-centered holistic approach to learning, promotes creativity, understanding of entrepreneurial culture, values of lifelong learning, and social responsibility in a multicultural environment based on trust, respect and responsibility. Through such a successful innovative model platform, where both dimensions merge into artistic activities and projects of varying degrees, RISEBA provides development opportunities for students

and faculty members to help them to master innovative, unconventional approaches as well as develops the ability to manage change, diversity and risk-taking.

**RISEBA overarching goal for 2020** – to become an internationally recognised university of business, arts and technology.

Strategic priorities:

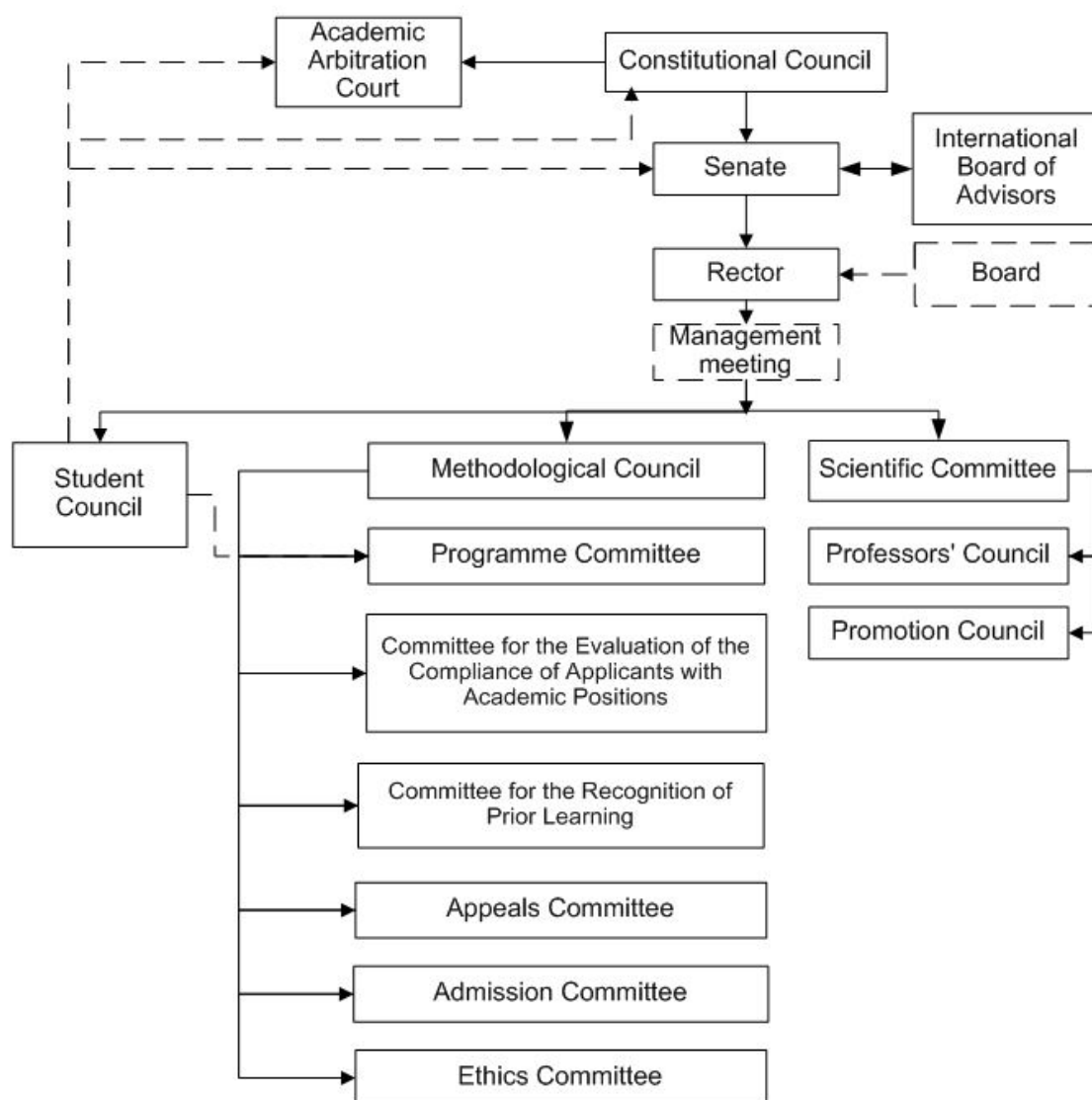
1. Consolidation of the range of study programmes in line with the current trends and future challenges
2. Development of science
3. Internationalization
4. Development of the academic staff
5. Improvement of relations with graduates
6. Development of lifelong learning
7. Technically advanced, multidisciplinary teaching and an environment that supports studies
8. Strengthening of the university's brand
9. Promoting social responsibility

Currently, RISEBA management is developing a strategy for 2021-2026, which will be reviewed and approved by the RISEBA Senate in the coming months.

**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 governance structure of RISEBA is based on Adizes methodology, which provides the involvement of different levels of administrative staff in the design of the structure. The new **RISEBA structure** has come into force on 24 April 2019 (see **Annex 2**).

RISEBA respects the powers of decision-making bodies and collegiate decision-making bodies set forth in the Law on Higher Education Institutions. RISEBA has four main decision-making bodies of RISEBA (Constituent Assembly, Senate, Rector, Academic Arbitration Court) and several collegial decision-making bodies involving students, academic and administrative staff, employers and graduates (Student Council, Study Programme Boards, Departments, Ethics Committee, Appeals Committee, Methodological Council, Admissions Committee, Committee for the Recognition of Competences and Achievements in Non-formal Education or in Professional Experience and in Previous Education, Committee for the Evaluation of the Compliance of Applicants with Academic Positions, RISEBA International Board of Advisors, RISEBA/BA/Ventspils University Joint Council of Professors in Management and Economics, Scientific Committee, Promotion Council) Visualization of the interaction of the aforementioned decision-making bodies is shown in **Figure 1.3**.



**Figure 1.3 Interaction between RISEBA Decision-making Bodies.**

Please refer to the **table in the Annex 3** for details on the percentage of decision-making bodies by affiliation and description of powers.

The main normative acts and regulations of RISEBA are attached in the **Annex 4**.

### **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.**

Quality assurance and improvement is one of RISEBA's strategic priorities. The university's quality assurance system is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area prepared by ENQA (ESG 2015), the European Quality Management Foundation Excellence Model (EFQM Excellence Model), and the EFMD (European Foundation for Management Development) study programme accreditation (EPAS) criteria.

The purpose of the RISEBA Quality Management System is to meet the requirements of the quality criteria of the Republic of Latvia and the European Union, to ensure the monitoring of these criteria and to implement a continuous improvement process so that the services fully meet the requirements of customers, legislators and supervisory authorities. The Quality Management System ensures the preparation of specialists for the international labour market, who are not only knowledgeable and skilled in their respective fields, but also prepared for their professional life in terms of values and attitudes.

RISEBA quality **objectives**:

- To train high-level specialists in accordance with market demand and regulatory requirements
- To strengthen academic quality and freedom
- To provide competence-based education
- To promote student-centred learning, teaching and assessment
- To promote internal and external customer (student and employee) satisfaction
- To promote efficiency, competitiveness and flexibility of the university
- To promote the scientific potential of the university
- To strengthen academic integrity
- To improve RISEBA quality management
- To improve the public image and international competitiveness of the institution

RISEBA's **Quality Policy** is based on RISEBA's strategy and values. Students, faculty members, staff and external stakeholders are actively involved in quality assurance, curriculum development, study process and research. The Quality Policy is widely circulated, explained and binding on all university staff. In the course of their work, RISEBA staff members should abide by the adopted policy and meet the requirements that apply to their professional duties. The policy is published on the RISEBA website and is easily accessible to staff members, customers and other interested parties.

The RISEBA Quality Policy is described in detail in the RISEBA Quality Management System Manual available to all staff members. The Quality Management System defines and determines the organizational structure, the responsibilities and authority of the staff members, the objectives, wording and scope of the Quality Policy, as well as the structure and description of RISEBA's core business processes and related documentation. The processes described in the RISEBA Quality Management System Manual cover both operating, management and support or resource management processes, as well as defines quality indicators and criteria.

The following **mechanisms** are in place to implement the quality assurance system:

- Measuring and analysing student satisfaction
- Measuring and analysing staff satisfaction
- Internal quality audit (procedures and documentation)
- Assessment of faculty members and other staff members (annual evaluation, student survey results, visitation)
- Assessment and analysis of student performance
- Quality evaluation by graduates
- Analysis of feedback from employers
- Annual self-assessment of the institution
- Annual self-assessment of the study programmes and academic direction
- Evaluation and analysis of external accreditations
- Monitoring the Quality Management System

**1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the Law on Institutions of Higher Education by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as evidence for the full compliance, partial compliance or non-compliance.**

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		RISEBA maintains a Quality Management System that includes the Quality Policy and quality manual with defined processes, laws and responsibilities.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		RISEBA applies the "Rules for Designing, Modifying and Closing a Study Programme", which govern the procedure for designing and approving the programme, as well as the "By-Laws on the Study Direction Self-Assessment Report", which govern the annual evaluation of the study programme and direction.
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Complies
		Each study programme has defined programme goals, objectives and achievable programme results, which, in accordance with the mapping methodology, are aligned with course learning outcomes and assessment criteria in study course descriptions. Study course descriptions are posted on e.riseba.lv (moodle) next to the respective study course and are available to students.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		RISEBA has an "Academic Staff Policy" in place, which lays down the internal procedures for ensuring the qualifications and quality of work of the academic staff. In addition, the "Annual Academic Staff Assessment Procedures", the "Competency Model", as well as the mandatory attendance of Methodological Seminars for in-service training are also in place.

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>RISEBA carries out surveys of students, graduates and employers in accordance with the "Procedure of Surveys". The Graduate employment is monitored on the basis of annual reports provided by the Central Statistical Bureau.</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 "By-laws on the Development of a Study Direction Self-Assessment Report" establishes an annual study programme supervision procedure, which includes the presentation of the key indicators, SWOT analysis and development plans to the management team with a view to ensuring continuous improvement of the study course.</p>

## 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 Information and Communication Science study field at RISEBA University of Business, Arts and Technology is implemented by the Advertising and Public Relations Department. The study field includes 2 study programmes:

Professional Master's degree programme "Public Relations Management";

Professional Bachelor's study programme "Public Relations and Advertising Management".

The Information and Communication Science study field at RISEBA University is implemented in accordance with the principles and objectives of the educational policy stipulated in "[Education Development Fundamentals from 2014-2020](http://m.likumi.lv/doc.php?id=266406)". <http://m.likumi.lv/doc.php?id=266406> – "Latvian only".

Study programmes included in the Information and Communication Science academic study field have been devised so that the attained degree and diploma are recognised in the European job market and are also useful for continuing one's education in other European countries. Each study

programme has its own economic and/or social rationale, as well as uniqueness compared to other similar study programmes in Latvia and overseas, in addition to which they are mutually connected.

The professional Master's study programme "Public Relations Management" was established at RISEBA University in 2007, and is geared to people, who have attained a professional or academic Bachelor's degree or professional higher education in communication science or another branch of science and want to attain the qualification of a professional manager in the field of communication. The programme is intended for potential new public relations/communication structural units heads, heads of existing structural units from the public administration, business and social administration sector, specialists in the public relations/communication sphere, who want to raise their qualifications, to obtain the necessary knowledge and skills, in order to manage a public relations/communication structural unit. The programme is also recommended for professionals working in other fields in whose profession the use of public relations is important in the attainment of the organisation's communication goals.

Students mostly enter the Master's programme after studying at RISEBA University, the University of Latvia, Rīga Stradiņš University and the BA School of Business and Finance after studies in the realm of communication, business or another field of social sciences.

The professional Bachelor's study programme at RISEBA University was established in 2008 with the goal of establishing a mutual link to, as well as a legacy - alumni of the Bachelor's study programme "Public Relations and Advertising Management" can continue their studies on the Master's programme "Public Relations Management". In turn, after graduating from the Master's programme, students can continue their studies in the RISEBA "Business Management" doctoral programme.

In contrast to the RISEBA Bachelor's programme in the field of public relations, whose contents are based on the development of public relations activities and projects, public relations in the professional Master's study programme are considered with a contemporary approach in the context of the organisation's overall communication as an integrated and creative process, which facilitates the effective attainment of the organisation's objectives.

Analysing the current situation in the job market, certain problems are ascertained that everyone is aware of – a shortage of highly qualified employees, in particular those qualified in information and communication technologies, and they are not only programmers, because ICT skills are required everywhere – in medicine, engineering, woodworking, food production and the service sector.  
<https://lvportals.lv/norises/303901-ko-darit-sodien-darbam-nakotne-2019> ("Latvian only").

This means that there is not only a shortage of such new information and communication developers and maintainers, but also of professional users of these technologies, and implementers of effective communication for the attainment of organisation objectives.

### **Professional Bachelor's study programme "Public Relations and Advertising Management"**

At present in Latvia, public relations at undergraduate level can be studied at 6 universities, including RISEBA.

The study programme's direct competitors in the realm of public relations include:

1. The SIA "Biznesa augstskolas "Turība"" professional Bachelor's study programme "Public Relations", with the attainable qualification of *public relations manager*,
2. Vidzeme University of Applied Sciences professional Bachelor's study programme "Communication and Public Relations", with the attainable qualification of *public relations manager*,

3. The Liepāja University professional Bachelor's study programme "Business and Organisation Management", with the attainable qualification of *public relations manager*.

As we can see, just like RISEBA, two of the aforementioned competing Latvian universities prepare public relations managers.

Academic programmes in the field of communication are devised by indirect competitors to the RISEBA professional Bachelor's study programme:

1. The University of Latvia's academic Bachelor's study programme "Communication Science",
2. Rīga Stradiņš University's academic Bachelor's study programme "Public Relations".

In recent years, several new programmes in the realm of communication have "entered the market", which further intensifies the already high level of communication between study programmes in the field of communication science. Among the study programmes to have appeared are the academic Bachelor's study programme "*Multimedia Communication*" at Rīga Stradiņš University, the academic Bachelor's study programme "*International Marketing and Advertising*" at Rīga Stradiņš University and the professional Bachelor's study programme "*International Communication Management*" at Turība University.

Rīga Stradiņš University's academic Bachelor's study programme "International Marketing and Advertising" could be considered as an indirect competitor to the advertising direction of the RISEBA study programme "Public Relations and Advertising Management". While Turība University's professional Bachelor's study programme "Event Production and Management" can also be considered as an indirect competitor to the event production direction of the RISEBA study programme "Public Relations and Advertising Management" in so far as the attainable Bachelor's degree and professional qualification is attainable in another branch of science - Professional Bachelor's degree in Business Administration, with the attainable qualification of a companies and institutions manager.

Despite this major competition, RISEBA University has found its niche. RISEBA is currently the only university in Latvia in whose professional Bachelor's study programme "Public Relations and Advertising Management" student can attain the Level Five professional qualification - advertising manager, as well as the Level Five professional qualification - event producer. This also highlights the uniqueness of the programme compared to other programmes implemented at Latvian universities in the realm of communication. Moreover, the successful combination of all three qualifications in one programme (advertising, public relations and event production) provides the programme's alumni with significant advantages in the job market, because over the four year study period, students obtain sound knowledge in the chosen study field plus knowledge in the other two fields that is useful to his or her professional activity.

In Table 1.1, RISEBA University's professional Bachelor's study programme "Public Relations and Advertising Management" is compared to other similar study programmes at Latvian universities. The comparison can only be made in one of the study areas implemented in the RISEBA programme: public relations. As mentioned previously, RISEBA is the only university in Latvia, where the qualification of an advertising manager and event producer can be attained at undergraduate level.

Table 1.1.

**Comparison of the professional Bachelor's study programme "Public Relations and Advertising Management" to other similar study programmes in Latvia (direct competitors)**

Higher education institution, internet address	Name of the study programme	Degree and qualification	Study duration, workload and implementation languages	Study programme contents (main subject blocks)
<b>RISEBA:</b> <a href="https://www.riseba.lv">https://www.riseba.lv</a>	Professional Bachelor's study programme "Public Relations and Advertising Management"	Professional Bachelor's degree in advertising and public relations and the qualification of a public relations manager, advertising manager or event producer	4 year FT* or 4.5 years PT**, 160 CP, Latvian, Russian, and English	Communication Advertising Public relations Event production Marketing Management Science Research General educational and those that drive personality development Languages (official language, English and a second language of your choice) Internship
<b>BA "Turība":</b> <a href="https://www.turiba.lv">https://www.turiba.lv</a>	Professional Bachelor's study programme "Public Relations"	Professional Bachelor's degree in society management, and the qualification of a public relations manager	4 year FT* or, 4.3 degree NPT***, 160 CP, Latvian	Communication Research Marketing Creative industries Languages (official language, English and a second language of your choice) Internship
<b>Vidzeme University of Applied Sciences:</b> <a href="https://www.va.lv">https://www.va.lv</a>	Professional Bachelor's study programme "Communication and Public Relations"	Professional Bachelor's degree in communication and public relations and the qualification of a public relations manager	4 year FT*, 160 CP, Latvian	Communication Strategic communication of an organisation Entrepreneurship Production of audio-visual contents Public relations Research Social media and journalism Critical and creative thinking Internship
<b>Liepāja University:</b> <a href="https://www.liepu.lv">https://www.liepu.lv</a>	Professional Bachelor's study programme "Business and Organisation Management"	Professional Bachelor's degree in Business Administration and the qualification of a public relations manager	4 year FT* or 4.5 years PT**, 160 CP, Latvian	Leadership Theory Economic Theory Marketing Entrepreneurship Communication Public relations Languages (English) Internship
<b>BA "Turība":</b> <a href="https://www.turiba.lv">https://www.turiba.lv</a>	Professional Bachelor's study programme "Event Production and Management"	Professional Bachelor's degree in Business Administration and the qualification of a companies and institutions manager	4 year FT* or, 4.3 degree NPT***, 160 CP, Latvian	Event production Research Marketing Entrepreneurship Languages (English) Communication Tourism management Sports event management Internship

\* FL - full-time studies

\*\*PT - part-time studies

\*\*\*NPT - part-time studies

## Professional Master's degree programme "Public Relations Management"

Currently, public relations at Master's level, including at RISEBA University, can be attained at 4 universities. The small number of competitors can be considered to be an advantage of the programme.

The only direct competitor to the study programme in the realm of public relations is:

The SIA "Biznesa augstskola "Turība"" professional Master's study programme "Public Relations", in which the attainable qualification is: *strategic communication manager, with the attainable degree - professional Master's degree in Public Relations* are analogues are the RISEBA University Master's study programme "Public Relations Management".

Academic programmes in the field of communication are devised by indirect competitors to the RISEBA professional Master's study programme:

1. The University of Latvia's academic Master's study programme "Communication Science", with the attainable degree of: social sciences Master's degree in Communication Science.
2. Rīga Stradiņš University's Master's study programme "Strategic and Public Relations Management" and "Communication and Media Studies" with the attainable degree - a social sciences Master's degree in information and communication science.

The aforementioned Master's programmes at Rīga Stradiņš University and the University of Latvia could be considered as indirect competitors because of the programmes' academic contents and attainable degree.

It should be noted that during the past five years, no new Master's level programmes in the field of public relations *have entered the higher education service market*.

There are no major differences between the study programmes offered by both direct competitors (SIA "Biznesa augstskola "Turība"" and RISEBA) and nor could there be, because the degree attainable by alumni of both programmes are identical. The only difference is in the accents chosen by each programme. In the RISEBA programme, this is brand communication.

Bearing in mind that students entering the public relations Master's programme mainly do so after studying at the University of Latvia, RISEBA, Rīga Stradiņš University, EKA University of Applied Sciences and Turība University with previous educations in the realms of communication, business or management, it can be argued that the target audience for the professional Master's study programme in public relations can ensure the implementation of the programme in the long-term.

In Table 1.2, RISEBA University's professional Master's study programme "Public Relations Management" is compared to the only competing programme in Latvia, Turība University's professional Master's study programme "Public Relations Management".

Table 1.2.

### Comparison of the professional Master's study programme "Public Relations Management" with Turība University's professional Master's programme "Public Relations"

Higher education institution, internet address	Name of the study programme	Degree and qualification	Study duration, workload and implementation languages	Study programme contents (main subject blocks)
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<b>RISEBA:</b> <a href="https://www.riseba.lv">https://www.riseba.lv</a>	Professional Master's degree programme "Public Relations Management"	Professional Master's degree in public relations and the qualification of a strategic communication manager	1.5 or 2 years, full-time studies, 60 or 80 CP, Latvian, Russian and English	Communication Brand Communication Public relations Psychology Marketing Communication Research Internship
<b>BA "Turība":</b> <a href="https://www.turiba.lv">https://www.turiba.lv</a>	Professional Master's study programme "Public Relations"	Professional Master's degree in public relations and the qualification of a strategic communication manager	1.5 or 2 years, full-time studies, 60 or 80 CP, Latvian	Communication Public relations Psychology Marketing Communication Research Internship

Comparing both programmes, one can see that the main subject blocks in both study programmes are almost the same. The difference is the accent on brand communication in the RISEBA Master's programme.

In making a comparison between the professional Bachelor's study programme "Public Relations and Advertising Management" with programmes at foreign universities, it should be noted that the programme's management did not succeed in finding a similar foreign programme, where it is possible to both attain a professional Bachelor's degree on a uniform basis of subjects in the field of communication, and one of three qualifications: advertising manager, public relations manager or event producer, which confirm the uniqueness of the study programme compared with foreign universities.

The Bachelor's study programme "Public Relations and Advertising Management" is similar to the Bachelor's degree programme "Public Relations, Advertising and Marketing" implemented by one of RISEBA's partner universities: the [University of Nicosia](http://www.unic.ac.cy).

(<http://www.unic.ac.cy/bachelor-degrees/public-relations-advertising-and-marketing-ba-4-years>)

### Common features and differences ascertained

COMMON FEATURES	DIFFERENCES
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- both the referred to study programmes prepare specialists in the field of communication science, as well as offering students the opportunity to continue their studies in the Master's study programme;
- the main object of the programme is to prepare competitive professionals in the realm of advertising, public relations or market that are in demand in the job market.
- the duration of full-time studies is the same in both programmes: 4 years;
- the credit point volume is the same in both programmes (160 CP);
- the programmes provide a good theoretical base in communication, advertising and marketing;
- a combination of business and communication courses gives alumni the necessary competence, in order to work in the realm of corporate communication;
- both programmes provide for completion of general educational courses;
- besides lectures and seminars, the study courses also include practical activities, because both programmes provide for the attainment of practical skills that are important in the job market;
- both study programmes contain the subject of psychology and humanitarian subjects, the only differences are in workload;
- subjects are provided for that give students the opportunity to acquire research and analytical skills;
- the programme's contents are comprised of a compulsory section and the main optional section (or restricted choice section at RISEBA);
- both programmes include modules for nurturing professional competences in business;
- both programmes provide for acquisition of language skills;
- in both programmes, the system for evaluation of student knowledge is similar;
- the Bachelor's thesis in the last academic year is the main original work of research or creative activity.

- the Bachelor's degrees attainable at the conclusion of the studies are different; In RISEBA's case, it is a professional Bachelor's degree in advertising and public relations, at the University of Nicosia it is – a Bachelor's degree in the art of public relations, advertising and marketing.
- The University of Nicosia programme provides for the compulsory learning of a second foreign language with a workload worth at least 8 CP (or 12 ECTS); RISEBA has included the study of the second foreign language in the electives (6 CP or 9 ECTS).
- The University of Nicosia's programme has a bigger accent on courses in the realms of marketing and sales;
- RISEBA optional courses provide in-depth knowledge in the chosen field of study; at the University of Nicosia this is marketing and sales;
- In the RISEBA programme, the emphasis is placed on communication science subjects, in the University of Nicosia's programme, the emphasis is on the field of marketing;
- the internship workload in the programmes differs, the RISEBA internship workload is 20 CP; whereas the University of Nicosia does not provide for this;
- At the conclusion of the RISEBA academic year, students prepare a study thesis, whereas at the University of Nicosia it is a project.

The event producer qualification of the bachelor degree programme "Public relations and advertising management" is similar to the bachelor programme "Tourism, Leisure and Events Management" of RISEBA partner Nicosia University

(<https://www.unic.ac.cy/tourism-leisure-and-events-management-bba-4-years/>).

### Common features and differences ascertained

#### COMMON FEATURES

#### DIFFERENCES





- both the referred to study programmes prepare specialists in the field of communication science, as well as offering students the opportunity to continue their studies in the doctoral study programme;
- 40 CP are obtained over the course of the academic year;
- analogical study methods are used in both study programmes – seminars, projects and practical work;
- the emphasis is placed on communication and management subjects and on mastering various in-depth communication methods;
- study courses are provided for that give students the opportunity to acquire research and analytical skills;
- in both study programmes, communication is considered as an integrated process, which facilitates the effective attainment of organisational goals;
- the Master's thesis in the last academic year is the main original work of research or creative activity.

- the Master's degrees attained are different (at the University of Vienna *FHWien* Master's degree in the art of business);
- the duration of full-time studies at the University of Vienna is 2 years; whereas at RISEBA it is 1.5 or 2 years depending on the education previously acquired by the person;
- the differences are noticeable in the forms of studies (at the University of Vienna *FHWein* - only full-time studies are provided for);
- in the University of Vienna's *FHWein* study programme practically no internship experience is provided for (internship workload: 1.5 ECTS);
- the University of Vienna *FHWein* offers an English language course for communication managers;
- the State examination at the University of Vienna *FHWein* is comprised of the Master's thesis and the Master's examination, both examination types have a total of 16 CP, the RISEBA State examination is comprised of a Master's thesis worth 20 CP;
- optional courses are not provided for in the University of Vienna's programme, whereas the RISEBA programme includes compulsory study courses and restricted choice study courses;
- at the University of Vienna *FHWein*, a bigger accent is placed on managing integrated communication.

A comparison of the Master's study programme "Public Relations Management" study courses with the Master's study programme "Advertising and Public Relations in Business Management" at Varna Free University (Bulgaria) – a possible cooperation partner for RISEBA.

(<http://www.vfu.bg/en/index.php>)

### Common features and differences ascertained

- both the referred to study programmes prepare specialists in communication science;
- both study programmes offer students the opportunity to continue their studies in the doctoral programme;
- 40 CP are attained over the course of the academic year;
- analogical study methods are used in both study programmes – seminars, projects and practical work;
- both study programmes contain compulsory study courses and restricted choice courses;
- both study programmes contain balancing courses for people with a previous non-profiling education;
- the emphasis is placed on communication and management subjects;
- study courses are provided for that give students the opportunity to acquire research and analytical skills;
- the Master's thesis in the last academic year is the main original work of research or creative activity.

- Master's degrees attained as a result of studies differ (the *Varna Free University (VFU)* Master's degree in Communication Management in Business Administration);
- admission terms and conditions provide for an admission test in the form of an examination;
- the study duration differs from people with a prior profiling education and non-profiling education (RISEBA 1.5 and 2 years, Varna Free University 1 and 1.5 years);
- the previous profiling education (RISEBA–professional education in the field of communication, VFU– in the field of economic management);
- workload of balancing courses for people with a previous non-profiling education at RISEBA 10 CP, VFU 20 CP;
- At RISEBA, balancing courses are provided in communication science, whereas at VFU balancing courses is placed on study courses in economics, management and marketing;
- At Varna Free University, the *FHWein* study programme practically no internship experience is provided for (internship workload: 3 ECTS);
- the state examination at Varna Free University is comprised of a Master's thesis, whose workload is 10 CP, whereas at RISEBA, the state examination is comprised of a Master's thesis worth 20 CP;
- in the RISEBA programme, communication is considered to be an integrated process, which facilitates the effective attainment of organisational goals;
- In the RISEBA programme, a bigger accent is placed on communication courses with in-depth mastery of communication methods, whereas at Varna Free University it is on management courses.

## **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 operation and development of the RISEBA Information and Communication Science study field is based on RISEBA's overall strategic operating concept from 2017 to 2020.

The strategic objective of RISEBA is to become an internationally recognised business, arts and technology university. To implement university's strategy in conformity with the formation and reform of the single European higher education system (according to the targets of Bologna process), the following strategic development priorities have been defined:

1. Consolidation of the range of study programmes considering the current trends and future challenges;
2. Development of science.
3. Internationalization.
4. Development of academic personnel.
5. Better relations with alumni.
6. Development of lifelong learning.
7. Technically advanced, multidisciplinary teaching and an environment that supports studies;
8. Strengthening university's brand.

## 9. Promoting social responsibility.

These priorities were identified according to university's mission, vision and values ([see here https://www.riseba.lv/en/about-riseba/mission-path-international-career](https://www.riseba.lv/en/about-riseba/mission-path-international-career)). In accordance with RISEBA's strategy and its priorities, specific strategic objectives and tasks have been defined for the university, as well as performance deadlines, responsible employees, task performance measurement methodology and criteria.

Programmes in the information and communication science field of study have been devised in accordance with the principles of the Bologna declaration, and their strategic goal is to dynamically develop RISEBA under the auspices of Latvia's higher education system, in order that the attained degree and diploma are recognised in the European job market, and are useful for further education in other European countries.

Alumni of the study programmes in the study field will be able to successfully compete not only in the domestic, but also in the international job market, which conforms to the university's strategic objectives and mission – "The Road to an International Career". This is ensured by the knowledge provided to students during the course of the study process regarding the specifics of Latvian and European public relations, inter-cultural communication and global marketing, and mastery of the latest discoveries and theories in other study courses. Studies are organised in Latvian, English and Russian.

The information and communication science study field also supports the university slogan "Business meets Art", because the programme includes both creative study courses and a certain workload of business courses.

The strategy of the information and communication science study field implemented at RISEBA University of Business, Art and Technology is RISEBA's overall strategy from 2017 to 2020, which provides for attainment of high level professional knowledge, focusing on inter-disciplinarity and mastery of skills in accordance with the skills that will be in demand in the job market of the future as forecast by the OECD and the World Business Forum (complex solution of problems, critical thinking, creativity, human resource management, coordination with others, emotional intelligence, judgment and decision-making, service-orientation, conversations and cognitive elasticity).

### **Study field objectives:**

- to provide a contemporary, quality, balanced education sought after in the job market under the auspices of the Bachelor's and Master's study programmes in the field of communication and information;
- to prepare public relations and advertising managers, and event producers with a professional Bachelor's degree in advertising and public relations,, a professional Bachelor's degree in public management, who possess high level professional knowledge and skills in public relations, advertising, communication, event organisation, who are able to work professionally and to conduct studies in the aforementioned fields, complying with related laws and regulations and the principles of general and professional ethics;
- to prepare strategic communication managers with a professional Master's degree in Public Relations, who are able to work professionally and conduct studies in the referred to realms, solve industry problems in complex form, complying with the related laws and regulations and the principles of general and professional ethics;
- to facilitate the competitiveness of programme alumni in the Latvian and European market, providing skills that are sought after in the job market including complex problem solving, critical thinking, creativity, human resource management, coordination with others and judgment and

decision-making;

- to prepare social science specialists in the field of communication, who are able to independently implement the development of research and concepts in the corresponding industry and realm of professional activity;
- to implement the acquisition of knowledge regarding new research methods in social sciences, the latest communication theories and developmental trends in Latvia and European countries;
- to foster interest in socially responsible conduct, including themes of social responsibility in the contents of study courses, encouraging students to conduct studies of social problems relevant to Latvian society;
- to provide a contemporary, technically developed environment that supports studies;
- to develop skills using the capabilities offered by multimedia and information and communication technology;
- to develop research and expertise in the realm of communication and information science, conducting studies on current issues of relevance to the industry, analysing and offering solutions to problems of a communication-related nature;
- to facilitate the continual upgrading of the scientific and teaching qualifications of academic staff members;
- to devise and develop a Bachelor's study programme "Public Relations and Advertising Management" in English, attracting faculty members from foreign universities in the implementation of the programme;
- to facilitate specialists' ability to plan and improve their professional competence in conformity with changes and development within the communication sector.

The information and communication science study field programmes "Public Relations Management" and "Public Relations and Advertising Management" have been devised to prepare educational and qualified public relations and advertising managers for competitive work within State, non-governmental and private commercial operating structures in Latvia and overseas.

RISEBA University's professional experience in devising study programmes in the field of information and communication science has been augmented with recommendations from several members of Latvian and international associations (Latvian Association for Public Relations Professions, Latvian Advertising Association, Employers' Confederation of Latvia, international foreign journalists' associations, Latvian Event Producers Association etc.). Communication with association representatives shows that both study programmes and their forms are extremely relevant, popular, important and that the programmes have good development potential, particularly taking into account the goals of high productivity and development of internationally competitive commercial activity in various territories and stipulated in the "National Development Plan 2020" priority "Economic Growth". [https://www.pkc.gov.lv/sites/default/files/inline-files/NDP2020%20English%20Final\\_.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/NDP2020%20English%20Final_.pdf). The aforementioned priority indicated Latvia's need to improve the level of management and commercial activity nationally, where specialists in the field of communication are crucially important, because of the ability to foster an organisation's corporate culture, optimise the atmosphere within professional workforces and develop a culture of collaboration. Most often, communication specialists use corporate events to perform these tasks.

An important task for the successful implementation of Latvia's sustainable development strategy "Latvia 2030" is "activation in practice of the developmental planning system stipulated in the law,

ensuring coordination and harmonisation at all planning levels – national, regional and local, as well as cooperation between the parties involved in planning - public and private sectors and society. "

[https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS\\_2030\\_en\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_0.pdf). This cannot be achieved without educated and qualified specialists in the realm of communication, who are able to work in an integrated communication system.

Students in study programmes in the field of information and communication master the latest information (media) technologies, which will enable budding communication specialist to better facilitate access to information electronically, as provided for in "Latvia's Sustainable Development Strategy for 2030" ([https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS\\_2030\\_en\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_0.pdf))

Introduction of a customer-oriented policy within any organisation facilitates certain changes. Changes influence the structure, functions, practice, business process and internal working relations of any organisation. Public relations and advertising specialists are the ones who are responsible for shaping communication with customers, helping the organisation's leaders to shape the public image of the company or institutions, and taking care of their company's psychological micro-climate.

According to the sustainable development strategy of Latvia 'Latvia 2030', the Latvian future is based on values that do not require " further intensive use of physical resources, but are rooted in the sustainability potential. Culture is one of the resources with unlimited sustainability potential," thus, the important role of culture events for the development of the state is defined.

[https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija\\_2030\\_6.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf)

Students of the bachelor programme 'Public relations and advertising management' will not only acquire culture and corporate events production skills, but also learn how to use events to achieve communicative goals of an organisation in advertising, public relations and marketing.

Study programmes in the field of information and communication support "Information Society Development Guidelines for 2014-2020", which provide for heightened mastery of information and communication technologies and e-skills. (<http://m.likumi.lv/doc.php?id=266406> – "Latvian only")

The compatibility of the programmes of RISEBA information and communication science study field with the needs of economy is confirmed by the large number of internships offered to students – there are more offers than students, who would like to and are prepared to accept them. The content of the programmes is regularly reviewed and analysed and improved considering the opinions of students and alumni, surveys of employers, as well as recommendations of industry experts (at least once per semester a meeting of respective Programme Board is organised, which is attended by faculty members, members of professional associations, students and alumni).

**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.**

The internal diagnostics of the study field take into accounts the results of surveys of students, alumni and employers, the experience and assessment of the management of the study field.

SWOT analysis of the study field in relation to the set goals:

### **Internal diagnostics of the study field**

<b>Criteria</b>	<b>Strengths</b>	<b>Weaknesses</b>
Experience in the implementation of the study field	Accrued experience, organising studies from 2008.	
Contents of the programme	<p>The contents of the programme conform to the Level 5 qualification level profession standard and to the requirements of the Regulations on the Second Level Professional Higher Education State Standard.</p> <p>Programme contents meet job market requirements.</p> <p>Industry professionals and representatives of professional associations are involved in the development of study programmes.</p> <p>The objective, tasks and attainable results of the programme are clear.</p> <p>The logical sequence of the module system and study courses.</p> <p>Theoretical studies are combined with the experience obtained during an internship.</p> <p>Large offering of optional courses.</p> <p>Internship opportunities offered.</p> <p>A large and diverse range of practical assignments in study courses.</p> <p>Organisation of real advertising/public relations campaigns and development of advertising/public relations materials under the auspices of study courses.</p>	<p>Insufficient mastery of digital platform capabilities.</p> <p>Insufficient inclusion of excursions to agencies and businesses in the implementation of study courses.</p>

Faculty Members	Qualified and professional academic staff members.	Small proportion of foreign visiting faculty.
	A stable line-up of lecturers has been formed.	Low mobility of academic staff members.
	Faculty members involved in the implementation of programmes - high level industry practitioners, who are ready to share their practical experience.	Low activity on the part of faculty members in using e-riseba.
	The research experience of faculty members is integrated into the study process.	Insufficient interest/motivation on the part of faculty members in raising their qualifications.
	In teaching study courses, faculty members use diverse and innovative study methods.	Insufficient participation of faculty members in professional associations.  In individual cases, the teaching preparedness of faculty members is insufficient.
Students	High assessment of the programme on the part of students (78% of surveyed students would recommend the study programme to friends).	Large student dropouts.
	Active participation of students in improvement of the study process.	Few alumni of the Bachelor's programme choose to continue studies in the RISEBA Master's programme (including <i>Public Relations Management</i> ).
		Low scientific research activity on the part of students.
Cooperation	Well-developed cooperation with employers.	Insufficient cooperation with other Latvian universities.
	Good collaboration with professional associations and organisations.	Collaboration opportunities with alumni are not being used to the optimal degree.
	Engagement of representatives of professional associations in the study process.	
	Well-developed collaboration with Latvian colleges that implement similar study programmes regarding admission of students to later phases of studies.	
International opportunities	The large number of partner universities in facilitating student mobility under the auspices of ERASMUS + programme.	Missed opportunity to obtain a double degree at one of the partner universities in the European Union.
	Professional internship opportunities overseas.	A small number of students in the Master's programme use the mobility options provided by the university.
	The opportunity to obtain a double degree at a foreign university (RUDN, Moscow, Russia).	

Technical-material provisioning for studies:	<p>A good IT base for the provision of the teaching process.</p> <p>Sufficient computer software provisioning.</p> <p>The RISEBA Library is provided with the industry's specific literature and free access databases (EBSCO, Leta.lv, Nozare.lv, Emerald, PRMEC and Web of Science).</p> <p>A good teaching base and infrastructure.</p>	
Programme price	Compatibility of the price and quality of the programme.	<p>In comparison with competitors' prices - high.</p> <p>Students have no access to State-financed budget places.</p>
Teaching language	Latvian, Russian, and English.	Not wide enough English.
Administrative staff	Qualified staff.	Frequent staff turnover.

### **Diagnostics of the study field's external circumstances**

<b>Criteria</b>	<b>Opportunities</b>	<b>Threats</b>
Purchasing power/inflation	<p>Student loans most available.</p> <p>Attracting EU financing.</p> <p>Awarding of grants.</p>	Prospective students have limited funds.
Economic situation	Improvement of the economic situation.	Deterioration the economic situation nationally.
Intensity of competition	<p>Internal development of the programme, taking into account the changes in the Latvian job market and the most important developmental trends globally.</p> <p>To devise new study programmes, in conformity with the requirements of the Latvian job market.</p> <p>Formation of partnerships with Latvian and foreign universities.</p> <p>Development of distance learning and mixed study forms.</p> <p>Devising a study programme in English.</p>	<p>Similar study programme offering at other universities, including with budget places.</p> <p>Powerful competition.</p> <p>Formation of new competitive study programmes at Latvian universities.</p> <p>Prohibition on implementing study programmes in Russian.</p>

Students	<p>Attracting foreign students.</p> <p>Opportunity to involve pupils from Victoria Secondary School in the RISEBA Bachelor's programme.</p>	<p>A reduction in the number of secondary school graduates.</p> <p>Declining interest in the continuation of studies at the university.</p> <p>Potential students leaving the country.</p> <p>Free study opportunities abroad.</p> <p>Attraction of foreign students (from CIS countries).</p>
Faculty Members	<p>Attraction of foreign guest lecturers.</p> <p>Academic staff members Facilitating qualification and heightened professional mastery.</p> <p>Attraction of new faculty members from the academic and professional environment.</p>	<p>Nationally, there is a shortage of highly qualified faculty members with a Doctoral/doctorate degree in the realm of communication.</p> <p>Lack of practitioners who would like to engage in academic work and are able to do teaching work professionally.</p>
Management policy/legislation	Higher education reforms favourable to the university.	Government policy and legislation in the realm of higher education are unstable and not sufficiently well-structured.

### Overcoming weaknesses

**Identified weakness:** Insufficient mastery of digital platforms.

#### Solutions:

It should be noted that the use of digital platforms in the learning process during the 2020/2021 academic year may no longer be considered a weakness.

As the university had to provide remote learning to limit the spread of COVID-19 virus, the academic staff of the university have had video lectures on how to work with ZOOM and other online tools. For example, seminars "Online tools in studies: ZOOM", "Online tools in studies: MIRO and its versatile functionality", "Advanced digital technologies", "Developing and conducting online learning sessions", etc. At the moment, the academic staff is able to use all teaching methods included in the teaching process (lectures, seminars, groupwork, tests, presentations, defence) in one of the digital platforms. The academic staff mainly use ZOOM, though they have also learnt how to use other platforms (for example, MIRO, SKYPE, MICROSOFT TEAMS, etc.).

The academic staff can access video recordings of seminars and presentations at the Academic Quality Centre on eRISEBA.

**Identified weakness:** Insufficient study visits to agencies and businesses during study courses.

#### Possible solutions:

1. Invite guest lecturers (managers/representatives of agencies and companies) involved in the delivery of the programme to organise student study visits to their organisations.
2. Invite programme graduates and students to organise student study visits to their

companies.

3. Invite the academic staff to include study visits to companies in the syllabus, if appropriate.

**Identified weakness:** Small share of visiting faculty from other countries.

**Possible solutions:**

1. Invite guest lecturers from partner universities as a part of the ERASMUS+ mobility programme to deliver guest lectures/masterclasses or seminars.
2. Elect at least one foreign faculty member with a PhD to an academic position at the Advertising and Public Relations Department.
3. Consider inviting elected academic staff from other RISEBA departments to teach specific study courses.

**Identified weakness:** Limited mobility of the academic staff.

**Possible solutions:** Encourage the academic staff to register for the English language courses organised by RISEBA to improve their knowledge of English. Study and facilitate outgoing mobility of the academic staff, and provide regular information about such opportunities.

**Identified weakness:** The academic staff not actively using eRISEBA.

**Solutions:**

RISEBA continuously provides support to the academic staff in using the eRISEBA platform. RISEBA has prepared instructions on the use of eRISEBA digital platform for the academic staff and students. The instructions for the academic staff are available from the Academic Quality Centre on eRISEBA (<https://e.riseba.lv/mod/folder/view.php?id=107472>), and the instructions for students in the Latvian, English and Russian languages are available on eRISEBA (<https://e.riseba.lv/mod/folder/view.php?id=15442>).

A video instruction in English has also been prepared for the academic staff to inform how to enter assessment results in the new information system UNIMETIS. The instruction is available from the Academic Quality Centre on eRISEBA ([https://e.riseba.lv/pluginfile.php/218754/mod\\_resource/content/0/Teacher\\_Guide\\_RIS\\_EN\\_16.11.2020.pdf](https://e.riseba.lv/pluginfile.php/218754/mod_resource/content/0/Teacher_Guide_RIS_EN_16.11.2020.pdf)).

The eRISEBA site of the Academic Quality Centre is not publicly accessible, but all employees and academic staff of RISEBA, if they wish, have access to this platform.

Due to the introduction of the new Moodle and considering the need to improve the quality of learning materials in the Moodle environment, at the beginning of 2020/2021 academic year, the academic staff was invited to complete a training on the use of Moodle.

In addition to the instructions and training sessions, there are regular seminars and guest lectures about the latest developments in the use of digital platforms. For example, seminar

“Interactive methods on MOODLE”.

**Identified weakness:** Academic staff does not have much interest/motivation to improve qualifications, in some cases, faculty members lack adequate pedagogical training, the academic

staff is not active in professional associations.

**Possible solutions:** RISEBA has prepared a uniform procedure for ensuring the required qualifications and teaching quality of the academic staff that also applies to the Information and communication sciences area (see section 3.5. in the report of the Information and communication sciences academic direction).

**Identified weakness:** Little student engagement in scientific and research activities.

**Possible solutions:** Prepare regulations on supporting the scientific and research activities of students. Decide that a student may be eligible to a financial support if he/she has published results of his/her scientific research in cited academic sources or has been awarded one of the main prizes in a show or a competition.

**Identified weakness:** Insufficient cooperation with other Latvian universities.

**Possible solutions:** Cooperation possibilities with the “Event production” programme of the Albert College is considered with regards to admitting students to Year 2 of the event production direction of the bachelor programme ‘Public relations and advertising management’ when they graduate from the college.

**Identified weakness:** Cooperation opportunities with alumni not fully used.

**Possible solutions:**

1. Participation in Programme Committees.
2. Participation in the Career Days organised by RISEBA.
3. Offering internships to students in companies of alumni.
4. Thematic events for alumni, for example, a series of guest lectures.
5. Inform alumni about formal and informal events offered by RISEBA.
6. Organise public guest lectures of alumni and meetings with students at RISEBA to share professional experience. For example, like a guest lecture of Miks Opelts, a graduate of the bachelor programme ‘Public relations and advertising management’ on 20.12.2016 “Think globally. Do from your heart. Achieve the unachievable”, or a guest lecture by Madara Pavāre, a graduate of the ‘Public relations management’, on 10.01.2018 “Informal Insight. B2B=H2H”.
7. Promote alumni association RISEBA ALUMNI among alumni.

**Identified weakness:** At the moment, it is not possible to receive a double degree from a partner university in the European Union.

**Possible solutions:** Offer a programme in the English language.

**Identified weakness:** Few alumni of the bachelor programme choose to continue studies in a RISEBA master programme (including the *Public Relations Management*).

**Possible solutions:**

Organise meetings with Year 4 students of RISEBA bachelor programmes to promote master programmes offered by RISEBA (including the *Public Relations Management*).

The study field development plan for the next six years is enclosed in Annex 5, including an explanation of how the university plans to rectify the study field's weaknesses.

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

The main task of study field and its corresponding study programmes management (governance) is to ensure quality study programme contents corresponding to the regulatory documents of the Republic of Latvia and RISEBA University, and implementation and organisation of quality study programmes.

The main tasks of study field management (governance) are to ensure implementation and auditing of programmes corresponding to the study field, initiation of new study programmes in accordance with demand, development and renewal of the study field's academic staff members, facilitation of scientific research corresponding to the field, and promotion of programmes corresponding to the field.

The Advertising and Public Relations Department is responsible for implementation and development of the information and communication study field, the availability and development of scientific and academic staff members, and methodological support. Participates in the development of new programmes corresponding to the study field and assessment of the quality of existing programmes. Facilitates the performance of scientific research in a sector corresponding to the study field.

Currently, the management of the study field and its corresponding study programmes is implemented at the university by one employee – the Head of the Advertising and Public Relations Department and Study Programme Director Glorija Sarkane. Glorija Sarkane has attained a Master's degree in social sciences (management), economics and engineering. After her doctoral studies at RISEBA, she is continuing to work on the development of her promotional thesis. The Head of the Advertising and Public Relations Department and study programmes ("Public Relations Management" and "Public Relations and Advertising Management") is subordinate to the Dean of the Media and Communication Faculty.

The role of the director of the study programme is the most significant in the implementation of the study programme. Her main duties are related to the development and implementation of the study programmes:

- To ensure preparation of the contents of the study programme and implementation of planning;
- To prepare academic year plans in accordance with the timeframes specified in the management decree;
- To prepare selection of the necessary materials for expert analysis, licensing and accreditation of the relevant study programme;
- To ensure quality implementation and organisation of the relevant study programme, as well as its modernisation, promotion and development in accordance with accreditation

requirements, and job market requirements;

- In accordance with the approved quality process, to prepare the annual self-assessment report and the accreditation self-assessment report. To establish a study programme board and to organise its work in accordance with the by-law;
- In collaboration with department heads, to organise the development of methodological teaching complexes and adhering to its renewal process under the auspices of the relevant study programme;
- To recruit qualified staff members for work in the relevant study programme, in accordance with the head of the relevant department;
- To provide the Communication and External Relations department with the latest information about the relevant study programmes (for preparation of summaries, booklets and other materials), in order to facilitate the promotion and awareness of the study programme, precipitating the attraction of students to the university;
- To do regular work configuring RISEBA library foundations with newly-published teaching aids.

The main duty of the department head is to ensure the operation of the department, and the basic assignments are related to the planning, management and organisation of the department's work, maintaining the documentation related to the work of the department, retaining the line-up of qualified academic and scientific staff members, with facilitating the growth of staff members and the renewal of the composition of staff members.

The Department Head is also involved in the organisation of the study process, ensuring the functioning of the study process's internal quality assurance system within the department, in collaboration with study programme directors conducting analysis of students' grades and assessment of lecturers' work, organising regular the quality of classes given by academic staff members (attending lecturers' classes and lectures), participating in the development and quality assurance of study programmes, in collaboration with study programme directors organising the development of methodological teaching complexes and adhering to the updating process under the auspices of the relevant study programme, organising methodological teaching measures and, in collaboration with study programmes, by issuing regular instructions to lecturers regarding the running of study courses, its assessment system and adherence to timeframes in accordance with study process by-laws.

An important instrument in the management of study programmes is study programme boards. The aim of the programme board is to promote the development of the study programme, to ensure its sustainability, quality, increase study efficiency, interdisciplinary communication according to the market requirements. The Programme Board is compromised of the programme director, representatives of the university's administration, student representatives and alumni of the relevant programme, representatives of employers in the relevant fields, and representatives of the university's Study Department and External Communication Department.

Table 1.3 shows the support provided to the field of study and its corresponding study programmes.

Table 1.3

### **Spheres of responsibility of decision making bodies and structural units overseeing the development of the study field "Information and Communication Science"**

<b>RISEBA structural unit/responsible official</b>	<b>Task</b>
--	-------------

RISEBA Senate	Approves documents, which regulate the realms of academic and scientific activity at RISEBA
Advertising and Public Relations Department	Under the auspices of the direction, the establishment of new study programmes is initiated, new programmes are devised and existing ones are upgraded, market research into new programmes is conducted, and quality of teaching is ensured
Programme directors	Organisation and development of the everyday activity of the study direction and study programme, guaranteeing the quality of the teaching process, management of programme licensing and accreditation processes
Programme Boards	Oversight of the study programme's strategic planning implementation (decisions are a recommendatory nature)
Groups of professors	Initiate and engage students in the performance of research work
Quality manager	Provides support and oversees the quality of the study process
Lifelong Learning Centre	In collaboration with the relevant structural unit, conducts market research into new programmes, initiates organisation of various events under the auspices of the direction/programme, and engages students in various types of activities
Distance Learning Centre	Manages the implementation of three Bachelor's and one Master's business direction programme in distance learning form. If necessary, provides an opportunity to students in the information and communication field to complete each course via distance learning.
External Relations Department	Fostering cooperation with other educational institutions in Latvia and abroad (among students and faculty members), engagement of foreign lecturers in the teaching process, and organisation of student exchanges
Study Department	Organisation of the teaching process and engagement of foreign lecturers in the teaching process
Project Department	Informing RISEBA academic and administrative personnel and students about project opportunities, promoting performance of scientific research, using European and State support capabilities and ensuring students' mastery of practical skills in project management.
Creative Business Incubator	Encourage and support RISEBA students in the development of business ideas, devising of projects and commencement of entrepreneurial activity. Organisation of guest lectures and experience exchange events.
Student Council	The Student Council at RISEBA ensures the implementation of democratic principles in the running of the university. The Student Council functions as a bridge between students and the university's administration. The RISEBA Student Council is made up of university students, who organise the school's activities and student life. Represents the interests of students on Programme Boards.

Almost all of the university's structural units, which are involved in academic work (except for the Architecture and Design Faculty) are involved in the implementation of the study field of information and communication science. The structural units involved are responsible for the

quality of the contents of the study courses in the study programmes in the study field of information and communication science subordinate to the faculty (study or centre) and their compatibility to the sector represented by the faculty (study or centre). The structural unit is responsible for providing study courses subordinate to it with faculty members. Structural units involved in the implementation of the study field are collated in Table 1.4.

Table 1.4

**Structural units involved in the implementation of the study field**

Structural unit*	Subordinate courses
Advertising and Public Relations Department	<i>Introduction to Advertising, Introduction to Public Relations, Development of Postindustrial Society, Public Opinion Theories, Introduction to Mass Communication Theories, Non-verbal Communication, Basics of Convincing Communication, Information Recording and Interpretation Practicality, Communication Ethics, etc.</i>
Audiovisual Media Arts Department	<i>Acting, Screenwriting Fundamentals, Event Production and Fundamentals of Visual Communication, etc.</i>
Business Department	<i>Introduction to Scientific Research, Commercial Activity, Management, Business Psychology, Service Marketing, Consumer Behaviour, Business Etiquette and Protocol, etc.</i>
Economics and Finance Department	<i>Accounting, Legal Aspects of Business, Legal Fundamentals of Mass Communication Processes, Employment Rights and Labour Protection, etc.</i>
Information Technology and Mathematics Department.	<i>Computer Graphics Fundamentals, New Information (Media) Technologies.</i>
Art studio	<i>Basics of Composition and Colour Training.</i>
Language Centre	<i>Business Communication (in English), Spanish, Development of Contemporary Latvian Language in the Aspect of Communication, Style (Russian), etc.</i>

In order to assess the effectiveness of the management of the study field and its corresponding study programmes, in accordance with the RISEBA survey procedure, student, graduate and employer surveys are conducted periodically (at least once every 3 years). The students' general annual survey is organized by the Student Council, and the study programme evaluation questionnaire - by the program director at the end of the academic year. Study course evaluation questionnaires are a compulsory quality assessment tool, and their aim is to provide the teaching staff and program management with information on the learning outcomes achieved in the course and the students' satisfaction with the teaching methods. Surveys of study courses are conducted on a continuous basis at the end of each study course. At the end of every academic year, assessment of the work of administrative staff members is conducted and harmonisation of assignments for the next academic year. The work of the Head of the Advertising and Public Relations Department and Programme Director is assessed by the Dean of the Media and Communication Faculty.

A schematic depiction of the study field management structure is enclosed in Annex 6.

## 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.**

Procedures and requirements for the admission of students to basic study and higher level study programmes are regulated by the RISEBA University "[Admission Requirements 2020 2021](#)". The Admission Rules stipulate which persons are entitled to study at RISEBA University.

Citizens of the Republic of Latvia, individuals that have received an alien's passport issued by the Republic of Latvia, foreigners, and other individuals that have received a permanent or temporary residence permit may be admitted.

To study at RISEBA University, a document recognized and certified in Latvia confirming secondary or higher education, or studies in another university shall be presented, and Admission Rules shall be met.

The Admission Rules stipulate which basic study and higher level study programmes will admit student during the academic year in question, as well as the requirements for the selection of students.

Selection of students for the Bachelor's programme "Public Relations and Advertising Management" corresponding to the study field of information and communication science is based on two centralised exams (in Latvian and English) and certificate grade results.

During evaluation of the educational attainment, subjects most relevant for the academic direction shall be taken into account: the native language, foreign language, computer sciences and history.

No individual creative or other type of test is required for the "Public Relations and Advertising Management" Bachelor's study programme.

By decree of the rector, every academic year the number of budget places in basic studies financed by RISEBA University is set; the competition for budget places is regulated by the by-law regarding the competition for tuition fee discounts. Applications for budget places takes place, using the electronic e-service: [www.latvija.lv](http://www.latvija.lv)

Citizens and residents of the Republic of Latvia may become students of the RISEBA professional master's programme "Public Relations Management". Persons with higher education who have completed an at least 4-year professional higher education programme or have obtained a professional or academic bachelor's degree, which gives the right to study in the master's programme, may enter the study programme.

Citizens of other countries may also apply for the Master's programme "Public Relations Management". The matriculation procedure of foreign students is regulated by the internal regulations of the higher education establishment.

No individual creative or other type of test is required for the "Public Relations Management" Master's study programme. Entering the Master's study programme, the student previous education is important. The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with a professional profiling education). People, who have obtained an academic Bachelor's degree in the realm of communication or whose previous education is another field of science will be

admitted to the study programme with a total study duration of 80 CP (90 ECTS).

When enrolling for studies, persons with a bachelor's degree in other disciplines (not social sciences or other related sciences) must, within the first year of study, complete a levelling course module (introductory module) with 10 CP.

Application for the basic study programmes takes place, using the e-service "uniform application for basic study programmes" (VUPP) on the portal: [www.latvija.lv/studijas](http://www.latvija.lv/studijas). Application for basic study programme outside the VUPP competition is implemented by completing an electronic application at: [riseba.dreamapply.com](http://riseba.dreamapply.com).

The by-law "Preparation of the Study Course Comparison Protocol and Individual Study Plan" provides for a comparison of study courses in study programmes previously attained by the candidate or student with the study courses in the desired study programme.

Recognition of previously completed study courses or education is provided for in the following cases:

1. When a person recommences studies after exmatriculation (expulsion) at RISEBA University;
2. When a student recommences his or her studies after a study break;
3. In the case of a student changing his or her study programme, qualification, form and language at RISEBA University;
4. In the case of a student returning from ERASMUS + Double degree programmes (at the People's Friendship University of Russia in Moscow);
5. In the case of a person switching from another higher education institution or upon commencing studies after attaining another higher education. A cooperation agreement has been signed with Alberta College and the Latvian Culture College regarding the admission of students to the 2nd year of the Bachelor's study programme "Public Relations and Advertising Management" after graduation from corresponding programmes (in public relations or advertising) at the aforementioned colleges;
6. Students who have completed study courses at another higher education institution.

Previously attained study courses are compared with the desired study programme in terms of content and workload (attained CP). Study courses are passed if their workload in CP in comparable study programmes is identical or else the number of CP in the previously attained subject was bigger.

The by-law "Regarding recognition of competences attained outside formal education or through professional experience and study results attained during previous education" stipulate the procedures and criteria for recognising knowledge, skills and competences attained outside formal education, or study results attained during previous education, as well as defining the conditions for formation of committees and their rights and duties.

Recognition of competences attained in the course of professional experience is applied most frequently to students in Master's study programme "Public Relations Management":

1. Knowledge, skills and competences obtained in the course of professional experience can be equated for persons with a previous non-profiling education or academic education can be compared, if the results have been attained in field of professional activity that corresponds to the study programme's thematic realm, and the internships provided for in the programme have been passed;
2. Knowledge, skills and competences obtained in the course of professional experience can be equated for persons with a previous non-profiling education can be compared, if the results have been attained in field of professional activity that corresponds to the study

programme's thematic realm, and the study courses provided for in the introductory module have been passed.

*Electronic link to the internal enrollment regulations, "Admission Requirements", which sets out student admission procedures and requirements:*  
[https://www.riseba.lv/sites/default/files/inline-files/NT0002-28%20Admission%20Requirements\\_2020\\_2021.pdf](https://www.riseba.lv/sites/default/files/inline-files/NT0002-28%20Admission%20Requirements_2020_2021.pdf)

*Electronic link to the internal regulation that governs recognition procedures "Regulation on recognition of previous education or professional experience":*

<http://doc.riseba.lv/NL0060-02%20Regulation%20on%20recognition%20of%20previous%20education%20or%20professional%20experience.pdf>

### **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.**

**RISEBA assessment system** is based on the following principles:

- Mandatory assessment - at least a minimum pass grade should be received for all study courses;
- Accumulation: the acquired knowledge is accumulated by adding up all pass grades received during the studies;
- Transparency and clarity of requirements: at the beginning of studies, all students are informed about the content, requirements and assessment criteria of the course;

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of all tests is in line with the content of the respective study course programme, as well as its goals and the expected learning outcomes.

At RISEBA, learning outcomes are graded according to two indicators:

- Qualitative - a grade in the 10-point system or pass (pass, fail);
- quantitative - number of credit points depending on the scope and importance of a study course.

At RISEBA, the quality of student knowledge is assessed pursuant to orders of the Ministry of Education and Science of the Republic of Latvia, ECTS (European Credit Transfer System) standards adopted by Latvia and assessment criteria used at the university.

The university has 2 types of tests– *mandatory and others*. *Mandatory tests* (e.g. tests and examinations) shall be taken by all students. If they are not passed, the final grade cannot be given. The number of *mandatory tests* in each course is determined by the Rector's order and depends on the number of credit points granted for the course. In addition to *mandatory tests*, course teachers may also include, for example, homework, tests, independent projects, seminars, etc. in the course at their discretion. They are called *Other tests*. Their number and type is decided by the course teacher. The weight of *other tests* (for the purposes of awarding the final grade) should be indicated in the course outline.

During their respective courses, course teachers regularly test the knowledge of students by means

of *mandatory* and *other tests* described in the course programme or outline (tests, homework, essays, presentations, independent projects, etc.). The requirements depend on the specificities of the study course and its organizational process. Regular participation during the respective semester affects the final grade.

Course teachers make decisions about *mandatory* tests taking into consideration course requirements and the weight of each assessment criterion.

Exams, tests, independent projects, course papers and internships are assessed by means of a 10-point system. The lowest pass grade in the undergraduate programme is four (almost average).

Quality of students' knowledge, skills and competences - examination, control work, course work and other test results are assessed in percentage terms, in accordance with the criteria approved by the Methodological Council and afterwards the final assessment is given with a grade in a 10 point system, based on the requirements of the Republic of Latvia's Ministry of Education and Science. See Table 1.5.

Table 1.5

### Study proficiency assessment criteria

Proficiency level	Assessment %	Grade	Explanation	Approximate ECTS grade	Assessment criteria: knowledge, skills, competences
Very high	96-100	10	With distinction <b>With distinction</b>	A	Exceeds the study programme's requirements, testifies to independent research work, and deep understanding of problems.
	90-95	9	Excellent <b>Excellent</b>	A	The study programme's requirements have been attained in full, with the attainment of the skill of being able to use acquired knowledge independently
High	80-89	8	Very good <b>Very good</b>	B	The study programme's requirements have been attained in full, but sometimes there is a lack of deeper understanding and the ability to independently apply knowledge to more complex issues
	70-79	7	Good <b>Good</b>	C	The study programme's requirements have been attained, but at the same time, individual less important shortcomings have been ascertained in the attainment of knowledge
Average	60-69	6	Almost good <b>Almost good</b>	D	The study programme's requirements have been attained, but at the same time an insufficiently deep understanding of individual bigger problems has been ascertained
	50-59	5	Satisfactory <b>Satisfactory</b>	E	The study programme's requirements have been attained, although an insufficiently deep understanding of various important problems has been ascertained
	40-49	4	Almost satisfactory <b>Almost satisfactory</b>	E/FX	The study programme's requirements have been attained, but an insufficiently deep understanding of various important problems has been ascertained along with difficulties in making practical use of the knowledge acquired

Low	26-39	3	Bad <b>Bad</b>	Fail	Superficial knowledge of the study course's most important problems has been attained, but unable to put this to practical use
	10-25	2	Very bad <b>Very bad</b>	Fail	Superficial knowledge of the study course's most important problems has been attained, but there is a complete lack of understanding in relation to other more important problems
	1-9	1	Very, very bad <b>Very, very bad</b>	Fail	No understanding of the study course's basic problems.

The number of required credit points is indicated in the study plan. To determine, if the scope of students' outputs is in line with the plan, a quantitative evaluation is carried out every semester and every academic year – 1 credit point equals 40 hours.

At RISEBA, exams are both oral and written. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered to have been successfully completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

A commission appointed by the Programme director assesses the content and quality of course papers and internship reports, as well as the presentation skills of students using a 10 point system.

Internships are managed and coordinated by supervisors. All internships should be defended on time according to the academic schedule.

At the end of undergraduate studies, a state examination takes place: students should prepare, write and defend a bachelor thesis and pass a qualification exam. Students may attempt to pass a state examination, if:

- They have completed all courses included in the programme and passed respective exams.
- Their internship reports have received at least the minimum pass grade.
- All financial liabilities under the study contract have been met.

10 CPs are awarded for a bachelor thesis, and it consists of a theoretical, practical and creative part. The theoretical part entails analyses of academic sources and other studies devoted to communication issues. An original applied study is conducted during the practical section. In turn, the creative part entails a solution for the problem selected for research and is based on the proposals made in the thesis. In this part, students prepare a draft for the purposes of advertising, public relations or event management.

Qualification exam is oral. It consists of three groups of questions:

- Marketing and management.
- Theoretical basic communication courses.
- Advertising, public relations or production of events.

If the programme is completed and a pass grade has been received during the state exam (no less than 4), students are awarded a professional degree: a Bachelor's degree advertising and public relations and the qualification of the head of public relations or advertising, or the event producer.

Master Thesis should be developed, written and presented at the end of the master's studies. In order to successfully pass the whole scope of the course and achieve a Master's Degree, master's

programme students should demonstrate in their final paper both, the academic knowledge acquired during the study process as well as the skills of the practical work acquired in accordance with the qualification selected by them.

Students may pass the state exam, where the Master Thesis is a part, if:

- They have completed all courses included in the programme and passed respective exams.
- Their internship reports have received at least the minimum pass grade.
- All financial liabilities under the study contract have been met.

If the programme is completed and a pass grade has been received during the state exam (no less than 4), students are awarded a professional degree: a Master's degree in public relations and the qualification of the strategic communication manager.

RISEBA assessment system is developed according to the student-centred approach to education used in the Latvian universities. To implement it, the following student-centred principles are applied:

1. Examiners know testing and examination methods and receive support to improve their skills.
2. Assessment criteria and methods, as well as grading criteria are published in advance.
3. Assessment allows students to demonstrate to what extent they have achieved the expected learning outcomes.
4. Students receive feedback that, if needed, entails advice in relation to the learning process.
5. Whenever possible, grades are decided by more than one examiner.
6. During grading, various mitigating circumstances are taken into account.
7. Assessment should be consistent, fair, and suitable for all students. It should be carried out according to the approved procedures.
8. There is a functioning procedure for reviewing appeals from students ([https://www.aika.lv/wp-content/uploads/2019/05/Informativs-analitisks-zinojums\\_Studentcentretas-izglitibas-pieejas-augstskolas-koledzas-Latvija\\_2017.pdf](https://www.aika.lv/wp-content/uploads/2019/05/Informativs-analitisks-zinojums_Studentcentretas-izglitibas-pieejas-augstskolas-koledzas-Latvija_2017.pdf)) ("Latvian only")

At RISEBA University, accomplishments achieved by students outside their studies are also recognised. This can include students' participation in RISEBA University's public events, in the work of the Student Council, and they can be the scientific research achievements of students, as well as their creative and sporting achievements at the university and outside it. For their accomplishments in the aforementioned fields, students receive verbal recognition, a certificate, as well as cash prizes awarded by the university or its cooperation partners.

For their accomplishments outside their studies, students can also receive a significant [tuition fee discount](https://www.riseba.lv/sites/default/files/inline-files/Appendix_Regulation%20on%20Tuition%20Fee%20Discounts%20Rules%20of%20Application_2020_2021.pdf) of up to 25% [https://www.riseba.lv/sites/default/files/inline-files/Appendix\\_Regulation%20on%20Tuition%20Fee%20Discounts%20Rules%20of%20Application\\_2020\\_2021.pdf](https://www.riseba.lv/sites/default/files/inline-files/Appendix_Regulation%20on%20Tuition%20Fee%20Discounts%20Rules%20of%20Application_2020_2021.pdf)), as well as being honoured at the annual university "RISEBA Golden Awards" ceremony in the following nomination categories: "RISEBA Student of the Year", "SC Event of the Year", "RISEBA Ambassador of the Year", etc.

Students can study students' grade assessment criteria, terms and conditions and binding procedures in the outline of each specific study course, internship or piece of coursework.

*Students' assessment criteria, terms and conditions and binding procedures have indicated [here](http://doc.riseba.lv/NL0005-05%20Study%20regulations.pdf) (See Study regulations) <http://doc.riseba.lv/NL0005-05%20Study%20regulations.pdf>.*

## 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.**

Compliance with the principle of academic integrity is regulated by the *Academic Integrity Code* devised by RISEBA University (hereinafter referred to in the text as - *the Code*). The *Code*'s target audiences are the university's academic and administrative staff members and students. The objective of the code is "to foster an honest academic culture at the university, not unmasking the academic violations of faculty members and students and issuing punishment for such". The *Code* lists types of violations of academic integrity.

The *Academic Integrity Code* is publicly available, and any of the aforementioned target groups can study it on [RISEBA University's homepage](http://doc.riseba.lv/NL0078-01_Code%20of%20academic%20integrity.pdf) [http://doc.riseba.lv/NL0078-01\\_Code%20of%20academic%20integrity.pdf](http://doc.riseba.lv/NL0078-01_Code%20of%20academic%20integrity.pdf) and assess their work from the perspective of academic integrity if they have any doubts.

The principles of academic integrity stipulated in the Academic Integrity Code are as follows:

- Objectivity;
- Fairness;
- Responsibility;
- Scientificity;
- Openness, mutual respect and trust.

The university's academic and administrative staff members must encourage compliance with the principles of academic integrity at the university. Every violation of the principle of academic integrity that is observed must be reported to the faculty dean, who will initiate a review of the violation of academic integrity.

A second regulatory document whose objective is foster an honest and fair environment at RISEBA University is the *Code of Ethics*. The *Code of Ethics* is binding on RISEBA academic and administrative staff members and students. The Ethics Code devised by RISEBA University is based on the concept of academic integrity and the Latvian Researcher's Code of Ethics.

The *Code of Ethics* includes basic principles and standards for ethical behaviour, which students, academic and general staff members must observe in their attitude towards the university, their work and their relations with other representatives of the university community. The approved Code of Ethics is publicly available to all interested parties including students, general and academic staff members, etc.

Unlike the *Academic Integrity Code*, the *Code of Ethics* specifically describes its oversight and the sanctions to be imposed for non-compliance with the standards of ethical behaviour.

Supervision of compliance with the Code of Ethics is conducted by the RISEBA Ethics Committee.

The *by-law regarding plagiarism* stipulates the procedure according to which plagiarism is identified in the written work of RISEBA students and lecturers, as well as the sanctions to be applied in the event of plagiarism in relation to students and lecturers. Since 2013, RISEBA has a uniform computerised plagiarism control system, where each faculty member can check students' written work throughout the academic years with the help of the IT Department, comparing it with the

databases of 20 Latvian universities. All RISEBA final theses are checked for plagiarism before their defence, when students have a duty to submit the ready final thesis to the IT Department in electronic format.

The *by-law regarding plagiarism* is publicly available information and can be found on the [university's homepage](#).

**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.**

Information about the study field of information and communication science and its corresponding study programmes can be found on the following [www.riseba.lv](http://www.riseba.lv) websites:

**Bachelor programme "Public Relations and Advertising Management":**

- [In Latvian](#)
- [In English](#)
- [In Russian](#)

**Master's degree programme "Public Relations Management":**

- [In Latvian](#)
- [In English](#)
- [In Russian](#)

By decree from the Rector of RISEBA University, the procedure for the posting of information on RISEBA's main homepage has been approved, along with the persons responsible for maintaining the sections and sub-sections of RISEBA's main homepage. Twice a year, by 25 September and 25 February, the responsible persons must review information published in the sections and sub-sections of the RISEBA homepage that they are responsible for and update according to the approved procedure. This is compulsory updating of homepage contents. In addition, the person responsible regularly checks the homepage sections he or she is responsible for, analysing their contents and ensuring that up to date information is posted in the relevant sections of the homepage.

In accordance with the relevant decree, the person responsible for the information on programme homepages is the director of the relevant programme, while his or her work is overseen by the head of the department in question.

## **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.**

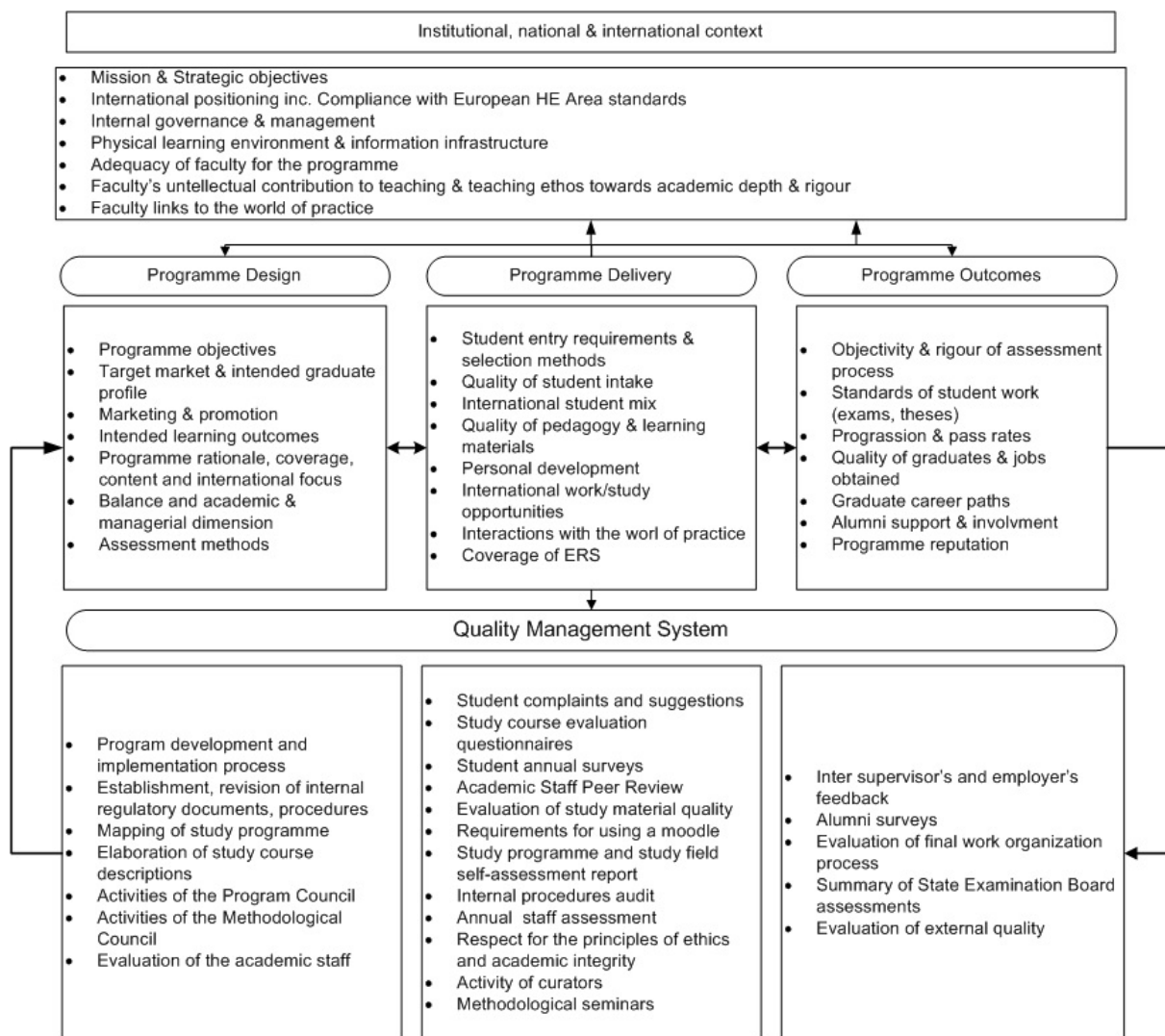
The goal of RISEBA Quality Assurance system is to ensure that internal communication takes place in an organized manner, powers, responsibilities and actions of employees are clearly defined, including in case of problems or concerns expressed by students, that the quality of students' services is improved and that specific goals and objectives of RISEBA are achieved to increase the general quality of studies and ensure their continuity. An efficient quality assurance system allows the university to find problems and their cause in the study processes, as well as to take corrective action.

Along clearly defined RISEBA quality assurance principles outlined in [RISEBA quality policy](#) and quality management system manual, the internal quality of the academic direction is also achieved by means of the below quality assurance system (see Figure 2.1).

The academic direction and its study programmes are managed by means of the following processes:

- Programme management and content
- Programme implementation
- Programme results

Programme Director who is subordinated to the Head of the Department and the Dean of the faculty is responsible for the quality of the programme, its management and implementation by achieving the expected results and ensuring top quality by means of the predefined tools listed in Figure 2.1 and described below.



**2.1. Figure Quality management system of the academic direction**

The following indicators are considered the key performance criteria:

### **Programme management and content**

#### **• Development and implementation of the programme**

For new study programmes to fit into the general strategy of the university, a unified procedure regulating the development and changes in the programme is applied. RISEBA has [Regulation for developing, amending and closing a study programme](#). The processes of a study programme should comply with the [“Study Regulations”](#).

#### **• Drafting and review of internal regulatory documents and procedures**

To establish a unified procedure for drafting, approving and distributing regulatory documents of the university, it has an approved [“Document management procedure”](#) ("Latvian only") that allows the entire personnel to handle all documents according to a clear and understandable procedure.

#### **• Mapping the study programme**

The university has determined that each study programme should be mapped showing how its goals and academic results comply with the occupational standard and the EQF/NQF levels. [Study programme mapping methodological material](#)

is an auxiliary material for programme directors to ensure successful mapping.

- **Drafting course descriptions**

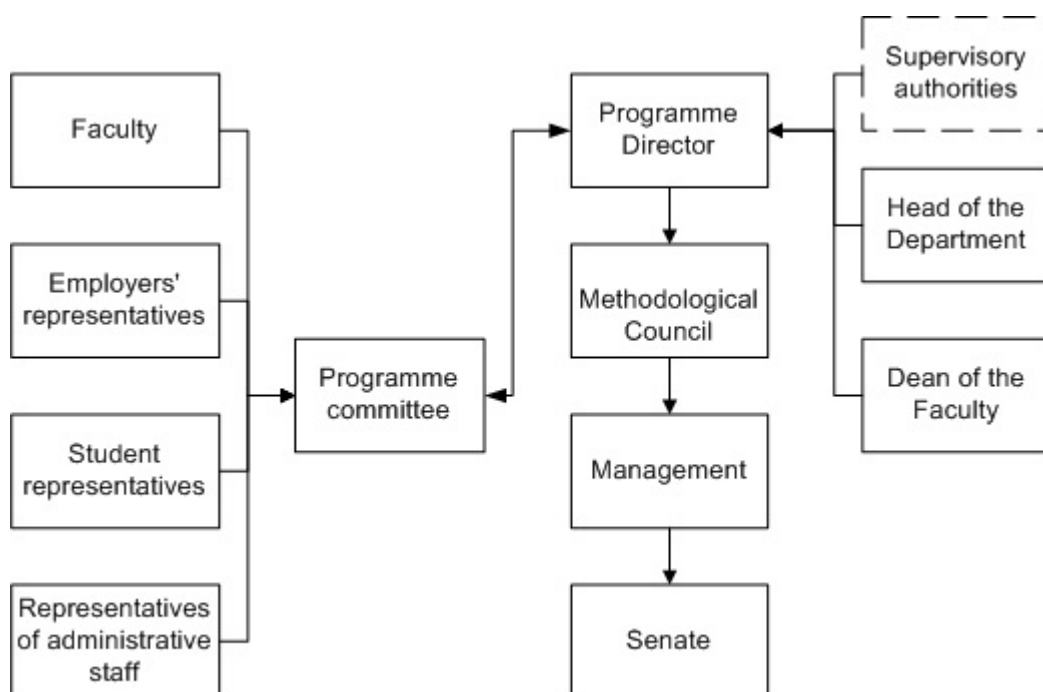
Together with the head of the respective department, the Programme Director is responsible for the quality of content of each study course, and the implementation and development of a study programme. Each study course of a study programme should have a course description approved by the Programme Director and the head of the Department. The member of the academic staff that delivers a specific study course should prepare its description aligning the content and assessment criteria of the course with the goals and expected academic results of a study programme and receive an approval from the Programme Director and the head of the department. According to the “[Updating process for course description](#)”, the course descriptions should be kept and made available in the Moodle system. The academic staff should inform students about the course description, expected academic results and assessment criteria during the first class.

- **Study Programme Committee**

To ensure the quality and monitoring of all study programmes, meetings of **Study Programme Committee** take place on regular basis (see Figure 2.2) during which programme directors, academic staff, students, graduates and employers evaluate respective programmes. Opinions of all stakeholders are taken into account to facilitate the development of study programmes according to the requirements of sectoral experts and labour markets, and opinions of students and experiences of alumni while starting or continuing their professional development.

#### [Programme Committee Regulations](#)

[http://doc.riseba.lv/NL0039-02%20Programme%20Committee%20Regulations\\_en.pdf](http://doc.riseba.lv/NL0039-02%20Programme%20Committee%20Regulations_en.pdf) regulates how the respective councils operate.



**2.2. Figure. Management structure of a study programme**

- **methodological Council**

As a collegiate body, the Methodological Council of RISEBA plays an important role in decision making process concerning studies and adopts various normative documents that may affect

programme management and the organization of study processes. Methodological Council consists of representatives of the respective study programme and administration, and its proceedings are regulated by the [“Methodological Council Regulations”](#).

- **Assessment of academic personnel**

According to the procedure applicable in the Republic of Latvia, the academic staff should be re-elected every 6 years in an open competition that facilitates maintenance of high scientific, pedagogical and organizational proficiency and continuous improvement of performance quality. Re-election of the academic staff to academic positions should take place pursuant to the Law on Higher Education Institutions and other laws of the Republic of Latvia, and RISEBA [“Regulation on election to academic positions”](#) and [“Academic personnel policy”](#). Re-election motivates the academic staff to maintain high quality performance and allows the administration to carry out targeted renewal of academic staff and its quality improvement by inviting new and promising members of academic staff.

### **Programme implementation**

- **Complaints and proposals of students**

RISEBA has a [“ Procedure for Examination of Complaints and Proposals ”](#) that applies to students and employees of RISEBA and other stakeholders. This procedure applies to complaints and proposals related to the quality of services offered by the university, quality of its academic processes, technical infrastructure and teaching aids, as well as unethical or dishonest conduct by students, academic staff or administrative personnel.

- **Questionnaires for assessment of study courses and annual surveys of students**

The Questionnaires for assessment of study courses and annual surveys of students are a mandatory quality assessment tool at RISEBA. The respective processes are regulated by the [“Surveying procedure”](#). For surveying procedure see Section 2.2 on feedback mechanisms.

- **Peer evaluation of teaching**

Faculties of RISEBA are invited to implement innovative approaches to teaching. Before a decision is made concerning suitability of an approach, all new methods are assessed by means of student questionnaires and a professional inspection: peer evaluation of teaching. Annual inspection of quality during classes is ensured by the head of the respective department or other members of the academic staff by means of peer evaluation of teaching. Peer evaluation of teaching system provides the exchange of experiences and information among the academic staff to improve the quality of academic processes. RISEBA has an approved [“Academic Staff Peer Review Procedure at RISEBA”](#).

- **Quality assessment of study materials and use of Moodle**

Quality assessment of study materials and use of the Moodle entails verification of the quality of study materials (both content wise and form wise) that is performed by administrators and directors of study programmes and heads of departments according to the approved regulations [“Basic requirements for learning and methodological materials of study courses”](#). Compliance of distance learning materials with the specific requirements of this form of studies is checked by administrators of the distance learning unit.

- **Self-assessment report of the study programme and academic direction**

The annual self-assessment report of the study programme is an important programme review tool that demonstrates the achievements of the academic year, identifies the strengths and weaknesses

of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development. The assessment procedure is described in the [“Regulations on Development of Self-Assessment”](#).

- **Audit of internal procedures**

To monitor the organisation and implementation of a study programme, determine the strengths and weaknesses of a quality system, assess the efficiency and performance of processes, identify the required documentation and any non-compliances thereof, an audit of internal procedures is carried out which is regulated by the [“Internal quality audit procedure”](#) ("Latvian only")

- **Annual assessment of employee competences**

To perform a quality review and facilitate scientific, pedagogical, artistic and organizational development of the academic staff, an annual performance review is carried out pursuant to the approved [“Performance management system”](#), [“Competence model”](#) and [“Academic personnel policy”](#). Each member of the academic staff completes a self-assessment report followed by a worksheet and a discussion with the head of the respective department about the achieved results. As results of student surveys is one of the performance criteria for assessing the academic staff that is linked with the remuneration system, each member of the faculty is motivated to receive outstanding student feedback and assessment to further improve his/her course.

- **Compliance with principles of ethics and academic honesty**

RISEBA finds not only the scientific and pedagogical activities of its faculty important, but also ethical aspects of their conduct. RISEBA is a part of the PRME initiative (Principles for Responsible Management Education), and applies these principles to its policy for academic personnel. RISEBA has adopted and is guided by a [“Code of Ethics”](#), and has an Ethics Committee that reviews possible violations of the principles of ethics and makes respective decisions. Special attention is paid to ensuring that in its pedagogical and scientific activities the academic personnel is guided by principles of anti-plagiarism. The [“Code of Academic Integrity”](#) and [“Plagiarism regulation”](#) have been prepared.

- **Curators**

To promote student awareness of processes taking place at the university, as well as their engagement and team-building, a curator is appointed for each group of a study programme and acts according to the adopted [“Riseba group tutor’s work”](#).

- **Methodological seminars**

To ensure pedagogical development, the university organises monthly thematic methodological seminars that are devoted to learning processes, new teaching methods, pedagogy, diversity management and other topical issues.

- **Mobility of students**

To facilitate internationalization of students, the university motivates students and staff to participate in exchange programmes. The mobility procedure is regulated by the [“Erasmus+ programme mobility organization procedure”](#).

## **Programme results**

- **Surveys of internship organisations, employers, and alumni, and assessment of the thesis process**

Surveys of internship organisations, employers, and alumni, and assessment of the thesis process is a mandatory quality assessment tool at RISEBA. Surveys are regulated by the “[Surveying procedure](#)”, “[Student internship guidelines](#)” and “[Regulation on Graduation Examinations](#)”. For surveying procedure see Section 2.2 on feedback mechanisms.

- **Summary of evaluations by the State Examination Commission**

After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of bachelor’s and master’s thesis topics and their alignment with the study programme, reporting the most common errors and assessing the general quality of defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content. The submission of the said assessment is regulated by the “[Regulation on Graduation Examinations](#)”.

- **External quality assessment**

In addition to the accreditation procedure laid down in the legislation of the Republic of Latvia, RISEBA has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN).

The following key **quality indicators** that are grouped into 6 groups are used for the assessment of university’s results: teaching, research, innovation, internationalization, competitiveness of graduates, and resources that are currently being developed in more detail and implemented.

Administration of the Information and Communication Science academic direction is of the opinion that RISEBA internal quality assurance system is efficient. All primary processes are documented and streamlined that allows to implement the primary academic process. All processes supporting the primary academic process have also been developed. Well-functioning internal quality assurance system allows to avoid misunderstandings, ambiguous facts and situations that has improved the speed of information circulation and communication quality between the administration, academic staff and students.

Changes in student satisfaction levels is one of the efficiency criteria for ensuring internal quality. Judging by the number of received complaints, the satisfaction has improved as in 2019 and 2020 no complaints were received. See Table 2.1.

In 2018, RISEBA introduced the mapping of academic programmes — it helped to align learning outcomes of study courses with the results of the academic programme. As a result of mapping of study courses, the following courses were included in the mandatory list of courses of the bachelor programme: “Development of an advertising idea” and “Project management basics”, while the following courses were included in the electives: “Career development theories”, “Basic practical selling” and “Conflict management and mediation in an organisation”.

“Minimum requirements for developing study courses in the MOODLE environment (*eRISEBA*) for full time, part time and distance learning studies at RISEBA University of Applied Sciences” have been developed, and training seminars on the use MOODLE organised (seminars: “Interactive MOODLE methods”, “Interactive use of MOODLE: practical examples”, etc.) — this has allowed the faculty to considerable increase its activity in the MOODLE environment.

Methodological seminars organised by RISEBA have helped the academic staff of the Information and Communication Science academic direction to start delivering their study courses online by learning the most suitable technologies and teaching methods. For example, the training for RISEBA academic staff delivered by Gedvillo Consulting “Developing and delivering courses online”.

**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.**

### **Development of new study programmes**

Development, approval, amendments and termination of new study programmes at RISEBA are regulated by the [“Regulation for developing, amending and closing a study programme”](#) (18.04.2018) , prepared pursuant to the legislation of the Republic of Latvia and AIC (Academic Information Centre) guidelines “Guidelines on preparation of descriptions of study programmes”.

The Development of study programmes consists of three stages:

1. The Idea of the study programme and its feasibility study
2. Preparation of a description of a study programme
3. Preparation of documentation and submission to assessment bodies

#### **Stage 1: development and feasibility study of an idea for a study programme**

An employee of an academic or a scientific unit may develop a study programme (hereinafter, the initiator). Before a new programme is forwarded for assessment, the initiator should prepare substantial argumentation demonstrating, why a new study programme is needed at the **Advertising and Public Relations Department of RISEBA**, namely, he/she should indicate the goal of the programme, its expected results, information about the target group, and analyses of the main competitors, etc. The department provides the programme initiator with the comments, if necessary. When a recommendation from the respective department is received, the initiator should prepare and submit a document substantiating the development of the new programme to RISEBA Management group.

The Management group reviews the document and decides whether the university will introduce the new study programme. If they decide that the programme cannot be implemented, it is refused. If the university is able and needs to implement the new study programme, and if the new programme is in line with the university’s mission, vision, and the strategy for development of new study programmes, the Rector shall issue an order to start the development of a new study programme and appoint the responsible official: a programme developer, decide about the composition of the programme development working group, determine the financial and technical means required for the development and enter into an agreement with the programme developer about the new programme. After a rector’s order the developer of the programme should prepare its description pursuant to external normative acts.

#### **Stage 2: preparation of a description of a study programme**

During the preparation of a programme description, the programme developer should discuss the content of the programme with sectoral experts that represent the respective industries. After the recommendations of experts, corrections are made, if necessary.

The draft description of the programme should be presented to the Management group, which

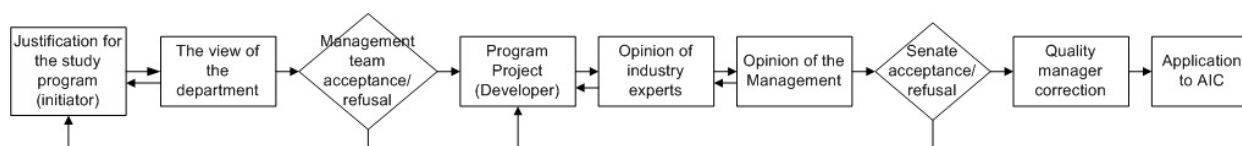
reviews the content of the programme and its alignment with the mission and vision of RISEBA more thoroughly, and proposes final corrections. If the draft programme is found compliant, the programme developer submits it for approval to the Senate.

The Senate reviews the prepared draft programme. If the programme is approved, the programme developer prepares the licencing package and submits these documents to the Quality Manager. If the programme is not approved, its implementation is refused or any corrections are requested for re-submission of the programme to the Senate.

### Stage 3: preparation of documentation and submission to assessment bodies

The Quality Manager should review the prepared programme description pursuant to the requirements of the Cabinet of Ministers of Latvia and AIC Guidelines on preparation of descriptions of study programmes, and provide the programme developer with the comments about any corrections, if necessary.

The prepared programme documentation is to be submitted by the developer to the AIC to initiate the licencing process. See stages for development of a study programme in Figure 2.3.



**Figure 2.3. Development stages of new study programmes**

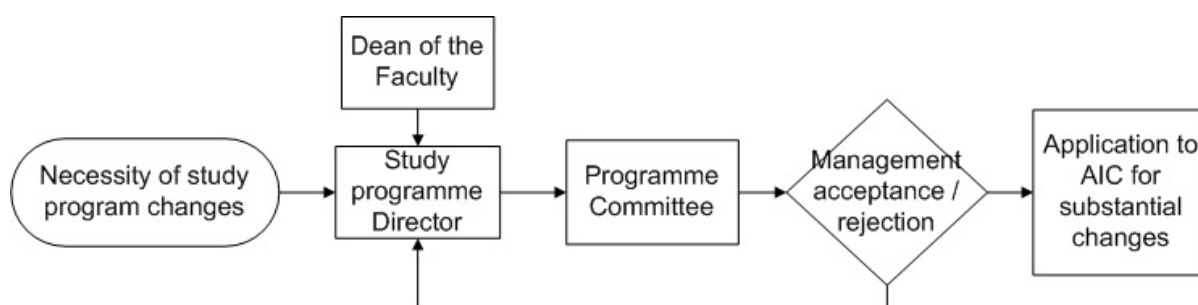
During the reporting period (the last 6 years), no new study programmes have been developed in the communication science academic direction.

### Review of study programmes

#### Review of study programmes in case of significant changes

After licencing of a study programme, it is reviewed on regular basis to monitor its sustainability, achievement of planned results, teaching quality, student expectations, and the prospects of graduates in the labour market depending on the development of the sector.

Every year, the dean of the faculty has discussions with programme directors about the development of study programmes, and the need for any substantial changes or their termination. If a decision is made to introduce significant changes, it is discussed with the **Programme Committee** consisting of sectoral experts and RISEBA students. After an opinion of the Programme Council, the dean discusses the above changes in the management group, where the nature of the changes and the resources required for their implementation are assessed. If the management group supports the said changes, the programme director prepares the documentation needed for the Academic Accreditation Commission (see Figure 2.4).



**Figure 2.4. Procedure for introduction of significant changes into study programmes**

After a review of students' interests, needs of the labour market and also employment prospects of graduates, further development of the undergraduate programme "Public Relations and Advertising Management" was considered and a decision was made to use the current programme to introduce the third qualification: event producer. The Academic Accreditation Commission is the first to receive the information concerning the changes. The second greatest change that affected the graduate and undergraduate programmes of the Information and communication study direction is related to the language of instruction. After a review of resources needed to offer these programmes in English language, a positive decision was made by the Management group of the university. The Academic Accreditation Commission is the first to receive information about these changes.

### **Annual review of study programmes**

The annual self-assessment of a study programme is considered to be one of the most important elements of the internal quality assurance system. Once per year, as is required by the legislation of the Republic of Latvia and RISEBA 29.11.2017 "[Regulations on Development of Self-Assessment 2017-converted](#)", an internal self-assessment report of the study programme and the academic direction is prepared.

The **programme director** of the respective study programme is responsible for the annual description of study programmes and their quality, while the **Head of the respective department** is responsible for the annual self-assessment report of the academic direction and its quality.

The annual self-assessment report of the study programme or programme description demonstrates the achievements of the academic year, identifies the strengths and weaknesses of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development.

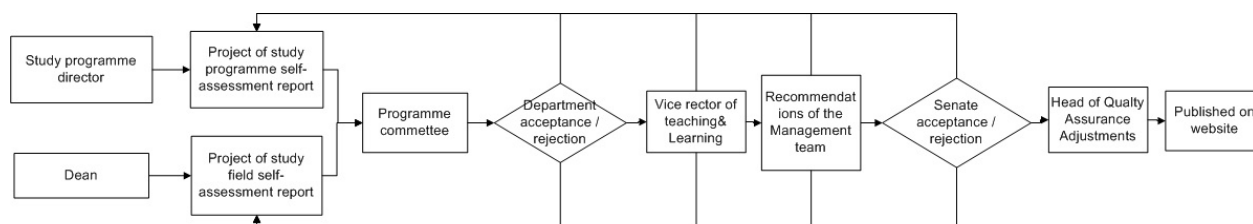
The Programme Committee plays an important role in preparing the self-assessment report, as it is made up of all stakeholders that express their views about the alignment of interdisciplinary communication of the study programme with the market requirements, decide about inclusion or exclusion of specific study courses from the study programme, and discuss topical issues with students. When the Programme Council has provided its opinion, the self-assessment report is reviewed during a **department meeting** to decide about the implementation of council's proposals from the point of view of resources, methodologies and technical feasibility.

After an approval received from the department the Dean of the faculty submits the final report to the **Vice Rector for Studies** who forwards it for review to the **management group**.

The management group should assess the strategic direction and development trends of the programme, provide important recommendations about the need to review the study programme and introduce improvements. Programme directors should deliver a presentation to the management group about the critical analyses included in the description of study programme indicating the following:

- goals and topicality of the programme in the market;
- analyses of the main statistics concerning the students;
- composition of the academic personnel working in the programme;
- SWOT analyses of the study programme;
- mapping of the study programme;
- development plan for the next year.

After an assessment of the management group, the Vice Rector for Studies submits the annual descriptions of study programmes and self-assessment reports of academic directions for approval at the **Senate** before December 15 of the current year. After approval, they are made public on RISEBA homepage (see Figure 2.5).



**Figure 2.5. Annual review of study programmes and academic directions**

### Feedback process

RISEBA “[Surveying procedure](#)” lays down a procedure for receiving feedback about academic processes. These results allow for flexibility and ability to rectify any deficiencies in the university's processes.

The frequency of questionnaires depends on their type. The following questionnaires are in use:

- Assessment questionnaire for a study course
- Assessment questionnaire for a study programme
- Annual survey of students
- Alumni survey
- Employer survey
- Survey for internship organisations
- Assessment questionnaire for the thesis writing process

Student and alumni surveys are sent electronically and are anonymous. Surveys of employers and internship organisations are not anonymous to determine the quality of cooperation. Quality Manager is responsible for the surveys and questionnaires, and for recording and processing of their data.

**Assessment questionnaires for study courses** are a mandatory quality assessment tool to provide information to the academic staff and programme management about the achieved results and student satisfaction with teaching methods, at the same time facilitating the engagement of all students and academic staff in the improvement of the course.

After completion of each study course, students receive electronic questionnaires ([webropolsurveys.com](http://webropolsurveys.com)), which are later compiled and stored in the internal RISEBA system. The faculty of the respective study course receive the results of the surveying process of their study courses by e-mail, and they have an opportunity to provide their opinion about these results to the Quality Manager or the Programme Director. The latter should regularly monitor the compiled questionnaire results and take action to respond to students’ comments. If any problems are detected, they are discussed with the respective member of the faculty even before the official performance review.

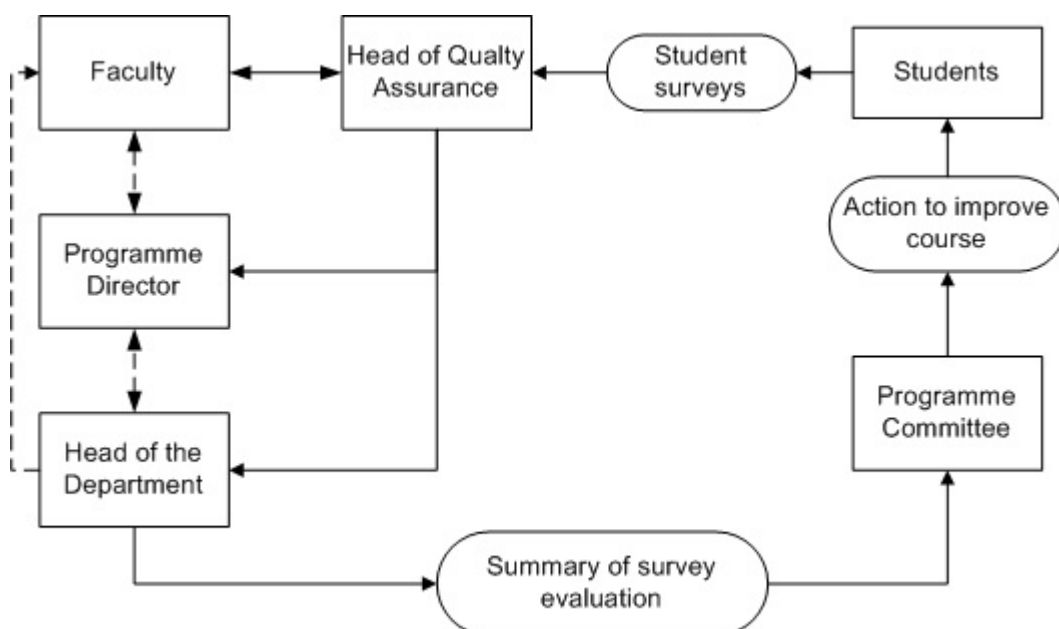
Surveying results are confidential and access to results of all courses offered at the university is granted only to the Rector, Vice Rector for Development and the Quality Manager. Access to the surveying results concerning academic staff of specific study programmes is made available only to the Programme Director of the respective programme, the Head of the Department and the Dean of the faculty.

At the end of an academic year, the Quality Manager prepares a rating of study courses, classifying them according to their average score. Survey comments concerning specific courses are marked with indicators that allow to focus on study courses that need improvements. If only positive opinions have been indicated in the questionnaire comments, the course is colour-coded green, if negative and positive comments - yellow, and if only negative comments - red.

Only surveys where the share of respondents was at least 25% of the total number of students in a specific group are taken into account. If the assessment of a specific member of the faculty is lower than the average assessment of all study courses or if negative comments have been received (yellow or red colour-code), the respective programme director should discuss this situation with the member of the faculty and/or students, involving the Head of the department, if needed. Quality Manager is to be informed about the results of interviews.

Results of RISEBA student surveys concerning the faculty are discussed with the respective Head of the department during the annual performance review of academic personnel to formulate specific tasks for the respective member of the faculty to improve the quality of classes, determine the remuneration category pursuant to the Academic personnel policy and to consider whether the member of the faculty should continue to teach the course.

See the surveying system for study courses in Figure 2.6.



**Figure 2.6. Surveying system for study courses**

The goal of assessment questionnaires for study programmes is to assess the quality of organisation and implementation of study programmes. Assessment questionnaires for study programmes are recommended for all such programmes, and all students of the respective programme should participate in the surveying process. Students should fill in the questionnaires by the deadline indicated by the programme director.

The goal of annual student surveys is to determine the opinion of students about the organization of academic processes at the university, availability of material and technical resources, quality of activities of the student self-governance and other issues related to the studies and the academic environment. Questionnaires are completed electronically (*webropolsurveys.com*) at the end of each academic year.

The Student Council compiles questionnaire results, and informs the management group and the

Quality Manager of RISEBA about them.

Alumni surveys are a mandatory quality assessment tool to gather information about the quality of organisation and implementation of completed study programmes, as well as about the successes of graduates after graduation. All members of RISEBA alumni who have agreed to processing of their personal data after graduation, take part in the surveying process. The Quality Manager compiles the questionnaire results, and informs the management group of RISEBA and the respective programme director about them.

Employer surveys are a mandatory quality assessment tool to receive the information from employers about the knowledge, skills and competences of graduates. The Quality Manager compiles the questionnaire results, and informs the management group of RISEBA and the respective programme director about them.

The goal of questionnaires for internship organisations is to receive information about the knowledge, skills and competences of interns. The respective bodies fill in these surveys on the last day of internship. The programme director compiles results of all surveys and includes them in the annual description of the respective study programme.

The goal of assessment surveys concerning preparation of the thesis is to determine students' opinions about the writing of thesis and cooperation of the scientific or creative supervisor with the student to improve the quality of above processes. The Academic Department conveys all surveys to the Quality Manager to summarize the results. The compiled results are forwarded to the respective programme director in an electronic form to improve the process for preparing the thesis and cooperation with the scientific or creative supervisor. In addition to the students' assessment of the performance of scientific supervisor, he/she also provides feedback concerning cooperation of the respective student with a thesis supervisor during its preparation. The results of this questionnaire may be taken into account by the State Examination Commission, when it evaluates the quality of thesis.

**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.**

RISEBA has a "[Procedure for Examination of Complaints and Proposals](#)" that applies to all students and employees of RISEBA, and all stakeholders, and is published and freely available on [RISEBA homepage](#).

This procedure covers complaints and proposals that are related to the following:

- Quality of services provided by the university
- Quality of the study process
- Quality of technical or learning means
- Dishonest or unethical conduct by students, academic staff or administrative personnel

A complaint or a proposal can be submitted to any RISEBA employee or RISEBA Quality Manager in

writing by filling in a specific form, orally or by phone, as well as by means of RISEBA Contact us form available on [RISEBA homepage](#) or by e-mail from [my\\_opinion@riseba.lv](mailto:my_opinion@riseba.lv). If a complaint is submitted to an employee, it should be forwarded to the Quality Manager who registers it and appoints a person responsible for its resolution depending on the content of the complaint, and who also monitors the course of the resolution of registered complaints or implementation of the proposal, and reviews and changes the current processes considering any non-compliances with RISEBA processes found earlier.

**A proposal** is to be forwarded to the person responsible for its implementation (if any), who reviews it and provides the Quality Manager with information about implementation of the possible proposal plan or the refusal to implement the proposal within 10 business days. The Quality Manager records the decision in the register of complaints and proposals.

### **The complaint procedure consists of three stages:**

#### **Stage One** (review of an informal complaint - immediately)

If a complaint can be resolved informally and quickly in cooperation with RISEBA personnel and without an in-depth examination, an apology or explanation of the problematic situation in the respective RISEBA unit (in presence or remotely by e-mail or phone) can be considered a resolution. The person who receives a complaint should inform the direct supervisor who analyses the situation and informs the Quality Manager, if needed.

If the complaint cannot be resolved during Stage One, the initiator is invited to formalize the complaint, moving on to Stage Two of the complaint procedure.

#### **Stage Two** (review of a formal complaint - up to 30 days)

Complaints that are more complicated and require more detailed examination are forwarded to the Quality Manager who registers them and attempts to find solutions together with the responsible head of the structural unit, and discusses a resolution plan. The person responsible for the resolution of the complaint should e-mail any decision made in the respective case to its submitter. Considering the content and resolution of the complaint, the Quality Manager should analyse processes that require improvement, and make any changes that are needed.

#### **Stage Three** (consideration of contested decisions by higher decision-making bodies - up to 30 days)

If upon completion of Stage Two the applicant is still not satisfied with the solution, the Stage Three - appeal commences. The applicant should provide written arguments in support of his/her opinion by submitting them to the Quality Manager of RISEBA who decides about involvement of a higher decision-making body - the Programme Council, the Court of Arbitration, the Senate, etc. in the review process.

See a more detailed description of each procedure and responsible individuals in the "[Procedure for Examination of Complaints and Proposals](#)".

See Table 2.1 for the number of complaints officially registered in the Information and communication science academic direction.

Table 2.1.

### **Number of complaints officially registered in the Information and communication science academic direction, their nature and resolution**

Year	Number of complaints	Nature of complaints	Resolution
2014	0	-	-
2015	0	-	-
2016	3	Dissatisfaction with VPK decision concerning a case of plagiarism, dissatisfaction with the internship procedure	An appeal commission was convened, a written answer was provided to students; an order about the internship process was issued explaining the contracting process and giving detailed information about the internship procedure and responsibilities.
2017	2	Dissatisfaction with the internship procedure; dissatisfaction with the assessment given during defence of bachelor's thesis.	A new version of the internship agreement was prepared explaining the rights and obligations of internship organizations and students; an appeal commission was convened, a written answer was provided to students.
2018	1	Dissatisfaction with the internship procedure	A written answer was provided to students. The Internship Regulation was updated including a form with an internship plan with detailed information about the procedure, goals and objectives of the internship.
2019	0	-	-
2020	0	-	-

The number of complaints submitted in the Information and communication science direction tends to decrease due to the efforts of RISEBA administration to improve the study process. As similar complaints were received about student internships at RISEBA, a decision was made to review the current internship procedure, the current internship agreement and the applicable rules and regulations. As a result, in 2019 no student complaints were received about the internship procedure in the Information and communication science direction.

**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.**

RISEBA regularly compiles and analyses statistical data and provides them to the Central Statistical Board (CSB) on annual basis. The key indicators that are analysed and later discussed at RISEBA management group are as follows: number of students, total number of admitted students and by study programmes, total number of deregistered students and by study programmes, number of mobile students, number of students that were awarded a degree, total number of personnel, number of the academic personnel, income and expenditure in comparison to the previous year in full time and part time programmes. During the admission period, a weekly review of concluded agreements and students admitted by study programme is carried out.

RISEBA also summarizes data for the Central Statistical Bureau about the employment of RISEBA graduates, registered unemployed, occupations of graduates, and the number of emigrated graduates by sectors and study programmes. The data does not contain sensitive data and are submitted only in aggregate form at the end of each year. To prepare the above data, information submitted to the CSB by the State Employment Agency and the State Revenue Service is used.

In addition, to improve the academic direction the below indicators are analysed in more detail.

### **Statistical data on reasons for deregistration**

The university analyses reasons for deregistration of students in each study programme. A student who has prepared a deregistration request indicates reasons for his/her desire to terminate studies: inability to meet academic requirements, financial reasons, personal/family circumstances, the programme does not meet a student's expectations, new employment possibilities, inability to work and study at the same time, other (not returning after a break, refusal from OCMA, etc.). In cooperation with the IT department, RISEBA Quality Manager compiles data on the said reasons and analyses them, calculating the share of each reason in the total number of all students deregistered from the programme. These results allow determining, which are the dominating reasons and whether the student terminated his/her studies due to deficiencies in the study process or content of the study programme, or if there were personal reasons. On annual basis, the results are sent to programme directors and discussed with the management group during presentation of self-assessment reports, when action plans for the decrease in the number of students deregistered from each study programmes are considered.

### **Rating of academic staff depending on students' assessment of the study course**

At the end of the academic year, the Quality Manager of RISEBA compiles summary data from student surveys on study courses calculating the average assessment given to specific courses. The results are then arranged in numeric order starting with the courses that were valued the highest and ending with those that received the least points. These data are taken into account, when members of the faculty are invited to teach study courses and when study plans for the next year are prepared. If the assessment is unacceptably low, the respective member of the faculty is not invited to teach the course. If the assessment is average, the programme director discusses it with the member of the faculty and points to deficiencies that need to be corrected during the next academic year.

### **Assessment of faculty categories**

At the end of each academic year, permanent members of the faculty have interviews with the respective Head of the department during which the performance of academic staff is assessed following several performance criteria. As a result, all members of the faculty are grouped into four categories, that affects their remuneration scale for the next year. The results are compiled by the Vice Rector for Studies, who provides information about the share of specific categories of faculty at

the university and the academic direction. The Vice Rector for Studies discusses these issues with respective heads of departments to agree about the possibility to improve the grading category of faculty that has a lower score.

### **Number of complaints**

At the end of each academic year, RISEBA Quality Manager compiles data on the number of received complaints, their dynamics and topics of complaints. This analysis allows detecting specific problems that need to be solved in the future and require adequate preventive measures to ensure that these problems do not re-occur. The results are reported to the general meeting of employees at the beginning of the academic year, underlining any deficiencies.

### **Summary data on faculty qualifications**

On annual basis, the director of study programme assesses the qualifications and education of academic staff working in each study programme. According to RISEBA strategic plans and the guidelines of its Academic personnel policy, the share of academic staff with a PhD should be at least 70%. According to the Academic personnel policy, the programme director should invite more teaching staff with a doctoral degree to the offered study programme. Annual results are compiled, analysed during department meetings and made public during the annual RISEBA meeting at the beginning of the academic year during which all personnel is informed about the achieved results and targets for the next academic year.

### **Assessment of scientific and creative supervisors**

RISEBA Quality Manager reviews results of surveys of last year students about the organisation of their thesis process and the performance of scientific and artistic supervisors. The compiled results are forwarded to the respective programme director in an electronic form to improve the process for preparing the thesis and cooperation with the scientific or creative supervisor.

### **Summary of the State Examination Commission**

The Quality Manager of RISEBA summarizes the data provided by the State Examination Commission concerning the quality of defended thesis. After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of thesis topics and their alignment with the study programme, reporting the most common errors and assessing the general quality of defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content.

## **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.**

RISEBA has performed a self-assessment of ESG Part 1 standards and has studied challenges that it has to focus on to strengthen the quality, and they include: ESG 1.4. Student admission, progression, recognition and certification; ESG 1.6 Learning resources and student support; ESG 1.8 Public Information (see Table 2.2).

Table 2.2.

### **Assessment of standards of ESG Part 1**

Standards and guidelines	RISEBA Internal Quality Assurance System
<b>ESG 1.1 Policy for Quality Assurance</b>	<p>RISEBA quality policy is based on RISEBA strategy and values - excellence and high quality, openness, cooperation, continuous personal and professional development, socially responsible organization, diverse, comprehensive and multicultural environment. The policy is documented, distributed, explained and binding to all personnel of the university, and is published on RISEBA website and easily accessible to all customers and other stakeholders. In the course of their work, RISEBA personnel should abide by the adopted policy and meet the requirements of the quality management system that apply to their professional duties.</p> <p><b>The university believes that these requirements are met.</b></p>
<b>ESG 1.2 Design and Approval of Programmes</b>	<p>RISEBA has approved <a href="#">“Regulation for developing, amending and closing a study programme”</a> that lay down a procedure for development and approval of programmes. Each new study programme should comply with the university’s strategy and goals, and market requirements that are discussed with the programme council consisting of sectoral experts, students and alumni. Programme goals and expected results are determined and the programme is mapped according to the education tasks of the European Council, EQF/NQF levels and the standard of occupations. Before the development of a new study programme is allowed, a draft project is to be presented to RISEBA management group, the academic staff of a respective a department and the Senate.</p> <p><b>The university believes that these requirements are met.</b></p>
<b>ESG 1.3 Student-centred learning, teaching and assessment</b>	<p>Student-centred learning: RISEBA offers various education possibilities - full time, part time and distance learning, as well as a wide range of fee waivers to respect the diversity of student needs and to give an opportunity to receive higher education to everyone despite their disadvantaged social situation.</p> <p>The students are involved in decision making at the university by becoming a part of the Student Council and defending the interests of students in the Senate and the programme council.</p> <p>The students are encouraged to express their opinions, or submit complaints or proposals according to the Complaint and proposal procedure available to everyone on RISEBA homepage.</p> <p>Student-centred teaching: RISEBA has been organizing methodological seminars for the academic staff, who work with students from various cultures to adjust their teaching methods due to cultural differences.</p> <p>Assessment: course descriptions and assessment criteria are discussed during the each study course’s first class improving student awareness of expected results and assessment processes.</p> <p><b>The university believes that these requirements are met.</b></p>

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**ESG 1.4 Student admission, progression, recognition and certification**

The course of student education is well documented and transparent. Admission requirements are reviewed and approved on annual basis and published on RISEBA homepage in the Latvian and English languages. Information related to admission is also available from the Single admission portal and RISEBA DreamApply system, as well as by inquiring in person or during the Open Days.

RISEBA has a Study regulation that describes the main stages of the study process. Information about beginning of studies, their course and adaptation at the university is provided to Year 1 students in person during the induction week.

Each student has a special card that allows to follow all study stages. Students can monitor their grades in myriseba.lv system.

To ensure that the academic results of students and other stakeholders are recognized, RISEBA has a "[Regulation on recognition of previous education or professional experience](#)" published on RISEBA homepage and explained to students in person, in particular when they transfer from a different university or want to have their professional practice recognized. So far the Recognition Commission of the university has never had a chance to take into account self-taught knowledge to grant a qualification, though the procedure allows to do that.

**The university is aware that better results can be achieved with regards to standard requirements to make its internal study processes more accessible to students. The university has signed an agreement with Unimetis that will substitute the current HansaWorld system allowing to digitize the current study and record-keeping processes, create a profile for each student and continuously monitor the course of the studies.**

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**ESG 1.5 Teaching Staff**

The university has an Academic personnel policy. Its goal is to ensure that the university has highly qualified, professional and competent academic personnel to implement the following principle: skilful, qualified and competent faculty ensures the educational excellence.

The Improvement of pedagogical qualifications is regularly planned and its outcomes include supervision of doctoral and master's papers, development of new study courses, preparation and publishing of textbooks and teaching aids, participation in academic conferences, delivering lectures in foreign universities, participation in methodological seminars and qualification top-up courses. Achievement of goals related to better pedagogical qualifications is also reviewed during the annual performance review.

The university invites its faculty to use the most advanced technologies. RISEBA IT department provides support to incorporate Moodle, Panopta and other tools in the study process.

**The university believes that these requirements are met.**

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**ESG 1.6**  
**Learning**  
**resources and**  
**student support**

The university has sufficient financing for the students and easily accessible learning resources. Every year, the university's funds are granted for investment, as well as student needs by meeting the statutory requirements on financing the Student Council.

To satisfy the needs of the study process, workstations with computers and software required for study programmes are available to full-time and distance learning students. RISEBA library, cafe, recreational spaces and working spaces for group work are available. Improvement of facilities at 3 Meža Street to meet the interests of students takes place gradually, and funds are allocated on annual basis for their renovation and equipment. As of 2016, RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library. University's homepage provides direct access to subscription databases and free resources, as well as trial databases.

To support students, the university has a career consultant that helps to find employment and internship opportunities. The students and the faculty are also supported by the External Relations Department that provides information about ERASMUS mobility and satisfies the needs of foreign students and facilitates their integration in the university environment. Students are offered support to start their businesses by becoming a part of RISEBA Creative Business Incubator.

University personnel are offered English language courses and methodological seminars to be able to deal with student diversity.

**The university is aware that it is possible to achieve better results with regards to standard requirements by investing more in improving the facilities at 3 Meža Street, and by creating a more accessible and up-to-date environment for the students that would meet the current requirements for academic facilities and environments.**

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**ESG 1.7**  
**Information**  
**Management**

The university compiles and analyses data for efficient management of programmes:

- Key performance indicators, student profile

RISEBA regularly compiles and analyses statistical data and provides them to the Central Statistical Board on annual basis. The key indicators that are analysed and later discussed at RISEBA management group and then reported to the general annual meeting of employees are as follows: number of students, total number of admitted students and by study programmes, total number of deregistered students and by study programmes, number of mobile students, number of students that were awarded a degree, total number of personnel, number of the academic personnel, income and expenditure in comparison to the previous year in full time and part time programmes. During the admission period, a weekly review of concluded agreements and students admitted by study programme is carried out.

- Studies, academic performance and drop-out of students

RISEBA analyses reasons for deregistration of students in each study programme. Though the university monitors student results in each study programme, the university has to continue to compile these data centrally and perform a general analyses at the level of academic direction.

- Student satisfaction with the programme

The goal of the annual student surveys is to determine the opinion of students about the organization of academic processes at the university, availability of material and technical resources, quality of activities of the Students Council and other issues related to the studies and the academic environment. The Student Council compiles questionnaire results, and informs the management group and the Quality Manager of RISEBA about them.

- Teaching aids and support available to students

The university regularly monitors availability of its library resources. Each study programme has a specific amount of funds to purchase new library resources. On annual basis, the faculty may order additional literature required for their course.

Students are offered career support: they can be advised by RISEBA career adviser or can participate in the RISEBA Career Week.

Students are invited to become a part of RISEBA Student Council to protect their interests.

Students are offered additional support to start their businesses by becoming a part of RISEBA Creative Business Incubator.

- Graduate careers

RISEBA summarizes data for the Central Statistical Bureau about employment of RISEBA graduates, registered unemployed, occupations of graduates, and the number of emigrated graduates by sectors and study programmes. The university should focus more on maintaining contact with its graduates and their engagement. To ensure that, it has hired the Alumni Programme Manager.

**The university believes that these requirements are met.**

<b>ESG 1.8 Public Information</b>	<p>On regular basis, the university publishes the information about its operations, study programmes, admission criteria, learning possibilities available to students, and the granted qualifications on <a href="#">RISEBA home page</a>, student portal <a href="#">e.riseba.lv</a>, admission portal RISEBA Dreamapply, Facebook and Instagram.</p> <p><b>The university understands that it is possible to achieve better results with regards to compliance with standard requirements by posting the following information on RISEBA homepage: learning and assessment procedures, minimum pass grades, information about employability of graduates, expected programme learning results.</b></p>
<b>ESG 1.9 On-going Monitoring and Periodic Review of Programmes</b>	<p>On annual basis, the study programmes are assessed by means of self-assessment reports prepared by programme directors and agreed with and presented to the respective programme council, the academic staff of a respective department, management group and the Senate. The regular assessment procedure is regulated by RISEBA "Regulation on preparation of a self-assessment report for an academic direction". Assessment results are published on RISEBA homepage.</p> <p><b>The university believes that these requirements are met.</b></p>
<b>ESG 1.10 Cyclical External Quality Assurance</b>	<p>The university is subject to cyclical external quality assurance. RISEBA is accredited by the Ministry of Education and Science of the Republic of Latvia and has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN).</p> <p>RISEBA is the only Baltic university level body that has received two EPAS accreditations from the European Foundation for Management Development (EFMD).</p> <p>The university intends to receive AACSB accreditation, and the required documentation is currently being prepared.</p> <p><b>The university believes that these requirements are met.</b></p>

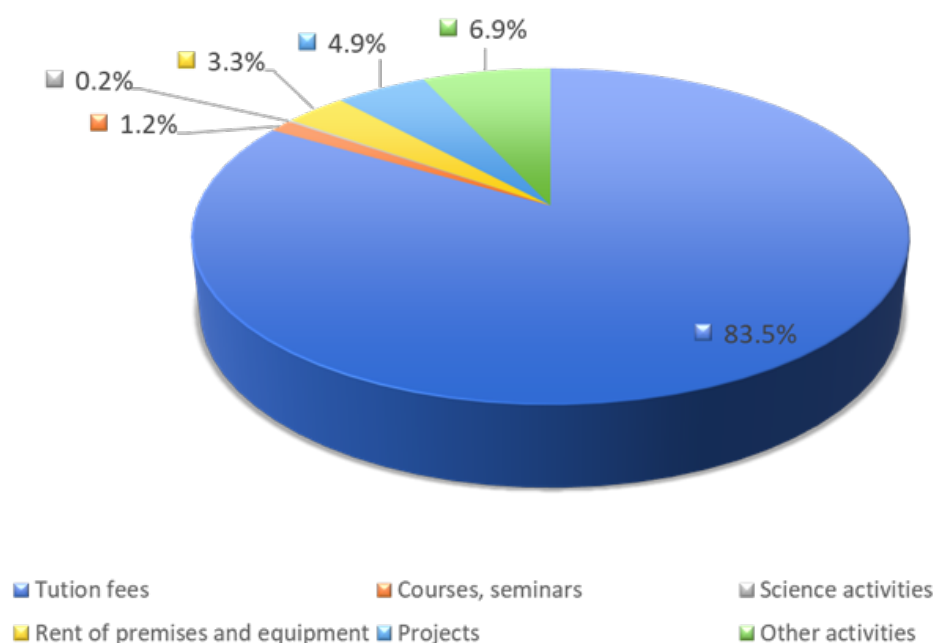
## II - Description of the Study Direction (3. Resources and Provision of the Study Direction)

**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.**

Ever since RISEBA was founded, income from tuition fees has been the main source of financing for the study process. Tuition fees are covered by the funds of private individuals and/or legal entities. These may be the personal funds of students, the personal funds of students' parents and other relatives, as well as the funds of students' employers. Students have the opportunity to apply for student loans with a pledge made in the name of the State, commercial loans or sponsors' funds. RISEBA provides the necessary consultations for receiving loans and accepts applications concerning the student loans.

The amount of tuition fees and payment procedure for each study year is decided and approved by the RISEBA Senate. The following payment options have been set at RISEBA: for the whole study programme overall, for one study year, for one study semester or in accordance with the tuition fee schedule (monthly fee) specified in the study agreement, i.e. 9 payments during each study year.

Overall, , over 80% out of all the university's income is made up of income from tuition fees. RISEBA also actively works in the field of adult education, which is not related to higher education, organising various courses and seminars, participating in procurements and projects, as well as leasing out premises for organising educational events. The overall income structure can be seen in Figure 3.1.



**Figure 3.1. RISEBA income structure**

The Students, whose grades upon admission or continuing their studies are outstanding, have access to RISEBA financed budget places. The Budget places are fully financed from RISEBA funds. In consultation with the Student Council, "Procedure for the Awarding and Rotation of RISEBA Budget Places" have been developed, in order to ensure their availability for the most outstanding students. Overall at RISEBA, concerning all the study programmes, 18 budget places are available in each course. The budget places are awarded to full-time daytime section students. In addition to the aforementioned budget places, students also receive various discounts. During the first study year, the university additionally awards a 25% discount off standard annual study fees in newly-created study programmes (which are licensed but not accredited). Overall, students have access to 20 different types of tuition fee discounts that are considered taking into account the students' excellence in their studies, achievements in sport, kinship, cooperation partners, alumni, social support, etc. Tuition fee discounts are set in accordance with the ["Regulations regarding Tuition Fee Discounts"](https://www.riseba.lv/en/students/riseba-discounts).(see <https://www.riseba.lv/en/students/riseba-discounts>).

Every year the financial resources required for the implementation of a field of study and its corresponding programmes are planned in accordance with the RISEBA's budget and are expended in line with the tariffs, plans and cost estimates approved by the RISEBA's management, thus ensuring control over the expenditure of financial resources. The Student Council is financed from RISEBA's centralised funds in conformity with the Law on Higher Education Institutions and RISEBA provides the Student Council with the necessary premises (infrastructure). Every year, when planning financial resources, funds are allocated for trips related to the study process and scientific research work. These funds are used to pay for the employees' trips to participate in the international conference and scientific publications, in addition royalties are paid for publications in high ranking academic magazines, and the ones indexed at Web of Science or Scopus. Together with its cooperation partner the BA School of Business and Finance, RISEBA publishes a scientific magazine, "Journal of Business Management". Funding is allocated in the RISEBA budget for buying literature and subscribing to electronic databases and publications, which are available to both employees and students. Every year scientific and student conferences are organised. In addition to RISEBA funds, sponsors are found to finance the student conference "Changing World - in Search for New Solutions" and a prize fund. The best students' studies are not only published in RISEBA publications, but also in the magazines of international cooperation partners such as the Peoples' Friendship University of Russia (Moscow, Russia).

Every year an advertising competition for secondary school pupils "In search for a Better World" is organised and funded, including attracting sponsors, with the goal of stimulating interest in social advertising and solving social problems, developing the creative abilities of students, and informing them about the possibility to receive professional higher education in this area at the University of Applied Sciences 'RISEBA'. The winners of the first three places during the 2019/2020 study year were awarded tuition fee discounts ranging from EUR 250-550. The competition attracts the best school graduates to RISEBA.

In recent years, special attention has been paid to possibilities to take part in various projects and procurements, which are connected to science and education, and the amount of funds attracted therein is growing. Various international and EU financed projects, including ERASMUS+ ensure the transfer of knowledge and the development of faculty members and students.

In the realm of financial planning and oversight, modernisation of the accounting system has begun, including replacement of the bookkeeping and financial management system. Financial planning and oversight will be conducted based on the Adizes Methodology. Modernisation of financial accounting will ensure more detailed and efficient financial oversight, including faster information sectionally by study programme. The study process of information and communication sciences is fully funded from the tuition fees. RISEBA has no access to other types of funding for the study process. See the percentage breakdown in costs in Table 3.1.

**Table 3.1. Percentage breakdown of funding per student.**

No.	Cost item	Public Relations and Advertising Management	Public Relations Management
1	Salary for academic personnel (incl. taxes)	49.1%	47.3%
2	Salary for part-time faculty (incl. taxes)	13.4%	12.9%

3	Premises rental (incl. repairs and management)	4.2%	3.7%
4	Utility payments	7.3%	6.4%
5	Trips, raising qualifications	1.5%	5.5%
6	Wear and tear of fixed assets and intangible assets	12.4%	9.1%
7	Low value and rapidly depreciable inventory	0.5%	0.4%
8	Copy expenditures for the study process	0.2%	0.1%
9	Internet services	0.8%	0.6%
10	Computer hardware maintenance	0.2%	0.1%
11	Students' internship expenditures	1.4%	1.0%
12	Research work expenditures	0.7%	2.5%
13	Accreditation expenditures	0.3%	4.3%
14	Study process provision expenditures	0.7%	0.5%
15	Student Council and sports expenditures	4.2%	3.1%
16	Repair expenditures	1.0%	0.8%
17	Conference and seminar expenditures	0.6%	0.5%
18	Others related to the study process	1.5%	1.1%

The table includes direct and overhead costs and their breakdown, but do not include administration and marketing costs and those unrelated to economic activity, and also do not include project costs. Data according to the short-term financial report for study/fiscal year 2019/2020. The calculations are based on cost per year per student, which is 1,367.00 EUR for the bachelor's study programme "Public Relations and Advertising Management" and 1,833.00 EUR for

the master's study programme "Public Relations Management".

**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).**

Since the university was founded, RISEBA has significantly expanded premises ensuring the successful study process. In September 2019, the total area of premises was 11350.61 m<sup>2</sup>. The study process at RISEBA is implemented at three buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section) and at one building in Daugavpils - at Mihoelsa Street 47 (RISEBA branch) (see Table 3.2.). The building at Durbes Street 4 is adapted for people with special needs.

Table 3.2.

<b>RISEBA infrastructure in 2019</b>				
<b>Meža Street 3, Riga</b>	<b>Meža Street 1/6, Riga</b>	<b>Durbes Street 4, Riga</b>	<b>Mihoelsa Street 47, Daugavpils</b>	<b>Total</b>
18 teaching facilities (668 seats)	13 teaching facilities (480 seats)	9 teaching facilities (263 seats)	9 teaching facilities (375 seats)	49 teaching facilities (1786 seats)
3 computer classrooms (85 seats) + 75 laptops (2 mobile computer classrooms)	1 computer class (8 seats)	3 teaching facilities (video editing studio/ computer classrooms) (59 seats)	3 computer classrooms (52 seats)	10 computer classrooms (187 seats)

Copying Centre	Creative Business Incubator	2 video editing workspaces (5 seats)
Student Council premises		architecture and design studio (731 m <sup>2</sup> )
		architects' workshop
		photo studio (30 seats)
1 meeting room		sound recording studio (10 seats)
		video studio (50-60 seats)
		art studio (15 seats)
		acting room (30-40 seats)

All auditoriums are equipped with the visual demonstration equipment. Powerful stationary video projectors are installed in the auditoriums and monitors have been additionally installed in the biggest auditoriums to ensure better visibility from the farthest rows.

Overall at RISEBA, the learning process in auditoriums, computer classrooms and editing rooms is served by 344 computers including 75 laptops and 92 Apple computers with an installed Windows operating system. To ensure the needs of the study process, 309 computerised workspaces have been appropriately equipped of which 268 are specifically available for students. Computers are based on Intel Core processors with MS Windows and MS Office software Apple MacOS X software installed. The application of Laptops and powerful WIFI hardware mean that auditoriums can quickly be transformed into computer classrooms, enabling study processes to be planned dynamically. One computer classroom at Meža Street 3 and all computer classrooms at Durbes Street 4 are

equipped with high performance computers, which can provide fast processing of audiovisual materials and training. The computer hardware is regularly inspected and gradually updated.

All RISEBA computers are connected to the local computer network and the Internet. A wireless Internet connection (WiFi) is provided in the university's premises. The Internet connection speed is 200 Mbps (Meža Street 3 and Meža Street 1/6), 200 Mbps (Durbes Street 4) and 50 Mbps (Mihoelsa Street 47).

RISEBA has 12 operational multifunctional network printers with scanners. Four of these provide colour printing. Employees and students have access to a copying centre for printing and binding handout materials, work to be submitted, etc.

For preparation and demonstration of multimedia presentations and teaching materials, as well as for data visualisation, various multi-environment technical capabilities are used: conference auditoriums with LCD and laser projectors, screens and sound equipment; 5 portable projectors; and 5 laptops that can be used together with the portable projectors without additional stationary equipment.

Lectures can be recorded at the university by means of stationary equipment in 4 auditoriums – in 3 auditoriums at Meža Street 3 and Meža Street 1 k6, where the lecture recording capability is based on the RISEBA subscribed Panopto video recording, management and broadcasting systems and in 1 auditorium at the H2O6 Architecture and Media Centre (Durbes Street 4), where the lecture recording option is based on Blackmagicdesign and Thomson Video Networks VS7000 video broadcasting systems. In addition, the university offers the possibility to provide video recordings of lectures with a portable multi-camera equipment system (Live GV Director Nonlinear Live Production System), which provides recording and broadcasting with 8 cameras (Sony FS700 series cameras with a special SLOW MOTION function and 4K video format).

Since the 2012/2013 academic year, the study process has taken place at the H2O6 Architecture and Media Centre (Durbes Street 4), where students have access to: a photo studio (equipped with portable BOWENS Gemini 750 and 400Rx lighting equipment), sound recording studio (equipped with the stationary and portable audio recording and editing apparatus, Yamaha N16, ALLEN&HEATH Q16, BOSE 2x F1 Model 812 Flexible Array loudspeakers with 2x F1 Subwoofer), video studio (equipped with the stationary lighting equipment ARRI, MOLE-RICHARDSON-CO projectors, changing room, makeup room, prop and costume and warehouse and black, green and blue background), three Video editing studios (59 workspaces – equipped with Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software), two Video editing workspaces (one equipped with 2 workspaces and 2 Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software and a second with 3 workspaces and 3 Apple computers with Apple Final Cut, Apple Logic and Adobe Creative Suite software). In the acting hall for Classes and independent work students and faculty members can use: a Thomson Video Networks VS7000 video broadcasting system, multi-camera Live GV Director Nonlinear Live Production System with an 8 camera recording and broadcasting capability that is configured with Sony FS700 series cameras, which are distinguished by their SLOW MOTION function and 4K video format. DJI Phantom 4 PRO PLUSS, DJI Inspire 2 Premium Combo (CinemaDNG & Apple ProRes Activation Key + X5S) other professional video cameras with additional equipment, digital video cameras, digital photo cameras and SLR cameras, photo and video lighting kits, professional microphone kits and other audio visual equipment.

In 2011, RISEBA introduced the ERP system HansaWorld Enterprise (HW), which is widely used by business for managing financial resources. RISEBA has signed a contract with a HW supplier for adaptation of the system to the requirements of the university's business and study process and system maintenance support. In April 2013, RISEBA introduced a Web-based portal to present

student grades. HW is integrated with the e-learning platform MOODLE. As a result, students' personal data and study programme and study course data are regularly synchronised between both systems. In 2019 contracts have been signed and introduction of a new Horizon accounting system and Unimetis study process governance system has begun. Transition to the latest version of the MOODLE platform is being planned concurrently. Full functionality of the new systems will be provided from the start of the 2020/2021 academic year, but some processes will be operational even sooner, for instance the admission of new students. The new systems will improve RISEBA's accounting, both in terms of financial accounts and study processes, as well as ensuring better service for students.

From 2016, in cooperation with SIA Tilde, RISEBA started using Tilde's Jumis accounting system software in the study process. Students have access to 25 workspaces in 1 computer classroom. A contract is being prepared for the use of the Horizon accounting system in the study process.

RISEBA has also signed a contract for the use of the EDUS record keeping programme in the study process starting from 2018.

RISEBA has signed a contract for the use of MS Office educational software in the study process, administrative work and for students' and lectures' personal use.

For several years, RISEBA has used the IBM SPSS (Statistical Package for the Social Sciences) software package for statistical data analysis. IBM SPSS is installed in computer classrooms. A total of 38 user licences have been installed for lecturers' and students' use. For the performance of scientific research, students and faculty have access to 1 Smart PLS and 5 NVIVO licences.

In the study process, RISEBA students widely use the RISEBA subscribed e-platform Webropol. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the creation and use of a joint anti-plagiarism platform and commenced its use from 2014.

Currently, 25 Latvian universities participate in the joint anti-plagiarism platform.

In 2013 RISEBA introduced a new e-platform DreamApply, which is used to receive, store and process the data of international and domestic candidates. With the introduction of the new study governance system Unimetis, this process will be provided by the new system.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

**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 at the University of Applied Sciences RISEBA provides access to information corresponding to fields of study, for study and research purposes, scientific work, offering the information resources available in the library's archive, as well as ordering information resources from other libraries for use for a certain period of time (inter-library subscription). The library uses the integrated library information system ALEPH 500 and is involved in the formation of the national library [joint catalogue](#). The library provides the teaching and reference literature required in the study process, access to databases and press publications, provides the services to the university's students and academic personnel and employees such as computerised workspaces, that are available for the use during the daily study process, advice on the use of e-services, training in how to improve the information search skills, bibliographical references, and besides all above mentioned, the library compiles lists of theses and archives them. Configuration of the library's collection is performed in accordance with the content of the university's study programmes, in collaboration with study programme directors and academic personnel. The RISEBA library has a collection of an over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, and ROM digital versatile disks.

60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian.

As of 17 June 2016, the RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library.

The library is open six days a week from 10.00 – 18.00, on Saturdays from 10.00-15.00. The library spans a total area of 453 square metres and is located at Meža Street 3. The library has a spacious reading room with 32 workspaces, as well as a computer space with 6 computerised workspaces. For the convenience of students, the RISEBA library has two branches – at the Architecture and Media Centre, Durbes Street 4, Riga and at the RISEBA Daugavpils branch, Mihoelsa Street 47, Daugavpils.

Every year to support a quality study process, EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarian sciences and art, etc.), Emerald (business administration information, 4,116 scientific publications downloaded), **Greenleaf Publishing PRMEC** (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), Leta.lv and Nozare.lv databases are subscribed to and used, which are also accessible remotely for the use outside the university's premises. At the end of the year, the maintainers of subscribed databases send the library a statistical overview of the use of e-collections. The Directors of the university's study programmes and faculty are surveyed on the quality of the resources offered by the subscribed databases, as a result of which a decision is made regarding further subscription to databases. Students and faculty are informed about freely accessible resources useful for studies: databases, e-magazines, e-books, as well as e-libraries and foreign full text trial databases which are available for a certain period of time. The Access to trial databases is provided through the intermediation of the Cultural Information Systems Centre. For example, in 2018 free trials were provided for **Taylor&Francis Group eBooks**, in 2019 to the **Russian Library Online LAN** and other free trials of databases.

The university's homepage provides a direct access to subscription databases and free resources, as well as trial databases. Our students have the opportunity to use the databases provided by the National Library of Latvia, as well as other universities' (LU, RTU, RSU, etc.) libraries. The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have the

opportunity to order and use, as well as to share information (cases, online courses, simulations, video, etc.) For the requirements of student and faculty members, the library subscribes to press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Blumberg Business Week*, *The Economist*, *DETAIL*, *A10*, etc.

Information about the library is available on the RISEBA university homepage, as well as links to its catalogue <https://www.riseba.lv/en/about-riseba/library/union-catalog-and-databases> and subscribed databases, as well as its regulations and terms of use can be found there.

Adequacy of library resources of RISEBA (catalogues and databases) for the needs of the study process is assessed as good. While in 2017/2018 the sufficiency of library resources was ranked the lowest in comparison with other criteria by graduates of the bachelor study programme “Public Relations and Advertising Management”, a 2018/2019 survey among the students of the bachelor study programme “Public Relations and Advertising Management” has shown that the respondents consider the resources to be good. The students were asked to evaluate the study courses on a scale from 0 to 5, where 5 is the highest ranking and 0 is the lowest. The criterion *The study course is supplied with the necessary materials and literature* was rated on average from 4.25 to 4.60 by the students. See tables 2.2-2.6 in Article 2.6 of Section III Description of the Bachelor’s Study Programme.

Availability of library resources in the area of public relations was rated the lowest (3.8) and this is to be the focus of expansion of the library resources going forward.

It should be also noted that the criterion *The study course is supplied with the necessary materials and literature* was also rated highly (4.52) by the students of the master’s study programme “Public Relations Management”. See table 2.2 in Article 2.6 of Section III Description of the Master’s Study Programme.

Currently, the library resources do not yet fully satisfy the needs of the new events producers’ qualification of the bachelor’s study programme “Public Relations and Advertising Management”, which has been implemented very recently. This is the second focus of expansion of the library resources that is also being worked on. The third focus of work is supplementing the library resources with publications in English for offering the programme in English as has been envisioned. It should be noted that, in addition to these three focus directions, the resources are being expanded each year according to the course needs and the allocated budget.

### **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.**

Selection, recruitment, appointment and hiring of RISEBA academic personnel takes place in conformity with the Republic of Latvia’s laws and regulations, in accordance with the recommendations drawn up by the World Bank for Latvia’s universities, as well as AACSB guidelines for university academic personnel. In conformity with the university’s mission and vision, as well as RISEBA’s strategy, *Academic Personnel Policy* (hereinafter referred to as - APP) has been drawn up and approved (available [here](#)). Its goal is to ensure that the university has highly qualified, professional and competent academic personnel. APP defines the most important criteria for selecting academic personnel – these are a Doctoral/doctorate degree, scientific or creative activity and professional or teaching work experience. In conformity with RISEBA Academic Personnel

Policy, a detailed *Regulations on Election of Academic Positions* has been drawn up (available [here](#)).

The Academic personnel (hereinafter referred to as - AP) are appointed in an open public competition in accordance with the requirements of the Law on Higher Education Institutions. Since RISEBA is the main workplace of these faculty members, then unlike visiting faculty, heightened requirements are set for the academic personnel in relation to their scientific (creative) and teaching level, ongoing improvement of their qualification level, and annual evaluation of academic personnel is conducted. In order to ensure the requirements and evaluation of high level personnel, the “*RISEBA Personnel Competence Model*” has been developed (available [here](#), Latvian only). In order to verify the compatibility of potential AP to the RISEBA quality requirements at the time of their appointment, personnel recruitment procedures not only consider the analysis of the candidates’ documents and an interview in person, but also an open lecture for qualification evaluation and evaluation of the candidates in the departments in profile.

Furthermore, in order to provide the additional independent expert analysis of the candidate, by order of the Rector, a special Compatibility Commission has been approved, whose task it is to provide an independent verdict on the compatibility of candidates for an academic position. The Compatibility Commission’s proposals regarding the compatibility of the candidate are submitted to the university’s Senate and are assessed together with the proposal made by the department in profile. The final decision is made by the RISEBA Senate in a secret vote. The candidates’ competition for a vacant AP post is public and open. Before the election, the candidate is introduced to the working conditions and the potential draft employment contract. After appointment, an employment contract is signed with AP.

**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.**

A standardised approach has been developed at RISEBA University for ensuring the qualification and quality assurance of the work of academic personnel, , which fully applies to the information and communication science study branch as well. A component of personnel policy is the Academic Personnel Management System (APMS). It not only includes AP selection and recruitment, but also AP work quality assurance, AP development and renewal of its composition. APVS work quality assurance entails: annual AP evaluation, ongoing class peer assessment, regular analysis of feedback from students, ongoing raising of AP qualifications and reelection of academic personnel every 6 years. The annual AP work quality evaluation system (WQAS) entails evaluation of AP every year in three main areas: scientific (creative) work; teaching work and organisational work. The AP assessment procedure is described in “*RISEBA faculty member assessment*”. Available [here](#). The evaluation of results and discussions of plans and tasks for the next period take place during an annual interview with the immediate superior. Each area is evaluated in detail by the manager using quantitative criteria. Criteria can be updated and revised in accordance with the university’s priorities. Individual criterial have heightened weight, e.g. the number of internationally cited

publications in the area of research work, and in the teaching realm - results of student surveys regarding the quality of classes, etc. At the end of each study year, the AP assessment takes place as ordered by the rector. AP evaluation also has a certain motivational effect, encouraging faculty members to attain the best results possible, because the result of the annual evaluation is linked to the AP remuneration system.

RISEBA APP stipulates that it is the duty of AP to raise their scientific and teaching qualifications on an ongoing basis. The Scientific qualifications are raised through the involvement of AP in independent studies and projects or contractual work. Raising of scientific (creative) qualifications is regularly planned and its outcomes are scientific publications or creative work, participation in conferences, management of research or artistic innovation projects and contractual work, and participation in exhibitions and creative competitions. RISEBA promotes and supports the raising of scientific (creative) qualifications by:

- materially stimulating high level publications and creative work;
- paying for the participation of AP at academic conferences;
- paying for consultative services in the mathematical processing of results;
- paying for editing of research papers;
- providing support in the preparation of monographs and other printed work;
- awarding paid vacations to prepare dissertations, etc.

The Improvement of teaching qualifications is also regularly planned and its outcomes include supervision of doctoral and Master's papers, the development of new study courses, preparation and publishing of textbooks and teaching materials, participation in academic conferences, reading lectures in international universities, participation in methodological seminars and qualification top-up courses.

In order to encourage AP to raise their teaching qualifications, RISEBA:

- organises regular methodological seminars for academic personnel;
- pays for the participation of AP at academic conferences;
- pays for participation of AP in qualification top-up courses;
- organises and partly pays for AP taking foreign language courses and receiving international foreign language knowledge level certification;
- partly pays for courses for university lecturers in the programme "University Didactics: Contemporary Theories and Practice";
- partly pays for the studies of AP in doctoral or Master's programmes, etc.

For over 20 years, RISEBA University has been a member of CEEMAN (The International Association for Management Development in Dynamic Societies). An example of raising teaching qualifications worth mentioning are the annual

CEEMAN courses, seminars and summer schools, which are divided into several thematic blocks:

1. Teaching and Teaching Technologies and Tools – 3 day courses, or 24 hours;
2. Improvement of the Competence of Study Programme Heads – 3 day courses, or 24 hours;
3. New Lecturers' School – 2 week summer school, or 80 hours;
4. etc.

RISEBA finances the attendance of these courses by faculty members in full. Every year, these courses are attended by multiple members of RISEBA teaching personnel. As regards the teaching personnel involved in the information and communication science study branch during the reporting period, the CEEMAN courses have been attended by:

- Anete Hofmane – Director of the Bachelor's study programme "Business Psychology", new

faculty member,

- Valters Kaže – new faculty member;

Management study direction academic personnel improve their teaching qualifications by attending professional educational courses “University Didactics. Contemporary Theories and Practice”, 50% of the financing for the attendance of which is provided by RISEBA. In 2019, 160 hours of courses organised by the University of Latvia under the auspices of the professional top-up programme “University Didactics: Contemporary Theories and Practice” were attended by 11 Management study direction faculty members. It is planned that 10 faculty members will be financially supported in 2020, followed by 10 more in 2021, and all the other faculty members elected to academic positions in 2022.

Table 3.5

**RISEBA organised methodological seminars during the reporting period**

Academic year	Seminar subject	Seminar manager	No. of hours	No. of participants
2013/2014	Commencement, Development and Improvement of Scientific Work	M. Bundule	2	18
	Use of Modern Technologies (Skype) for Attainment of Study Results, Saving Time	A.Ceplītis	2	21
	Distance Learning Methodology	G.Lapiņa	2	26
	Preparation and Publication of Research Papers	Prof. A.Čirjevskis	2	23
	Curators' Work Experience	Assoc. Prof. I.Kreituss	2	21
	Twitter and its Use in the Study Process	E.Zaķe	2	27
	Webropol Usage	V.Minkēviča	2	17
	Basic Principles for Creating a Survey and SPSS Usage	M.Vāciete	2	24
	Study Thesis Preparation Rules and Compilation of a Bibliographical List. Word Document Layout.	Assoc. Prof. I.Kreituss and doc. E.Treiguts	2	32
2014/2015	Moodle Usage, Opportunities and Current Developments	G.Lapiņa	4	52
	Provision and Improvement of the Distance Learning Process	G.Lapiņa	4	34
	"Moodle 2.6"	Prof. T.Vasiljeva	2	17
	How to Work with Students from Other Cultures?	I.Gudele	2	22
	Usage of the Lursoft Database in the Study Process	L.Kalniņa	2	25
	RIS Training	doc. E.Treiguts	2	17
	Current Issues in the Study Process	Assoc. Prof. I.Kreituss and Prof. T.Vasiljeva	2	28
	Latest Developments in the Analysis of Secondary Large Sets of Data and Use of Results	D.Kamerāde - Hanta	2	36
	Activities of Swiss Researchers in Latvia/ "Immunity to Change: Why it is so Difficult for Individuals and Organizations to Change"	U.S. Prof. Gary Keller	2	23

2015/2016	Latest Developments in the Process of Managing a Final Thesis	Assoc. Prof. I.Kreituss	2	24
	Oxford University Press - supporting teaching and research projects	Visiting faculty Marcin Dembowski	2	16
	"Use of Harvard Business Publishing Resources in the Study Process"	Prof. I.Senņikova	2	29
	"New Options on Connection with the Transition to Microsoft 365"	D.Geitners, Prof. T.Vasiljeva	2	16
2016/2017	Best Practice in the Use of Distance Learning Materials	A. Bārzdaïne	2	22
	Best Practice in the Use of Moodle	doc. J.Bierne	2	13
	Use of Contemporary Video-Technologies in Preparing Distance Learning Lectures	doc. L.Krēmers	2	23
	An Example of Best Practice in the Production of a Distance Learning Video Lecture - Max Planck Institute Video Lecture "Making Scientific Writing Painless"	Assoc. Prof. G.Lapiņa	2	23
	Methodology for Formulation and Assessment of Study Results	Doc. Sanita Baranova	2	24
	Quality Management of RISEBA Final Theses	Assoc. Prof. I. Brence and Assoc. Prof. I.Ludviga	2	27
	Psychological and Ethical Aspects of the Assessment of Study Results	Prof. Lūcija Rutka	2	36
	Examples of Best Practice in Programme Management	Irēna Komarova, Dina Suhanova, Diāna Krone	2	22
2017/2018	Distance Learning Audit Results and Opportunities to Improve the Quality of Distance Learning	Prof. L.Rutka, Prof. I.Senņikova, Assoc. Prof. I.Kreituss, doc.I.Graurs,	4	38
	Didactic Principles and Teaching Methods in the Attainment of Study Results	I.Brence, A.Skvorcovs, T.Vasiljeva and D.Geitners	4	38
	New Options in the Use of Moodle in the Study Process	Prof. Tatjana Vasiljeva, Oksana Ušakova, Dmitrijs Geitners and Inese Slūka	2	24
	Study Course Mapping: Ranging from the Occupational Standard to Attainable Study Course Results	S.Dobrovojska, Prof. L.Rutka; Assoc. Prof. I.Ludviga	2	37
	Study Programme Mapping	RSU experience	2	35
	Contemporary Teaching Methods to Improve the Quality of the Study Process"	EKA Conference		11
	Infographics and New PowerPoint Options in the Preparation of Lecture and Seminar Materials"	doc. L.Krēmers	2	28
	The Student-Centric Approach to Education: its Essence and a Neurocognitive Insight"	Prof. L.Rutka; K.Užule	2	20

	How to Write a Good "CASE STUDY"	Prof. T.Vasiljeva, doc. A.Streļčonoka	2	31
	Basic Elements of Personal Data Protection.	I.Aleksejenkova	2	32
	Quality of Final Theses	Prof.L.Rutka, Assoc. Prof. I.Kreituss, programme directors	2	27
2018/2019	GDPR - Data Protection Regulation (GDPR) – Are We Ready?	Ilana, Einmane, State SIA Latvijas Televīzija IT Department Head	2	24
	Application of Quantitative and Qualitative Study Methods in Students' Studies.	Professor Anita Pipare, Professor Iveta Ludviga	8	52
	Five IT Trends that will Change the World in 2018	Kristaps Banga, Head of Innovations for Accenture in Latvia	2	43
	"An Insight into Open Science. Use of Web of Science and Scopus Databases in Studies and Research Work"	Gita Rozenberga, LU Library Senior Librarian	2	11
	Computer Game Development Trends in Latvia and Globally	Elviss Strazdiņš, Latvian Game Developers' Association	2	12
	How will Big Data Change the Way how we Work and Entertain Ourselves?	Aldis Ērglis, Emergn Latvija	2	17
	Contemporary Financial Calculators, their Use, Advantages and Shortcomings	Sigita Misiņa, IT architect	2	8
	Learning from Existential Experience for Quality of Life	Docent Mārtiņš Veide,	2	18
	"Game or Lose! How are Gaming Elements Entering Contemporary Business?"	Juris Zalāns, "Benefits Latvia"	2	12
	Best Practice in Data-Based Decision in Relation to Business Intelligence (BI) Systems	Aldis Ērglis, Machine Learning Lab led	2	10
	Use of Technology to Increase Productivity	K.Skutelis, Head of Public Relations,	2	14
	Psychological Idiosyncrasies of Adult Learning	Practicing Psychologists and Psychotherapist A.Vagale	2	14
2019/2020	"Interactive methods of using MOODLE"	Kaspars Kiris, Mg.sc.edu, Mg.paed.	2	23
	"Interactive use of MOODLE – practical examples"	Ļevs Fainglozs, Mg.sc.edu., PhD candidate at RISEBA	2	14
	"Interactive use of MOODLE environment – practical examples"	Ļevs Fainglozs, Mg.sc.edu., PhD candidate at RISEBA	2	11

Intercultural communication – theoretical aspects of globalisation of knowledge and digitalisation of culture.	Mg. pol.sc., bc,phil. Vineta Kantāne	2	45
Differences between cultures (individual hands-on course and group activities).	Mg. pol.sc., bc,phil. Vineta Kantāne	2	45
Diversity and differences of cultures.	Mg. pol.sc., bc,phil. Vineta Kantāne	2	45
Immigration and residency trends: legal provisions of Latvia – practice and challenges.	Mg. pol.sc., bc,phil. Vineta Kantāne	2	45
Online communication tools in distance learning	Mg.sc.soc. Inese Slūka, lecturer	2	57
Online tools in studies: the possibilities of Zoom	Mg.sc.soc. Inese Slūka, lecturer	2	53
Cisco Webex as an alternative online tool in the study process	Dmitrijs Geitners, Head of the IT Department at RISEBA and un Dr.oec., Professor Tatjana Vasiljeva	2	22
Zoom presentation on the minimum requirements for development of courses in the Moodle environment	Ivars Javaitis, Head of Study Quality Centre at 22RISEBA	2	37

Faculty members and visiting faculty members take part in qualification top-up courses or methodological seminars organised by the university.

Procedures for organising methodological seminars:

1. Seminars are organised once a month for 2 academic hours during the first and second semester. Annually, this amounts to 16 academic hours. Since the autumn of 2018, seminars are organised so that one seminar is conducted every month, and during the second semester – over the course of one 8 hour day. No classes are planned on that day and faculty members have the opportunity to spend the whole day learning and sharing experience.
2. Depending on the procedures for organising seminars, their participants receive RISEBA University certificates to completing 8 or 16 hours of specific subjects.
3. Methodological seminar subjects are planned depending on current developments in highest education in Latvia and globally, as well as depending on the latest developments in RISEBA University's study process. The following can be provided as examples: The 2017/2018 seminar subjects were related to the assessment of study results, formulation of expected study results and formation of study mapping. In 2018/2019, there were focused on mastery of innovating teaching methods and digitalisation, while 2019/2020 will be dedicated to mastery of the subjects of inter-cultural communication and diversity.
4. A compulsory requirement for faculty members is to attend at least 50% of methodological seminars for which they receive at least one additional point during the faculty members' annual performance evaluation.
5. Attendance of RISEBA University seminars can be substituted with foreign courses, seminars and any professional activity, presenting the corresponding document.

Academic personnel can upgrade their organisational qualifications in various ways:

- attending various courses and seminars, including those organised by CEEMAN,
- performance of curator's work;
- leading Career Day activities;

- leading sections at academic conferences organised by RISEBA University;
- leading scientific research directions;
- etc.

Highly motivated AP strive to improve their English language skills in connection with the launch of new study course and programmes in English. English language course take place in various groups, in accordance with the level of knowledge. After completion of the course, language certification examinations are taken.

The experience gained by faculty members will be used to improve the quality of studies as follows:

- Improvement of course descriptions,
- Improvement of the MOODLE study environment,
- Use of new teaching methods,
- For facilitation of personal growth, stress management and communication,
- Sharing experience improves mutual communication, clarifies the vision of the shared objective and highlights new subject matter that must be mastered in-depth

All the aforementioned aspects can be ascertained and assessed by attending faculty members' classes, assessing the study course descriptions they have prepared, analysing their submitted documentation, and studying feedback from students.

**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 records of the working hours of faculty members in the Information and Communication Sciences study direction study programme are drawn up, in accordance with Section 4, Paragraph three, Clause 4 and Section 5, Paragraph two (prim), Clause 2 of the Law on Higher Education Institutions, other binding external laws and regulations and the *Academic Personnel Standard Workload Rules* approved by the RISEBA University Senate.

The academic workload of the faculty members involved in the implementation of study programmes corresponding to the study direction is made up of: taking classes, managing internships, receiving tests, consultations, correcting work, study work tuition, Bachelor Thesis tuition, Master Thesis tuition, reviewing Bachelor Theses and Master Theses, work on study work and internship defence commissions, and work on State examination commissions. The workload of the university's faculty members is planned and recorded, in accordance with the principle – remuneration for work specifically done. Specific remuneration is provided for each of the faculty member workload types listed previously, in conformity with the *Academic Personnel Standard Workload Rules* approved by the RISEBA University Senate. The workload of faculty members during the academic year is planned in accordance with the study programme plan. Workload fulfilment is overseen by the Study section, comparing the planned workload of the faculty member with work actually done at the end of the reporting period.

In drawing up, recording and overseeing the academic workload of faculty members, meaning

elected academic personnel and visiting faculty, uniform principles are observed, as far as possible giving precedence to domestic academic personnel in drawing up the workload.

A similar principle to that for planning and recording teaching workloads is used for research work done by academic personnel. A minimum academic workload is not set for the research work of faculty members during the academic year. The research workload of elected academic personnel during the academic year is recorded and remunerated, in conformity with the results of research work actually attained. Remuneration of research work conducted by faculty members is regulated by the "Regulation Regarding Terms and Conditions for the Participation of Academic Personnel in International Scientific – Research Conferences, Art Symposiums, Exhibitions and Audiovisual Work Festivals" approved by the RISEBA Senate and the Rector's decree of 20 October 2014, approving payment of a royalty for each research publication published on the Thomson&Reuters, SCOPUS, ELSEVIER and ERIH electronic databases, and for each research publication published in Class A or B scientific journals.

Summarising the aforementioned information, one can say that the workload of visiting professors at the university is comprised of their planned academic workload, while the workload of academic personnel is made up of their planned academic workload and research workload.

81 faculty members are involved in the implementation of the Information and Communication Sciences study direction study programme, of whom 26 are involved in implementing the professional Master's study programme "Public Relations Management", while 55 are involved in implementing the professional Bachelor's study programme "Public Relations and Advertising Management". The number of faculty members already involved shows that the workload in Bachelor's and Master's level programmes differs.

The workload of faculty members in the Master's study programme is small. In fact, it is only one study course, moreover in most cases in only one of the languages in which studies are conducted. This applies both to academic personnel and recruited faculty members. To date, implementing the Master's study programme, only two of the faculty members involved have taught more study courses:

Latvian Academy of Culture Professor Dr.phil. I.Bērziņš has taught two study courses and SIA "Lolitas Ozoliņas komunikācijas konsultācijas" owner and Board Member L.Ozoliņa has taught three study courses.

The situation in the Bachelor's level programme is different. The academic personnel in the Advertising and Public Relations Department run under the Information and Communication Sciences study direction have the biggest academic workload under the auspices of the aforementioned direction, which includes taking classes, managing internships, receiving tests, consultations, correcting work, study work tuition, Bachelor Thesis tuition, Master Thesis tuition, reviewing Bachelor Theses and Master Theses, work on study work and internship defence commissions, and work on State examination commissions. Since subjects in the field of communication are not provided for in other study direction programmes implemented at RISEBA University, essentially the academic workload of the Advertising and Public Relations Department's academic personnel is comprised of programmes implemented under the Information and Communication Sciences study direction.

Faculty members from other study directions (Management, Administration and Real Estate Management, Art, Economics) implemented at RISEBA University are also involved in the implementation of study programmes. The study courses they teach in the programmes implemented under the Information and Communication Sciences study direction correspond to the profile of the direction they represent, e.g. *Business Psychology, Entrepreneurship, Accounting,*

*Project Management, Legal Aspects of Entrepreneurship, Visual Communication Fundamentals (The Work of a Cameraman), etc.*). The academic workload in Information and Communication Sciences study direction programmes of faculty members from other RISEBA University study directions is small. Their workload is comprised of work in several study direction programmes.

In turn, industry practitioners involved in the implementation of the programme, who help students to master practical skills and knowledge directly related to their choice of profession, are involved in teaching a small number, often only one specific course, e.g. *Writing in Advertising, Acting Skills, Movement on Stage, Media Planning Fundamentals, Visual Communication Fundamentals (Essentials of Photo Art)* and *Visual Stage Design*. The study courses taught by the industry practitioners involved correspond to their professional activity and experience. The workload of industry practitioners involved in implementing the study direction at RISEBA University is small, essentially only in the relevant study direction (with a few exceptions). The basic job of the practitioners involved is their job outside the university. See Annex 7. To view a list of research publications by visiting professors, see Annex 10, and to view a list of innovative artistic accomplishments, see Annex 10.

### **Mobility dynamics**

Over the years, the mobility dynamics of incoming faculty have fluctuated (see Annex), in light of the fact that international faculty members mostly arrive at RISEBA during International Weeks, which, in turn, have a different theme every year. Accordingly, this also has a bearing on the fluctuation of incoming faculty mobility dynamics.

Faculty on mobility trips usually attend international weeks organised by the partner universities. Every year, the offer of such opportunities varies, particularly in light of the current thematic offering every year. Every year, 2 to 5 lecturers on average participate in the mobility trips.

Overall, however, there is a noticeable trend of growing faculty member mobility. In light of plans to update the programme in English, international lecturers are increasingly being recruited, and the university's own faculty members are being encouraged to give lectures at partner universities and to participate in learning in various forms. Accordingly, it is envisaged the number of faculty mobilities will only increase.

### **Difficulties which the university encounters in relation to faculty mobility**

- Difficulties occasionally arise coordinating lectures by incoming Erasmus faculty, because all lectures during the study year are planned before applications from visiting faculty;
- Problems implementing the mobility of outgoing faculty occasionally arise due to the planned lecture schedule, because partners' offers to give lectures are usually received during the academic year and take place on specific dates;
- Sometimes, students do not show enough interest in attending visiting lectures;
- Students may encounter difficulties in following different teaching methods, but at the same time this diversifies the teaching programme and increases understanding of the course.

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

To support various student activities, a certain budget (0,005% of the university's turnover) is allocated. Its expenditure is decided by the Student Council, using it for various seminars and other educational events, as well as for organising sports and leisure events and events engaging international students.

Support during the study process is also provided with the help of administrative personnel (programme directors, study programme administrators, customer service centre staff) and academic personnel (curators). During the study process, the student proposal registration system (the responsibility of the quality manager) helps to provide rapid support. Proposals and reviews regarding technical matters (the technical condition of auditoriums, projectors, ventilation, other equipment), as well as regarding the quality of classes (rational lecture planning, quality of faculty, etc) are registered. If necessary, lecture plans can be changed, along with the division of students into groups, optional new courses can be introduced at the suggestion of students or additional consultations or classes (foreign languages, mathematics) can be organised. In the form of distance learning, Skype consultations, contact classes and webinars are organised. If there is the interest and need, distance learning students are offered the opportunity to attend the individual study courses or classes in person. In order to help the 1st-year students to adapt to the university life, an Induction Week is organised. To expand their horizons, all students are continually offered various free and open extra classes.

The Financial support is also provided to students. RISEBA offers students budget places subsidised by the university in all programmes, and a comprehensive tuition fee discount programme, which has 20 different types of discount options. In cases of financial problems, where students have difficulty paying tuition fees, the university offers them flexible repayment schedules. Students are offered the opportunity to divide the annual tuition fee into semesters or months.

The Career Centre provides students with the career support, help finding internship places and assistance in finding a job. There is a possibility to receive help from a career consultant to prepare CV and motivation letter, as well as to receive an advice on preparing for a job interview. Every year the Career Centre organises Career Days, which attract a large number of employers, and also include a fair, professional orientation lectures and other events.

### **Support for international students at RISEBA**

RISEBA provides comprehensive support to international students starting from their application for studies and throughout their studies until graduation.

The External Relations Department is responsible for international students and in close cooperation with RISEBA Student Council provides the following support:

- Assistance in the application process
- Support with visas and temporary residence permits application
- Support with accommodation
- Organisation of "orientation" and induction activities
- Organisation of Latvian language courses
- Organisation of different cultural events, etc.

In addition, RISEBA has a "Student Buddy" system, where any student can apply and become a friend to an international student and help them to feel comfortable in the university environment.

In 2020, a Mentor Club was established at the university, where international students have the opportunity to receive support in various issues related to their professional development. For

example, a mentor can share experience and knowledge in academic and professional fields, support career development, etc.

## **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 Information and communication sciences academic direction is implemented at the Faculty of Media and Communication of the University of Applied Sciences RISEBA (hereinafter, the FMC). The Faculty of Media and Communication (FMC) is one of three faculties at the University of Applied Sciences RISEBA. The faculty consists of two departments: the Audiovisual Media Arts Department and the Advertising and Public Relations department, which offers both programmes of the Information and Communication Sciences academic direction. Both departments opened their doors to students in 2008. Before that, RISEBA mainly offered only business programmes. Due to the above, the FMC does not yet have any established historical traditions in scientific research or artistic creation.

The Advertising and Public Relations Department offers the professional master's programme *Public Relations Management* and the professional bachelor's programme *Public Relations and Advertising Management*.

The Audiovisual Media Arts Department offers academic master's programme *New Media and Audiovisual Arts* and professional bachelor's programme *Audiovisual Media Arts*.

Bachelor's, master's and doctoral programmes, currently offered by the university or planned in the long-term determine university's strategy for the choice of scientific and research directions to improve academic quality and ensure the integration of research outputs in the study programmes.

In October 2018, the Scientific Committee of RISEBA approved FMC research directions that are in line with the offered study programmes:

- Advertising and Public Relations
- Audiovisual Media and Digital Arts

According to the FMC Research Strategy for 2019-2025, the following aspects are defined:

- Improve the citation index of our research papers.
- Increase the number of publications with the co-authors from foreign partner universities.
- Increase the number of quality artistic and creative works, engagement with the largest Latvian media, and participation in the international festivals and exhibitions.

The university has a clear procedure for planning and notifying about research activities. These activities are regularly monitored.

As both departments have a relatively small number of academic staff, research projects focus on very specific, but innovative and advanced research areas, where there have been very few studies in Latvia so far.

This approach also ensures the competitiveness of scientific and research outputs of FMC.

In their professional activities, the academic staff of the information and communication sciences academic direction mainly focuses on communication research. The academic staff of the department share a common research direction: advertising and public relations.

Three scientific teams operate at the Advertising and Public Relations Department. They have a pyramid-shaped structure. Each team is led by a faculty member with a PhD. The middle level consists of department's academic staff. Students of master or bachelor programmes form the basic level. The Research in communication is carried out in three areas:

- Research in communication history led by T.Barteles, a Lead Researcher of RISEBA, Dr. hist., the team consisting of Mg. sc. soc. A.Eglītis.
- Research in communication ethics and aesthetics led by G.Matule, a lecturer of RISEBA, Dr. sc. soc.
- Marketing Communication led by A.Spālvēna, an Associate Professor at RISEBA, Dr. art, the team consisting of L.Semenova, lecturer, Mg. sc. soc., and G.Sarkane, lecturer, Mg. sc. soc., Mg. oec., Mg. chem.

The scientific interests of academic staff are mostly related to the courses that they deliver. For example, T. Barteles, the Lead Researcher at RISEBA, delivers the course of *History of Advertising*, A.Eglītis delivers the courses of *History of Advertising*, *Mass Communication Theories*, *History of Public Relations*, and other courses.

G.Matule, who is in charge of the Communication ethics and aesthetics direction, delivers the courses of *Communication Ethics*, *Business Etiquette and Protocol*, *Research Methods in Public Relations*, and other courses.

A.Spālvēna, Dr. art. and Associate Professor, the head of the Marketing Communication direction, delivers the courses of *Writing in Advertising*, *Writing in Public Relations*, *Culinary Discourse in Advertising*, and *Public Relations*. L.Semenova, who is involved in the marketing communication direction, delivers the courses of *Non-verbal Communication*, *Mass Communication Theories*, *Public Relations*, and other courses.

The scientific research strategy of the Faculty of Media and Communication stems from RISEBA Scientific Development Strategy. The Scientific Development Strategy was prepared pursuant to the following laws and planning documents of the Republic of Latvia and the European Union:

- Law on Higher Education Institutions
- Law on Scientific Activities
- Latvian Sustainable Development Strategy (Latvia 2030)
- European Commission strategy Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth
- Strategy of the University of Applied Sciences RISEBA for 2018-2020
- Cabinet Regulation No. 322 'Classification of higher education institutions in Latvia' (13/06/2017) describing knowledge, skills and competences that are in line with the NQF, and educational programmes that are in line with the NQF/EQF levels

According to the Scientific and Artistic Creation Strategy of FMC, it strives to become an international expertise centre in arts and technologies ensuring high-quality, interdisciplinary,

student-focussed, interactive, scientific, creative and innovation driven undergraduate and post-graduate education that is in line with the strategic goal of the Information and communication sciences direction, namely, to dynamically develop RISEBA as a part of the Latvian education system for its diplomas and degrees to be highly regarded in the European labour market and fit for continued education in other European countries.

According to the mission and vision of RISEBA, the long-term objective of scientific development is to enable scientific excellence in all research directions respecting the principles of academic honesty and ethics and to deliver meaningful research outputs for the academic environment, the public and policymakers to contribute to the development of Latvia.

FMC has the following scientific research and artistic creation objectives for 2025:

- Boost international competitiveness of the Faculty of Media and Communications of RISEBA and improve its internationalisation
- Increase research capacity
- Improve the citation index of our research papers.
- Increase the number of quality artistic and creative works, engagement with the largest Latvian media, and participation in international festivals and exhibitions.
- Continue development of scientific and research journal ADAM Arts
- Develop and implement the doctoral programmes in audiovisual arts

To implement these strategic plans, the FMC intends to:

- Prioritise international cooperation during the next period to enable participation in important international scientific programmes and projects by working together with the researchers from multiple countries
- Provide a financial support to the academic staff for participation in leading international scientific, research and academic conferences, exhibitions, competitions and festivals ensuring visibility of our research outputs and promoting the scientific activities and experience of FMC to a large number of research fellows
- Promote research outputs to audiovisual media, associations and industry representatives
- As to the development of the ADAM Arts journal, maintain the high quality of research papers by involving native speakers and continuing to publish it once a year
- Licence the joint inter-university audiovisual PhD programme Multimedia Arts by 2020 (during the implementation of the strategy)
- Ensure active engagement of students in research and artistic creation by facilitating their participation in the international research and artistic creation conference of RISEBA, and research and artistic creation projects of the academic staff
- Ensure that at least one research fellow with the status of an expert of the Latvian Council of Science works in each research direction implemented by the FMC
- At least two times per year organise qualification top-up seminars for supervisors of doctoral thesis, and supervisors of bachelor's and master's thesis.

#### **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.**

Although in terms of academic staff the FMC is a small structural unit of RISEBA where only smaller academic teams conduct research, additional human resources are secured from the bachelor and master programmes. Quite often topics of student research papers are derived from the FMC research directions. Thus, students also have an opportunity to contribute to the research outputs. While preparing their thesis, several students are also involved in the studies conducted by lecturer G.Sarkane. Results of these studies are made public in conference presentations and joint publications.

1. Sarkane, K. Seilis, 58<sup>th</sup> International Riga Technical University "Scientific Conference on Economics and Entrepreneurship SCEE 2017" Proceedings ISBN:978-9934-22-000-5, ISSN: 2256-0866, Article "PROMOTION OF UNIVERSITY STUDY PROGRAMMS USING INTERNET ADVERTISING ", 2017, pp. 111-113
2. Sarkane, I. Šulca, *Latvijas Universitātes 75. konferences referāta „Studiju izvēles faktoru atspoguļojums reklāmās juridisko personu dibināto Latvijas augstskolu mājas lapās”, summary, 2017.*

Our students are engaged in research activities in three main ways:

- By preparing course papers during Year, 1, 2, and 3, and the final (bachelor's or master's) thesis.
- By participating in scientific conferences
- By participating in applied research projects implemented in relation to their study course

For example, G.Matule, dr. sc. soc., has involved Year 2 students of the Public Relations and Advertising Management programme, who have taken a course in Sociology, in the study of communication ethics of employers and employees to compare and evaluate perceptions of employers and employees concerning the ethics at workplace starting from job interviews and ending with the termination of employment. Their task is to prepare a questionnaire for employers and employees about violations of principles of ethics at work. The results of this study were reported during an international conference.

Every year, RISEBA organises the International Student Research and Artistic Creation Conference. At the conference, the FMC is regularly active in two sections: Advertising Yesterday, Today, Tomorrow led and curated by the Advertising and Public Relations Department and Innovative Solutions in Audiovisual Arts and Media organised by the Audiovisual Media Arts Department.

FMC research results are made public in the ADAM Arts journal jointly published with the Architecture and Design Department. We plan to continue publishing the journal once per year.

FMC researchers regularly participate in the international scientific conferences where they deliver presentations about the results of their research.

Programme Councils regularly communicate with the industry representatives to inform them about the research conducted by FMC, to acquire additional information about the topical issues in the field and to identify the areas for future research that may be of interest to both parties.

Research conducted by the academic staff of the Advertising and Public Relations department is both multidisciplinary and interdisciplinary.

Development of interdisciplinary research allows for a deeper and more versatile focus on analysis of complex situations and delivery of better results. For example, research of communication ethics and aesthetics cover communication, philosophy and sociology. The objective of the research is to analyse the ethical and aesthetic aspects to identify and classify the most typical violations of

moral and aesthetic norms and to establish stricter communication standards for relations between employers and employees and the advertising quality. This area of research has two main subdivisions:

- Ethical and aesthetic aspects of advertising communication
- Ethics of communication between employers and employees

Multidisciplinary approach to research allows to apply the knowledge acquired in one scientific area to another area. For example, the ideas generated in the studies of philosophical categories (ethics and aesthetics) can be put to use in communication science: new standards for communication between employers and employees are developed.

Theoretical research of the Advertising and Public Relations Department focuses on the history of advertising. A. Eglītis's research on advertising and public relations in the Latvian automotive industry (Russo-Balt in the Imperial Russia, Ford-Vairogs before WWII, RAF and Riga motorbike factory Sarkanā Zvaigzne during the Soviet era) promises to become a book about Riga motorbike factory Sarkanā Zvaigzne, including a description of its advertising and public relations activities.

T.Bartele's research on the history of printed advertising in Latvia will be included in her textbook on general history of advertising for students of this topic, and, if needed, it will also be available to students of other universities. It will be the first general textbook on advertising history in Latvian, solving a long-term problem and allowing students to study the course in Latvian which is in line with the principles of the Latvian policy for higher education requiring that higher education is offered in the official language (amendments to the Law on Higher Education Institutions of 21 June 2018).

Results of the research by dr. hist. T.Bartele on the history of printed advertising in Latvia are included in her course "History of advertising", while the results of dr. sc. soc. G.Matule on communication ethics supplement her course "Communication ethics".

Applied research is mainly conducted for the purposes of bachelor's and master's thesis, and the majority of students address real communication problems to achieve businesses or social purposes.

As to the contribution of research conducted by the Advertising and Public Relations Department to the economic development, thesis (master's and bachelor's) should be noted the first. In their thesis, students develop the research-based solutions of communication problems for real companies.

The Solutions proposed in multiple bachelor's thesis of our students have been adopted by Latvian businesses in their communication with customers.

1. D.Veinberga. Use of advertising methods to attract customers to Lielezers Maiznīca brand on facebook.com. 2017 Supervisor: mg. sc. soc.A.Eglītis.
2. G.Tihonova. Packaging of AS Olainfarm product "Jogurt" as a means of advertising. 2017 Supervisor: mg. sc. soc. A.Eglītis.
3. E.Birstiņa. Use of social networks to advertise dairy products imported in the Latvian market: International example of SIA Valio. 2015 Supervisor: mg. sc. soc. A.Eglītis.
4. S.Gulkeviča. Packaging of Ķelmēni bread as a means of advertising. 2014 Supervisor: mg. sc. soc. A.Eglītis, etc.

During their studies, many students start their companies and use their thesis to develop various activities for their promotion in the local market. For example:

1. R. Geslere. Promotion of new products in the market by means of advertising (example of SIA

- Peppermint). 2016 Supervisor: mg. sc. soc. A.Eglītis.
2. K.Mangulsone. Website as an advertising tool to attract customers to Luf.space. 2017, etc. Supervisor: dr. sc. soc. G.Matule.
  3. A.Veldre. Promotional communication of Annija Veldre Photography brand with the Latvian target audience in social media. Supervisor: mg. sc. soc. A.Eglītis.

The Solutions developed in master's thesis and adopted in communication practices of Latvian businesses:

1. I.Greitaite. Analysis and improvement of SIA *Venden* communication with customers. 2015 Supervisor: mg.sc.soc., mg.oec., mg.chem. G.Sarkane.
2. Z.Barvida. Analysis and improvement of *Mēness Aptieka* communication with customers. 2014 Supervisor: mg.sc.soc., mg.oec., mg.chem. G.Sarkane.
3. I.Priedīte. Promotion of loyalty to supermarket chain "top!" by means of public relations. 2017 Supervisor: mg.sc.soc., mg.oec., mg.chem. G.Sarkane.

In their thesis, students should study topics that are important to the public. Communication solution prepared by R.Grāvītis in his 2012 bachelor's thesis "Communication of Association "Patvērums "Drošā mājā" with the public about refugee issues" was implemented to improve communication with the public about the issues mentioned above. This project focused on refugee integration problems in Latvia. During the same year, the problem of false marriages became topical in Latvia, and student A.Gogoļeva studied entry into fictitious marriages with the third country nationals. This study was used to prepare the awareness raising social advertising posters placed on the streets of Riga.

#### **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.**

Research of the Advertising and Public Relations Department mostly focuses on the study of Latvian history of communication and respective problems. It is also the department's 'niche' in the global research environment.

However, apart from local studies there are also many studies that focus on the history of other countries. Thus, for example, A.Spālvēna conducts the research, which compares Soviet era cookbooks from Latvia and Bulgaria. In several projects, T.Barteļe studies Latvian words in the Russian history, and Latvian national organisations in Moscow under the Bolshevik rule. Department's research is mostly relevant for the Latvian academic and research environment. However, the studies may also be of interest to the international scientific community. First of all to those who are interested in the Baltic states, Latvia or the Balts in the Russian context.

Study of Irši or Hirschenhof colony of the Baltic Germans that existed from 1766 to 1939 was conducted by RISEBA Lead Researcher A.Pabriks, who published a monography describing its results: Pabriks, A. Hiršenhofas stāsts. Kultūrvēsturiska eseja. ISBN 978-9934-19-566-2, 2018, pp. 112 (monography)

RISEBA Lead Researcher T. Barteļe participates in several internationally-funded research projects to promote public awareness about the national culture and identity:

1. Project of the State Institute for Arts Sciences, Y. Vakhtangov State Academic Theatre and B. Shchukin Theatre Institute "Yevgeny Vakhtangov in theatre criticism". 46 participants from 16 countries are involved in the project.
2. Bartele prepares research papers for a series of publications: "Russia and the Baltics". Publisher: ИВИ РАН. Distributed in Russia, the Baltic states, other European countries, and the USA. The following article has already been prepared and submitted for publishing: 'Destiny of Latvian national organisations in Moscow under the Bolshevik rule. 1918-1922.'
3. Russia and Latvia in the flow of history. XIX century, 2nd half to XX century, 1st half (Россия и Латвия в потоке истории. 2-я половина XIX - 1-я половина XX в.). The project was implemented under a scientific collaboration agreement between the Institute of Russian History of the Russian Academy of Sciences and the University of Latvia in 2015. As a result of the project, a collection of papers of Russian and Latvian historians who study Latvia and the Latvian history as a part of the Russian Empire at the beginning of the XX century, the Latvian history during Soviet times from 1917 to 1940 and the Russian history in Latvia in the second half of the XIX century and the first half of the XX century was prepared.
4. "Latvian names in the Russian history". Agreement No. 06-0523 with foundation "Amber Bridge Baltic fonds" of 23 May 2012. As a result of the project, a research paper was published.

A.Spālvēna was commissioned to conduct a research about the 18th century cuisine. Spālvēna, A. 'New cuisine: Description of the European gastronomic culture in the 18th century. Rīga: Creative Museum, 2019.

A.Spālvēna also participates in an Interreg Estonia-Latvia cross-border cooperation program 2014-2020 in a project called the Livonian Culinary Route. The Project owner: Latvian Rural Tourism Association Lauku Ceļotājs Order: research in 'Food products and culinary heritage'. Individual consultations to 12 businesses about advertising and marketing.

The Department's research fellows maintain communication with the international scientific community by participating in international scientific conferences in Latvia and abroad and by publishing results of their research in collections of conference papers, which are indexed in the scientific databases SCOPUS and EBSCO, as well as in other scientific journals.

Spālvēna's research on the history of communication (use of culinary heritage and traditions in communication) entails collaboration with the Stockholm University (Sweden). Since 2016, RISEBA has had very good cooperation with the University of Tartu (Estonia) in studies that concern the use of culinary heritage in marketing communication of companies. It is expected that this cooperation will continue.

A discussion has already been started to define the scope of research, and we are looking into possible cooperation with the Lund University (Sweden) concerning research on the marketing communication in tourism.

In the future, T.Bartele will continue to cooperate with the academic community from other countries, and research fellows from various Latvian and foreign bodies to implement projects *Russia and the Baltics* and *Russia and Latvia in the flow of history. XIX century, 2nd half to XX century, 1st half (Россия и Латвия в потоке истории. 2-я половина XIX - 1-я половина XX в.)*.

Attempts are made to attract external financing for research activities by preparing applications for joint scientific and research projects with foreign partners though it is very difficult, as in competitions for financing to research projects the state considers applications in exact sciences a priority.

Considering the current research directions of the department, it is planned to study the

development, ethics, importance and efficiency of social advertising. To do that, we will look for cooperation partners to develop joint research projects. We have already started negotiations with the South Ukrainian National Pedagogical University named after K. D. Ushynsky to agree about joint research objectives and interests.

It is planned to continue cooperation with the Peoples' Friendship University of Russia (Moscow, Russia) started in 2014 by participating in scientific and research conferences of partner universities and by submitting research papers for their collections of research papers.

**4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.**

Research activities at RISEBA are managed and coordinated by the RISEBA Scientific Committee. This committee consists of RISEBA Rector, Vice Rector for Academics, the permanent academic staff, i.e. professors, deans of faculties, heads of departments and lead researchers. The Vice Rector for Research is in charge of RISEBA Scientific Committee. The Scientific Committee draws up scientific and research plans for RISEBA faculties, monitors their implementation to achieve the set scientific goals and objectives, and develops the proposals for improvement of research outputs. A list of research topics, their supervisors and participants (for a specific research direction) are approved for 2 academic years with the current one having been reviewed and approved during a meeting of RISEBA Scientific Committee at the beginning of 2018.

Faculties and departments of RISEBA, namely the Advertising and Public Relations Department and the Audiovisual Media Arts Department of FMC should prepare a report on the research activities completed during the previous academic year and submit it during the September of the next academic year.

To achieve scientific excellence, it is necessary to ensure that by 2025 at least 75% of the academic staff at FMC (as well as the entire university) have a scientific degree. To ensure professional development of the academic staff, no less than twice per year all members of FMC faculty should participate in RISEBA seminars for supervisors of doctoral theses, during which prominent foreign scientists and research fellows, as well as leading specialists from national scientific bodies (Latvian Academy of Science, State Scientific Qualification Committee, etc.) give their presentations. The FMC will continue to financially support participation of RISEBA academic staff in international academic conferences, winter and summer schools, seminars and other similar academic events, ensuring exchange of experience and sharing of the best practices. Professional development of research staff is reviewed during each annual performance evaluation, and the results of this process allow to plan further development of each member of the faculty.

Like the university, the FMC also has a set of principles that apply to scientific activities. The Scientific Committee of the university considers and approves research directions for academic staff and researchers once per two years according to the action plan submitted by the head of the

respective research direction.

In the long-term, the university intends to continue and improve its experience in supervision and management of research directions. A member of the academic staff or a researcher who meets RISEBA criteria for the head of a research direction is appointed and approved during a meeting of the Scientific Committee. The head prepares an action plan for a research team and submits it to the RISEBA Scientific Committee for approval. Researchers, academic staff and students working in each of these areas and engaged in research activities inform the head of the respective area about achieved results. The head of the direction informs the Scientific Committee about the achieved results once per year (at the end of academic year).

Heads of FMC departments and its Dean perform the annual performance evaluation of the academic staff and research fellows. In this evaluation, scientific, research, academic and organisational activities carry a specific pre-defined weight. If the head of the direction has performed well, he/she can receive additional points during the annual performance evaluation. Currently, the weight of scientific activities is 0.35 or 35% of the total score. In the long-term, it is planned to increase the weight of this criterion.

We promote active engagement of our academic staff in research by fully covering costs for their participation in international scientific conferences and by offering financial incentives for specific scientific achievements.

The university actively supports participation of its academic staff and research fellows in international scientific and academic conferences, arts symposia, exhibitions, competitions and audiovisual festivals in Latvia and abroad pursuant to the "Regulations on Conditions for Participation of Academic Staff in International Scientific and Academic Conferences, Arts Symposia, Exhibitions and Audiovisual Festivals" approved by the Senate. For this purpose, each department receives financing (from the budget of the university) at the beginning of each academic year for scientific, research and artistic creation, the head of the department being responsible for the appropriate use of mentioned funds.

If during the last two academic years a member of the faculty has presented a report and/or a scientific publication in two international scientific, research or academic conferences in Latvia, Estonia or Lithuania, and at least one of these conferences is the annual international scientific conference organised by RISEBA together with the BA School of Business and Finance, or if during the last two academic years, considering the area of his/her research, a member of the faculty has participated in an international arts symposium, exhibition, competition or an audiovisual festival, he/she may be eligible to RISEBA financing to cover all participation costs in an international conference.

When a possibility to offer financial support is considered for a member of the faculty to participate in a competition or a conference, involvement of students by the respective member of the faculty in scientific and/or artistic creation is taken into account. Namely, if at least one student, who was scientifically or artistically supervised by this member of the academic staff has participated in the last RISEBA scientific conference for students.

The financing allocated to the department is divided depending on its scientific and research priorities. Besides, each member of the academic staff may also be eligible for paid participation in a competition or a conference (depending on his/her annual limit set according to the academic position: lector, docent, Associate Professor, Professor).

Every year, in cooperation with the BA School of Business and Finance and the Stockholm School of Economics in Riga, RISEBA organises an annual international scientific conference, during which academic staff of the Advertising and Public Relations Department present their scientific and

research results.

For example:

Spalvēna, A. ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", 21-23 February, Riga, RISEBA, with presentation "Taste and see: Culinary Tourism as Opportunity for Tourism Industry in Latvia".

Helde, A. The 10-th Annual Scientific Baltic Business Management Conference ASBBMC 2017 "Sustainable Organisations: Creating and Managing in Turbulent Business Environment", 27-29 April, Riga, RISEBA, presentation "A local brand and "FMOT" or the first moment of truth".

Sarkane, G. 2016. 21.04.-23.04. 9th international scientific conference "Challenges of Business management in Digital Age", presentation "Use of Internet Environment for Higher Education Institution Communication with Secondary School Pupils", Riga, RISEBA/BA School of Business and Finance.

Sarkane, G. 24.-25.04.2014 7<sup>th</sup> International Scientific Conference "Business and uncertainty: Challenges for Emerging Markets", presentation "Higher education establishment choice influencing factors", Riga, RISEBA/BA School of Business and Finance, Ventspils University of Applied Sciences.

RISEBA strives to support the realisation of academic and scientific potential of its academic staff, to promote publication of research results in academic journals, and to improve the citation index of its academic staff.

A member of RISEBA faculty may be eligible for financial support, if he/she publishes results of scientific studies in highly quoted academic publications or has received the main prize in arts symposia, exhibitions, competitions or audiovisual festivals. According to "Regulation on Conditions for Publication of Research Results of Academic Staff" approved by the Senate of RISEBA, a member of the faculty may be eligible for financial support (royalty), if the respective research paper has been included in a collection of conference proceedings, which is indexed in scientific databases Web of Science, SCOPUS, ERIH, ELSEVIER, or in a highly quoted academic journal.

If a member of the academic staff submits his/her article for publication in RISEBA scientific journals "Journal of Business Management" or ADAM Arts (Architecture. Design and Audiovisual Media Arts), proof-reading is made available to the author (professional editing of the text) .

RISEBA will continue to actively support scientists by providing access to the best scientific databases, including remote access to the Web of Science (WOS) database. It is planned to maintain WOS subscription (with remote access) for RISEBA academic staff, PhD students, master and undergraduate students actively engaged in research.

To implement their scientific and research projects, the academic staff, research fellows and students can use the following electronic resources that are available at the library of RISEBA:

- *Emerald* ([emeraldinsight.com](http://emeraldinsight.com));
- *Web of Science Core Collection* ([webofknowledge.com](http://webofknowledge.com)), with remote access to the database;
- *EBSCOhost* (<http://search.ebscohost.com>);
- *LETA archive* ([leta.lv](http://leta.lv)); and other databases and sources of information.

The FMC will continue to offer modern software packages to its research fellows to support their research projects. It is planned to continue using BM SPSS and NVIVO, and to purchase additional licenses for Smart PLS.

As communication is not widely studied in Latvia, the Advertising and Public Relations Department intends to maintain its focus on communication research. Generally, it expects to further develop

research activities in the current areas for communication research: history of communication, communication ethics and aesthetics, and marketing communication. It is determined by the research interests of research fellows, as well as links with the content of delivered courses and preparation of doctoral thesis. Two research fellows (Lidia Semenova and Glorija Sarkane) study marketing communication for the purposes of their doctoral thesis.

Research and publications of the Advertising and Public Relations Department outline the next field of study. It will focus on the research of social advertising, which has not been extensively studied in Latvia so far. It could be called the niche of the department in the research of Latvian communication.

The next stage of its development will entail a complex review of communication processes and development of interdisciplinary studies.

The faculty and researchers of the department are internationally competitive, which is confirmed by their presentations in international conferences, publications of research results in collections of conference papers indexed in scientific databases and willingness of research fellows from foreign universities and institutions to cooperate.

Publications of academic staff involved in the implementation of the Information and Communication Sciences academic direction have been included in internationally recognised databases, such as Scopus, EBSCO and Web of Science. The most important to note:

1. Zakriževska M. (2016). CORELATION BETWEEN MOTIVATION TO STUDY AND ACADEMIC PROCRASTINATION AMONG INTERNATIONAL STUDENTS. SGEM International Multidisciplinary Scientific Conference on Social Sciences & Art. Web of Science Conference Proceedings Citation Index; Book 1 Vol. 1, 109-116 pp, DOI: 10.5593/SGEMSOCIAL2016/B11/S01.014 THOMSON REUTERS
2. Zakriževska M., Litvinova, A. (2016). FIRST IMPRESION AND BELIEF IMPORTANCE IN CANDIDATE RECRUITMENT DECISIONS. International Multidisciplinary Scientific Conference on Social Sciences & Art. Web of Science Conference Proceedings Citation Index; Book 1 Vol. 1, 177-185 pp, DOI: 10.5593/SGEMSOCIAL2016/B11/S01.014 THOMSON REUTERS
3. Zakriževska M., Larins (2014). National Stereotypes and Possibilities to Influence them in a Multicultural Organisation. SGEM2014 Conference Proceedings, SGEM2014 Conference on Psychology and Psychiatry, Sociology and Healthcare, Education, [www.sgemsocial.org](http://www.sgemsocial.org), ISBN 978-619-7105-22-3/ ISSN 2367-5659, September 1-9, 2014, Vol. 1, 249-256. pp. DOI: 10.5593/SGEMSOCIAL2014/B11/S1.033 Thomson Reuters Web of Science®
4. Zakriževska M. (2014). Social Representations of the Politicians about the Ideal Image of Politician. SGEM2014 Conference Proceedings, SGEM2014 Conference on Psychology and Psychiatry, Sociology and Healthcare, Education, [www.sgemsocial.org](http://www.sgemsocial.org), ISBN 978-619-7105-22-3/ ISSN 2367-5659, September 1-9, 2014, Vol. 1, 381-388 pp. DOI: 10.5593/SGEMSOCIAL2014/B11/S1.050 **Thomson Reuters Web of Science®**
5. Blumberga S., Belavska A. Technologies. Improvement of Customer Service Specialist Training During Merger of Commercial Banks (Spain, Palma, Mallorca), The 11th International Conference - EDU LEARN19 International Conference of Education and New Learning, ISSN 2340-1117 (2794.-2799.lpp.). Konferences rakstu krājums. (WOS:000551093102134)
6. Blumberga S., Kraukle E. - Epistemic Authority of Supervisors, Reliance Upon It and Personnel Job Satisfaction in a Latvian Joint-Stock Company. Konferences rakstu krājums. EDU Learn, Spānija, ISSN 2340-1117 (4687.- 4695. lpp.). (WOS:000530893704124)
7. Blumberga S., Kalberga D. - Improvement of personnel e - learning environment in governmental financial organisation. EDU Learn17, Konferences rakstu krājums. ISSN 2340-1117 (9087.-9091.lpp.). (WOS:000493048104027)

8. Blumberga S., Saulite A. - Corporate social responsibility and consumers waste sorting habits. Konferences abstraktu krājums - Web of Science (WOS:000439408200010) (51. – 56. lpp)
9. Spalvena, A. European Union food quality schemes and the transformation of traditional foods into European products in Latvia and Estonia. *Appetite*, vol. 135, 2019, pp.43-53, ISSN 0195-6663. (raksts ir indeksēts datubāzē SCOPUS)
10. Čirjevskis, A., Designing Organizational Eco-Map to Develop a Customer Value Proposition for a “Slow Tourism” Destination. *Administrative Science*, MDPI, 2019, 9(3), 57; (Web of Science)
11. Čirjevskis, A. Exploration of qualitative success factors of innovative e-business startups: blue ocean strategy versus dynamic capabilities. Article in *International Journal of Business Excellence* 13(4):459 · Inderscience. 2017.DOI: 10.1504/IJBEX.2017.10008196 (SCOPUS).
12. Čirjevskis, A. (2020) Managing competence-based synergy in acquisition processes: empirical evidence from the ICT and global cosmetic industries (in press). *Journal Knowledge Management Research & Practice* (A class journal in ABDC List, updated 2019), (Web of Science, Scopus)
13. Spalvēna, A. Lutināt un baudīt: ieskats gastronomiskā vārdrājuma lietojumā. Literatūra un kultūra: process, mijiedarbības, problēmas. Daugavpils: Daugavpils universitātes akadēmiskais apgāds „Saule”, 2014, 263. – 272. lpp., ISSN 2243-6960, ISBN 978-9984-14-698-0. (raksts indeksēts datu bāzē EBSCO)
14. Sarkane, G. „Factors Influencing Choice of Higher Education Establishment for Marketing Strategies of Higher Education”. Publikācija. *Economics and Business*. Volume 27, Issue 1, Pages 76–80, ISSN (Online) 2256-0394, DOI: 10.1515/eb-2015-0012, November 2015 (raksts indeksēts datu bāzē EBSCO)
15. Barteļe, T. Пропаганда латвийской продукции в журнале «Latvijas Tirgotājs» (1929-1932). Vēsture: avoti un cilvēki. XXV zinātniskie lasījumi. Vēsture XIX. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2016. 18.-26. lpp. (raksts indeksēts datu bāzē EBSCO)
16. Barteļe T. Draudzība vēstules: S. Birmanes un E. Bērziņas sarakste gadsimta 60. gados. Daugavpils universitāte. Vēsture: avoti un cilvēki. XXI. Daugavpils Universitātes Akadēmiskais apgāds „Saule”. 2018. 19.-26.lpp. ISSN 1691-9297 (raksts indeksēts datu bāzē EBSCO)
17. Barteļe T. Rīgas Aleksandra ģimnāzijas atskaite (1871-1914) kā avots tās vēstures izpētē // Daugavpils universitāte. Humanitārās fakultātes XXII starptautisko zinātnisko lasījumu materiāli. Vēsture XVI / Vēsture: avoti un cilvēki. Daugavpils, 2013. 52.-59.lpp.ISSN 1691-9297 (raksts indeksēts datu bāzē EBSCO)
18. Бартеле Т. Российский социальный плакат времен Первой мировой войны. Daugavpils universitāte. Vēsture: avoti un cilvēki. XXIII. Daugavpils Universitātes Akadēmiskais apgāds „Saule”. 2020. 17.-25.lpp. ISSN 1691-9297 (raksts indeksēts datu bāzē EBSCO)
19. Matule, G. Estētikas kategorijas reklāmā. Humanitārās un sociālās zinātnes. Nr.27, 2017, 104.-113.lpp. ISSN 1407-9291. e-ISSN 2255-8543. 9297 (raksts indeksēts datu bāzē EBSCO)
20. Semenova L. Реклама, побуждающая детей и подростков к потребительству (с.182 - 188). Sabiedrība un kultūra. Rakstu krājums, XXI / Sastādītājs, atbildīgais redaktors Arturs Medvedckis. Liepāja: LiePA, 2019. 336 lpp. ISSN 14076918. (raksts indeksēts datu bāzē EBSCO)

for the summary of all academic staff publications see Annex 10.

The academic staff involved in the implementation of the Information and Communication Sciences academic direction are not only publishing scientific articles but are also participating in the editorial committees of journals.

For instance, T. Vasiljeva is participating in the editorial committees of several journals and their

operation as article reviewer.

1. Member of the Editorial Board of journal "Sustainability", (ISSN 2071-1050), indexed in SCOPUS. <https://www.mdpi.com/journal/sustainability/editors>
2. Programme Committee member and reviewer of the IBIMA33 (2019) conference: <https://ibima.org/conference/33rd-ibima-conference/#ffs-tabbed-13>
3. Reviewer of the Emerald Emerging Case Studies Market (kopš 2019) [http://www.emeraldgrouppublishing.com/products/case\\_studies/authors.htm](http://www.emeraldgrouppublishing.com/products/case_studies/authors.htm)
4. Reviewer of the Promotion Thesis committee at EDAMBA (kopš 2019) [http://www.emeraldgrouppublishing.com/products/case\\_studies/authors.htm \](http://www.emeraldgrouppublishing.com/products/case_studies/authors.htm)

The academic staff of the direction are also members of international scientific conference organisation committees, for example: Tatjana Vasiljeva - since 2012, included in the international independent expert database for European Research and Innovation, Candidature number EX2012D125245. <http://ec.europa.eu/research/participants/portal/page/experts>

J.Mašošins has been a member of the International Association of Researchers and Scientists since 2019, but in 2020 he is:

Institute of Research and International Symposiums IRIS-ALKONA 3st International Multidisciplinary Academic Conference - 2020 Scientific Committee member

Institute of Research and International Symposiums IRIS-ALKONA 3st International Multidisciplinary Academic Conference - 2020 4th Scientific Section moderator.

The academic staff involved in the implementation of the Information and Communication Sciences academic direction are also participating in the Latvian-scale projects funded by the European Union:

I.Slūka is a participant of the Polish National Agency for Academic Exchange (NAWA) projekta "IAP 4 GenZ - The International Academic Partnership for Generation Z" (2019-present).

**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.**

As it was indicated in Section 4.2, students are mostly involved in research activities for the purpose to develop their bachelor's, master's or course papers, and sometimes also in the framework of their study courses, for example, in Sociology, Communication Ethics and History of Advertising.

As to students of the academic direction, we should note the importance of student research in the promotion of student-owned small businesses and their development.

Research done for the purpose of bachelor's thesis and the resulting solutions are used to promote their visibility, attract customers and contribute to sales. Most of student research performed in the framework of thesis is related to the promotional problems of small and medium enterprises. small businesses cannot afford to order a marketing research from an agency, as well as the respective solutions that would be necessary to improve their marketing activities. Due to this, small

companies are more eager to cooperate with our students, tell about their problems and often, to the extent possible, apply the marketing communication solutions prepared by them.

In their bachelor's and master's thesis students have also researched communication, advertising and public relations activities of large and international companies (*Venden SIA*, pharmacy chain *Mēness aptieka*, AirBaltic, AS Olainfarm, etc.) and have developed creative solutions to improve their communication and marketing performance. See examples in Section 4.2.

The Scientific Development Strategy for Advertising and Public Relations area for the next 6 years was prepared pursuant to the Strategy of the University of Applied Sciences RISEBA for 2019-2025, namely, it intends to ensure that at least 80% of all bachelor's and master's thesis are prepared in cooperation with the respective industries and at the request of companies/associations.

At the end of each academic year, in June, the RISEBA organises the annual student conference "Changing world: searching for new solutions". Students of the undergraduate programme "Public Relations and Advertising Management" always take active part in the proceedings of its section "Advertising Yesterday, Today, and Tomorrow" by presenting the results of their scientific and research projects. After conference discussions, some students prepare and publish their first research papers together with the supervisor who was in charge of the respective research project. In addition to the section mentioned, students may also present the results of their research projects in other sections of the student conference, for example, "Marketing and economics", "Business psychology", and "Business".

In total, from 2013 to 2019 (including) more than 80 students of the undergraduate programme "Public Relations and Advertising Management" delivered presentations during the scientific and student research conferences organized by RISEBA. The Presentations of students are mostly based on the research results deriving from their course papers or thesis.

Three best papers are selected in each section. The best papers are awarded monetary prizes from Rietumu Banka AS, the general sponsor of the conference. Promotional prizes from the sponsors are also awarded.

Students who have received monetary or promotional prizes:

#### 2014

M.Tione, RISEBA, Hidden Advertisements in Instagram Profiles of Young Women. Supervisor: mg. sc. soc. Lidia Semenova.

#### 2015

I.Muceniece, RISEBA, Attitude Towards Promotional Videos of the Latvian Presidency among Latvians and Foreigners. Supervisor: mg. sc. soc. Artis Eglītis.

A.Gostinova, RISEBA, Comparative Analyses of Images of Successful Men from Various Countries in Instagram. Supervisor: dr. hist. Tatjana Barteļe.

Ļ. Volkova, RISEBA, Analyses of Packaging of Skrīveru saldumi, Laima and Pūre Confectionery. Supervisor: dr. sc. soc. Guna Matule.

#### 2016

A.Voronova, RISEBA, Role of the "You Are, You Can" Movement in Shaping a Positive Image for Citadele Bank. Supervisor: dr. hist. Tatjana Barteļe.

A.Gostinova, RISEBA, Analyses of Image Elements of Popular European Capitals. Supervisor: dr. hist. Tatjana Barteļe.

K.Zubčuka, RISEBA, Analyses of Advertising Reports of Provodņiks Company in Magazine Nīva. Supervisor: dr. hist. Tatjana Barteleva.

M.Tione, RISEBA, Development of Advertising Campaign for Promotion of Concerts in the Latvian Market (example of James Arthur (UK)). Supervisor: mg. sc. soc. Lidia Semenova.

## 2017

S.Baskakova, RUDN, Perceptual Specifics of Social Advertising Methods Concerning the Environmental Protection Problem Directed at the Youth. Supervisor: dr. hist. Tatjana Barteleva.

T.Cholokava, RUDN, Soundtrack Analyses in Automotive Advertisements. Supervisor: dr. hist. Tatjana Barteleva.

## 2018

A.Smilškalns, RISEBA, Angelina Jolie on Covers of Printed Media from 2000 to 2017. Supervisor: dr. hist. Tatjana Barteleva.

Our students not only participate in RISEBA conferences and prepare publications for RISEBA collections of conference papers, but also for collections of partner universities. For example,

*Багашев А.М., Семёнова Л.В. Реклама против пьянства за рулём в Латвии и других странах (page 9-13). Материалы научно-практической конференции «Рекламный вектор – 2018: Время инноваций», Москва, Российский университет дружбы народов, 2018. ISBN 978-5-209-09188-2.*

*Федоренкова Ю.С., Семёнова Л.В. Анализ образа Алексея Навального в публикациях новостных порталов (page 95-100). Материалы научно-практической конференции «Рекламный вектор – 2018: Время инноваций», Москва, Российский университет дружбы народов, 2018. ISBN 978-5-209-09188-2.*

Students, together with the academic staff, also prepare joint scientific articles, which have been indexed in the databases Web of Science, EBSCO and others.

An example to note is the publication of Master's student M. Pavāre:

Pavare, M. & Kreituss, I. (2016). National currency changeover to euro: Case of Micro enterprises of trading sector. Business challenges in the changing economic landscape, Vol.2, DOI: 1007/978-3-319-22593-7\_32, available at: [https://apps.webofknowledge.com/full\\_record.do?product=WOS&search\\_mode=GeneralSearch&qid=38&SID=C4tHv8I3vpoPLSnINDC&page=1&doc=3](https://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=38&SID=C4tHv8I3vpoPLSnINDC&page=1&doc=3)

Involvement of the Master's program students in research mainly takes place within the framework of the Master's thesis and individual study courses (Public Relations Research Methods, Intercultural Communication and Global Marketing and Corporate Communication and Public Relations).

Practical significance of the research carried out in the master's thesis in the operation of specific companies should be noted, which has already been discussed in Chapter 4.2. This can be explained by the fact that almost all students in the master's program are working, and most of them are already working in the chosen field. Therefore, the chosen research of the master's thesis is directly related to the problems identified in their workplaces, solutions for which are sought within the master's thesis. Examples include master's theses Research and Improvement of Internal Communication in Ogre Municipality Local Government, Event Marketing as a Tool for Marketing a New Product. Example of the company SIA Uniboulings, etc.

The graduates have introduced the research carried out within the framework of the master's and bachelor's thesis not only to the students and lecturers of the university, but also to the

representatives of the professional environment by participating in the conference of the Latvian Association of Public Relations Professionals.

## 2019

Master's program graduate M.Mičule, RISEBA Creative Business Incubator Communication for Creating a Positive Image and Attracting New Members, supervisor V.Apse;

Bachelor's program graduate A.Pudule, Use of the VSIA Latvijas Televīzija Museum in Developing Public Relations, supervisor A.Eglītis.

The succession of research in master's theses should also be mentioned. For example, when continuing their master's studies after studies in the RISEBA bachelor's study program Public Relations and Advertising Management, students continue the research work that was started within the course work in the bachelor's thesis, and then in the master's thesis, resulting in a real contribution to the development of a particular company.

For example, the research carried out in the student's bachelor's thesis Using the Social Media Instagram for Market Promotion of the Company Chicuz was continued in the master's thesis Using Public Relations Tools to Promote the Chicuz Brand in Uzbekistan. The results of research in both the bachelor's and master's thesis gained practical application to promote the awareness of the company Chicuz in Uzbekistan.

#### **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.**

Since 2016, the university uses QSR NVIVO for quantitative analyses of data.

NVivo 12 is one of the most powerful software packages for better insight in qualitative and mixed data. This software is designed for processing unstructured data, data imaging and analyses. Modern data are very diverse: textual, video, from social media, etc. To analyse such data, the respective research tools like NVivo are very handy, as they allow to analyse textual data from various points of view, compare the data, search for keywords, and prepare multiple diagrams and images based on the analysed data. QSR NVIVO is available for the information and communication sciences study programmes since the 2019/2020 academic year.

SEM Smart PLS is software that allows to perform Structural Equation Modeling (SEM). SEM is a multi-dimensional data analyses method often used for marketing studies, as it allows to verify theoretically supported linear and causal models. With SEM, it is possible to check any links between the selected variables, create illustrations of correlations, etc. Smart PLS offers a range of advantages for efficient processing of data, for example, ability to analyse several relationships at the same time, analyses of timelines, ability to check data that have not been normalized, etc. However, SEM Smart PLS was not used in programmes of the Information and communication sciences academic direction during the drafting of self-assessment report.

To ensure that academic staff, research fellows and students of RISEBA have efficient scientific and research infrastructure, every year the university analyses and reviews the range of software functions that support research, and if any new software package is needed, the scientific service prepares a respective request to the administration of the university.

Adizes technology used for the management of procedural change can also be considered an innovation. According to this methodology, the personnel join their efforts to solve specific problems in extended working groups (*Syndag*: for diagnostics of larger targets) and in small working groups (*Synerteam*) to find solutions to very specific problems. This approach allows to engage the personnel and find solutions quickly to prepare new procedures and normative documents. See more about Adizes methodology on <http://adizes.lv/learn/>

The Social Advertising Competition organised by the Advertising and Public Relations Department since 2016 can be also considered an innovation. The competition takes place once per year. The goal of the competition is to stimulate interest in social advertising and solving social problems, develop the creative abilities of students, and inform them about a possibility to receive professional education in this area at the University of Applied Sciences RISEBA.

Grade 10-12 students from all general secondary schools of Latvia are invited to participate. Along social goals the competition also improves the visibility of RISEBA and its undergraduate programme "Public Relation and Advertising Management" among the youth of Latvia.

At the same time, the competition gives talented youth who are really interested in advertising an opportunity to start studying at the university with a considerable discount.

According to the fee waiver regulations for the 2019/2020 academic year, the winner of the top prize is offered an opportunity to study at RISEBA professional bachelor's programme "Public Relations and Advertising Management" with a EUR 550 discount, the runner-up with a EUR 350 discount, and the second runner-up with a EUR 250 discount from the fee for the 1st semester of Year 1.

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

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

In the framework of the academic direction, the university cooperates with various Latvian and foreign organisations and bodies.

Being a private higher learning institution, since its establishment RISEBA has focused on international recognition and activities related to that. Cooperation with foreign bodies is regulated by the internationalisation strategy of the university, which is mostly related to internationalisation of students and members of the faculty creating an academic environment and ensuring experience that prepares students for various types and levels of career development in the global labour market. By developing international cooperation and increasing the range of partner bodies, RISEBA will strengthen its capacities and performance that will allow to face complicated national

and international challenges in the future.

**Mission:** reinforce the international standing of RISEBA in all areas of its operation.

**Vision:** ensure visibility and recognition of RISEBA in the international fora as a high level body of studies and an international research, academic and corporate communication centre.

There are two types of internationalisation: internal and external.

1. INTERNAL INTERNATIONALIZATION (all international activities not related to mobility), namely, further internationalisation of the university to ensure that students can realize their potential in the international fora and develop their international competences.
2. EXTERNAL INTERNATIONALIZATION (all mobility-related international activities), namely, development of internationalisation by establishing cooperation with various countries and regions and by offering international opportunities to students and members of the faculty.

Engagement of RISEBA with international organisations and international projects, as well as cooperation agreements with foreign organisations allow the academic direction to gain cooperation opportunities abroad. The university is constantly looking for different ways of cooperation and agrees to cooperate with foreign higher learning institutions that are interested in exchanges of students and academic personnel, as well as implementation of joint study programmes.

RISEBA is an active member of several international and local organisations promoting its visibility in Latvia and abroad:

- European Foundation for Management Development (EFMD)
- Central and East European Management Development Association (CEEMAN)
- Association to Advance Collegiate Schools of Business (AACSB)
- European Association for International Education (EAIE)
- Consortium of International Double Degrees (CIDD)
- MIB EPAS Consortium
- Baltic Management Development Association (BMDA)
- Paris Chamber of Commerce
- British Chamber of Commerce
- American Chamber of Commerce
- Latvian-Irish Chamber of Commerce
- Swedish Chamber of Commerce
- Latvian Chamber of Commerce and Industry
- Latvian Employers Confederation
- Association of Exporters of Higher Education
- and many others

Students can make use of various types of cooperation:

- Double degree: according to this agreement, a part of studies is completed at RISEBA, and the rest in a foreign university (length of foreign studies depend on the university and the chosen programme). By passing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).
- Bilateral exchange programme: a possibility to study for a semester or two in a partner university that is not part of the Erasmus+ programme.
- ERASMUS+ programme: an exchange programme for the best students that allows to study one or two semesters in a European Union university and receive a bursary, or to complete a professional internship in another country (an EU Member State) and receive a bursary.

- A possibility to receive a professional qualification from the London Chamber of Commerce and Industry (LCCI) in advertising, public relations or marketing.
- Participation in events organised by academic partners (Latvian or foreign): conferences, seminars, projects, creative workshops, summer schools, etc.

Aforementioned international cooperation helps students to gain experience, find out about sectoral particularities in foreign countries and their best practices, as well as experience a range of different teaching methods, which allows the programme management to achieve the goal of the study programme: *prepare highly skilled, competent and competitive specialists that are able to compete not only in the Latvian labour market, but also internationally.*

Currently, RISEBA has signed approximately 130 cooperation agreements with European and third-country universities about mobility of students and the faculty, as well as other cooperation possibilities. Several criteria are taken into account, when a partner university is selected for mobility projects, for example, similarity of the programme, possibility to implement mobility processes, possibility to conduct joint research, and the standing of the academic partner.

The Information and communication science direction has 18 academic partners in Austria, Belgium, Bulgaria, Czechia, France, Greece, Cyprus, the Netherlands and Russia, which students can choose from for their mobility trips. On the average, approximately 10 students use this opportunity every year. See more detailed information in the annex 13.

During the 2013/2014 academic year, a cooperation agreement was signed with the Peoples' Friendship University of Russia (Moscow, Russia) concerning a double-degree professional undergraduate programme in Public Relations and Advertising Management and a double-degree professional master's programme in Public Relations Management that allows the students and the faculty to participate in activities of the partner university, for example, conferences, or summer schools, and have their papers published in collections of scientific articles of the academic partners.

According to the agreement, undergraduate students may continue their Year 3 studies in the Peoples' Friendship University of Russia (after completing Year 1 and Year 2 at RISEBA), and return to RISEBA for the last year of their undergraduate programme (Year 4).

As to graduate studies, which take 1.5 or 2 years (depending on the previous education), a student is to spend one semester in the partner university to return to RISEBA and continue his/her programme there.

At the end of the programme, by preparing and defending a thesis to the joint State Examination Commission, the student may acquire a bachelor's or master's degree from both universities. The curricula is carefully pre-agreed, and both universities accept credit points granted by the other university.

Since 2014, several students from both universities have used this opportunity to receive a double diploma. The undergraduate double-degree programme was started during the 2014/2015 academic year, and, pursuant to the agreement, 2 students from the Peoples' Friendship University of Russia spent 2 semesters at RISEBA, while 1 RISEBA student spent the same amount of time at the Peoples' Friendship University of Russia. During the 2015/2016 academic year, one RISEBA student studied at the Peoples' Friendship University of Russia, but during the 2016/2017 academic year, 3 students from the Peoples' Friendship University of Russia studied at RISEBA: 2 undergraduate students. During the 2017/2018 academic year one student from the Peoples' Friendship University of Russia studied at RISEBA, and during the 2018/2019 academic year one student from the Peoples' Friendship University of Russia and one graduate student studied at RISEBA. At the same time, one RISEBA student studied at the Peoples' Friendship University of

Russia. During the 2019/2020 academic year 3 students from the Peoples' Friendship University of Russia studied at RISEBA, and during the 2020/2021 academic year 4 RISEBA students studied at the Peoples' Friendship University of Russia.

During the 2015/2016 academic year, cooperation with the Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation (RANEPA) (Moscow, Russia) started. During the February of 2016, 12 RANEPA undergraduate students of the Advertising and Public Relations programme participated in RISEBA winter school "Advertising and Public Relations". This winter school was offered to RANEPA undergraduate students of the Advertising and Public Relations programme also in 2017, 2018, and 2019.

During the 2016/2017 academic year, two undergraduate students of the Public Relations and Advertising Management programme participated in the winter school of the Peoples' Friendship University of Russia "Measures and the digital environment, new trends".

During the June of 2017 and 2018, RISEBA organized a summer school "European Video Mastership School" for Public Relations and Advertising undergraduate students of the Peoples' Friendship University of Russia. Both, in the 2017 and 2018 summer school, 12 students from the Peoples' Friendship University of Russia and two students from RISEBA undergraduate programme Public Relations and Advertising Management participated.

Students also use the opportunities provided by the inter-university cooperation agreement with the Latvian Academy of Culture. Professors of the Latvian Academy of Culture have been included in the State Examination Commission of the information and communication science direction, and are in charge of several courses of the Public Relations Management graduate programme. Several master students from the Latvian Academy of Culture have also taken some (C part) courses of the Public Relations Management master's programme.

Furthermore, sectoral experts are involved in the development and implementation of the professional graduate programme Public Relations Management and the professional undergraduate programme Public Relations and Advertising Management for these programmes to be up-to-date, modern and highly demanded.

The Cooperation with sectoral professionals also helps students to acquire professional skills: *implement communication solutions in a creative and innovative way; use modern technologies in communication; develop problem solving competences by means of advertising and public relations means and methods, as well as by applying principles of professional and general ethics and considering the effects of their conduct on the environment and the society, concurrently ensuring efficient operation of their respective organisations.*

The Cooperation with employers and professional organisations may take many forms, including involvement of professionals in the development and improvement of study programmes and the quality of academic processes. It is usually done in two ways. First, representatives of employers are invited to participate in Programme Boards. For example, representatives of the Latvian Association for Public Relations Professionals (LASAP) and the Latvian Advertising Association (LRA) have been invited to join the board.

As of 2007/2008 academic year, RISEBA has had a specialized Programme Board for each study programme that has been tasked with promoting the quality of the respective RISEBA programme, improving the efficiency of academic processes, achieving better interdisciplinary communication and ensuring development of the respective study programme. During the 2013/2014 academic year, when academic directions were set up, one Programme Board was established for each academic direction.

Secondly, employers are involved in the development of programmes by participating in surveys. Regular employer surveys concerning students and graduates allow to monitor compliance of the programme with the labour market requirements and make the necessary improvements.

According to the long-term cooperation agreements with the Latvian Advertising Association, the Latvian Association for Public Relations Professionals, and the Latvian Association of Event Producers, representatives of these bodies are not only included in Programme Boards, but also help to implement the academic processes and provide internship possibilities to students (as far as possible). Public relations, advertising and event management professionals, and members of associations have already been a part of the programme as guest lecturers, supervisors and reviewers of theses, and members of the state examination commission for some time.

In some courses, RISEBA faculty has started successful cooperation with employers by including real tasks provided by the latter in study courses or internships (for example, *SIA Squalio Cloud*, *hotel St. Petrus*”, the Latvian National Library ,*SIA Dalila Cosmetics*, real estate agency *IORDANIDI REAL ESTATE*, *SIA Smalkais muslis*, etc.).

The Agreements with mass media, governmental bodies, private companies, and public benefit organisations help to ensure that all students have a place for internship. For example, existing agreement with *Latvijas radio 4* provides an internship possibilities in the new multimedia radio show *Z Generation*.

During meetings with internship organisations (potential employers), students can find out, what skills and capacities are required to work in the chosen profession, and understand the market prospects of the respective occupation. During these meetings, employers can also assess the motivation, enthusiasm and preparedness of students for specific job offers.

As the cooperation intensifies, employers are more eager to involve students in various projects. On the other hand, when students fulfil real orders from specific organisations, they have a better opportunity to apply their theoretical knowledge in practice. It also contributes to their sense of responsibility for the quality of completed tasks.

The Programmes of the information and communications science direction have a cooperation agreement with business school *Turība*, which offers a similar professional graduate programme in Public Relations and a professional undergraduate programme in Public Relations. According to this agreement, *Turība* will take over RISEBA students if the programme is terminated.

The professional undergraduate programme has a cooperation agreement with the Public Relations programme of Alberts College. According to the cooperation agreement, the university and the college inform each other about the planned activities, and give students from their academic partners an opportunity to participate in them. The cooperation agreement also stipulates that graduates of the said college are admitted to Year 2 of RISEBA professional bachelor's programme “Public Relations and Advertising Management”.

The Cooperation between RISEBA and libraries of other universities plays an important role in ensuring that the goal of the programme, namely, *to offer adequate learning and methodological materials, library services and up-to-date material and technical means and equipment*, is achieved. It is ensured by inclusion of RISEBA in the National Uniform Information System for Libraries. Students of the university also have access to databases offered by other universities and schools (LU, RTU, RSU, EKA, SSE, etc.) The library has an electronic ALEPH catalogue. Students and members of the faculty may also use inter-library subscription (ILS) and international inter-library subscription (IILS) services.

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

The Invitation of foreign students and faculty to RISEBA, including the information and communication science direction, is regulated by specific documents adopted at the university: the Internationalisation Strategy, annual admission regulations, and a procedure for admission of foreign students, etc.

The Internationalisation Strategy establishes the target markets (for foreign students), which include neighbouring countries (Lithuania, Estonia, Russia), the CIS countries, Ukraine, EU and the South of Asia.

As until now studies in the information and communication science direction were offered in the Latvian and Russian languages, foreign students were invited from the CIS and other countries, where the Russian language is regularly used. Both in the undergraduate programme Public Relations and Advertising Management, and the graduate programme Public Relations Management, students were invited from the following countries: Russia, Uzbekistan, Kazakhstan, Armenia, Azerbaijan, Ukraine, Belarus, etc. In general, the total annual number of foreign students admitted to bachelor's and master's programmes has steadily increased since the 2013/2014 academic year, reaching 35 students in 2018/2019. See Annex 12 for comprehensive information about foreign students and their countries of origin.

After adoption of an amendment to the Law on Higher Education Institutions (Section 56.3), RISEBA, including the Information and Communication Science direction, has shifted the focus to the English language and new target markets.

RISEBA is a member of the Association of Exporters of Higher Education, and together with the other universities of Latvia promotes the possibility of receiving high-quality higher education in Latvia. In addition, in the spring of 2019, RISEBA signed an agreement with the Ministry of Education and Science concerning good practices for attracting foreign students that imposes stricter requirements as to the quality of potential students, the actual engagement process and improvement of respective channels.

Currently, RISEBA mostly achieves that by participating in foreign shows and fairs or by relying on a network of agents. Potential foreign students also apply for their studies at RISEBA without using aforementioned channels. During the 2018/2019 academic year, employees of the Marketing and External Relations Department visited 32 learning institutions in 8 countries and signed 25 new agreements with agents scouting students, considering the respective target countries. Several communication channels are used to approach potential foreign students:

- International education shows in specific target countries
- Scouting agents
- General and vocational schools in neighbouring countries
- Embassies of the Republic of Latvia, and embassies of other countries in the Republic of Latvia
- Foreign chambers of commerce and industry
- Current students and alumni

In addition, social media accounts of the university in Facebook, Twitter, Instagram, LinkedIn, Youtube, and on other platforms are actively used.

As to the attraction of foreign faculty, it should be noted that until now programmes of the information and communication science were offered only in the Latvian and Russian languages. Thus, only local faculty and sectoral professionals were involved in their delivery. On annual basis, students have been able to get to know the foreign faculty during RISEBA International Weeks, during which academic staff from Belgium, Netherlands, Lithuania, Russian and other countries were invited for guest lectures or even study courses. RISEBA International Weeks take place every other year, and faculty from foreign academic partners are invited to deliver guest lectures to RISEBA students in various areas.

In the October of 2014, during the International Week, the following guest lectures were offered to students of the information and communication science direction:

- S.Mermans (Artesis Plantijn Hogeschool, Belgium) "Portrait Photography Workshop"
- E.Jaškūnienė (Vilniaus Gediminas Technical University, Lithuania) "Advertising as transnational communication. Lithuanian example"

In the October of 2016, during the International Week, the following guest lectures were offered to students of the information and communication science direction:

- A.Gribanova (Peoples' Friendship University of Russia, International Economics and Business Institute) "Mobile communications"
- R.Osbild (Emden-Leer University of Applied Sciences, Germany) "ESR from an economic point of view: market failure, state intervention and consumer's welfare reconsidered"

During the April of 2018, when the PRIME DAY of the International Week took place, students were able to participate in all of its events: seminars, lectures, discussions.

The International projects implemented by the university is just one of the methods to invite foreign faculty. Foreign faculty is also invited to deliver the lectures at RISEBA in the framework of ERASMUS+ mobility programme. For example, in 2018 students of the Information and Communication Science direction were able to attend guest lectures by T.Otcenaskova from the University of Hradec Králové (Czech Republic) about Crosscultural Communication in Marketing.

Students may also acquire international experience during the guest lectures, practical classes and seminars, when they can meet foreign experts. These experts are mostly invited using personal contacts.

In 2018, students of the Public Relations and Advertising Management and students of the Public Relations Management graduate programme were able to attend a presentation by a popular branding expert T.P.Meghoma (UK): "The Branding Journey: Introduction to Defining Personal Branding".

In 2019, for the purposes of the Branding course, a seminar by B.R.Biala (US) took place: COMPETITIVE ADVANTAGE THROUGH STRATEGIC USE OF BRAND MANAGEMENT.

He is a branding strategy expert with more than 16 years of experience and has worked with many strategic branding and advertising agencies. His customers include brands from the US and elsewhere, for example, MGM Grand, The Wynn Resort, Nevada Governor's Office of Economic Development, International Trade and Diplomatic Protocol, Goodwill Industries International, as well as White Square Gallery (Berlin, Germany), Bank SLASKI (Poland), etc.

For the purposes of Basic Journalism course, students were able to meet I.Zlotnikov, the moderator of the leading Russian private business school [SKOLKOVO - Moscow School of Management](#), and E.Lanskaya Sapozhnikova, a journalist of TV centre Ostankino (Moscow, Russia).

**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.**

Students may independently choose the place of their internship. It can be a company from any sector, including foreign companies, NGOs, municipal and governmental organisations. If a student has already been working in a company, he/she may choose this company as a place of his/her internship. When the place of internship is chosen, the duties and a possibility to perform them should be taken into account. Furthermore, the duties should be related to the chosen qualification (advertising, public relations, event production).

Two years ago a new position was created at RISEBA: Student Career Counsellor, to reinforce the support to students for the purposes of their professional and career development. One of his/her duties is to help students in finding suitable organisations for internships that would meet the requirements of the respective programme and be in line with the expected learning outcomes. The Career Counsellor provides individual consultations to all students concerning their search for suitable internship opportunities, drafting CVs, efficient communication with companies, etc. If a student cannot find a place for his/her internship, the Career Counsellor helps to do that by cooperating with the Programme director, if needed.

To a large extent, the Programme director may be of use, as employers tend to directly approach the director to inform about their internship offers. Long-term cooperation agreements with respective industries that provide internship offers (as far as possible) is yet another support mechanism to ensure that students are able to complete their internships. See Annex 15.

When internship opportunities and the range of potential internship organisations are described, it should be noted that most students find their internship organisations independently, which is a good indicator and confirms that the programme is really sought after in the Latvian labour market.

RISEBA has a *Statute of Internship* that regulates how internships are organised, namely, pursuant to the requirements of Regulation No. 785 "Procedure for organizing internships and insuring students" (20.11.2012) and Regulation No. 165 "Regulations on documentation required for organisation of pedagogical processes at vocational education establishments and professional qualification of examination centres" (06.03.2007) issue by the Cabinet of Ministers of Latvia. According to the Statute, each study programme has an internship programme presented to students and internship supervisors from the university and employer organisations in due time. A trilateral agreement concerning the internship is signed with each and every student, and a database of internship organisations is created to facilitate efficient cooperation with the industry not only to offer internships, but also to involve the respective companies in academic processes in other ways.

At the end of the internship, each student should submit an internship report, which is assessed by a commission taking into consideration the accuracy and certainty of performance, the activity and self-initiative of the student, his/her creative abilities, adequacy / inadequacy of knowledge acquired at the university to perform professional duties, as well as the alignment of the description of tasks performed during the internship with the internship programme.

According to the internal rules and procedures of RISEBA, all assessed reports are kept for 5 years.

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

So far, the university has chosen to rely on the double-degree programme for cooperation with its academic partners. It is implemented both at the undergraduate and graduate level in cooperation with the Peoples' Friendship University of Russia (hereinafter, the RUDN, Moscow, Russia) by offering analogous bachelor's and master's programmes:

- Undergraduate programme "Advertising and Public Relations".
- Graduate programme "Advertising and Public Relations".

In 2014, a cooperation agreement was signed with the RUDN about the implementation of double-degree graduate and undergraduate programmes, which were available as of 1 September 2014. According to the agreement, an action plan was prepared outlining the principles and the procedure for implementation of the double degree.

During studies, it gives students an additional opportunity to acquire a diploma from the Peoples' Friendship University of Russia, if one year out of 4 years (Semester Five and Six) at the undergraduate level, and one semester out of the 1.5 or 2-year master programme (depending on the previous education) is spent at the partner university. Completion of the study programme allows students to receive 2 diplomas at once: from RUDN and RISEBA.

To choose an academic partner for the purposes of a double degree, similarity of both programmes concerning the content, target and objective is applied as the main criterion. The second main criterion is the number of credit points awarded for the programme and the length of studies. With these criteria in mind, the Peoples' Friendship University of Russia was found to be the most suitable academic partner. Russian language as one of the languages of instruction of RISEBA also was a significant selection criterion. Studies in the double-degree programme are delivered only in the Russian language. When the programme is offered in English, the double-degree programme will also be offered in English.

The Agreement about the double-degree programme gives more opportunities to students of both universities to acquire knowledge, skills and experience in an international setting. The double-degree programme is highly internationalised ensuring that students can learn and acquire experience from the best faculty of the partner body, use the library and technological resources, and build sectoral networks that may later be of use in their professional careers.

In the Information and Communication Science direction, no joint programmes are offered, and the university does not intend to create such programmes in the nearest future. As to opportunities and actual benefits to students, double-degree programmes are similar to joint programmes, and since the academic direction has already had a lot of experience in implementing the double-degree programme, it is planned to continue cooperation in this format. However, if studies are to be offered in the English language, there will be a much wider choice of cooperation partners.

## **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 process, the experts had several recommendations to improve the information and communication science direction and its study programmes. Although there were no exact implementation deadlines set by experts, the university immediately started to execute their recommendations.

One of the recommendations concerned improvements in engagement of students in the Student Council and democratic decision-making processes. Students of the communication direction have always participated in the work of the main decision making bodies of the university (Senate and Constitutional Assembly), and collegiate bodies (Programme Boards), as it gives them an opportunity to make decisions about issues of importance to the university and the academic process. It should be noted that students of the communication direction are active members of the Student Council.

The experts' recommendation is based on the lack of awareness among students about an opportunity to participate in the activities of the above bodies. Thus, to respond to experts' recommendation, a range of measures has been implemented to stimulate active engagement of students and improve communication between the university/programme management and students:

1. As of 2012/2013, a senior student representative is elected in each year of students.
2. Regular meetings of students and Programme director are held to discuss topical academic and organisational issues.

To improve communication (between programme management and students; the faculty and students, and students with other students), as of 2013/2014 academic year, a curator is assigned to each year of students (a member of the faculty or a representative of the administration). The above measures ensure better awareness among students about the possibility to participate in the activities of the Student Council and democratic decision-making processes. During their meetings with students, the Programme director and course curators also invite students to be more active and participate in the processes of the Student Council, as well as various events.

One recommendation brought forward by experts required analyses of the demand in the labour market, which, according to experts, should be carried out more thoroughly.

Though this recommendation to perform a more detailed market analyses is appreciated, it should be noted that the implementation and development of the programme are based on the ideas generated by market research.

According to the [Statutes of RISEBA Committee](#), representatives of respective sectors and professional sectoral associations (*Latvian Advertising Association* and *Latvian Association for Public Relations Professionals*) are included in Programme Committee, and their opinion is taken into

account when any structural or substantive changes are made in the programmes. Thus, during the 2012/2013 academic year, changes were made in the content of the programme at the request of the Latvian Advertising Association, namely, the Branding course was made mandatory (before that, it was a C course).

To assess if the study programme complies with the actual market requirements, professional careers of alumni are monitored and their feedback is analysed.

Every year, supervisors of internships (and employers of students and graduates) are surveyed. The results are compiled and analysed, and changes are made in the programme, if needed.

Additional information about the current situation in the labour market is received from Year 4 students during defence of their professional internships.

One of the ideas generated by 2012 market research exercise (the above employer surveys) illuminated the fact that PR and advertising students had to know how to work with computer graphics programmes (including homepage development programmes). The necessary improvements were promptly implemented. As of 2012/2013, the list of C courses was updated by including the following computer graphics courses: Homepage developments basics (ADOBE DREAMWEAVER) and Development of advertising banners basics ("*Adobe Flash*"). The list of mandatory courses was updated by including the following courses: Basic computer graphics (*Adobe Photoshop* and *Adobe Illustrator*). As of 2019/2020 academic year, the list of C courses has been updated by including the Infographics design and tools course.

The 2012 alumni survey allowed us to establish that graduates did not have sufficient knowledge in media planning. As a result, during the 2012/2013 academic year, advertising students were offered a course in *Basic media planning*.

Furthermore, defence of professional internships during the last few years has made the university aware that it is expected that advertising and public relations students will have good social media skills. Though the study programmes already had a course during which students acquired the knowledge and skills how to work with social media (*New information (media) technology*, for undergraduate students), an increased focus has been placed on the study of communication in social media since the 2012/2013 academic year by introducing the following courses: 1. *Online communication* (for public relations undergraduate students), 2. *Audiovisual communication of brands* (for advertising undergraduate students).

*Innovations in communication and IT* course (2 CPs) was removed from the master's programme and replaced with the *Innovations in social media communication* course. These changes were driven by the need to learn innovative ways of communicating in social media, as the *Innovations in communication and IT* course focussed on technological innovations in the online environment.

Considering the results of alumni survey conducted during the 2017/2018 academic year, the development of a new course "Development of an advertising idea" was started in the 2018/2019 academic year. During the 2020/2021 academic year, advertising students were offered a course in *Development of an advertising idea*.

As the last alumni and employer surveys indicated that it was necessary to improve digital marketing skills, during the 2019/2020 academic year the content of the Marketing communication online and New information (media) technologies courses was reconsidered. For the 2020/2021 academic year, the content of the Online communication course will also be updated by increasing its scope.

Experts of the accreditation commission also have invited to pay more attention to the fact that the content of the undergraduate programme was not in line with its name. In this regard, a decision

was made by 20 April 2012 meeting of the Programme Committee to award the professional bachelor's degree in *communication management* and the qualification of a *public relations manager* or an *advertising manager* to students of the undergraduate programme in Public Relations and Advertising Management. However, it was decided to retain the professional bachelor's degree in public management by including the *State administration* course in the study programme.

Preparing for the accreditation of the Information and Communication Science study field, in the study year 2020/2021, the correspondence between the content of the study program and the awarded bachelor's degree "Public Administration" was reviewed. After consultation with experts from the Higher Education Quality Agency and lawyers, it was decided that the most suitable bachelor's degree would be "Advertising and Public Relations".

One of the recommendations was to differentiate undergraduate and graduate programmes (extensive v intensive approach) more effectively.

Public relations competences required by a *public relations manager* (undergraduate level) and *head of a public relations unit* (graduate level) are very similar. The main differences between these two levels lie in management skills and abilities, as well as planning, coordination and supervision skills required from the *head of a public relations unit*.

The content of the master's programme ensured continuity of undergraduate studies in public relations as required by the occupational standard in place for *heads of public relations units*.

So far, extensive approach was applied to deliver undergraduate and graduate programmes, as excessively narrow specialization would limit graduates' ability to find a job in the Latvian market.

Intensive approach to the graduate programme, as well as greater differentiation between the graduate and undergraduate programmes will be ensured by the planned change in the 5th level professional qualification to be granted in the graduate programme, namely, the current qualification (*head of a public relations unit*) will be substituted with a new 5th level professional qualification (*strategic communications manager*). It is expected that this change will be made in 2020.

Greater difference between the graduate programme and the undergraduate programme in Public Relations and Advertising Management will be also ensured by branding and communication specialization introduced in the graduate programme. 3 respective branding courses have already been gradually introduced in the master's programme:

- During the 2014/2015 academic year a course in Brand communication.
- During the 2016/2017 academic year a course in Location branding.
- During the 2017/2018 academic year a course in Personal branding.

To implement experts' recommendation about *greater differentiation of graduate and undergraduate programmes (extensive v. intensive approach)*, as of the 2020/2021 academic year, graduates of the graduate programme in Public Relations Management will be granted the 5th level professional qualification of *strategic communications manager* (with specialization in branding).

Though the experts generally believed that the practical training and problem resolution training were sufficient, the number of practical public relations courses was increased in the Public Relations Management graduate programme as of the 2014/2015 academic year by introducing a new course *Public relations design*.

Recommendation of experts about supplementation of library resources with publications of

internationally renowned experts (in particular, in communication and public relations), and ensuring better student access to electronic databases is implemented on continuous basis.

Every year, library resources are updated, considering the amount of funds granted to each academic direction, and the list of necessary sources prepared by the faculty at the beginning of each semester.

Students always have access to the following databases: EBSCO, Leta.lv, Nozare.lv, Emerald, and PRMEC. The university also subscribes to the Web of Science database, which is financed from the funds allocated for promotion of research activities.

On annual basis, the university tries various databases, and students are promptly informed about any new databases that are available for trials, as well as access to them. For example, from 25.09.2019 to 30.11.2019 a free trial of the *PressReader* database was available, and students were informed via RISEBA homepage accordingly. On regular basis, information to students about free e-resources: databases of e-journals and e-books is posted on RISEBA homepage.

Since the end of 2011, RISEBA library has been included in the joint electronic catalogue of libraries of national significance. This catalogue is maintained together with the Latvian National Library, the library of the University of Latvia, the Scientific library of Riga Technical University, the Fundamental library of Latvia University of Life Sciences and Technologies, the library of Rīga Stradiņš University, and the library of the EKA University of Applied Sciences that allows students to make use of sources included in the joint catalogue.

Learning materials of the Harvard Business School are also available for the purposes of the learning process. It is yet another opportunity for students to get to know global experiences. For example, for several years a marketing simulation game was used in the Intercultural communication and global marketing course of the Public Relations Management programme (Marketing Simulation: Managing Segments and Customers, No. 3341-HTM-ENG).

According to the experts, the advertising and public relations parts of the undergraduate programme in Public Relations and Advertising Management should be balanced. After receipt of experts' recommendations, the advertising and public relations parts of the undergraduate programme in Public Relations and Advertising were reviewed. It was concluded that these parts are balanced. Thus, no further action was taken to implement this recommendation. Specialization in advertising or public relations entails the following: completion of a specific number of courses and internship periods, research activities, passing a qualification exam and preparing and defending a bachelor thesis. The same number of credit points is granted for each of these qualifications. See supporting information in Annex.

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

***(Not applicable)***

# Annexes

<b>I. Information on the Higher Education Institution/ College</b>		
List of the governing regulatory enactments and regulations of the higher education institution/ college	4_Galvenie iekšējie normatīvie akti un regulējumi_ENG.xls	4_Galvenie iekšējie normatīvie akti un regulējumi_LV.xls
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	2_Augstskolas pārvaldības struktūra_ENG.pdf	2_Augstskolas pārvaldības struktūra_LV.pdf
<b>II. Description of the Study Direction - 1. Management of the Study Direction</b>		
Plan for the development of the study direction (if applicable)	5_Kom_virz_attīstības plāns_EN.docx	5_Studiju virziena attīstības plāns_LV.docx
Management structure of the study direction	6_Studiju virziena pārvaldības struktūra_ENG.docx	6_Studiju virziena pārvaldības struktūra.docx
<b>II. Description of the Study Direction - 3. Resources and Provision of the Study Direction</b>		
Basic information on the teaching staff involved in the implementation of the study direction	7_Pamatinformācija par stud.virz.mācībsp._EN_labots (1).docx	7_Pamatinformācija par mācībspēkiem_labots.docx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	8_Mācībspēku biogrāfijas_ENG_30.12.zip	8_Macibspeku biogrāfijas_LV_30.12.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	9_Statistikas dati par mācībspēku mobilitāti_ENG_labots.docx	9_Statistikas dati par mācībspēku mobilitāti-1_LV_labots (1).docx
<b>II. Description of the Study Direction - 4. Scientific Research and Artistic Creation</b>		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	10_Macibspeku publikācijas_ENG_labots (2).docx	10_Macibspeku publikācijas_LV_labots.docx
<b>II. Description of the Study Direction - 5. Cooperation and Internationalisation</b>		
List of cooperation agreements	11_Sadarbības līgumu saraksts_EN.docx	11_Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	12_Statistikas dati par ārvalstu stud._ENG_labots.docx	12_Statistikas dati par ārvalstu stud_labots.docx
Statistical data on the mobility of students (by specifying the study programmes)	13_Statistikas dati par ārvalstu studentu mobilit_eng_labots.docx	13_Statistikas dati par studējošo mobilit_LV_17.12.20_labots.docx
Description of the organisation of the traineeship of the students	14_Prakses nolikums_EN.docx	14_Prakses nolikums_apstiprinats_Met.padome_24.09.2019.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	15_Informācija par prakses nodrošinājumu_ENG.zip	15_Informācija par prakses nodrošinājumu.zip
<b>II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures</b>		
Overview of the implementation of the provided recommendations	16_Rekomendāciju izpilde_Implementation of Recommendations_EN.pdf	16_Rekomendāciju izpildes pārskats.docx
<b>Description of the Study Programme - Other mandatory attachments</b>		
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.	17_Apliecinājums par valsts val.zināšanām_EN.pdf	17_Apliecinājums par valsts val.zināšanām_LV.pdf
<b>III. Description of the Study Programme - 1. Indicators Describing the Study Programme</b>		
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		
<b>III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof</b>		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
<b>Description of the Study Direction - Other mandatory attachments</b>		
Sample of the diploma to be issued for the acquisition of the study programme.		
<b>Description of the Study Programme - Other mandatory attachments</b>		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		

If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	18_iesniegums_programmu_saraksts_KOMUNIKACIJA.edoc	18_iesniegums_programmu_saraksts_KOMUNIKACIJA.edoc

## Other annexes

Name of document	Document
1_RISEBA Studiju virzieni un studējošo skaits tajos.docx	1_RISEBA Studiju virzieni un studējošo skaits tajos.docx
1_RISEBA studiju virzieni un studējošo skaits ENG.docx	1_RISEBA studiju virzieni un studējošo skaits ENG.docx
3_RISEBA lēmēj institūcijas.pdf	3_RISEBA lēmēj institūcijas.pdf
3_RISEBA Senior Management and Decision-making Bodies.pdf	3_RISEBA Senior Management and Decision-making Bodies.pdf
1_RISEBA Studiju virzieni un studējošo skaits tajos_2020_2021.docx	1_RISEBA Studiju virzieni un studējošo skaits tajos.docx
1_RISEBA studiju virzieni un studējošo skaits ENG_2020_2021.docx	1_RISEBA studiju virzieni un studējošo skaits ENG.docx
SARM - bakalaura programmas kursu apraksti LV	6_kursu apraksti bakalaura_LV.zip
SARM - bachelor programme course descriptions ENG	6_course descriptions bachelor_ENG.zip
SARM - bachelor programme course descriptions RU	6_kursu apraksti bakalaura_RU.zip
SAV - maģistra programmas kursu apraksti LV	6_kursu apraksti maģistra_LV.zip
SAV - master programme course descriptions ENG	6_course descriptions master_ENG.zip
1 Quality Management System Manual (LATVIAN ONLY)	1 Vadības sistēmas rokasgrāmata _10.02.2014.pdf
2 Register of complaints (LATVIAN ONLY)	sudzību un priekšlikumu reģistrs.png
3 Admission_Test_Bachelor	3 Admission_Test_Bach_ENG_3.docx
4 Admission Test Masters	4 Admission_Test_Mast_ENG_3.docx
5 ICS study field presentation	5 Prezentācija-Informācijas Komunikācijas virziens.pdf
6 Minimum requirements for the study courses in the MOODLE environment	6 Studiju kursu minimālās prasības 2020 05 19 - ENG tulkojums.pdf
7 Regulations on study paper development	NL0006-07 Regulations on study paper development.pdf
8 Statistics about databases	Datu bāžu izmantošanas statistika par 2019-2020 gadu..doc
9 Drop out statistics	Statistika_2020_2021_studiju_pārtr_atisk.docx
10 Replies regarding additional information	replies regarding additional information.docx
11 Advertising manager professional standard (Latvian only)	reklamas-vadītājs-labots_FINAL_labots_otrreizēja_izskatīšana_labots_FINAL.docx

# Public Relations and Advertising Management (42342)

Study field	<i>Information and Communication Sciences</i>
ProcedureStudyProgram.Name	<i>Public Relations and Advertising Management</i>
Education classification code	<i>42342</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Glorija</i>
Surname of the study programme director	<i>Sarkane</i>
E-mail of the study programme director	<i>glorija.sarkane@riseba.lv</i>
Title of the study programme director	<i>mg.sc.soc., mg.oec., mg.chem.</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of professional bachelor's programme "Public Relations and Advertising Manager" of the University of Applied Sciences RISEBA (hereinafter, the RISEBA) is to prepare highly qualified, competent and competitive public relations and advertising and event producers specialists; professionals for public bodies, mass media, companies and NGOs; to promote the development of students' creative potential during the studies and thereafter, to give an opportunity to continue studies in a master's programme after graduation.</i>
Tasks of the study programme	<i>1) Offer modern high-quality training in advertising, public relations and event producing, and prepare students for practical work.</i> <i>2) Ensure practical application of theoretical ideas.</i> <i>3) Stimulate students to learn several skills and abilities demanded in the current labour market: ability to engage in team-work, research and practical work, ability to deliver public presentations, ability to think critically and analyse problems, ability to take responsibility, communication skills, etc.</i> <i>4) Give students comprehensive knowledge and understanding of social aspects, the role and importance of mass media, functioning of the political and economic system.</i> <i>5) Develop the ability of students to plan and manage projects.</i> <i>6) Promote students' ability to express themselves in visual arts and verbally.</i> <i>7) Ensure the necessary methodological means and materials, library services and materials and technical equipment fit for an advanced university.</i> <i>8) Ensure that the bachelor's degree is acquired pursuant to the professional standard applicable to public relations managers/ advertising managers/event producers that allows to continue studies in a master's programme.</i>

Results of the study programme	<p>1. Knowledge of basic principles of societal development and administration, communication and management, organisation of daily operations and agenda of mass media.</p> <p>2. Understanding the importance of communication, information and interaction, and underlying patterns in the society, organisational management and marketing.</p> <p>3. Ability to conduct practical research in communications, formulate and analytically describe information, identify communication problems and find solutions, substantiate their opinions to professionals and nonprofessionals.</p> <p>4. Ability to improve the professional qualifications independently, promote their continuing education, and continuing education of their subordinates.</p> <p>5. Ability to manage their own activities and activities of subordinated specialists or working groups in a multicultural environment, ability to work in a team to further the interests of managers and employees of their organisations and the interests of the public.</p> <p>6. Ability to make decisions, implement communicative solutions in a creative and innovative way in non-standard situations by means of multi media and advanced communication technologies.</p> <p>7. Ability to receive, compile, analyse, prepare and provide information to stakeholders, and use this information for professional purposes.</p> <p>8. Ability to make independent decisions to solve communication problems according to professional and general ethical principles, and considering the effects of their activities on the environment and society at the same time ensuring efficient operation of the organization.</p>
Final examination upon the completion of the study programme	A qualification examination and a bachelor's paper

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Previous education: completed secondary or secondary vocational education. When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in an test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional bachelor's degree in advertising and public relations
Qualification to be obtained (in english)	Public Relations Manager / Advertising Manager / Event Producer

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**Full time studies - 4 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>english</i>
Amount (CP)	160
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in a test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in advertising and public relations</i>
Qualification to be obtained (in english)	<i>Public Relations Manager / Advertising Manager / Event Producer</i>

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**Part time studies - 4 years, 5 months - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	4
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in a test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in advertising and public relations</i>
Qualification to be obtained (in english)	<i>Public Relations Manager / Advertising Manager / Event Producer</i>

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**Part time studies - 4 years, 5 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	4
Duration in month	5
Language	<i>english</i>
Amount (CP)	160
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in an test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in advertising and public relations</i>
Qualification to be obtained (in english)	<i>Public Relations Manager / Advertising Manager / Event Producer</i>

### Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

### Full time studies - 4 years - russian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>russian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in an test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in advertising and public relations</i>
Qualification to be obtained (in english)	<i>Public Relations Manager / Advertising Manager / Event Producer</i>

### Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

### 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**

Name of the study programme	Public Relations and Advertising Management	
Name of the study programme in the English language	Public Relations and Advertising Management	
Code of the study programme according to the Latvian classification of education	42342	
Scientific area of the study programme (for doctoral programmes only)	-	
Type and level of the study programme	Professional bachelor's programme	
Qualification to be acquired (EQF/NQF)	Level 6	
Code of the profession in the Classification of Occupations	2432 01 (Public Relations Manager) or 2431 02 (Advertising Manager) or (xxxx xx) Event Producer	
Scope of the study programme (CP, ECTS)	160 CP or 240 ECTS	
Implementation form, type, duration (indicate months, if not in full years), and language		
Full-time studies	4 years	Latvian, Russian , and English

Part-time studies	4.5 years (45 months)	Latvian and English
Implementation place	Meža iela 3, Rīga, Latvia, LV-1048	
Director of the study programme	Glorija Sarkane, mg.sc.soc., mg.oec., mg.chem.	
Admission requirements	<p><i>Previous education: completed secondary or secondary vocational education.</i></p> <p><i>When applying for courses taught in English (Russian), applicants from abroad in addition to the above requirements must also take part in a test conducted in English (Russian), organized by RISEBA, admission pursuant to the approved RISEBA Admission Regulations.</i></p>	
Degree or professional qualification, or degree and professional qualification to be granted	<p><i>Professional bachelor's degree in advertising and public relations, and the 5th level professional qualification: Public Relations Manager, Advertising Manager, Event Producer</i></p>	
Aim of the study programme	<p><i>The aim of professional bachelor's programme "Public Relations and Advertising Manager" of the University of Applied Sciences RISEBA (hereinafter, the RISEBA) is to prepare highly qualified, competent and competitive public relations, advertising and Event Producers specialists; professionals for public bodies, mass media, companies and NGOs; to promote the development of students' creative potential during the studies and thereafter, to give an opportunity to continue studies in a master's programme after graduation.</i></p>	

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Tasks of the study programme

- 1) Offer modern high-quality training in advertising, public relations and event producing, and prepare students for practical work.*
- 2) Ensure practical application of theoretical ideas.*
- 3) Stimulate students to obtain several skills and abilities demanded in the current labour market: ability to engage in teamwork, research and practical work, ability to deliver public presentations, ability to think critically and analyse problems, ability to take responsibility, communication skills, etc.*
- 4) Give students comprehensive knowledge and understanding of social aspects, the role and importance of mass media, functioning of the political and economic system.*
- 5) Develop the ability of students to plan and manage projects.*
- 6) Promote students' ability to express themselves in visual arts and verbally.*
- 7) Ensure the necessary methodological means and materials, library services and materials and technical equipment fit for an advanced university.*
- 8) Ensure that the bachelor's degree is acquired pursuant to the professional standard applicable to public relations managers/advertising managers/ event producers that allows to continue studies in a master's programme.*

Academic results to be achieved	<ol style="list-style-type: none"> <li>1. Knowledge of basic principles of societal development and administration, communication and management, organisation of daily operations and agenda of mass media.</li> <li>2. Understanding the importance of communication, information and interaction, and underlying patterns in the society, organisational management and marketing.</li> <li>3. Ability to conduct practical research in communications, formulate and analytically describe information, identify communication problems and find solutions, substantiate their opinions to professionals and non-professionals.</li> <li>4. Ability to improve the professional qualifications independently, promote their continuing education, and continuing education of their subordinates.</li> <li>5. Ability to manage their own activities and activities of subordinated specialists or working groups in a multi-cultural environment, ability to work in a team to further the interests of managers and employees of their organisations and the interests of the public.</li> <li>6. Ability to make decisions, implement communicative solutions in a creative and innovative way in non-standard situations by means of multi media and advanced communication technologies.</li> <li>7. Ability to receive, compile, analyse, prepare and provide information to stakeholders, and use this information for professional purposes.</li> <li>8. Ability to make independent decisions to solve communication problems according to professional and general ethical principles, and considering the effects of their activities on the environment and society at the same time ensuring efficient operation of the organization.</li> </ol>
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Final examination to be taken at the end of the study programme	<i>A qualification examination and a bachelor's paper</i>
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Version 1: qualification "Advertising Manager"

Workload in credit points	160 KP
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Study duration in years	Full-time studies – 4 years – Latvian Part-time studies – 4,5 years (45 months) – Latvian
Degree and/or qualification to be obtained	Professional bachelor's degree in advertising and public relations/ Advertising manager
Admission requirements	Completed general secondary or vocational secondary education.

Version 2: qualification “Public Relations Manager”.

Workload in credit points	160 KP
Study duration in years	Full-time studies – 4 years – Latvian Part-time studies – 4,5 years (45 months) – Latvian
Degree and/or qualification to be obtained	Professional bachelor's degree in advertising and public relations/ Advertising manager
Admission requirements	Completed general secondary or vocational secondary education.

Version 3: qualification “Event Producer”.

Workload in credit points	160 KP
Study duration in years	Full-time studies – 4 years – Latvian Part-time studies – 4,5 years (45 months) – Latvian
Degree and/or qualification to be obtained	Professional bachelor's degree in advertising and public relations/ Advertising manager
Admission requirements	Completed general secondary or vocational secondary education.

In the period since the previous accreditation sheet for the direction of studies was issued in 2013, several significant changes have been made in the parameters of the study program Public Relations and Advertising Management:

1. *The bachelor's degree to be awarded has been changed from a professional bachelor's degree "in public management" to a professional bachelor's degree in "advertising and public relations".* The bachelor's degree was changed following the instructions of the expert from the Higher Education Quality Agency (AIKA) regarding the non-compliance of the previous degree "in public management" with the study program code 42342 under the Latvian education classification. According to Cabinet Regulation No. 322 of 2017, code 342 corresponds to the group of educational programs Marketing and Advertising, while the group of educational programs Management and Administration, the code of which is 345, also includes the program Public Management. Upon reviewing the correspondence of the study program code and the degree to be obtained to the education classification, evaluating the

correspondence of the study program content and the degree to be awarded, after consultations with the AIKA expert, it was decided to award the program graduates a professional bachelor's degree "in advertising and public relations", retaining the study program code according to the Latvian education classification 42342.

2. *In accordance with the new professional standard of Head of Public Relations Manager, the title of the qualification to be awarded has been changed from Public Relations Manager to Head of Public Relations. See: [https://registri.visc.gov.lv/profizglitiba/stand\\_registrs\\_2017.shtml](https://registri.visc.gov.lv/profizglitiba/stand_registrs_2017.shtml)*
3. *In accordance with the new professional standard of Head of Advertising, the title of the qualification to be awarded has been changed from Advertising Manager to Head of Advertising. The new professional standard of the Head of Advertising is not yet publicly available, the draft professional standard of the Head of Advertising has been submitted for consideration and approval to the Vocational Education and Employment Tripartite Cooperation Sub-Council (PINTSA). Once the draft standard is approved by PINTSA, it will be publicly available.*
4. *On the basis of the existing program, a new qualification Event Producer has been created. After a thorough study of the labour market demand and the needs of the event industry, taking into account the interest of students and applicants in the field of events as well as the offer of other Latvian universities, a third qualification, Event Producer, is created for the program. RISEBA University College is currently the only university in Latvia where it would be possible to acquire the qualification of an event producer. In cooperation with the Latvian Association of Event Producers (LaPPA), the need to develop professional event producers in Latvia has been identified, which has not been done so far. In cooperation with LaPPA, a draft standard for the Event Producer profession has been developed and is currently being coordinated. It should also be mentioned that Event Producer will be a new profession in Latvia. The profession of event producer cannot be found in the Latvian Profession Classifier, therefore it has not yet been assigned a profession code in the Profession Classifier.*
5. *The duration of part-time studies has been changed from 5 years to 4.5 years (45 months). In 2014, the university applied to the Study Accreditation Commission of the Ministry of Education and Science of the Republic of Latvia and received permission to reduce the duration of studies for part-time studies from 5 years to 4.5 years. The university requested changes to the accreditation materials due to the following reasons:*

The shorter duration of the study program has a positive effect on the study process, making it more concentrated, acquiring an average of 17 CP-18 CP per semester instead of 16 CP, which prevents the artificial stretching of the subject to be acquired throughout the study period.

The shorter duration of the study program contributes to the increase of the competitiveness of the program, namely, the shorter duration of studies and the proportionally reduced tuition fee are more attractive to potential students.

6. *The part-time distance learning form of studies is no longer used in the implementation of the program. As the interest of applicants in the part-time distance learning form of studies was low for several years, it was decided not to pursue this type of studies in the future.*
7. *In the previous accreditation of the direction of studies in 2013, accreditation was granted for the implementation of the program in the form of full-time and part-time studies in Latvian, Russian and English. In reality, the program was implemented in full-time and part-time studies in Latvian and Russian, including several study courses in English (such as Presentation Skills, Management, Marketing Communication, Integrated Marketing Communication, etc.) for both Latvian and Russian language students.*

Currently, studies in Russian are implemented only in the form of full-time studies in the presence

form in the day department. The program is implemented in Russian in accordance with the amendments to Paragraph 49 of the Transitional Provisions of Chapter VI of the Law on Higher Education Institutions (<https://likumi.lv/ta/en/en/id/37967>): “Amendments to Part Three of [Section 56](#) of this Law regarding the language of implementation of study programs entered into force on 1 January 2019. Institutions of higher education and colleges, the language of implementation of study programs of which does not comply with the provisions of Part Three of [Section 56](#) of this Law, are entitled to continue the implementation of study programs in the relevant language **until 31 December 2022**. After 1 January 2019, the admission of students to study programs with the language of implementation that does not comply with the provisions of Part Three of [Section 56](#) of this Law is not permitted.” (<https://likumi.lv/ta/en/en/id/300116>) In accordance with the above amendments, the admission of new students to the Russian language stream at the University does not take place, only students admitted until 1 January 2019 continue their studies in Russian.

*For the time being, the University envisages to implement the study program in the form of full-time presence studies and part-time presence studies in Latvian and English. Commencement of implementation of the study program in English is planned for 2021/2022 academic year.*

However, university RISEBA reserves the right to reopen groups in Russian when relevant changes will be made in Section 56 of the Law on Higher Education Institutions in accordance with the decision of the Constitutional Court. Therefore, it requests to retain the accreditation of the program in Russian as well.

## **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.**

During the 2018/2019 academic year, there were 333 students in the programme, of which 230 studied in the full time day department, and 103 in the part-time evening department (part-time studies). It is not planned to implement the programme as a distance learning programme. In comparison to the previous academic year, the total number of students has increased by 0.6%. Studies in the full time day department are offered in the Latvian and Russian languages, and in the part-time department regular studies are offered in the Latvian and English languages. During the 2017/2018 academic year, 145 students studied in the Russian flow of the day department, while during the 2018/2019 academic year – 152 students, which is approximately 66% of all students studying in the day department. See Annex 5. After the analyses of the total number of students during the last 7 years, it can be concluded that the number of students tends to decrease. See Table 1.1. After the analyses of individual study forms, it can be concluded that the number of students in the day department tends to decrease. However, in the part-time department the number of students tends to increase. This can be attributed to the desire to become independent faster, including earning enough funds for the studies.

Table 1.1.

### **Dynamics of student numbers (according to the data submitted to the Central Statistical Bureau)**

Academic year	FT department	PT department	Total	Increase / decrease v. the previous academic year, %
2012/2013	388	55	443	
2013/2014	337	71	408	<b>-7.9</b>
2014/2015	296	72	368	<b>-9.8</b>
2015/2016	276	108	384	<b>+4.3</b>
2016/2017	244	114	358	<b>-6.8</b>
2017/2018	220	111	331	<b>-7.5</b>
2018/2019	230	103	333	<b>+0,6</b>
2019/2020	211	109	320	<b>-3,9</b>

The general trend, namely, the decrease in the number of students studying in study programmes of the *Information and communication sciences* academic direction is evident in all universities offering study programmes in this academic direction. See Table 1.2.

Table 1.2.

**Total number of students studying in the Information and communication sciences academic direction at Latvian universities according to the Report on Higher Education in Latvia of the Ministry of Education and Science \***

(<http://www.izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitiba/statistika-par-augstako-izglitiba>) (Latvian only)

University	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
<b>LU</b>	794	844	790	741	706	645	570	523	499	443
<b>LiepU</b>	61	75	109	90	66	53	27	17	7	0
<b>RSU</b>	207	178	174	170	158	129	127	123	<b>145</b>	<b>155</b>
<b>Via</b>	115	105	92	77	70	68	71	73	69	68
<b>RISEBA</b>	422	480	443	408	368	384	358	331	<b>333</b>	<b>320</b>
<b>BAT</b>	677	565	520	537	500	494	447	375	320	319
<b>BSA</b>	492	381	261	204	141	121	104	80	73	64
<b>Total</b>	<b>2768</b>	<b>2628</b>	<b>2389</b>	<b>2227</b>	<b>2009</b>	<b>1894</b>	<b>1704</b>	<b>1522</b>	<b>1446</b>	<b>1369</b>

\*Several programmes related to other academic directions, where similar subjects are studied (advertising, public relations, communications, marketing communication), were analysed together with the study programmes of the *Information and communication sciences* academic direction. For example, the bachelor's programme *Communications management* of Liepāja University that is attributable to the academic direction *Management, administration and management of immovable property*, etc. College programmes with similar content were also taken into account. For example, college level programmes implemented at Business School TURĪBA: *Advertising in Business, Marketing and Sales*, bachelor level program *Marketing and Sales Management*.

During the 2018/2019 academic year, the number of bachelor students in the *Information and communication sciences* direction decreased by 5% in comparison to the previous academic year, during the 2019/2020 academic year by 5,3%. Riga Stradiņš University is the only university that managed to significantly increase the number of students during the 2018/2019 academic year and 2019/2020 academic year (by 17.9% and 10,7%), RISEBA during the 2018/2019 can boast a small increase in the total number of students (0.6%) during the same period of time. It should be noted that the proportion of RISEBA students of the total number of all students studying in study programmes of the *Information and communication sciences* academic direction has steadily increased from 15.2% during the 2010/2011 academic year to 23,4% during the 2019/2020 academic year.

As the number of students admitted to RISEBA during the 2018/2019 academic year increased by 5.7% (see Table 1.4), the decrease in the number of students or, to express it more accurately, the small increase in the total number of students by 0,6% during the 2018/2019 academic year is attributable to deregistration of students mostly at later stages of the academic path.

After the analyses of reasons for deregistration of students during the 2017/2018 academic year, it can be concluded that the most or 54% of students are deregistered after an academic break due to their failure to be reinstated as students, 32% of students are deregistered due to the failure to meet financial liabilities or fulfil the academic plan, and 14% of students chose to terminate their studies. During the 2017/2018 academic year, the number of deregistered students was 21.69% of the total number of all students.

During the 2018/2019 academic year, the number of deregistered students decreased significantly and was only 8.13% of the total number of all students. (See Table 1.3.)

Table 1.3.

**Reasons for exmatriculation (students deregistered) during the 2017/2018 and 2019/2020 academic year**

Academic year	Reasons for exmatriculation					Total number of exmatriculated students (% of the total number of students)	Total number of students
	Failure to meet financial liabilities or fulfil the academic plan	Failure to meet financial liabilities	Failure to fulfil the academic plan	Student's request	Failure to resume studies after a break		
2017/2018	13	8	2	10	39	72 (21.7%)	331
2018/2019	1	4	1	10	11	27 (8.13%)	333
2019/2020	3	6	11	13	28	61 (19,1%)	320

During the 2018/2019 academic year reinstatement of students after a break has significantly improved. During the previous academic year, 54% of students were deregistered after an academic break due to their failure to be reinstated as students, but in the 2018/2019 academic year only 11 students or 3.3% were deregistered due to this reason. The number of students who wished to terminate their studies has also significantly decreased from 14% in the 2017/2018 academic year to 3% in the 2018/2019 academic year. This is mostly due to the state of emergency declared to limit the spread of COVID 19 infection, which affected the financial situation of many Latvians, including students, and financial issues became a priority.

During the 2017/2018 academic year, 105 students were admitted to Year 1, of which 73 were

admitted to the full time day department and 32 to the part-time evening department. 6 students from other countries, namely, Russia and Uzbekistan, were also admitted to Year 1. Of 73 students admitted to the day department, 21 were admitted to the Latvian language group, and 52 to the Russian language group. During the 2018/2019 academic year, 50 students were admitted to the Russian language flow. In comparison to previous academic years, the number of admitted students has slightly increased. During the 2017/2018 academic year, the number of students admitted to Year 1 increased by 3% in comparison to the previous academic year. The increase in the number of admitted students is attributable to the increase in the number of students admitted to part time studies, as the number of students admitted to Year 1 of full time studies decreased in comparison to the previous academic year. As it was indicated before, during the 2018/2019 academic year increase in the number of admitted students was even larger and amounted to 5.7%. This increase was made possible due to more students being admitted to day studies. See Table 1.4.

Table 1.4.

**Variations in the number of admitted students (according to the data submitted to the Central Statistical Bureau)**

Academic year	Enrolled in the FT department	Enrolled in the PT department	Total enrolled	Increase / decrease v. the previous academic year, %
2012/2013	90	26	116	
2013/2014	76	20	96	<b>-17.2</b>
2014/2015	54	16	70	<b>-27.1</b>
2015/2016	83	43	126	<b>+80.0</b>
2016/2017	80	22	102	<b>-19.0</b>
2017/2018	73	32	105	<b>+2.9</b>
2018/2019	86	25	111	<b>+5.7</b>
2019/2020	54	37	91	<b>-18.1</b>

It should be noted that most students admitted to the part time department already work in the chosen profession, which confirms that the programme is highly regarded and recognized in the professional environment. This could also explain the increase in the number of students admitted to the part-time evening department during the 2017/2018 academic year.

Due to amendments in the Law on Higher Education Institutions prohibiting to implement study programmes in the Russian language, the number of students admitted during the 2019/2020 academic year decreased by 18.1%.

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

During the implementation and development of the study program Public Relations and Advertising Management, the principles of the Latvian qualifications framework prepared by the Latvian working group led by prof. A. Rauhvargers are complied with. The professional bachelor's degree in advertising and public relations to be acquired and the qualification of head of public relations or head of advertising, or event producer provide a set of knowledge, skills and attitudes that allow to achieve the program objective - *to train highly qualified, competent and competitive public relations and advertising specialists and event producers; professional employees for work in state and local government institutions, media, companies and non-governmental institutions; to promote the development of the creative potential of students during studies and further on, to provide an opportunity to continue studies in master's program after mastering the program.*

The title of the study program, the degree and the professional qualification to be acquired correspond to the program objective, tasks, results to be achieved and the content of the program, which are mutually coordinated and result from the program mapping.

The results of the study courses follow from the results of the program, which are sent to the teaching staff when preparing and updating the descriptions of the study courses. The teaching staff, guided by the mapping, develops the results to be achieved in the study course, selects appropriate assessment methods and adjusts the course content. The director of the program makes sure that the study courses provide equal knowledge, skills and competencies in all types of studies and languages of implementation, if they are taught by different lecturers. The director of the program, after getting acquainted with the content of the study course, provides feedback to the lecturer and corrections are made, if necessary. At the end, students take a qualification exam and develop a bachelor's thesis, which reflects all the achievable results of the program and are assessed by the State Examination Commission.

## **Terms of admission**

### General provisions:

Citizens of the Republic of Latvia and persons who have a non-citizen passport issued by the Republic of Latvia, as well as foreigners and other persons who have been issued permanent or temporary residence permits may become students.

In order to study at RISEBA University, a document recognized and documented in Latvia regarding completed secondary or higher education, or regarding studies at another university is required as well as the Admission Regulations must be met.

When registering for studies, the following documents must be submitted:

electronic application or the application completed in person at the Customer Service Centre;

- copy of passport or personal identity card (eID) (presenting the original);
- copies of documents certifying previous education (presenting originals or submitting notarised copies);
- CE certificate in Latvian and English;
- payment order for the registration fee;
- if the previous education was obtained abroad, a certificate issued by the Academic Information Centre;
- 4 photographs (3x4cm)

The selection of applicants is organized based on the results of two centralized examinations (in Latvian and English) and the success excerpt of the diploma .

When evaluating the results of the diploma, the subjects most important for the direction of studies are taken into account: native language, foreign language, computer science and history.

The result of the competition is calculated according to the formula:  $\text{Evaluation} = (\text{CE in Latvian} \times 0.5 + \text{CE in English} \times 0.5) / 10$ .

No individual creative test is foreseen in the professional bachelor's study program Public Relations and Advertising Management.

There are additional requirements for admission:

1. RISEBA admission test (only for foreign applicants)
2. Entrance examination in English (only for those applicants who applied to study in English).

**Entrance examination in English** (the examination does not have to be taken by those who have passed the Centralized Examinations at B2 level or higher, or if the previous education was acquired in English, or can demonstrate a positive IELTS (with a grade of at least 6) or TOEFL (with a grade of at least 500) or equivalent certificate, or another equal international certificate.

**RISEBA admission test** in the program implementation language, which consists of 4 sections, and the purpose of the test is to assess the potential student's ability to integrate into the multicultural study environment of RISEBA university, his intellectual potential and competencies to implement the study process successfully and creatively. The test includes topics with an emphasis on information technology, economics and business, mathematics, communication, ethics.

The admission requirements provided for in the RISEBA university Admission Regulations and the corresponding selection of applicants are appropriate and sufficient for each matriculated student to be able to achieve in his/her chosen qualification (head of advertising or head of public relations, or event producer) the intended results of the study program:

Study program title, the degree and qualification to be obtained, objective, tasks, study results as well as the admission conditions are interrelated, they comply with the regulatory framework. See compliance of the study program with the national education standard in Annex 2. See the compliance of the study program with the Head of Advertising standard, the Head of Public Relations standard and the draft Event Producer standard in Annex 3.

### **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.**

To assess if the study programme complies with the actual market requirements, professional careers of alumni are monitored and their feedback analysed. Alumni surveyed during the

2017/2018 academic year rated the relevance of the acquired knowledge to meet the requirements of the current labour market as almost good (on the average, 2.83 points). The same applies to relevance of the skills and abilities in the modern labour market (on the average, 2.77 points). Relevance of programme content, considering the latest sectoral trends, received the same number of points (on the average, 2.77 points). The above criteria were evaluated as follows: 1 - poor, 2 - satisfactory, 3 - good, 4 - very good.

During the 2017/2018 academic year, 40 employers from the following sectors were surveyed (supervisors of internships): manufacturing, wholesale and retail, immovable property, catering, education, municipalities, mobile operators, non-bank creditors, consultation firms, publishing houses, media, and advertising and design agencies. The surveyed employers were of the opinion that knowledge of students was very good or good, and admitted that the students were well (42.8%) or very well (52.4%) prepared for the labour market. Employers expressed a similar opinion about the knowledge and compliance of students with market requirements during the 2018/2019 academic year survey of employers (supervisors of internships). Employers believed that the knowledge of students was very good (68.4%) or good (28.9%), and admitted that the students were very well (50.0%) or well (47.4%) prepared for the labour market.

As the offered programme is a professional undergraduate programme, its compliance with sectorial and labour market requirements is very important, thus, the programme is regularly updated.

Advertising and public relations experts are involved in updating the programme content (introduction of new courses, review of current courses, implementation of courses, etc.). According to the "[Programme Committee Regulations](#)", representatives of respective sectors and professional sectoral associations (*Latvian Advertising Association* and *Latvian Association for Public Relations Professionals*) are included in Programme Boards, and their opinion is taken into account when any structural or substantive changes are made in the programmes.

According to long-term cooperation agreements with the Latvian Advertising Association and Latvian Association for Public Relations Professionals, representatives of these bodies are not only included in Programme Boards, but also help to deliver the academic process and provide internship possibilities to students (as far as possible).

Public relations, advertising and event management professionals, and members of associations also participate in the programme as guest lecturers, supervisors and reviewers of bachelor theses, and members of the state examination commission.

In some courses, RISEBA course teachers have started cooperation with employers by including real tasks provided by employers in the study course or internship giving students an opportunity to solve real problems during their studies. It also allows course teachers to ensure that their courses satisfy the needs of the respective sector. For example, in the Planning and management of advertising campaigns course, students have developed advertising campaigns for such employers as Dobele Horticulture Institute, Baltspan LLC, Smalkais muslis LLC, etc.

As cooperation intensifies, employers are more eager to involve students in various projects. On the other hand, when students fulfil real orders from specific organisations they have a better opportunity to apply their theoretical knowledge in practice. It also contributes to their sense of responsibility for the quality of completed tasks.

During meetings with internship organisations (potential employers), students can find out, what skills and capacities are required to work in the chosen profession, and understand the market prospects of the respective profession.

Thus, to have an objective view (as far as possible) about employers' opinions concerning skills and abilities of specialists required in the sector, it is important that employers have recently cooperated with future specialists for them to assess their knowledge, skills and competences learnt at the university, as well as their ability and willingness to work in the chosen profession. Cooperation of the university and employers for the purposes of internships is one way of achieving that. Thus, it can be claimed that internship supervisors are also potential employers and customers. It happens quite often that students who have left a good impression during their internship are found to be of use to the company and are invited to join the team after graduation to continue working in the same company or body.

Every year, supervisors of internships (and employers of students and graduates) are surveyed. The results are compiled and analysed, and changes are made in the programme, if needed.

Additional information about the current situation in the labour market is received from Year 4 students during defence of their professional internships. In one section of their internship reports, the students should describe the adequacy/inadequacy of the acquired knowledge to complete tasks assigned to them during the professional internship. Information provided by students about the inadequacy of their knowledge is thoroughly analysed, and the content of respective courses is updated, if necessary.

**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 programme consists of general courses in humanities and social sciences, including courses that develop basic social, communication and organisational skills; basic theoretical sectoral courses and IT courses; professional specialization sectoral courses; electives, internships and the state examination.

The general courses; basic theoretical sectoral courses and IT courses; as well as professional specialization sectoral courses are mandatory for all students. Credit points from electives can be received by completing courses chosen by students depending on their interests.

The professional undergraduate programme of RISEBA "Public Relations and Advertising Management" was created pursuant to Cabinet Regulation No 481 "*Regulations on the state standard for second level professional higher education*" of 20 November 2001 that regulated the mandatory content of programmes of professional undergraduate studies.

The bachelor's programme complies with Cabinet Regulation No 512 "*Regulations on the state standard for second level professional higher education*" of 26 August 2014. Pursuant to the new regulation, the **mandatory content of the programme consists of the following:**

**1. General courses: at least 20 CPs**

*(philosophy – 2 CP; business – 2 CP; accounting – 2 CP; legal aspects of business – 2 CP; civil protection – 1 CP; environmental protection – 1 CP; management science – 2 CP; labour law and occupational safety – 2 CP; topicalities of modern Latvian in communication context – 4 CP; social*

psychology - 2 CP).

## **2. Theoretical sectoral basic courses and IT courses: at least 36 CPs**

*(Introduction to mass communication theories - 2 CP; state administration -2 CP; basic computer graphics - 4 CP; basic journalism - 2 CP; non-verbal communication - 2 CP; basic persuasive communication - 2 CP; development of post-industrial societies - 2 CP; new information media technology - 2 CP; public opinion theories - 2 CP; introduction to research - 4 CP; politics and communication - 2 CP; sociology - 2 CP; business etiquette and protocol - 1 CP; business communication (in English) - 7 CP).*

## **3. Specialized sectoral courses: 60 CPS**

This group consists of subjects that allow to ensure that students and future specialists have more advanced, comprehensive and in-depth professional knowledge (*introduction to advertising - 2 CP; introduction to public relations - 2 CP; basic visual communication - 4 CP; history of advertising or public relations - 2 CP; types of advertising - 2 CP; consumer behaviour - 2 CP; introduction to semiotics - 2 CP; writing in advertising and public relations - 2 CP; introduction to advertising design - 2 CP; planning and management of advertising or public relations campaigns - 2 CP; reputation management - 2 CP; branding - 2 CP; marketing communication online - 2 CP; strategy and tactics in public relations - 4 CP; public relations practice - 2 CP; crisis communication management - 2 CP; communication ethics - 2 CP; creative process - 2 CP; event production - 2 CP; direction of events - 2 CP; event scripts - 2 CP; stage management - 2 CP; visual design of events - 2 CP; psychology of organisations - 2 CP, etc..).*

## **4. Electives - 6 CPs**

This group of courses allows to learn the second foreign language (*Spanish, French or Russian*) or to specialize in certain advertising, public relations or event management areas (*communication methods in public relations - 2 CP; production of events - 2 CP; content marketing - 2 CP; script-writing basics - 2 CP; experience marketing - 2 CP; TV journalism - 2 CP; corporate culture and communication - 2 CP, intercultural communication - 2 CP; advertising in food sector - 2 CP; infographics design and tools - 2 CP, etc.*)

## **5. Internship: at least 20 CPs.**

## **6. State examination: 12 CPs, consisting of at least:**

**qualification exam: 2 CPs,**

**preparation and defence of bachelor thesis: 10 CPs.**

During the undergraduate programme, each student should prepare and defend at least three papers.

Specialization in three professional directions (*advertising manager, public relations manager, event producer*) begins as early as after Year 2 by completing professional specialization courses required for each qualification; by engaging in research activities for the purposes of course papers and bachelor theses; by acquiring professional skills and abilities during internships and choosing electives relevant for the respective qualification (in total, 60 CPs are granted for specialization activities).

The programme is based on four main elements: introductory modules, primary modules, creative modules and elective modules.

As of 2017/2018 academic year, pursuant to Paragraph 12 of the Cabinet Regulation No 512 "Regulations on the state standard for second level professional higher education", Environmental

*protection and Civil protection* courses have been included in the programme.

The study program complies with the requirements of Paragraph 11.1 of the Cabinet Regulation No. 512 *Regulations regarding the second level professional higher education state standard* for a module for the development of business professional competence. The business professional competence is formed by the following general education study courses:

*Commercial activity - 2 CP;*

*Legal aspects of commercial activity - 2 CP;*

*Labour law and labour protection - 2 CP;*

*Accounting - 2 CP;*

*Social psychology - 2 CP.*

Students acquire the basics of project development and management as part of the professional sectoral specialization course in the study course *Project Management Basics* (2 CP).

During the first years, introductory modules ensure that students gain basic knowledge in areas that they will have to study in more detail later. Primary modules ensure that students acquire research, written and oral communication skills, and the ability to critically assess developments in mass media and communications. Creative modules develop imagination, and video and audio skills. Electives develop skills in several relevant areas contributing to better understanding, attitude and opinions among students.

Consecutive completion of programme courses, starting with basic courses and then moving on, allow to prepare students for better study of guidelines, principles and problems of various scientific areas and sub-areas. Knowledge, skills and competences acquired during courses are reinforced at the end of each academic year during internships and research activities required by the programme, when coursework is prepared and defended. The study programme has a good balance between the theory and practice.

The content of courses is updated on annual basis. The management of the programme monitors compliance of course goals and objectives with the defined programme goals and objectives, and course teachers are invited to adjust the content of their courses, if needed.

Courses, internships and coursework planned during the programme are adequate and sufficient to achieve the goals and objectives of the programme.

The content of the study program meets the professional standards Head of Advertising and Head of Public Relations and the draft Event Producer professional standard. Compliance with professional standards is attached in Annex 3.

The study program objective is to *train highly qualified, competent and competitive public relations and advertising specialists and event producers; professional employees for work in state and local government institutions, media, companies and non-governmental institutions; to promote the development of the creative potential of students during studies and further on, to provide an opportunity to continue studies in master's program after mastering the program.*

The information included in the study courses follows from the study course objectives and the results to be achieved, which, in turn, follow from the objective and the results to be achieved of the study program. The connection is clearly visible in the mapping of the study program. See Annex 4. See study program plans in Annex 5 and study course descriptions in Annex 6. Each study course ensures the acquisition of 3 to 5 achievable results of the program.

**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.**

It is possible to study at the Public Relations and Advertising Management programme full-time or part-time. In full-time, it takes 4 years (8 semesters) to complete the programme, while in part-time 4.5 years (9 semesters). During one academic year, there are 32 auditorium weeks (40 hours per week), and 8 examination session weeks.

For the purposes of full-time and part-time studies, the academic year has two semesters. The studies start in September and end in June. They are offered in the Latvian, English and Russian languages.

Distance learning is not offered in this programme.

At RISEBA, learning takes place every week. For full-time day department, the studies start at 8:20 and last until 16:50 on working days, but for the part-time department they take place every other week on Tuesday, Thursday and Friday evenings from 18:00 to 21:10, and on Saturdays from 9:00 to 18:00.

At the beginning of studies, more attention is paid to acquiring basic knowledge, but later to specialization, and professional skills, abilities and capacities. At the end of the studies, the acquired knowledge and skills are reinforced during a professional internship beyond the university in various companies and organisations and demonstrated during preparation and defence of bachelor thesis.

A student may receive the professional bachelor's degree in advertising and public relations and the 5th level professional qualification: public relations manager, advertising manager or event producer, if he/she has fulfilled all programme requirements, and passed the final examination, namely, prepared and defended his/her bachelor thesis and passed the qualification exam.

Normative documents approved by RISEBA Senate and Methodological Council regulate admission to the study programme, studies, potential order of courses and successful completion of the programme.

Programmes are implemented by means of lectures, seminars, practical sessions, internships, time for independent studies, and advisory sessions with scientific supervisors of research papers. In addition to traditional learning methods, interactive methods are also used: various projects during courses, groupwork, practices (like media practice), roleplay, self-analysis and situational analysis, creative projects, discussion methods, analyses of video recordings of classes, etc.

By inviting foreign lecturers during the programme, students are given an opportunity to learn about global approaches and experiences in the respective area.

RISEBA International Weeks have been a good contributor to practical implementation of study programmes. For example, during the PRIME DAY events of the 2018 International Weeks that took place from 16.04.2018 to 21.04.2018 (during the reporting period) students could participate in a pre-scheduled practical seminar *Making Ethical Competence possible* offered by I.Kavathatzopoulos, Professor of the University of Uppsala (Sweden), or in a discussion moderated

by J.Jacquemodas, Coordinator of the PRIME CEE department. The topic of the discussion was "PRIME Principles: Challenges and solutions to our daily life".

The actual working environment and labour market requirements are studied by students during study trips to various research, advertising and public relations agencies, publishing houses and other organizations (*for example, the Latvian National Library during the advertising internship (Year 2), museum "Rīgas Jūgendstila centrs" and radio station MIX FM for the Tactics of public relations course, advertising agency Marshal for the Introduction to advertising course, hotel St.Petrus during the advertising internship (Year 3), publishing house Gandrs poligrāfija LLC for the Introduction to advertising design course, company Squalio cloud consulting during the advertising internship (Year 3), as well as during meetings with sectorial experts during classes (media expert A.Mednis, Chairman of the Board of Delfi LLC K. Kuzikovs, Public Relations Director of ABLV bank JSC I. Jargans, Chairman of the Board of Komunikoloģisko pētījumu centrs LLC A. Mirlins, Board Member of Rīgas Tūrisma attīstības biroja aģentūra LIVE RIGA R. Ločmele Luņova, Corporate Customers Director of Bright LLC Z. Šneidere, Board Member of Lolitas Ozoliņas komunikācijas konsultācijas LLC L.Ozoliņa, Head of Public Relations, Advertising and Marketing Board of Rietumu banka JSC S. Grodņikovs, copywriter of advertising agency TBWA|Latvija Z.Jēgere, etc.).*

For the purposes of Basic journalism course, students were able to meet and ask questions to I.Zlotnikov, the moderator of the leading Russian private business school [SKOLKOVO - Moscow School of Management](#), E.Lanskaya Sapozhnikova, *the journalist of TV centre Ostankino* (Moscow, Russia), and A.Pavlov, founder of the Latvian fashion brand ALEXANDER PAVLOV.

For the purposes of the Introduction to public relations course, course teacher K.Rozenvalds organised a mock press conference, during which students could ask questions to J.Visockis, the executive of publishing house Jumava.

A presentation by a popular branding expert T.P. Meghoma (UK) was organised for public relations and advertising students: *"The branding Journey: Introduction to defining personal branding"*.

For the purposes of the Branding course, Year 3 students of the Public Relations and Advertising programme were able to participate in B.R. Biala seminar COMPETITIVE ADVANTAGE THROUGH STRATEGIC USE OF BRAND MANAGEMENT. B.R.Biala (Los Angeles, USA) is a branding strategy expert with more than 16 years of experience in this area.

Students of the professional undergraduate programme Public Relations and Advertising Management were also able to attend a public presentation *Z Branding* by A.Divonis, the head of Divonis Agency. Considering the areas of specialization of the audience, namely, public relations and advertising, special attention was paid to development of branding strategies.

Students of the professional undergraduate programme Public Relations and Advertising Management were able to attend guest lectures by T.Otcenaskova from the University of Hradec Králové (Czech Republic) about Crosscultural Communication in Marketing.

In some courses, RISEBA faculty has started successful cooperation with employers by including real tasks provided by the latter in study courses.

For example, during the 2017/2018 academic year, an advertising/public relations campaign for Baltspan LLC products was prepared during the Planning and management of advertising/public relations campaigns course, but in the 2019/2020 academic year an advertising campaign for the Smalkais muslis brand and products.

Internships planned during the study programme should be especially singled out, as during internships students should develop materials for advertising or public relations, or event producing needs. Employers' orders or tasks assigned by employers serve as advertising and public relations

internship tasks provided for by the programme. The customer (or the party assigning the task) is also involved in the assessment of internship projects. This way, students are gradually prepared for the requirements of the work environment, for professional traineeship with a specific employer.

During 2017/2018, 2018/2019 and 2019/2020 academic years, the following was prepared during advertising, public relations and event producing internships:

1. Small advertising materials for a new product offered by Squalio Cloud LLC.
2. Advertising video clip for three areas at hotel St. Petrus: the bar, the restaurant and the VIP room with a terrace, as well as the hotel.
3. Small advertising materials to attract foreign tourists to events organised by the Latvian National Library.
4. Advertising brochures for Dalila Cosmetics LLC.
5. Image boosting video for the real estate agency *IORDANIDI REAL ESTATE LLC*.
6. Press releases for the press releases portal pr@mail.
7. Small advertising materials for a new service offered by company Eļmi: lease of software (cloud-based).
8. Advertising video about co-working space TEIKUMS.
9. Advertising brochures for products produced by the Horticultural Institute: juice, syrup and candied fruit.
10. Small format printed advertising material for Smalkais muslis brand products.
11. Small format advertising material (booklet, poster, banner on the Internet, etc.) to improve the perception of the Latvian State Police by the population (correcting negative stereotypes and reinforcing positive ones). Customer: Press and Public Relations Department of the Latvian State Police.
12. A representative advertising video for SIA Latvijas Pārtikas ražotājs, which depicted the food production process.
13. Public relations or advertising campaigns to promote RISEBA.
14. Development of a plan for effective management of RISEBA Career Days event, etc.

Various materials are also prepared during the journalism course (broadcasts, interviews, essays, reports) about topics of importance to the Latvian public.

By participating in RISEBA promotion projects during the advertising / public relations campaign or event management internships, students can apply in practice their theoretical knowledge about development and implementation of advertising / public relations activities / events.

For example, during 2017/2018 and 2018/2019 academic years students participated in:

1. Presentations about the university at various schools in Latvia.
2. Organisation of the Open Days at RISEBA.
3. International Education Fair "School 2018".
4. Organisation of Pārdaugava Festival in Arkādijas park on 19 May 2018.
5. Organisation of the social advertising competition "In search of a better world" during 2018 and 2019.
6. Delivering the European School in Film and Video Production to students of the Peoples' Friendship University of Russia (summer school).
7. Delivering the winter school in Public Relations and Advertising Management for students of the Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation (RANEPA) (Moscow, Russia).

The study work planned at the end of each study year is a gradual preparation of students for a bachelor's thesis. In each study work, students must apply a certain method of data acquisition, so

that students can freely apply the research methods necessary for researching the problem in their bachelor's thesis.

1. the mandatory research method in the course study work is a survey by means of a questionnaire.
2. the mandatory research method in the course study work is quantitative content analysis.
3. in the course study work, the students must use one of the qualitative data acquisition methods (focus group interview, in-depth interview, qualitative content analysis, etc.).

The topic of the study work must correspond to the chosen field of study, but in the 3rd year the topic of the study work must be chosen in accordance with the chosen qualification (advertising, public relations, event production).

In the research of the bachelor's thesis, the student must use at least 2 different research methods. Often, for more comprehensive research of the problem, students use even 3 research methods.

The study programme also includes specialised individual studies in the chosen scientific area that allows to prepare a report for the academic conference of students.

During the implementation of the study process, the following student-centred learning and teaching principles are applied: diversity of students and their needs are respected by developing suitable learning pathways; depending on the capacity, various methods for the implementation of the programme are used; depending on the circumstances, varied pedagogical methods are used. During the academic process, independence of students is promoted simultaneously ensuring guidance and support from the faculty. Mutual respect between students and the faculty is encouraged. (aika.lv, researched online: 2019).

Examples of student-oriented teaching and learning:

*The contingent of students and the diversity of their needs are respected, creating suitable learning paths, different ways of program implementation are used in line with the possibilities* - Students have the opportunity to study in different forms of study - full-time, part-time as well as transfer from one form of study to another, from one study language to another, or from one study program to another. Changing the study form or language is at no additional fee, and the obtained assessments are maintained. Most students tend to move from full-time to part-time when starting a career or starting a family relationship. It is also possible for students to change the initially chosen qualification. However, only some students have used this opportunity in some special situations. When changing the chosen qualification, in individual cases it may be required to pay extra for additional study courses to be mastered for the newly selected qualification.

*Depending on the circumstances, various pedagogical methods are used* - Pedagogical methods are selected according to the study course, the topics to be acquired in the course, the material and technical provision of the university and the level of student preparation.

The different level of previous preparation of students is especially noticeable in such areas as Latvian language, English language, computer skills, which is also taken into account when choosing study and assessment methods in the study courses Business Communication (English), Modern Latvian Language Topicalities in the Aspect of Communication, Basics of Computer Graphics I and Basics of Computer Graphics II. The material and technical provision of the University fully provides the study courses with the necessary computer software (study courses Basics of Computer Graphics I, Basics of Computer Graphics II, Basics of Visual Communication I, Basics of Visual Communication II, Introduction to Scientific Research) and the necessary photo and video equipment (Basics of Visual Communication I, Basics of Visual Communication II). This means that teaching staff has no limitations of technical nature in the implementation of their intended

teaching methods and the latest technologies are increasingly being introduced in the study process.

*During the study process, the student's tendency to independence is promoted, at the same time providing leadership and support of teaching staff* - independence of students is promoted by offering students the teaching methods where they can prepare an assignment individually or in a group, demonstrating their knowledge and skills. At the same time, students have access to the teaching staff support, if needed. Tasks to be performed individually are provided in all study courses, but independence of students is most promoted during the implementation of the *study work* and *traineeship tasks*, which is fully independent student work. During the performance of study work and traineeship tasks, consultations are organized for students with the study work and traineeship supervisors. In addition to the organized consultations, the student is provided with the guidance and support of the teaching staff throughout the work.

*Mutual respect is promoted between the teaching staff and the students* - mutual relations between the teaching staff and the students are friendly and at the same time businesslike and correct. Mutual relations of the teaching staff and students are described in the Rules of Internal Procedure of the university. The Code of Academic Integrity and the Code of Ethics developed at the university are also a factor promoting mutual respect of the teaching staff and students. The University has an operational Ethics Commission, where ethical complaints are considered, if necessary.

All study courses provided in the study program are implemented in accordance with the study course descriptions, in which the evaluation system of the course concerned is also determined subject to the unified evaluation system of RISEBA. In order to achieve the study objectives, various methods of knowledge and skills testing and assessment are provided, such as tests, answers to questions, reports, creative or analytical essays, presentations, independent creative or research works. These are both independent homework and independent work in the classroom, where the student's individual performance is assessed, and group work, where not only the students' performance, but also their ability to work together to perform a common task is assessed.

The rating system used by RISEBA is described in Part II, Subsection 1.6.

**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.**

Internships are an integral part of higher education. According to the requirements of professional undergraduate programme Public Relations and Advertising Management, students should complete several internships to receive 20 credit points.

During internships, students practically test and try their theoretical knowledge learned during study courses, and develop skills and competences that cannot be adequately learned only during study courses. For example, *ability to manage their work and subordinated specialists or working groups; ability to work in a team; ability to make independent decisions; understanding about the role of communication in management and marketing of an organisation; ability to identify communication problems; ability to independently improve professional qualification.*

During their studies, students of Public Relations and Advertising Management should complete the

following:

1. Advertising / public relations – 3 CPs (4.5 ECTS). The goal of the internship is to learn how to channel information about goods or services to customers by the most efficient means and in the most attractive manner.
2. Event production traineeship – 3 CP (4.5 ECTS). To develop the ability to prepare, by using the most effective techniques, an event plan that can be used by all structures involved in the event.
3. Advertising / public relations campaigns / event moderation internship – 2 CPs (3 ECTS). Goal:–learn management skills and abilities. Learn how to cooperate with people and manage them, how to work together to reach a common goal, and how to perform various organisational duties to promote specific products in the market.
4. Total number of points granted for professional internships is 13 CPs (19.5 ECTS). The goal is to acquire professional skills in real conditions by reinforcing competences relevant for the programme to formulate and solve professional problems.

Stage I professional internship – 5 CPs (7.5 ECTS). During the internship, students get to know the company, its operations in general, and the operations of the department that is in charge of the internal and external communication of the company. At the same time, by getting to know how companies operate, students participate in public relations / advertising projects / campaigns / events organised by the company.

Stage II professional internship – 8 CPs (12 ECTS). During the internship, students get to know the company, its operations in general, and the operations of the department that is in charge of the internal and external communication of the company. During their internships, students not only participate in the public relations / advertising activities / events / projects / campaigns of the respective organization, but also professionally review every step and project, and come forward with proposals to increase the efficiency of company's' public relations / advertising / events.

5. Pre-diploma internship – 2 CPs (12 ECTS). The purpose of the internship is to learn how to independently gather information and use it for the purposes of a bachelor thesis.

Internships required by the programme may take place in any company operating in relevant sectors.

If a student already works in a company, he/she may choose that company as a place of his/her internship. Tasks to be completed during the internship is the main criterion for finding a company suitable for the purposes of the programme. These tasks have to be related to the qualification chosen by the student, namely, advertising or public relations, or events. Additional opportunities for internships are offered by long-term cooperation agreements between RISEBA and various mass media, governmental bodies, private companies, public benefit organisations (for example, Cabot Latvia LLC, PROFI LOGISTICS LLC, Latvian Association for Public Relations Professionals, etc.). To a large extent, internship opportunities are secured by the Programme director and specialists from RISEBA Student Career Development Support Centre.

Foreign students study in the program in Russian and most often find traineeship in Latvia themselves. Their good command of Russian helps in that. As many Latvian private entrepreneurs want to promote their companies and their products in the Russian market, they are looking for trainees with good command of Russian, giving preference to those Russian speakers for whom Russia is their home country. Event organizers for Russian-speaking audiences are also in demand. However, the current security measures to limit the spread of COVID 19 have reduced the opportunities for students in the field of event production.

Travel agencies are happy to offer traineeship in advertising or public relations to students from

Uzbekistan, Kazakhstan, Georgia and other countries. International students also choose to do traineeship in their home country, which is also acceptable.

Results of internships should be defended in front of a special commission. Defence of internships is public. Internships are graded using a 10-point system.

During the internship, a supervisor is appointed for each student by the company where the student works as an intern, as well as by the university. Internship supervisor appointed by the university should provide advisory support during the internship to help to fulfil its tasks and objectives,

## **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 should choose the topics of their bachelor theses from specific research directions approved at the Advertising and Public Relations Department. See Table 2.1.

Table 2.1.

### **Areas studied in bachelor theses during 2018/2019 academic year**

<b>No.</b>	<b>Areas studied in bachelor theses</b>
1.	Social advertising and its use to achieve the targets of an organisation
2.	Commercial advertising and its use to achieve the targets of an organisation
3.	Promotion of an organisation / product in the market
4.	Sales promotion
5.	Positioning strategies / methods for organisations / products
6.	Media planning
7.	Image of an organisation and its promotion
8.	Corporate image of an organisation and its promotion
9.	Organisational culture
10.	Public relations from the perspective of internal communication
11.	Public relations from the perspective of external communication
12.	Generating publicity

13.	Development of cooperation with mass media
14.	Strategic communication
15.	Crisis communication
16.	Brand communication
17.	Communication ethics
18.	Creation of communication content
19.	Customer behaviour in the market
20.	Making a decision to buy
21.	Shaping customer opinions

The chosen topic of bachelor's thesis must correspond to the chosen direction of studies (advertising, public relations or events) because the main assessment of the student's skills is the creative work developed within the bachelor's thesis, where the student, by using the available tools (for example those studying advertising by means of an advertisement), must be able to offer a solution to the problem identified.

Some 2019/2020 academic year topics of bachelor's thesis may be noted as example:

1. Promotion of the international brand Emmebi Italia in the Latvian market with public relations techniques in the Internet environment.
2. Promotion of the Latvian brand *Amoralle* in the Russian market by means of public relations.
3. Use of advertising for the promotion of Jogita Art Studio pet ceramic dishes in the Latvian market.
4. Raising public awareness of donating to children with health problems through a social advertising campaign: example of Angels over Latvia.
5. Using social advertising regarding use of telephone while driving to change the habits of drivers.
6. Improving the public image of SIA Rūjienas saldējums.
7. Development of public relations techniques to improve the image of the company Evolution Latvia as an employer on the Internet.
8. Analysis and improvement of internal communication in the company SIA DEPO DIY.
9. Use of corporate events to improve internal communication of companies. Example of X bank.
10. Promotion of the event on social media through public relations tools. Example of Fame Fest 2020 festival
11. The premiere of the movie as a movie marketing event. Example of the Splendid Palace cinema.
12. Kinetics Nail Systems printed advertising and its improvement for communication in the Latvian market.
13. Using an advertising campaign to promote the services of the Bowlero Bowling Centre.
14. Use of advertising to attract customers in the B2B segment in an international environment. Example of OSS Networks Ltd.

15. Use of an advertising campaign to promote the new AS Rīgas Farmaceutiskā fabrika product NEO TONIQ O OIL to the market.
16. Using social media to create the image of the company TvPlay Home.
17. Promotion of the AQUAPHOR brand through a public relations campaign.

Working students usually choose to solve in their bachelor's thesis a problem found at their place of work, and often the solutions developed in the bachelor's thesis have a practical application. The solutions offered by the students under the above topics were implemented in SIA Rūjienas saldējums, Fame Fest 2020 festival promotion and development of Kinetic nail Systems printed advertising, development of advertising for AS Rīgas Farmaceutiskā fabrika new product NEO TONIQ.

Those studying in the direction of advertising most often choose topics related to the development of commercial advertising or social advertising, promotion of the organization/product/brand in the market with the help of advertising to achieve various goals.

Those studying in the direction of public relations choose topics that are related to the internal or external communication of the company, correction of the company's image, the use of public relations techniques to promote awareness of the organization/product/brand.

Those studying in the direction of event production - development of events to achieve communication, public relations, marketing objectives.

The State Examination Commission has acknowledged that the topics of the bachelor's thesis chosen by the students are topical and correspond to the objectives and tasks of the study program.

The State Examination Commission evaluates the bachelor's thesis according to the following criteria:

1. Formulation of work objectives and tasks, their implementation in the thesis.
2. Justification for conclusions and proposals.
3. Compliance of the design of the work with the methodological instructions.
4. Correspondence of the idea of the creative solution to the specifics of the problem.
5. Originality of the creative solution.
6. Presentation.
7. Answers to questions.

The creative work developed within the bachelor's thesis is evaluated according to 2 criteria: "compliance of the idea of the creative solution with the specifics of the problem" and "originality of the creative solution".

The State Examination Commission has established that the topics of bachelor theses are topical and are in line with the goals and objectives of the study programme.

The quality of final theses is considered to be compliant with university's requirements and programme provisions, and generally, it is believed to be good. However, the State Examination Commission has pointed to several deficiencies in the theses, namely, there are problems with understanding the notions of public relations and advertising, there is a lack of knowledge about scientific methods, and students have not always chosen quality sources of information. The State Examination Commission has also indicated that the chosen advertising channels are quite uniform, the competitive environment is not studied sufficiently and there are inadequate grounds for developing the creative part.

To improve the quality of final theses, the commission recommended to pay more attention to

aligning research methods with the topic of the thesis, as well as the quality and originality of the creative part. The State Examination Commission also recommended to incorporate more statistical data into the theses, and place an increased focus on the study and the link between the brand and the target audience basing the creative part on research results. To a greater extent use academic sources in the overview of the theory.

During the 2018/2019 academic year, the average grade given to bachelor theses was 6.8, while during the 2017/2018 academic year 7.0. In comparison to the 2017/2018 academic year, the average grade is lower which can be explained by below the minimum pass grade awarded for one bachelor thesis.

Table 2.2

**Average evaluation of bachelor's theses in the reporting period**

Academic year	Number of bachelor's thesis	Evaluation of bachelor's thesis in points from/to	Average evaluation of bachelor's thesis in points	Including unsuccessful evaluation of bachelor's thesis
2019/2020	27	from 4 to 9	6.6	-
2018/2019	43	from 4 to 9	6.7	2
2017/2018	40	from 5 to 9	7	-
2016/2017	57	from 5 to 10	7.3	-
2015/2016	51	from 4 to 10	7.5	1
2014/2015	48	from 4 to 10	7	-

The details in table 2.2 demonstrate that during the last 6 years the average evaluations of bachelor's thesis range from 7.5 points in 2015/2016 to 6.6 points in 2019/2020 academic year. The explanation for this could be that students are busy at work or in private life, which probably did not allow them to devote as much time as necessary to the development of the bachelor's thesis.

In the 2018/2019 academic year, the average evaluation of bachelor's thesis is 6.8 points, which can be explained by two instances of negative evaluation of bachelor's thesis.

## **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.**

To ensure more efficient assessment of learning processes, at the end of each course students are surveyed to find out their opinion about the relevance of the specific course, adequacy of its scope and efficiency of teaching. This feedback allows the Programme director to monitor the level of cooperation between students and the faculty, and assess the quality of teaching, and, if needed, make a decision about any changes or improvements therein.

## Results of student survey in day and part-time evening departments for the 2018/2019 academic year.

**Courses were assessed** by applying a scale from 0 to 5, where 5 was the highest and 0 the lowest score possible. 11 parameters were offered to students to assess courses: these parameters described the content and relevance of courses, quality of learning materials and organization of the learning process. Courses assessed by students can be classified into five groups: public relations, advertising, communication courses, general courses, theoretical sectoral courses and IT courses. It should be noted that during the 2018/2019 academic year the student participation rate in this survey was low. For many courses, the respective forms were filled in only by 1-3 students, and they were not taken into account for the purposes of the general summary of results. Generally, information was compiled only about those courses where survey forms were filled in by at least 25% of students, and in some cases by at least 4 students.

The average score given by students to the public relations group of courses was 4.08 points. This is the lowest average score. See Table 2.3.

Table 2.3

### Assessment of public relations courses

Assessment parameters	Average, points
Learnt/found out a lot	4.12
Students informed about the content, requirements, criteria	<b>4.50</b>
Course has the required literature and materials	3.80
Content explained in a manner that is easy to understand by underlining the most important aspects	<b>4.34</b>
Students can ask questions and participate in discussions	<b>4.76</b>
Classes start and end on time	<b>4.50</b>
Platform e.riseba.lv used efficiently	2.92
Encouraged to think analytically	4.32
Explanations about coursework and grades provided	3.70
Consultations beyond classes	3.86
Would recommend to a friend	4.02

The following courses were assessed in the public relations group of courses: international public relations, reputation management, introduction to public relations. Students were most satisfied with a possibility to ask questions to teachers during courses and to participate in discussions (on the average, 4.76). Organisational framework of classes was also highly graded. On the average,

information to students about the content of courses, requirements, and criteria, and adherence to start and end times were rated as 4.50. Explanation of the subject-matter and ease of understanding were also highly appreciated (on the average, 4.34). Slightly lower, but still good grades were given to encouragement to think analytically (on the average, 4.32). However, not all 11 parameters attracted good grades.

Use of e.riseba.lv platform received the smallest number of points (on the average, 2.92).

Students of the Russian language day flow gave the lowest score to the *international public relations* course (on the average, 3.41). As to grading parameters, use of e.riseba.lv platform during classes received the smallest number of points (on the average, 1.30). The low score is mostly due to the failure to post presentations and tests in the university information system available to the students.

*Reputation management* was considered the best of all public relations courses. The average score for most criteria applied to this course is 5.00.

Table 2.4.

### Assessment of advertising courses

Assessment parameters	Average, points
Learnt/found out a lot	4.74
Students informed about the content, requirements, criteria	<b>4.88</b>
Course has the required literature and materials	4.60
Content explained in a manner that is easy to understand by underlining the most important aspects	4.70
Students can ask questions and participate in discussions	<b>4.96</b>
Classes start and end on time	<b>4.90</b>
Platform e.riseba.lv used efficiently	3.88
Encouraged to think analytically	4.76
Explanations about coursework and grades provided	4.68
Consultations beyond classes	4.56
Would recommend to a friend	4.76

In the group of advertising courses, the following courses were assessed: *introduction to advertising, creative process, untraditional / advertising public relations campaigns, planning and management of advertising campaigns*. See Table 2.4.

The average score given to all courses in the advertising group was the highest (4.60). Possibility to

ask questions to teachers during courses and to participate in discussions received almost the maximum number of points (on the average, 4.96). Organisation of classes, namely, adherence to start and end times of classes was given almost the same number of points (on the average 4.90), as well as information about the content of courses, and applicable requirements and criteria (on the average, 4.88). Encouragement to think analytically also received a very high number of points (on the average, 4.76). The same score was given to recommendation to a friend.

Students indicated that *untraditional / advertising public relations campaigns* was the best course of all advertising courses. 10 of 11 assessment criteria for this course attracted 5.00 points. Yet again, use of e.riseba.lv platform during classes received the smallest number of points in the advertising group (on the average, 3.88). The low score is mostly due to the failure to post presentations and tests in the university information system available to the students.

In general, all courses were assessed highly in the advertising group.

Table 2.5.

### Assessment of communication courses

Assessment parameters	Average, points
Learnt/found out a lot	4.48
Students informed about the content, requirements, criteria	<b>4.89</b>
Course has the required literature and materials	4.48
Content explained in a manner that is easy to understand by underlining the most important aspects	<b>4.65</b>
Students can ask questions and participate in discussions	<b>4.88</b>
Classes start and end on time	<b>4.89</b>
Platform e.riseba.lv used efficiently	3.98
Encouraged to think analytically	4.53
Explanations about coursework and grades provided	4.53
Consultations beyond classes	4.53
Would recommend to a friend	4.61

In the group of communication courses, the following courses were assessed: *non-verbal communication, introduction to mass communication theory, business etiquette and protocol, legal aspects of the mass communication processes, persuasive communication basics, presentation skills, corporate culture and communication*. See Table 2.4.

The average score of all courses in the communication group was almost the same as in the

advertising group (4.59 points). Adherence to start and end times and information to students about the content of courses, requirements, and criteria were rated the highest (on the average, 4.89), as well as an opportunity to ask questions to teachers during classes and participate in discussions (on the average, 4.88).

Explanation of the subject-matter in a manner that is easy to understand by underlining the most important aspects was also highly appreciated (on the average, 4.65).

At the same time, *use of e.riseba.lv platform during classes* received the smallest number of points (on the average 3.98 points). Of all courses analysed, students of the evening department gave the smallest number of points to *presentation skills* (on the average, 4.00 points). Students also provided several negative comments: *practice more to speak in front of others during the course, and not only during the exam; would recommend more practice by delivering various presentations (not only one project)*. The following parameters were discussed with the respective course teacher: *have learnt/found out a lot* and *explanations about coursework and grades provided*.

Table 2.6.

### Assessment of general courses

Assessment parameters	Average, points
Learnt/found out a lot	4.01
Students informed about the content, requirements, criteria	<b>4.47</b>
Course has the required literature and materials	4.25
Content explained in a manner that is easy to understand by underlining the most important aspects	4.16
Students can ask questions and participate in discussions	<b>4.49</b>
Classes start and end on time	<b>4.51</b>
Platform e.riseba.lv used efficiently	4.20
Encouraged to think analytically	4.21
Explanations about coursework and grades provided	4.23
Consultations beyond classes	4.04
Would recommend to a friend	3.79

In the group of general courses, the following courses were assessed: *topicalities of the modern Latvian in the context of communication, stylistics, philosophy, labour law and occupational safety, business communication (in English), accounting and civil protection*. See Table 2.6.

The average score of all general courses was the second lowest (4.21 point).

Students were most satisfied with a *possibility to ask questions during classes and participate in discussions* (on the average, 4.49), and *adherence to start and end times of classes* (on the average 4.51), as well as *information about the content of courses, and applicable requirements and criteria* (on the average, 4.47 points). *Availability of the literature and materials required in the course* received a slightly lower number of points (4.25).

The relevance of the course attracted the lowest score, the average number of points given to *would recommend to a friend* was 3.79.

The average number of points given to general courses was 4.21. This is a positive trend, as students tend to think that general courses are not as important as specialized courses because they do not see or understand why general courses are important and needed during a study programme.

Table 2.7.

### Assessment of theoretical sectorial and IT courses

Assessment parameters	Average, points
Learnt/found out a lot	4.35
Students informed about the content, requirements, criteria	<b>4.59</b>
Course has the required literature and materials	4.40
Content explained in a manner that is easy to understand by underlining the most important aspects	4.40
Students can ask questions and participate in discussions	<b>4.78</b>
Classes start and end on time	<b>4.67</b>
Platform e.riseba.lv used efficiently	4.29
Encouraged to think analytically	4.43
Explanations about coursework and grades provided	4.49
Consultations beyond classes	4.41
Would recommend to a friend	4.17

In the group of theoretical sectorial and IT courses, the following courses were assessed: *introduction to research, basic computer graphics, latest information (media) technology, state administration, computer graphics in advertising, development of post-industrial societies, information recording and interpretation practice, public opinion theories, social psychology, communication psychology in a group, sociology, creative process*. Generally, this group of courses was highly graded (on the average, 4.45 points). See Table 2.7.

Students were most satisfied with a *possibility to ask questions to teachers during courses and to participate in discussions* (on the average, 4.87 points). Organisation of classes, namely, *adherence to start and end times* (on the average, 4.67 points) and information to students about the content of courses, requirements, and criteria were rated slightly lower (on the average, 4.59 points).

The fourth highest grossing parameter was *explanations about coursework and grades provided* (on the average, 4.49 points).

In this group, *computer graphics in advertising* received the lowest score (on the average, 3.20, by students of the day department of the Latvian language flow). The least number of points was given to assessment parameters related to the course (learnt/got to know a lot, content explained in a manner that is easy to understand by underlining the most important aspects, encouraged to think analytically). Discussion about the content of the course and improvement of its implementation was held with the respective course teacher, and a decision was made to continue cooperation with the respective course teacher during the 2019/2020 academic year, but reassess the situation, when it ends.

As to grading parameters, *would recommend to a friend* received the lowest score in this course (on the average, 1.50 points). In their comments, students indicated that their tests were not graded impartially, that insufficient explanations were provided about the subject-matter during classes. Students were also dissatisfied with additional costs for printing the examination paper. It was explained to students, why it was important to print the examination paper. In the future, students will also have to print the examination paper for this course. Students of the day department rated the *Communication psychology in a group* course the highest: students that completed the questionnaires gave 5 points to all assessment criteria.

Analyses of student surveys allow programme administration establish critical points in the delivery of the programme. Content and teaching methods of courses that received the least number of points were reviewed and adjusted accordingly.

### **Analyses of results of alumni and employer surveys**

During the 2017/2018 academic year, alumni of academic programme were surveyed. 36 completed form were received, of which 7 were completed by 2017/2018 graduates.

Several questions were asked:

- Why did you choose this study programme?
- What was positive/negative during the study process?
- Do you work after graduation?
- Do you work in your profession?
- Are you interested in future cooperation with the university?
- Please provide information about the company you own/are employed in and the current position.

To answer the question “Why did you choose to study in this study programme?” most graduates indicated “I was interested in the chosen academic direction”. Such criteria as “professional and knowledgeable faculty” and “standing of the university” were chosen even more often.

Almost all respondents work in Latvia, except one who works in Italy. The graduates are employed in a wide range of sectors, however the services sector dominates with *accommodation and catering services, information and communication services, state administration and defence, mandatory social insurance*. It should be noted that most graduates selected “other services”, by which, most probably, they meant marketing services (according to the profile of the study programme).

Stabilization of the economic situation in Latvia has slightly increased demand for public relations and advertising specialists. After graduation, 58% of surveyed graduates work in the profession they studied.

During this time, 36% of all surveyed graduates have managed to build their carriers, and they work as middle level managers (heads of departments or units). 8% of respondents indicated that they work as senior managers.

The survey also helped to assess the implementation of the study programme (against several criteria). Graduates were most happy with the *support of the Academic Department, technical equipment and means of the university, attitude towards students and the academic environment. Professionalism and knowledge of the faculty and quality of the study programme* were also highly appreciated.

*Adequacy of library resources and relevance of the acquired qualification for performance of professional duties* were rated the lowest.

Accreditation experts also indicated that library resources were insufficient. Thus, on annual basis, efforts are made to improve library resources.

14 of 36 graduates rated *Relevance of the acquired qualification for performance of professional duties* as poor or satisfactory. However, the reliability of this assessment is questionable as 8 of 14 respondents that rated this criterion as poor do not work in the profession or are unemployed.

At the same time, a more thorough market analyses is required. Alignment of professional duties of graduates and the required skills and competences with occupational standards should be studied, as well as employer expectations with regards to advertising and public relations managers.

The surveyed graduates were positive about the following during the study process: *professionalism of the faculty, the large and varied range of practical tasks, internship opportunities, responsiveness of the faculty, preparation and implementation of real advertising campaigns.*

On the other hand, the surveyed graduates believed that they were not provided sufficient knowledge in several areas that were important for the profession (for example, *about how media work in practice, digital marketing, development and approval of advertisements*) and recommended to include *more practical tasks, more practice, study trips to companies and agencies* in the programme.

It should be noted that study courses cover all of the above topics (*operation of media, digital marketing, development and approval of advertisements*).

Considering the results of alumni surveys, during the 2018/2019 academic year, development of a new course "Development of an advertising idea" was started. From the first semester of the 2020/2021 academic year, the Development of an Advertising Idea course has already been introduced in the study program for students in the advertising direction of studies.

During the 2019/2020 academic year, development of a new course on media operations was started. The new course will be included in the programme as of the 2020/2021 academic year. Currently, it is not planned to increase the scope of courses in digital marketing. The digital marketing programme already has a certain number of study courses, though their content will be updated during the 2019/2020 academic year.

Development and approval of advertisements are studied in detail in relation to outdoor advertising during the Outdoor advertising: Theory and practice course. However, it is currently available only to students of the Russian flow. A review of statutory acts regulating development and approval of

advertisements is provided during the Legal aspects of mass communication processes course. Considering the results of alumni survey, the content of this course is currently updated to have an increased focus on the development and approval of advertisements in the future.

78% of the surveyed graduates indicated that they would recommend their programme to friends, family and acquaintances: this proves that graduates generally have a favourable opinion about the knowledge and skills learned during their studies for the chosen profession.

Eagerness of 72% of graduates to cooperate with the university in the future also serves as a testament of their favourable opinion.

During the 2018/2019 academic year, alumni survey was not carried out.

During the 2018/2019 academic year, 38 employers from various sectors were surveyed (supervisors of internships): manufacturing, wholesale and retail, personnel selection, education, municipalities, mobile operators, consultation firms, publishing houses, media, and advertising, communication, marketing and design agencies, as well as other companies. It allows to conclude that advertising and public relations specialists can work in many areas, and have many opportunities to find a suitable job in various sectors.

RISEBA interns were highly rated. No students were given a negative assessment for any of the assessment criteria. 68.4% of employers believed that the *level of knowledge* of future specialists was very good, and 28.9% that good, and only one employer was of the opinion that this level is only partially adequate. This is a good result that clearly demonstrates that the learning process is well organised to ensure that the requirements of employers are met. However, the *level of knowledge* is the second least appreciated parameter. Employers were the most positive about *attitude towards professional duties*, namely, 97.4% believed that it was very good, and 2.6% that good. Clearly, this is a very important aspect that describes RISEBA students as it demonstrates their attitude towards not only internship duties, but also studies in general. Interns' *ability to develop* was assessed highly, namely, as very good in 89.5% of cases, and as good in 10.5% of cases. It is very positive that students are able to easily become a part of the team, and communicate with colleagues, partners and customers (86.8% rated *communication skills* as very good, and 13.2% as good). During their internships, RISEBA students were also eager to take initiative: in 94.7% of cases their eagerness was rated as very high, and in 5.3% of cases as high. The *sense of responsibility* of interns was also highly appreciated: 92.1% were considered to have been very responsible, and 7.9% responsible. Interns' *general preparedness for the labour market* was rated slightly lower than the *level of their knowledge*. 52.4% believed that interns were very well prepared, and 47.4% that they were well prepared. One employer assessed the preparedness of interns for the labour market as partial. *Creativity of interns* was highly appreciated. It was rated as very good in 89.5% of students, and as good in the remaining students. It is unrealistic to expect excellent performance from all interns in case of all evaluation parameters. Knowledge and skills learnt during study courses are very important, but personal traits are as significant. Employers that offered internship opportunities also have very many recommendations concerning improvement of RISEBA programmes to make preparation of future specialists more effective. First, some respondents underlined that the theory and practice should be more interlinked, which can be achieved in several ways: by getting to know the respective companies in practice, by offering more internship opportunities, by organizing classes with sectoral professionals, by reading and practicing more. Unfortunately, some recommendations were also made concerning IT: improve Microsoft Office knowledge, know how to create homepages, in-depth knowledge of Adobe Photoshop and Illustrator. Employers invited to pay more attention to learning how to use digital advertising platforms. Several employers indicated that they would have preferred that students had better market and data analyses and documentation skills. It was also stated that students

should not be afraid of presenting their ideas no matter how complicated they may be, and be more confident about their ideas and themselves.

35 of 38 employers claimed that interns were useful in their companies. 1 employer indicated that they could not evaluate, but 2 did not answer the question "Was the intern generally useful for your company?".

Employers provided very positive feedback about interns, in several survey forms they were praised. In general, having established the opinion of potential employers concerning RISEBA students and the desirable employee profile, it can be concluded that preparation on future public relations specialists and advertising managers is on the right track.

As both the alumni and employer surveys suggested to improve digital marketing skills, during the 2019/2020 academic year the content of the Marketing communication online and New information (media) technologies was reworked. The content of the study course Online Communication was updated in the 2020/2021 academic year as well as the amount of the course was increased from 2 CP to 3 CP. In the second semester of the 2020/2021 academic year, part-time presence 4th year public relations students will already study the course Online Communication in the amount of 3 CP.

As to employers' proposal to have a closer link between the theory and the practice, it should be noted that this item has always been on the agenda, for example, practitioners are invited as guest lecturers, students are asked to fulfil real tasks provided by employers during study courses and internships.

Though the number of CPs awarded for computer graphics programmes was increased in the study programme as of 2016/2017 academic year, the surveyed employers still indicated that students were not skilled enough to efficiently work with computer graphics software. Programme management invests a lot of effort in improving computer graphics skills of students. Specific solutions are sought in two main directions: change of teaching methods in the current study courses and inclusion of new computer graphics courses in the study programme. During the 2019/2020 academic year, a new course Infographics design and tools will be developed and implemented.

## **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.**

Students may make use of various types of cooperation:

- Double degree: according to this agreement, a part of studies is completed at RISEBA, and the rest in a foreign university (length of foreign studies depend on the university and the chosen programme). By passing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).
- Exchange programme – a possibility to study one or two semesters in a host university.
- ERASMUS+ programme – an exchange programme for the best students that allows to study one or two semesters in a European Union university and receive a bursary.
- ERASMUS+ programme – professional internship in any EU Member State and a bursary.
- Participation in events organised by academic partners (Latvian or foreign) – conferences, seminars, projects, creative workshops, summer schools, etc.

Table 2.8.

**Number of students of undergraduate programme Public Relations and Advertising Management studying in ERASMUS+ and double-degree programmes**

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Programme	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing
ERASMUS+	3	12	0	14	0	10	2	6	2	1	-	8	-	9
Exchange programme Almaty Management University (Kazakhstan)	--	-	3	-	3	-	-	-	2	-	2	-	2	-
Summer/winter school internships organised by academic partners*	-	5	-	2	13	2	2	2	22	-	1	2	-	-
Double degree programme	-	-	2	1	-	1	2	3	1	-	2	1	3	1

\*Peoples' Friendship University of Russia (Moscow, Russia)

Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation (RANEPA) (Moscow, Russia)

During his/her mobility period in a foreign university, the student should choose courses that are as similar to courses offered by RISEBA in his/her programme as possible. The chosen courses should be approved by the Programme director. Any courses completed according to the assessment criteria of the respective academic partner are considered equal to the respective semester or annual courses of RISEBA and are entered in the documentation of academic attainment. Courses completed during the mobility period are recognized if their value in credit points and content are in line with the content and scope of the respective course at RISEBA.

### 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.**

Tuition fees are the main source financing for the study programme. Tuition fees are covered by the funds of private individuals and/or legal entities.

The amount of tuition fees and payment procedure for each study year is decided and approved by the RISEBA Senate.

For the size of tuition fees for the professional Bachelor's study programme "Public Relations and

Advertising Management " during the 2019/2020. study year, see 3.1.

Table 3.1.

**Size of tuition fees during the 2019/2020 and 2020/2021 study year\***

Study type, form	Duration	Language	Annual tuition fee 2019/2020, EUR	Annual tuition fee 2020/2021, EUR
Full-time day department	4 years	Latvian	2160	2250
Part-time evening department	4.5 years	Latvian	1920	2000

\* In academic years 2019/2020 and 2020/2021 students were admitted only in the Latvian stream. According to the amendments to the Law on Higher Education Institutions, groups in Russian are no longer opened in the study program. Studies in the English stream have not been implemented in the program so far.

Outstanding students have the opportunity to obtain a RISEBA-financed budget place. Budget places are awarded to full-time day department students, in accordance with a principle of rotation. 20 different types of tuition fee discounts are also available to students for excellence in their studies, accomplishments in sport, in the form of social support grants, for participating in the Student Council, as well as discounts supporting various types of collaboration, etc. Of these, 15 discount types are also available to students in the "Public Relations and Advertising Management" Bachelor's programme. One of the discount types - the "RISEBA Advertising Competition" directly applies to the "Public Relations and Advertising Management" study programme. For the past four years, the Advertising and Public Relations Department has organised a social advertising competition for secondary school pupils "In Search of a Better World". The objective of the competition *is to foster interest in social advertising and solving social problems, develop schoolchildren's creative abilities, draw the attention to the possibility of obtaining a higher education with the corresponding profile at RISEBA University of Applied Sciences*, as well as to provide an opportunity for talented schoolchildren, who are really interested in advertising, to start studying in the RISEBA "Public Relations and Advertising Management" study programme with a significant tuition fee discount. In accordance with the competition's rules, the winners of the first three places will receive the opportunity to study in RISEBA professional higher education Bachelor's study programme "Public Relations and Advertising Management" *with discounts. The 1st place winner will receive a EUR 550 discount, the 2nd place winner will receive a EUR 350 discount while the 3rd-place winner will receive a EUR 250 discount for Study Year I Semester I, in accordance with the terms and conditions for tuition fee discounts for the 2019/2020 academic year.*

Table 3.2.

**Tuition fees awarded to study programme "Public Relations and Advertising Management" students during Semester I of the 2019/2020 study year**

No.	Discount type	No. of students	Tuition fee discount, %
1.	Good grades	3	15
2.	Budget place	5	100

3.	Students' accomplishments (sports)	1	15
4.	Schoolchildren's advertising competition "In Search of a Better World" award winner	1	30
<b>Total:</b>		<b>10</b>	

The data in Table 3.2 shows that during Semester I of the 2019/2020 study year, 10 study programme "Public Relations and Advertising Management" students received a tuition fee discount, which is a significantly smaller number than in previous study years. This is attributable to the university's decision to apply more stringent terms and conditions to the awarding of budget places and the discount "For good grades" starting from 2019/2020 study year. It should also be noted that all the tuition fee discounts awarded to students in the study programme "Public Relations and Advertising Management" apply to students' personal achievements/results. Tuition fee discounts are set in conformity with the ["Regulations regarding Tuition Fee Discounts"](#)

Every year the financial resources required for the implementation of a field of study and its corresponding programmes are planned in accordance with RISEBA's budget and are expended in line with the tariffs, plans and cost estimates approved by RISEBA's management, thus ensuring control over the expenditure of financial resources. Most of the funding provided for the study programme is spent on salaries for academic personnel (49.1%) and salaries for visiting faculty (13.4%), the second biggest item applies to the wear and tear of fixed assets and intangible assets (12.4%), while third item is premises leasing and Student Council and sports expenditures (4.2%). The resources also provide for funding of the research work of faculty members and students. For students, this is funding for the annual students' research and artistic creation work conference "Changing World in Search of New Solutions". Every year, as part of the conference, an "Advertising Yesterday, Today and Tomorrow" is organised in which students in the "Public Relations and Advertising Management" programme actively participate.

Resources are also provided to ensure the publication of the best students' studies in RISEBA students' scientific conference anthologies and foreign cooperation partners' conference anthologies. For example, the work of RISEBA students J.Fedorenkova, A.Bagaševs, J.Vereina and A.Lipatova has been published in the People's Friendship University of Russia's scientific conference anthology "Reklamnij vektor" (Moscow, Russia).

To provide for the research (creative) activity of academic personnel, at the start of each study year, each department (study direction) is allocated the university's funding (budget) for scientific research and artistic creation, whose rational expenditure is the responsibility of the head of the relevant department.

Funding awarded by RISEBA to the department is divided in conformity with the priorities of the department's scientific research directions, paying for the participation of faculty members in activities fostering research work in accordance with existing limits.

In the event that the financing awarded by RISEBA is insufficient to cover the participation costs of Advertising and Public Relations Department faculty members in activities fostering research work, financing under the auspices of the Department may be divided by means of a competitive procedure, and the Department may attract external funding in the form of EU projects or grants.

For the full percentage breakdown of funding per student, see Part II, Chapter 3, Section 3.1.

The study programme is implemented at three buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section). Most of the classes provided for in the study programme "Public Relations and Advertising Management" take place in the buildings at Meža Street 3 and Meža Street 1/6.

All auditoriums at RISEBA are fitted with visual demonstration equipment. Computers, video projects and screens are installed in the auditoriums, which allow faculty members to demonstrate the necessary teaching materials in class, and students to present their independent work, which is vital in the implementation of the programme, because it entails presentation of a lot of visual materials.

Classes, in which special computer software is required, take place at Durbes Street 4, where computer classrooms have computer with a Adobe software package installed, e.g. Adobe Illustrator and Adobe Photoshop (in study course *Fundamentals of Computer Graphics I*, *Fundamentals of Computer Graphics II* and *Usage of Computer Graphics in Advertising*), Adobe Flash (in the study course *Advertising Banner Development*).

For the purposes of the study process, students have access to photo studio (equipped with BOWENS Gemini 750 and 400Rx mobile lighting equipment), sound recording studio (equipped with stationary and mobile audio recording and editing apparatus, Yamaha N16, ALLEN&HEATH Q16, BOSE 2x F1 Model 812 Flexible Array loudspeakers with 2x F1 Subwoofer), video studio (equipped with ARRI stationary lighting equipment, MOLE-RICHARDSON-CO projectors, cloakroom, makeup room, prop and costume warehouse and black, green and blue backgrounds), three Video editing studios, and two Video editing workspaces. Students do not use the video editing work premises, because the Bachelor's programme does not entail learning to use the Apple Final Cut, Apple Logic and Adobe Creative Suite software installed. To edit their video works, students use the capabilities offered by Microsoft Office.

For the purposes of the study programme "Public Relations and Advertising Management", students use a photo studio to learn the basics of photography in the study course "Fundamentals of Visual Communication I" and to learn the fundamental aspects of a video studio operator's job in the study course "Fundamentals of Visual Communication II".

The acting hall at Durbes Street 4 is used for classes in the "Acting Skills" and "Movement on Stage" study courses.

For classes and independent work, students and faculty members can use professional video cameras with additional equipment, digital video cameras, digital photo cameras and SLR cameras, photo and video lighting kits, professional microphone kits and other audio visual equipment.

To view the complete material technical provisions available to students and faculty members, see Part II, Chapter 3, Section 3.2.

To conduct studies under the auspices of their study work and Bachelor Thesis, students extensively use the RISEBA-subscribed e-platform Webropol, which offers the opportunity to develop and send out questionnaire forms, and to process the questionnaire results obtained. RISEBA has a signed contract authorising the use of Webropol in web form by an unlimited number of users.

To post teaching materials in the study process, the e-learning platform MOODLE (e.riseba.lv) is used, while a Web-based portal (my.riseba.riseba.lv) was introduced in April 2013 to present students' grades. Both Internet platforms allow students to keep track of the progress and requirements of the study course, examination rules and the grades received therein.

Additional options for students and faculty members are provided by the contract signed by RISEBA for the use of MS Office educational software in the study process, administrative work and for private use by students and lecturers.

The wireless internet connection (WIFI) provided in the university's premises means that the internet can be used for study purposes in any auditorium.

Since 2014, an anti-plagiarism platform has been used at RISEBA to identify plagiarism in students' final theses. Currently, 25 Latvian universities participate in the joint anti-plagiarism platform.

Faculty members and students have access to a copying centre for copying, scanning, printing and binding materials, etc. The copying, scanning and printing expenditures of faculty members for study process purposes are paid for with funds provided for the study direction.

The infrastructure and material and technical support at RISEBA University is sufficient to attain the study results envisaged in study courses.

The RISEBA library provides access to information corresponding to fields of study, for study and research purposes, research work, offering the information resources available in the library's archive, as well as ordering information resources from other libraries for use for a certain period of time.

Since the end of 2011, RISEBA library has been included in the joint electronic catalogue of libraries of national significance. This catalogue is compiled in collaboration with the National Library of Latvia, the library of the University of Latvia, the Scientific library of Riga Technical University, the Fundamental library of Latvia University of Life Sciences and Technologies, the library of Rīga Stradiņš University, as well as the library of the EKA University of Applied Sciences, which allows students to make use of library publications included in the joint catalogue.

Every year, library resources are augmented, in accordance with the amount of funds granted to each academic direction, and taking into account the list of required literary sources prepared by faculty members involved in the programme at the beginning of each semester.

Students have continual access to the following databases: EBSCO, Leta.lv, Nozare.lv, Emerald, and PRMEC. The university also subscribes to the Web of Science database, which is financed from the funds allocated for promotion of research work.

On an annual basis, the university tries various databases, and students are promptly informed about any new databases that are available for trials, as well as access to them. For example, from 25.09.2019 to 30.11.2019 a free trial of the *PressReader* database was available about which students were informed via the RISEBA homepage. Via the RISEBA homepage, students are regularly informed about freely accessible e-resources: e-journal and reference databases and e-book databases. The university's homepage provides direct access to subscription databases and free resources, as well as trial databases.

Harvard Business School teaching materials are also available for the purposes of the learning process. This is another opportunity for students to study international experience.

The RISEBA library has a collection of a over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, and ROM digital versatile disks. 60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian and other languages.

For the requirements of student and faculty members, the library subscribes to the following press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Blumberg Business Week*, *The Economist*, *DETAIL* and *A10*, etc.

The library is open six days a week: on weekdays from 10.00 – 18.00 and Saturdays from 10.00-15.00.

The information base (including the library’s information sources) established and maintained by RISEBA can meet the requirements of the study process.

For a more detailed description of the services provided by the RISEBA Library, see Part II, Chapter 3, Section 3.3. An assessment of the compliance of library resources with the bachelor's study program has also been provided there.

### **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.**

Table 4.1.

**The Composition of faculty members of the professional master’s study programme  
“Public Relations and Advertising Management”**

<b>Number</b>	<b>2013</b>	<b>2020</b>
Academic staff members	<b>24</b>	<b>17</b>
incl. Doctors of Science	<b>17</b>	<b>10</b>
Visiting lecturers	<b>40</b>	<b>40</b>
incl. Doctors of Science	<b>10</b>	<b>8</b>
Faculty members involved in the implementation of the programme	<b>64</b>	<b>57</b>
incl. Doctors of Science	<b>27</b>	<b>18</b>

Table 4.2.

**Provision of study courses with teaching staff in the professional bachelor study  
program “Public Relations and Advertising Management”**

#### **Academic staff**

No.	Name and surname of the faculty member	Scientific or academic degree	Academic position	Part of the study programme	Study course
1.	Guna Matule	Dr.sc.soc.	Lector	Part A	Sociology
				Part B	Practical Etiquette and Protocol
				Part A	Communication Ethics
				Part A	Introduction to Semiotics
				Part A	Introduction to Scientific Research
2.	Maija Zakriževska	Dr.psych.	Professor	Part C	Management of conflicts in organization and mediation
3.	Solveiga Blumberga	Dr.psych.	Associated professor	Part A	Business Psychology
				Part B	Consumer Behaviour
				Part A	Social Psychology
				Part B	Communication Psychology in a Group
4.	Tatjana Barteļe	Dr.hist.	Leading Researcher	Part A	Advertising History
				Part A	Master's thesis tutelage/reviewing/work in commissions
5.	Tatjana Ivanova	Dr. oec.	Assistant professor	Part A	Accounting
6.	Lidia Semenova	Mg.sc.soc.	Lector	Part A	Introduction to Mass Communication Theory
				Part A	Public Opinion Theories
				Part A	Post-industrial Society Development
				Part B	Media Relations Building
				Part A	Public Relations History
				Part A	Introduction to Public Relations
				Part B	Non-verbal Communication
				Part B	Reputation Management
				Part A	Introduction to Scientific Research
7.	Rasa Pēce	Mg. oec.	Lector	Part A	Accounting

8.	Irina Sidorčuka	Mg.philol.	Assistant professor	Part A	Business Communication (English)
9.	Jānis Redlihs	Mg.art	Lector	Part B	Basics of Visual Communication
10.	Inese Slūka	Mg. sc.soc.	Lector	Part B	Project Management Fundamentals
11.	Astra Spalvēna	Dr.art.	Assistant professor	Part B	Writing in Advertising
				Part B	Semiotics of Media
				Part B	Writing in Public Relations
				Part C	Advertising in the Food Industry
12.	Jūlija Žakemo	Dr.sc. administr.	Lector	Part A	Communication Ethics
13.	Jurijs Mašošins	Dr. iur.	Assistant professor	Part A	Legal Aspects of Business
				Part A	Labour Rights and Occupational Safety
14.	Valters Kaže	Dr.oec.	Associated professor	Part A	Branding
				Part A	Marketing Communication
15.	Ingūna Romanova	Mg.philol.	Head of the Language Department, Lector	Part B	Civil Protection
16.	Tatjana Vasiljeva	Dr. oec.	Professor	Part A	Introduction to Scientific Research
17.	Glorija Sarkane	Mg.sc.soc., mg.oec., mg.chem.	Researcher	Part A	Master's thesis tutelage/reviewing/work in a commission
				Part A	Study thesis/Bachelor's thesis management/reviewing/work in commissions
18.	Mārtiņš Veide	Dr.psych., Dr.paed., Mg.math.	Assistant professor	Part C	Career Development Theories

Table 4.3.

**Provision of study courses with teaching staff in the professional bachelor study program “Public Relations and Advertising Management”**

**Visiting staff**

No.	Name and surname of the faculty member	Scientific or academic degree	Place of work/academic position	Part of the study programme	Study course
1.	Anna Vulāne	Dr.philol.	University of Latvia, Professor	Part A	Topicalities of the Modern Latvian Language in the Aspect of Communication
2.	Andrejs Pegaševs	Dr.phil.	RISEBA visiting faculty member	Part A	Philosophy
				Part A	Politics and Communication
				Part A	Public Administration
3.	Ļubova Kašīrina	Dr.philol.	Baltic International Academy, Docent	Part B	Semiotics of Media
				Part A	Introduction to Semiotics
4.	Marina Gunare	Dr.sc.pol.	Baltic International Academy, Head of Hotel and Restaurant Service and Tourism and Recreation Organization Direction, Docent	Part B	Service Marketing
				Part A	Event Marketing
5.	Artūrs Mednis	Higher education	Media expert, Head of marketing agency "New Black"	Part A	Online Communication
				Part C	Audiovisual Communication of Brands
				Part C	Content Marketing
6.	Ilmārs Jargans	Mg.sc.soc., mg.oec., mg.paed., mg.chem.	RISEBA visiting faculty member	Part B	Types of Advertising
				Part A	Introduction to Advertising
				Part A	Advertising History
				Part B	Reputation Management
				Part A	Public Relations Tactics
				Part B	Advertising Idea Development
				Part C	Practical Sales
7.	Laila Ozoliņa	Mg.sc.soc.mg.oec.	Press Secretary of the party "VL-TB/LNNK", member of the Latvian Association of Public Relations Professionals	Part A	Legal Aspects of Mass Communication Processes
8.	Vineta Apse	MBA, mg.paed.	University of Latvia, Lector	Part A	Integrated Marketing Communication
				Part B	Environment Protection

				Part B	Service Marketing
9.	Aleksandrs Mirlins	Mg.sc.soc.	Center for Communication Studies, Ltd., Chairman of the Board	Part B	Practice of Information Recording and Interpretation
				Part A	Public Relations Strategies
				Part A	Public Relations Practice
				Part A	Crisis Communication Management
				Part B	Event Scenario
10.	Kaspars Rūklis	Mg.sc.soc.	International interest representation coach and consultant, Programme Manager of IREX Media Literacy Programme in the Baltics	Part A	International Public Relations
				Part A	Basics of Journalism
11.	Māris Kiseļovs	Mg.man.	Marimoart. Ltd., Manager	Part B	Basics of Visual Communication
12.	Ieva Lejiņa	Mg.sc.soc.	ADAMS FAMILY Ltd., Director	Part B	Reputation Management
				Part A	Branding
				Part B	Basics of Public Communication (Acting)
13.	Vineta Kantāne	Mg.sc.pol.	National Centre for Education, ESF Project School 2030, Riga (Latvia), Senior Expert	Part A	Philosophy
				Part A	Politics and Communication
				Part A	Public Administration
				Part C	Intercultural Communication
14.	Agris Dzilna	Mg.art.	University of Latvia Faculty of Pedagogy, Psychology and Arts, Lector	Part A	Basics of Computer Graphics I (Photoshop)
				Part A	Computer Graphics II (Illustrator)
				Part B	Use of Computer Graphics in Advertising
				Part C	Basics of Creating Advertising Banners (Adobe Flash)
15.	Natālija Sotikova	Mg.oec.	Baltic International Academy, Docent	Part B	Non-verbal Communication
				Part B	Basics of Convincing Communication
				Part C	Experience Marketing
16.	Tatjana Zakutajeva	MBA	Riga Stradins University, Acting Lecturer	Part A	Business Communication (English)

17.	Andris Šķesters	Mg.iur.	State Education Development Agency Department of Science, Research and Innovation Policy Support Senior Expert – Lawyer	Part A	Legal Aspects of Business
18.	Jūlijs Muraškovskis	Mg.chem	RISEBA visiting faculty member	Part B	Creative Process
				Part B	Non-traditional Advertising and Public Relations Campaigns
				Part A	Public Speaking Technique
				Part C	Development of Creative Imagination
19.	Guna Januševska	MBA, Mg.sc.com.	“Forkids.love” Founder and Board Member; Head of Digital Marketing at SIA “Chocolette Connectionary”	Part B	Marketing Communication on the Internet
				Part B	New Information (Media) Technologies
20.	Lolita Ozoliņa	Mg.sc.soc.	SIA “Lolitas Ozoliņas komunikācijas konsultācijas”, Member of the Board	Part A	Planning and Conducting of Advertising Campaigns
				Part B	Introduction to Advertising Design
21.	Olena Fedorova	Mg.sc.soc.	Head of the summer media camp “Taktika”	Part A	Public Relations Tactics
				Part B	Text Creation in Public Relations
				Part A	Basics of Journalism
22.	Sergejs Grodņikovs	Mg.phys.	JSC “Rietumu Banka”, Head of Public Relations and Marketing	Part B	Text Creation in Advertising
23.	Iveta Cīrule	Dr.sc.administer.	Head of RISEBA Creative Business Incubator	Part A	Business
24.	Kristians Rozenvalds	higher education	Public Relations Specialist Secretary General of the Latvian Badminton Federation	Part A	Introduction to Public Relations
25.	Kristīne Rasnača	Mg.sc.soc.	SIA “New Black”, Executive Director	Part A	Introduction to Public Relations
				Part A	Planning and Conducting Public Relations Campaigns
26.	Anžella Streļčonoka	Mg.philol.	RISEBA visiting faculty member	Part A	Business Communication (English)

27.	Leonīds Krēmers	Mg.sc. comp.	RISEBA visiting faculty member	Part A	Basics of Computer Graphics I (Photoshop)
				Part A	Computer Graphics II (Illustrator)
				Part C	Infographic Design and Tools
28.	Polina Naidenko	Mg.man.	RISEBA visiting faculty member	Part B	Presentation Skills
29.	Valērijs Dombrovskis	Mg.psych.	RISEBA visiting faculty member	Part B	Civil Protection
30.	Jānis Rušenieks	Dr.iur.	RISEBA visiting faculty member	Part A	Legal Aspects of Events Area
31.	Kārlis Anitens	Mg.sc.soc., mg.art.	Independent screenwriter, director and presenter at major nationwide events and concert performances	Part B	Stage Management
				Part B	Event Direction
				Part B	Event Hosting
32.	Joan Cervantes Cutierrez	higher education	RISEBA visiting faculty member	Part C	Spanish Language
33.	Valdis Ošiņš	Non-completed higher education	SIA "Digital Guru", Co-founder and Chairman of the Board, Lecturer	Part B	Basics of Visual Communication
34.	Ēra Zalcmane	Mg.art., mg.psych.	University of Latvia Faculty of Pedagogy, Psychology and Arts, Acting Lector	Part B	Colour Training
				Part A	Basics of Composition
35.	Regīna Ločmele	Mg.sc.soc.	Member of the 13th Saeima of the Republic of Latvia	Part C	Corporate Culture and Communication
36.	Laura Čaupale	Mg.art.	Latvian Puppet Theatre, Guest Director	Part B	Visual Presentation Events
37.	Valdis Tilgalis	MBA, Mg.sc.soc. Mg. ing.	Honorary Consul of Indonesia in Latvia, President of the Europe-Asia Chamber of Commerce	Part B	Basics of Media Planning
38.	Valdis Pavlovskis	Mg.art.	SIA "Izklaides producentu apvienība 7", Director of Events, Scriptwriter, Producer	Part A	Event Production
39.	Anatolijs Petrovs	Dr. oec.	RISEBA visiting faculty member	Part A	Management
40.	Andrejs Limanskis	Dr.oec.	RISEBA visiting faculty member	Part A	Business

The changes in the composition of faculty members that have taken place during the reporting period can be considered as significant. The total number of faculty members involved in the implementation of the study programme has decreased by 9,1% and the total number of doctors

involved in the programme has fallen by 29,6%. There are a number of objective reasons for these changes:

1. The 2013 self-evaluation reports of the accreditation of the study field of information and communication science and the study programmes included therein also included the potential academic staff members, who would be involved in the RISEBA Daugavpils branch "Public Relations and Advertising Management" master's programme if the branch started implementing the programme. In implementing the programme at the Daugavpils branch, it was planned to involve regional faculty members from the RISEBA Daugavpils branch and Daugavpils University (*phil. RISEBA lecturer D.Vnukovs, dr.oec. RISEBA assoc. prof. A.Nikolajevs, mg. hist. RISEBA lecturer B.Volkovičs, dr. phil Daugavpils University (hereinafter – DU) docent L.Gorbaceviča, dr.paed. DU lecturer I.Ostrovskā, dr. psych. DU docent A.Ruža, mg. sc. comp. DU lecturer A.Vagalis, dr. iur., mg.oec. DU lecturer J.Radionovs, mg.art. DU lecturer I.Folkmanis, mg.oec. DU lecturer T.Bikovskis, dr.sc.comp DU Assistant professor N.Bogdanova, mg.oec. RISEBA visiting lecturer N.Seļivanova, mg.philol. RISEBA visiting lecturer T.Dubrovskā, mg. philol. RISEBA visiting lecturer A.Saveljeva, mg.philol. DU lecturer R.Savickis, dr.paed. DU assistant professor V. Gedroics* ). The implementation of the programme in Daugavpils branch has not been started and it is not planned to implement the programme at the Daugavpils branch, as a result of which the number of faculty members involved in the programme has decreased (by 16 faculty members) and accordingly the number of Doctors has also dropped (by 8 Doctors). The information on the faculty members provided in the self-evaluation report of 2019 only relates to the implementation of the programme in Riga.
2. During the reporting period, the composition of the faculty members has been affected by both numerical and personnel changes. During the reporting period, employment relations with several faculty members (academic staff members) involved in the implementation of the programme have been terminated:
  - due to their transfer to other higher educational establishments in Latvia: *dr. sc.ing. RISEBA assoc. prof. N.Gūtmanis, dr.oec. RISEBA prof. I.Kuzmina Merlino, dr. oec. RISEBA assoc. prof. D.Jasjko;*
  - due to the retirement: *dr.paed. RISEBA docent A.Gusevs, mg.philol RISEBA lecturer A.Rubene, dr.oec. RISEBA assoc. professor B.Kurovs;*
  - due to the changes in the implementation of the study programme: *dr. oec. RISEBA docent L.Bahmane.*

Due to the expiration of the election term *dr.oec. assoc. prof. Andrejs Limanskis* and *dr.oec. docent Anatolijs Petrovs* does not stop cooperation with the university, but transfers to the status of RISEBA visiting lecturer, *mg.sc.soc., mg.oec., mg.chem. lecturer Glorija Sarkane* remains an elected researcher.

3. At the same time, the composition of the programme's faculty members has been supplemented by several doctors of science: *iur. RISEBA docent J.Mašošins, dr.oec. assoc. professor V.Kaže, dr.art. RISEBA Assistant.prof. A.Spālvēna, dr.sc.administr. lecturer Jūlija Žakemo, dr. psych. professor Maija Zakriževska-Belogrudova, dr.psych., dr.paed. docent Mārtiņš Veide, dr.oec. professor Tatjana Vasiljeva.*

Taking into account the personnel and numerical changes in the composition of faculty members, these changes during the reporting period should be considered as significant. However, the high proportion of academic staff in 2020 with a doctoral degree, which is over half (61,1%) of the appointed number of faculty members, prompts one to conclude that the impact of changes in the composition of the faculty members on the quality of studies is not significant.

It should be noted that the sector specialists are increasingly being engaged in the implementation of the study programme. Compared with the previous accreditation period, their number has grown from 13 specialists in 2013 to 27 at the time of the preparation of the self-evaluation report. The involvement of industry practitioners in the implementation of the programme is particularly significant for the professional study programme, which objective is to prepare highly qualified, competent and competitive specialists, and is considered to be a factor increasing the quality of studies.

**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 professional master's degree program "Public Relations and Advertising Management" is professionally oriented, therefore both academic theorists and specialists with great practical experience and authority in the field of public relations, advertising, communication, marketing and events are involved in the implementation of the programme. The academic, professional and pedagogical experience of the faculty members involved in the implementation of the study programme ensures the achievement of the study programme results.

A total of 58 lecturers are involved in the implementation of the study programme in the academic year 2020/2021. Of these, 18 (31,1%) are RISEBA academic staff members and 40 (68,9%) are visiting lecturers.

Out of the RISEBA academic staff members involved in the study programme, 11 (61,1%) are Doctors of science and 7 (38,9%) have an academic Master's degree.

The study programme "Public Relations and Advertising Management" is a social direction programme. The programme includes the study courses in communication science, economics, politics, management and law, sociology, psychology and the humanities.

Among the Doctors of science involved in the implementation of the study programme "Public Relations and Advertising Management" are Doctors of social, political, art as well as economic, psychology and other sciences.

A total of 19 Doctors of science are involved in the implementation of the programme.

The programme's academic staff members are composed of professors, associate professors, assistant professors, lecturers, leading researchers and researchers, in accordance with Chapter 4, Section 27 of the Law on Higher Education Institutions. In characterizing RISEBA academic staff by academic position, 2 (11,1%) are professors, 2 (11,1%) are associate professors, 5 (27,8%) are assistant professors, 7 (38,9%) are lecturers and one is a leading researcher in the field of historical sciences, and one is a researcher in the field of economic.

The recruitment of freelance faculty members for the academic positions of a visiting professor, associate visiting professor, visiting assistant professor, visiting lecturer or visiting assistant is not practiced.

The high qualifications of the programme's faculty members are affirmed by the granting of Latvian Science Council expert rights to dr. psych. Solveiga Blumberga in social sciences-psychology (until 21.06.2020), dr.psych. Maija Zakriževska-Belogrudova in social sciences-psychology (until 23.09.2019). See table 4.4.

Table 4.4.

**Faculty members involved in the programme - LCS experts**

<b>Name</b>	<b>Surname</b>	<b>Science discipline(s)</b>	<b>Term</b>
Solveiga	Blumberga	Social sciences - Psychology	until 21.06.2020.
Tatjana	Vasiljeva	Social sciences - Economics and Entrepreneurship	until 17.06.2023
Maija	Zakriževska-Belogrudova	Social sciences - Psychology	until 23.09.2019.

The participation of the faculty members in professional associations promotes the connection between the topicalities and problems of the sector and the teaching of study courses:

*Dr. oec. V.Kaže* – Collegium of Latvian Marketing Professionals,

*Dr.psych. M.Zakriževska -Belogradova-* a member of the Latvian Association of Supervisors, a member of the Latvian Society of Organisational Psychologists, a member of the European Coach Federation, a member of the American Psychological Association, Deputy Chair of the public organisation "Healthcare and Development Foundation", *mg.sc.soc., mg.oec. L.Ozoliņa*, Founder and member, LASAP (LATVIAN ASSOCIATION FOR PUBLIC RELATIONS PROFESSIONALS), Founder and Board Chair, LSMA (SWORN MEDIATORS' ASSOCIATION), *mg.sc.soc. K.Rasnača*, Latvian Association for Public Relations Professionals, *mg. sc.soc., mg.art. K.Anitens*, Latvian Event Producers' Association, *mg.sc.soc. O.Fedorova*, a member of the Ukrainian Journalists' Association, dr.sc.pol. M.Gunare, a member of Lauku ceļotājs, Association of Latvian Travel Agents and Operators, Association of Hotels and Restaurants of Latvia, Latvian Curortology Association, *mg.sc.soc. A.Mirlins*, a member of the Latvian Media Ethics Council.

Pursuant to Section 39 of the Law on Higher Education Institutions, industry practitioners will be involved in the implementation of professional study programme profile subjects. The industry practitioners involved in the implementation of the programme, high-level specialists with long-term professional experience, are the faculty members who help the students to acquire the practical skills and knowledge required for the study results. For example, L.Ozoliņa, a Member of the Board and Consultant at SIA "Lolitas Ozoliņas komunikācijas konsultācijas", A.Mirlins, a Member of the Board and Consultant at SIA "Komunikatīvā pētījumu centrs", K.Rūklis, an international interest representation communication consultant and coach, K.Rasnača, CEO at SIA "New Black", Valdis Ošiņš co-founder, Chairman of the Board and photographer at SIA "Digital Guru", L. Čaupale, guest director at the Latvia Puppet Theatre, etc.

Several of the faculty members involved in the study programme are continuing their doctoral studies (R. Ločmele-Luņova and L.Ozoliņa), while J.Žakemo is a PhD in 2020.

**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 research conducted by faculty members is usually related to the study courses they deliver, e.g. S. Blumberga with the study courses in psychology (Social Psychology, Psychology of Group Interaction, Psychology of Organizations and Consumer Behaviour), V. Kaže with study courses in marketing and branding, A.Spālvēna with advertising and public relations communication (Writing in Advertising, Writing in Public Relations, Media Semiotics), and T.Barteles with a study course in Advertising History etc. The information obtained during the research is used to update the content of the respective study courses.

Every year, several research-based publications are prepared by faculty members involved in the programme: A. Spālvēna, M. Zakriževska, S. Blumberga, T. Barteles and G. Matule, etc. Several of these publications are indexed in the scientific databases Web of Science and SCOPUS or published in high level scientific journals. For example:

Blumberga S., Saulīte A., 2019.CHANGES IN ORGANIZATION, RESISTANCE OF EMPLOYEES AND POSSIBILITIES OF SUPERVISION TO DECREASE RESISTANCE.Bulgaria. SGEM Social Sciences and Arts, <https://www.scopus.com>.

Blumberga S., Mangule M., 2019.Workplace Stress Among Personnel of Publishing Company, Coping and Working Ability. Rezekne Academy of Technologies, ISBN 978-3-030-12449-6, DOI: 10.1007/978-3-030-12450-2\_70, <https://www.springerprofessional.de/en/management-of-liquidity-and-profitability-in-commercial-banks/16536556>, <https://www.scopus.com>.

Spālvēna, A. European Union food quality schemes and the transformation of traditional foods into European products in Latvia and Estonia. *Appetite*, vol. 135, 2019, pp. 43-53, ISSN 0195-6663. (the paper is indexed in the SCOPUS database)

Spālvēna, A. To Pamper and Enjoy: an Insight into the Use of Gastronomic Vocabulary. *Literature and Culture: Process, Interactions, Problems*. Daugavpils: Saule Academic Publishing House of

Daugavpils University, 2014, pp. 263-272, ISSN 2243-6960, ISBN 978-9984-14-698-0. (the article is indexed in the EBSCO database)

Sarkane, G. 'Factors Influencing Choice of Higher Education Establishment for Marketing Strategies of Higher Education.' Publication. Economics and Business. Volume 27, Issue 1, Pages 76-80, ISSN (Online) 2256-0394, DOI: 10.1515/eb-2015-0012, November 2015 (the article is indexed in the EBSCO database)

Bartele, T. Propaganda latviyskoy produktsii v zhurnale Latvijas Tirgotajs (1929-1932). History: sources and people. XXV Scientific Readings. History XIX. Daugavpils: Saule Academic Publishing House of Daugavpils University, 2016, pp. 18-26 (the article is indexed in the EBSCO database)

Matule, G. Categories of Aesthetics in Advertising. Humanitārās un Socialas Zinatnes. Issue 27, 2017, pp. 104-113 ISSN 1407-9291. e-ISSN 2255-8543. 9297 (the article is indexed in the EBSCO database)

Zakriževska M. (2016). Business students and employers attitude towards supervision. Rural Environment. Education. Personality.(REEP) Proceedings of the 9th International Scientific Conference. No. 9, p. 283 -295. ISSN 2255-808X EBSCO database Thomson Reuters Web of Science®

The academic staff members are involved in both national and international projects. For example, RISEBA Lead Researcher T. Bartele participates in several internationally-funded research projects to promote the public awareness of national culture and identity issues:

1. Project of the State Institute for Arts Sciences, Y. Vakhtangov State Academic Theatre and B. Shchukin Theatre Institute "Yevgeny Vakhtangov in theatre criticism". 46 participants from 16 countries are involved in the project.
2. Bartele prepares research papers for a series of publications: "Russia and the Baltics". Publisher: ИВИ РАН. Distributed in Russia, the Baltic states, other European countries, and the USA. The following article has been prepared and submitted for publishing: 'Destiny of Latvian national organisations in Moscow under the Bolshevik rule. 1918-1922.'
3. Russia and Latvia in the flow of history. XIX century, 2nd half to the XX century, 1st half (Россия и Латвия в потоке истории. 2-я половина XIX - 1-я половина XX в.). The project was implemented under a scientific collaboration agreement between the Institute of Russian History of the Russian Academy of Sciences and the University of Latvia in 2015. As a result of the project, a collection of papers of Russian and Latvian historians who study Latvia and the Latvian history as a part of the Russian Empire at the beginning of the XX century, the Latvian history during Soviet times from 1917 to 1940 and the Russian history in Latvia in the second half of the XIX century and the first half of the XX century.
4. 'Latvian Words in Russian History'. Agreement No. 06-0523 with foundation "Amber Bridge Baltic funds" of 23 May 2012. As a result of the project, a research paper was published.

Dr. art. A.Spālvēna's experience of the Interreg Estonia-Latvia Cross Border Cooperation Programme 2014-2020, the project "Livonian Culinary route", is used in the management of student research. Project implementer: Latvian Rural Tourism Association Lauku ceļotājs Order: research in 'Food products and culinary heritage'. How to use heritage in creation of products' and research presentation. Individual consultations to 12 businesses on advertising and marketing aspects.

For a full summary of the academic staff's scientific research, please see Annex 10.

**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 between the faculty members to ensure the interconnection of study courses/modules is implemented by the management of the study programme. According to the mapping of study courses carried out in the academic year 2018/2019, corrections were made in the cooperation between the faculty members for the better achievement of the results of the study programme. Mutual peer evaluation of classes of the faculty members is also used to facilitate the cooperation between the faculty members. The peer evaluation of classes provides the exchange of experience and information among the faculty members with the goal to improve the quality of academic processes. The peer evaluation of classes is also one of the ways to identify similarities between the topics covered in the study course and the tasks to be performed.

When describing specific examples of cooperation, the first point to be mentioned is the cooperation between the faculty members in the supervision of student research. The study course "Research Methods in Public Relations" is carefully coordinated between the faculty members of the course. The content of the course, tests and independent work are harmonised with the needs and requirements of the final work (Bachelor Thesis). Another example of good cooperation is the mutual consultation between the Bachelor Thesis supervisors in the event of problems and the sharing of the lessons learned in the course of the supervision of the Bachelor's thesis. Also noteworthy is the cooperation between the supervisors of the research and creative sections of the Bachelor Thesis, because the creative work involved in the Bachelor Thesis is a continuation of the research work. It is the solution to the problem chosen in the scientific research work, which is based on the proposals made in the research section. Each year, after the defence of the Bachelor Thesis, the opinions of the State Examination Commission on the elaborated Bachelor Theses are discussed at a meeting of the Advertising and Public Relations Department. The meeting members jointly decide on the necessary improvements to the process of development of the Bachelor thesis.

At present, due to a change in lecturers, cooperation has been suspended between faculty members from the study course "Introduction to Advertising" and "Use of Computer Graphics in Advertising", where the end result of both courses was an advertising design idea executed in a computer graphics programme. This cooperation will be renewed, moreover combining it with a third course intended for advertising direction students "Advertising Idea Development".

Of significance is the cooperation between faculty members in preparing students for the qualification examination, which includes questions from marketing and management courses, theory-based communication courses, advertising, public relations or event production courses. This cooperation applies to faculty members, who implement the referred to courses either in different forms of study (full-time studies, part-time studies) or languages (Latvian, Russian). The objective of cooperation is to ensure that one and the same subjects are not covered in study courses, where the subjects learned are included on qualification examination tickets, but that there is a similar approach in the explanation of concepts and principles.

Cooperation between faculty members is coordinated by the study Programme director.

The ratio of students to faculty members in the academic year 2020/2021 (at the time of submission of the self-assessment report) is 298/58, i.e., there is 1 faculty member per 5 students.



# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1.2_Statistika par studējošajiem pārskata periodā_SARM(5.PIEL)_ENG.xlsx	1.2_Statistika par studējošajiem pārskata periodā_SARM_LV.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_Stud.progr.atbilst. valsts izgl.standartiem_SARM_EN.docx	2_Studiju progr.atbilst.valsts izgl.standartam_SARM_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_Kvalifikāc.atbilst.profes.stand_SARM_ENG.doc	3_Kvalifikāciju atbilst.profes.standartam_LV.doc
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	4_Studiju kursu kartējums_EN.docx	4_Studiju kursu kartējums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_Studiju programmu plāns_SARM_EN.zip	5_Studiju programmu plāns_LV_SARM.zip
Descriptions of the study courses/ modules	6_kursu apraksti_SARM_ENG.zip	6_kursu apraksti_SARM_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_Diploms un pielikumi_EN_SARM.zip	7_Diploms un pielikumi_LV_SARM.zip
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	8_Vienošanās ar citām augstskolām_SARM_EN.docx	8_Vienošanās par sadarbību ar citu augstskolu_20.12.2019..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	9_Apliecinājums par kompensācijas garant_EN.pdf	9_Apliecinājums par zaudējumu kompensāciju_LV.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.	10_Apliecinājums par svešval.B2 līmeni_EN.pdf	10_Apliecinājums par svešvalodu B2 līmeni_LV.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	11_Studiju līguma paraugs_EN.docx	11_Studiju līguma paraugs_SARM_LV.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.		

# Public Relations Management (47342)

Study field	<i>Information and Communication Sciences</i>
ProcedureStudyProgram.Name	<i>Public Relations Management</i>
Education classification code	<i>47342</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Glorija</i>
Surname of the study programme director	<i>Sarkane</i>
E-mail of the study programme director	<i>glorija.sarkane@riseba.lv</i>
Title of the study programme director	<i>mg.sc.soc., mg.oec., mg.chem.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly qualified, competent and competitive managers according to the profession standard of strategic communication manager for work in enterprises, public administration and local governments, non-governmental organizations, to promote development of student's creative potential and analytical abilities during the studies and later, to provide an opportunity to continue doctoral studies after the completion of the programme.</i>
Tasks of the study programme	<i>1) To provide up-to-date, high quality and balanced study process to ensure the acquisition of theoretical, research and practical skills;</i> <i>2) To develop the research and analytical skills for independent research in public relations, communication and management;</i> <i>3) To develop the skills and competences needed in today's labour market – presentation, argumentation, communication, information acquisition and processing, ability to think and analyse problems of the sector creatively and critically;</i> <i>4) To carry out in-depth study of public relations trends in Latvia and Europe in the context of communication science;</i> <i>5) To involve students in research carried out by the faculty members of the department and in solving problematic situations of the real work environment;</i> <i>6) To ensure the necessary methodological means and materials, library services and materials and technical equipment fit for an advanced university;</i> <i>7) To ensure the acquisition of a master's degree in accordance with the state standard of the second level professional higher education, which would entitle students to continue doctoral studies.</i>

Results of the study programme	<p><i>Students are familiar with the organizational, public relations and communication strategic management and human resources management principles, latest information and communication technologies.</i></p> <p><i>Students understand public relations development tendencies in the context of communication sciences, their application in professional activities.</i></p> <p><i>Students are able to conduct empirical research, analyse in-depth research results and use them to plan and improve public relations and communication work.</i></p> <p><i>Students are able to explain reasonably the communication and public relations aspects of effective management of an organization and its unit in accordance with the goals of the organization.</i></p> <p><i>Students are able to develop their competences and specialization independently, develop and implement their own and the unit's professional development plan. Students are able to manage the work of a public relations unit or working group, take responsibility for the results of a unit or working group, work in stressful or unpredictable conditions and, if necessary, change them.</i></p> <p><i>Students are able to apply theories of communication and other social sciences in their professional activities in pursuit of organization's goals, research and development of professional working methods, understanding the ethical responsibility of the possible impact of professional activities on the environment and society.</i></p> <p><i>Students are able to identify and critically analyse complex communication problems in an organization's operations, make and justify decisions to solve them.</i></p>
Final examination upon the completion of the study programme	Master Thesis

## Study programme forms

### Full time studies - 1 years, 6 months - latvian

Study type and form	Full time studies
Duration in full years	1
Duration in month	6
Language	latvian
Amount (CP)	60
Admission requirements (in English)	Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

#### Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

#### Full time studies - 1 years, 6 months - russian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>russian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

#### Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

#### Full time studies - 1 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**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>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**Full time studies - 2 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

**Places of implementation**

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

**Full time studies - 2 years - russian**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>russian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science). The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Public Relations</i>
Qualification to be obtained (in english)	<i>Strategic Communication Manager</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

### 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

Name of the study programme	Public Relations Management	
Name of the study programme in the English language	Public Relations Management	
Code of the study programme according to the Latvian classification of education	46342	
Type and level of the study programme	Professional master’s study programme	
Qualification to be acquired (EQF/NQF)	Level 7	
Code of the profession in the Classification of Occupations	Strategic communication manager	
Scope of the study programme (credits (credit points), for recommendation purposes also in ECTS)	60 CP or 90 ECTS	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	1.5 years or 16 months	Latvian, Russian (until 31.01.2022)*, and English
Implementation place	Meža iela 3, Rīga, Latvia, LV-1048	
Director of the study programme	Glorija Sarkane, mg.sc.soc., mg.oec., mg.chem.	

Admission requirements	<p>Professional profiling higher education in communication or academic profiling higher education or non-profiling education (bachelor's degree obtained in another branch of science).</p> <p>The study programme with a total of 60 credit points (90 ECTS) enrolls persons with previously acquired professional higher education in the field of communication (with profiling education).</p>
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Degree or professional qualification, or degree and professional qualification to be granted	Professional Master's degree in Public Relations and qualification of a Strategic Communication Manager
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Aim of the study programme	<p>To prepare highly qualified, competent and competitive managers according to the profession standard of <i>strategic communication manager</i> for work in enterprises, public administration and local governments, non-governmental organizations, to promote development of student's creative potential and analytical abilities during the studies and later, to provide an opportunity to continue doctoral studies after the completion of the programme.</p>
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Tasks of the study programme	<ol style="list-style-type: none"> <li>1) To provide up-to-date, high quality and balanced study process to ensure the acquisition of theoretical, research and practical skills;</li> <li>2) To develop the research and analytical skills for independent research in public relations, communication and management;</li> <li>3) To develop the skills and competences needed in today's labour market – presentation, argumentation, communication, information acquisition and processing, ability to think and analyse problems of the sector creatively and critically;</li> <li>4) To carry out in-depth study of public relations trends in Latvia and Europe in the context of communication science;</li> <li>5) To involve students in research carried out by the faculty members of the department and in solving problematic situations of the real work environment;</li> <li>6) To ensure the necessary methodological means and materials, library services and materials and technical equipment fit for an advanced university;</li> <li>7) To ensure the acquisition of a master's degree in accordance with the <i>state standard of the second level professional higher education</i>, which would entitle students to continue doctoral studies.</li> </ol>
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Academic results to be achieved	<p><b>Knowledge:</b></p> <hr/> <p>1.Students are familiar with the organizational, public relations and communication strategic management and human resources management principles, latest information and communication technologies.</p> <hr/> <p>2.Students understand public relations development tendencies in the context of communication sciences, their application in professional activities.</p> <hr/> <p><b>Skills:</b></p> <p>1.Students are able to conduct empirical research, analyse in-depth research results and use them to plan and improve public relations and communication work.</p> <hr/> <p>2.Students are able to explain reasonably the communication and public relations aspects of effective management of an organization and its unit in accordance with the goals of the organization.</p> <hr/> <p>3.Students are able to develop their competences and specialization independently, develop and implement their own and the unit's professional development plan.</p> <hr/> <p>4.Students are able to manage the work of a public relations unit or working group, take responsibility for the results of a unit or working group, work in stressful or unpredictable conditions and, if necessary, change them.</p> <p><b>Competences:</b></p> <hr/> <p>1.Students are able to apply theories of communication and other social sciences in their professional activities in pursuit of organization's goals, research and development of professional working methods, understanding the ethical responsibility of the possible impact of professional activities on the environment and society.</p> <hr/> <p>2.Students are able to identify and critically analyse complex communication problems in an organization's operations, make and justify decisions to solve them.</p>
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Final examination to be taken at the end of the study programme

Master Thesis.

\* Due to amendments to Section 56 Paragraph 3 of the Law on Higher Education Institutions. Amendments to [Section 56](#), Paragraph three of this Law regarding the language of study programmes enter into force on 1 January 2019. Higher education institutions and colleges the language of study programme implementation of which does not comply with the provisions of Section 56, Paragraph three of this Law will have the right to continue the study programme implementation in the respective language until 31 December 2022. After 1 January 2019, admission of students to study programmes with a language of implementation that does not meet the requirements of [Section 56](#), Paragraph three of this Law is not permitted. (<https://likumi.lv/ta/en/en/id/37967>)

#### Variant 1

Workload in credit points	<b>80 CP</b>
Study duration in years	<b>2 years</b>
Degree and/or qualification to be obtained	<b>Professional Master's degree in Public Relations and qualification of a Strategic Communication Manager</b>
Admission requirements	The study programme with a total of 80 CP (120 ECTS) enrolls persons with previously acquired academic higher education in the communication science (with profiling academic education).

#### Variant 2

Workload in credit points	<b>80 CP</b>
Study duration in years	<b>2 years</b>
Degree and/or qualification to be obtained	<b>Professional Master's degree in Public Relations and qualification of a Strategic Communication Manager</b>
Admission requirements	The study programme with a total volume of 80 CP (120 ECTS) enrolls persons who have obtained an academic or professional bachelor's degree or professional qualification (persons with non-profiling education) in any other field of science, awarded upon completing an at least three-year study programme with the right to enrol in master's studies. When enrolling for studies, persons with a bachelor's degree in other disciplines (not social sciences or other related sciences) must, within the first year of study, complete a levelling course module (introductory module) with 10 CP.

In the period since the previous accreditation sheet for the direction of studies was issued in 2013,

several significant changes have been made in the parameters of the study program Public Relations Management:

1. *In accordance with the new professional standard of Head of Strategic Communication, the title of the qualification to be awarded has been changed from Head of Public Relations Unit to Head of Strategic Communication. See:*  
[https://registri.visc.gov.lv/profizglitiba/stand\\_registrs\\_2017.shtml](https://registri.visc.gov.lv/profizglitiba/stand_registrs_2017.shtml) ("Latvian only")
2. *The part-time distance learning form of studies is no longer used in the implementation of the program.* As the interest of applicants in the part-time distance learning form of studies was low for several years, it was decided not to pursue this type of studies in the future.
3. In the previous accreditation of the direction of studies in 2013, accreditation was granted for the implementation of the program in the form of full-time and part-time studies in Latvian, Russian and English. In reality, the program was implemented in full-time studies in Latvian and Russian, in part-time studies in Latvian only.

Currently, studies in Russian are implemented only in the form of full-time studies in the presence form in the evening department. The program is implemented in Russian in accordance with the amendments to Paragraph 49 of the Transitional Provisions of Chapter VI of the Law on Higher Education Institutions (<https://likumi.lv/ta/en/en/id/37967>): "Amendments to Part Three of **Section 56** of this Law regarding the language of implementation of study programs entered into force on 1 January 2019. Institutions of higher education and colleges, the language of implementation of study programs of which does not comply with the provisions of Part Three of **Section 56** of this Law, are entitled to continue the implementation of study programs in the relevant language **until 31 December 2022**. After 1 January 2019, the admission of students to study programs with the language of implementation that does not comply with the provisions of Part Three of **Section 56** of this Law is not permitted." (<https://likumi.lv/ta/id/300116-grozijumi-augstskolu-likuma>) ("Latvian only")

In accordance with the above amendments, the admission of new students to the Russian language stream at the University does not take place, only students admitted until 1 January 2019 continue their studies in Russian.

*The University envisages to implement the study program in the form of full-time presence studies in Latvian and English.* Commencement of implementation of the study program in English is planned for 2021/2022 academic year.

4. The amount and duration of full-time study program for persons with prior non-profiling education (bachelor's degree obtained in other branches of science) has been changed from the program amount of 90 CP with the study duration of 3 years to the program amount to 80 CP with a study duration of 2 years, where the balancing study course module (introductory module) in the amount of 10 CP must be mastered during the first year of studies.

The changes were made for the following reasons:

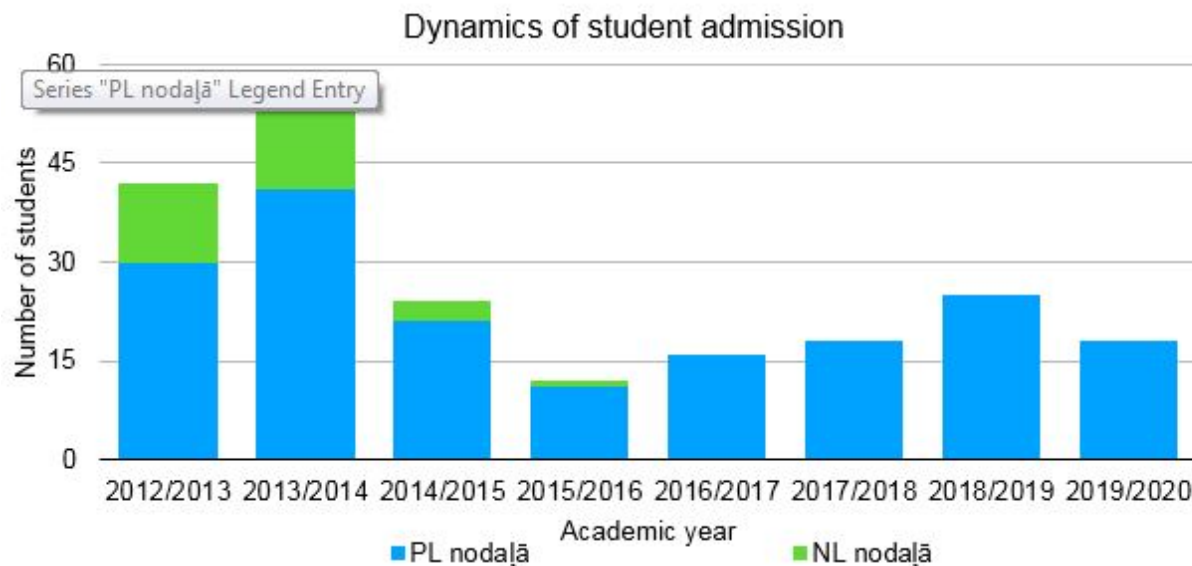
The shorter duration of the study program has a positive effect on the study process, making it more concentrated, which prevents the artificial stretching of the subject to be acquired throughout the study period.

The shorter duration of the study program contributes to the increase of the competitiveness of the program, namely, the shorter duration of studies and the proportionally reduced tuition fee are more attractive to potential students.

**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.**

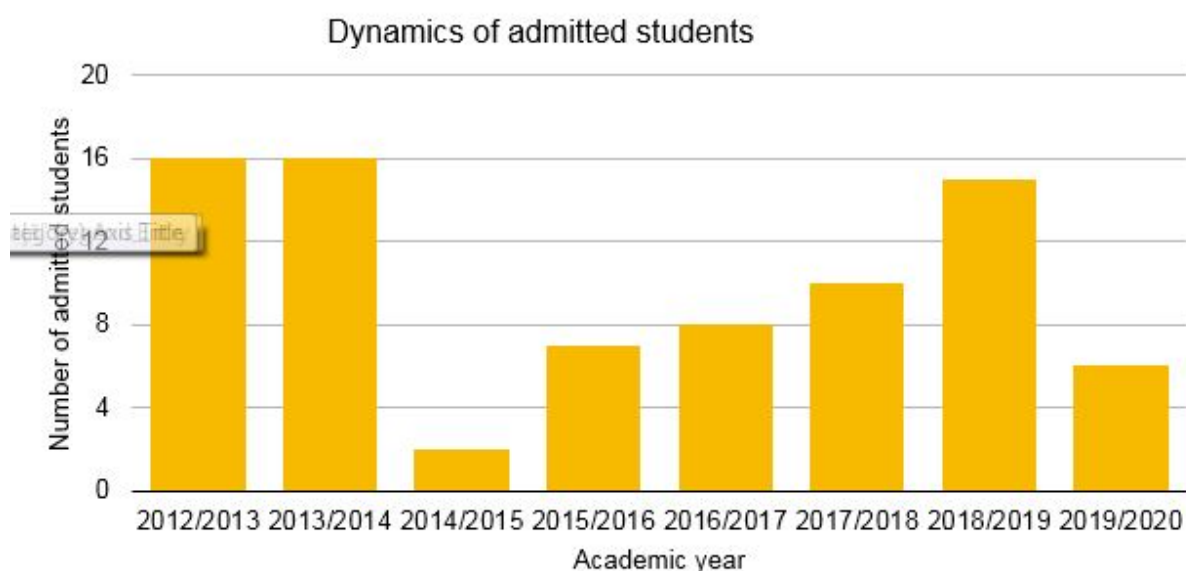
In the academic year 2019/2020 there are 18 students in the programme. In comparison with the previous academic year, the total number of students has decreased by 28 %. In the academic year 2018/2019, there was a significant increase in the number of students (38.9 %) as compared to the academic year 2017/2018. It can be explained by better matriculation rates of students in the academic year 2018/2019, when students were admitted to the Latvian and Russian language stream. There are only 6 students in the program in the 2020/2021 academic year. This decrease in the number of students can be explained by the fact that in the last two study years only a few students applied to the study program and it was decided not to open the 1st year study group in the 2019/2020 and 2020/2021 academic year.

Since the academic year 2014/2015, the studies are implemented only in full-time form (full-time evening department); until then the studies were realized both in full-time and part-time form in Latvian, but since the academic year 2018/2019 also in Russian. In 2018/2019 academic year, 17 students study in Latvian, 9 students in Russian, in 2019/2020 academic year, 8 students study in Latvian and 10 in Russian. See statistics on students in Annex 1. It is not planned to implement the programme as a distance learning programme. Analysing the total number of students over a 6-year period, we can observe an increase in the number of students starting from the academic year 2016/2017. See figure 1.1.



**Figure 1.1. Dynamics of student admission (according to the data submitted to the Central Statistical Bureau)**

The increase or decrease in the total number of students can mainly be explained by the increase in the number of admitted students since the academic year 2015/2016. The number of admitted students has been increasing for several years, but it decreased significantly (by 60 %) in the academic year 2019/2020. See figure 1.2.



**Figure 1.2. Dynamics of admitted students in 2012-2018 (according to the data submitted to the Central Statistical Bureau)**

The exmatriculation rate of students in the programme is small and in recent years does not exceed 12 % of the total number of students. 6 students were expelled in the academic year 2013/2014 and 4 students were expelled in the academic year 2015/2016, only 1 student was expelled in the academic year 2017/2018 for personal reasons. In the academic year 2018/2019, 3 students were expelled for not commencing studies after the interruption of studies, for failure to meet financial liabilities and fulfil the academic plan. 2 students have been ex-matriculated during the 2019/2020 academic year for not resuming studies after the study break.

However, the total number of students studying in public relations master's degree programmes in *Information and Communication Science* in Latvia tends to decrease. There is a decreasing tendency in almost all higher education institutions that implement master's degree programmes in the field of *Information and Communication Studies*.

Table 1.1 (see Table 1.1 below) shows that RISEBA is the only university with an overall increase in the number of students in the master's programme in Public Relations over the past three years (2016-2019).

Table 1.2

**The total number of students studying in the Communication Science academic direction master's programmes at Latvian universities according to the Report on Higher Education in Latvia of the Ministry of Education and Science**

(<http://www.izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitiba/statistika-par-augstako-izglitiba>) ("Latvian only")

	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
<b>University of Latvia</b>	71	70	62	59	48	50	43	38	34	32
<b>Riga Stradins University</b>	35	39	66	89	96	87	61	53	54	30

<b>Vidzeme University</b>					25		22	20	20	21
<b>RISEBA</b>	60	23	30	41	21	12	16	18	25	18
<b>Turība University</b>	162	130	107	105	107	91	71	60	43	26
<b>Total</b>	328	262	265	294	297	240	213	189	176	127

It should be noted that the majority of students admitted to the master's programme already work in the chosen profession, which confirms that the programme is highly regarded and recognized in the professional environment. This could also explain the increase in both the number of admitted students and the total number of students during the past four academic years. The poor enrolment rates for the academic year 2019/2020 and, consequently, the decline in the total number of students are likely to be explained by a change in values or interests in society as a whole rather than by changes in the quality of the "Public Relations Management" programme.

### **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.**

During the implementation and development of the "Public Relations Management" study programme, principles of the Latvian qualifications framework prepared by the Latvian working group headed by Professor A. Rauhvargers are applied as much as possible. Namely, a professional master's degree in Public Relations Management and the qualification of a Public Relations Manager or further strategic communication manager ensure that the students acquire a set of knowledge, skills and attitudes that allow engaging in highly qualified professional activities in the respective area and are able to continue studies in doctoral programmes.

The title of the study program, the degree and the professional qualification to be acquired correspond to the program objective, tasks, results to be achieved and the content of the program, which are mutually coordinated and result from the program mapping.

The results of the study courses follow from the results of the program, which are sent to the teaching staff when preparing and updating the descriptions of the study courses. The teaching staff, guided by the mapping, develops the results to be achieved in the study course, selects appropriate assessment methods and adjusts the course content. The director of the program makes sure that the study courses provide equal knowledge, skills and competencies in all types of studies and languages of implementation, if they are taught by different lecturers. The director of the program, after getting acquainted with the content of the study course, provides feedback to the lecturer and corrections are made, if necessary. At the end students develop a master's thesis, which reflects all the achievable results of the program and are assessed by the State Examination Commission.

Study program title, the degree and qualification to be obtained, objective, tasks, study results as well as the admission conditions are interrelated, they comply with the regulatory framework. See compliance of the study program with the national higher education standard in Annex 2. See compliance of the study program with the professional standard of the Head of Strategic

Communication in Annex 3.

The admission requirements provided for in the RISEBA university Admission Regulations and the corresponding selection of applicants are appropriate and sufficient for each matriculated student to be able to achieve the intended results of the study program:

### **Terms of admission**

#### General provisions:

Citizens and permanent residents of the Republic of Latvia as well as foreigners who have been issued permanent or temporary residence permits can become students of the RISEBA professional master's study program Public Relations Management. The matriculation procedure for foreign students is regulated by the internal regulatory documents of the university.

Persons who have higher education may enter the study program after completing at least a 4-year professional higher education program or if a professional or academic bachelor's degree, which entitles to study for a master's degree, has been obtained.

Students are admitted in accordance with the RISEBA *Admission Regulations*, which have been approved at the RISEBA Senate meeting.

No individual creative test is foreseen in the master's study program Public Relations Management.

Persons with previously acquired professional higher education in the field of communication (with profiling education) are admitted to the study program with the total amount of 60 CP (90 ECTS).

Persons with previously acquired academic higher education in the field of communication (with profiling education) are admitted to the study program with the total amount of 80 CP (120 ECTS).

Persons who have obtained an academic or professional bachelor's degree or professional qualification in any other field of science (persons with non-profiling education), which is awarded upon completion of at least three year study program with the right to study for a master's degree, are admitted to the study program with the total amount of 80 CP (120 ECTS).

When registering for the studies, persons who have obtained a bachelor's degree in other fields of science (not social or other related sciences) must master a balancing study course module (introductory module) in the amount of 10 CP during the first study year.

When registering for studies, the following documents must be submitted:

electronic application or the application completed in person at the Customer Service Centre;

- copy of passport or personal identity card (eID) (presenting the original);
- copies of documents certifying previous education (presenting originals or submitting notarised copies);
- CE certificate in Latvian and English;
- payment order for the registration fee;
- if the previous education was obtained abroad, a certificate issued by the Academic Information Centre;
- 2 photographs (3x4cm)
- CV

#### There are additional requirements for admission:

1. RISEBA admission test (only for foreign applicants)
2. Entrance examination in English (only for those applicants who applied to study in English).

**Entrance examination in English** (the examination does not have to be taken by those who have passed the Centralized Examinations at B2 level or higher, or if the previous education was acquired in English, or can demonstrate a positive IELTS (with a grade of at least 6) or TOEFL (with a grade of at least 500) or equivalent certificate, or another equal international certificate.

**RISEBA admission test** in the program implementation language, which consists of 4 sections, and the purpose of the test is to assess the potential student's ability to integrate into the multicultural study environment of RISEBA university, his intellectual potential and competencies to implement the study process successfully and creatively. The test includes topics with an emphasis on information technology, economics and business, mathematics, communication, ethics.

### **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 of the Study course shall be regularly assessed and in case of need updated in accordance with the needs of the industry, labour market and trends in science. Descriptions of the study course were last updated upon commencement of the study year 2020/2021. Study courses are reviewed and approved by the head of the department, who is responsible for the relevant study course.

Content for the study course is updated, taking into account recommendations of the academic staff, professional associations of the industry, students, alumni and their employers.

To assess if the study programme complies with actual market requirements, professional careers of alumni are monitored and their feedback is analysed. Alumni questioned during the academic year 2017/2018 have assessed the conformity of knowledge, skills and competences acquired during their studies with the requirements of the contemporary market as satisfactory. The conformity of the content of the study programme with the latest industry trends was similarly assessed.

In turn, the employers surveyed during the 2017/2018 and 2018/2019 academic years were of the opinion that student knowledge was very good or good, and evaluated the students as very well prepared for the requirements of the labour market. No survey of employers was conducted during the 2019/2020 academic year.

As the offered programme is a professional postgraduate programme, its compliance with sectorial and labour market requirements is very important, thus, the programme is regularly updated.

Communication and public relations experts are involved in updating the programme content (introduction of new courses, review of current study courses, implementation of study courses,

etc.). According to the Regulation On Programme Boards Implemented by RISEBA, representatives of respective sectors and professional sectoral associations (*Latvian Association for Public Relations Professionals*) are included in Programme Boards, and their opinion is taken into account when any structural or substantive changes are made to the programmes.

According to a long-term cooperation agreement with the Latvian Association for Public Relations Professionals, representatives of these bodies are not only included on Programme Boards, but also help to deliver the academic process and provide internship possibilities to students (as much as possible).

Public relations and communication professionals, and members of the association also participate in the programme as visiting faculty members, supervisors and reviewers of master's theses, as well as members of the state examination commission.

Nearly all study courses involved analysis of real case studies taken from the professional activity of teaching staff and sector practitioners, which closely links the study process with events in the sector, enabling students to participate in a review of real issues within the framework of study courses. For example, a deputy of the 13th *Saeima* of Latvia, journalist Regīna Ločmele, discussed the crisis of AS SWED banka within the framework of the study course "Interaction Between Contemporary Journalism and Public Relations," analysing how every public relations service of the bank responded during the crisis, how it was reflected in the media, how the target audience was reached and what was the role of each player, as well as the tragedy of supermarket Maxima in 2013, which caused a comprehensive political crisis as well as a crisis of public opinion, a reputational and public relations crisis for the company itself and the related media relations crisis. On the basis of her experience as the head of the association Zolitūde 21 11, Regīna Ločmele led students enrolled in the course "Interaction Between Contemporary Journalism and Public Relations" in a study of the tragedy of the supermarket Maxima from a journalism, media relations and communication perspective.

Examination of such case studies in class enables academic staff to assess the topicality of their study course and to evaluate their conformity with sector trends.

Thus, to have the most objective view possible about employer opinions concerning the skills and abilities of specialists required in the sector, it is important that employers have recently cooperated with future specialists for them to assess the knowledge they acquired at the university, as well as their ability and willingness to work in the chosen profession. Cooperation between the university and employers in the form of internships is one way of achieving that. Thus, internship supervisors can also be considered potential employers and customers. It happens quite often that students who leave a good impression during their internship are invited to join the team after graduation to continue working in the same company or body.

Every year, supervisors of internships (and employers of students and graduates) are surveyed. The results are compiled and analysed, and the relevant changes are made in the study programme, if needed.

Additional information about the current situation in the labour market is received from students of the master's programme during presentations of their professional internships. In one section of their internship reports, the students are asked to describe the adequacy/inadequacy of their knowledge in completing the tasks assigned to them during professional internships. Information provided by students about the inadequacy of their knowledge is thoroughly analysed, and the content of respective study courses is updated, if necessary.

Positive assessments and comments made by the State Examination Commission also confirm the conformity of the study courses with the needs of the sector and labour market.

The compliance of the awarded master's degree with the achievements and findings of the respective field of science is ensured by the content of the study courses included in the study program and the teaching staff implementing these study courses.

Study courses are updated at the beginning of each study year. The annual updating of study courses is followed up by the director of the study program. The teaching staff updates the content of the study courses in accordance with the development trends in science, using in the study courses the information available in databases of scientific articles: EBSCO, Emerald, Scopus, Web of Science, etc. Each representative of the university's academic staff has the opportunity to receive funding for attending scientific conferences. Academic staff is motivated to publish the results of their research. Royalties are provided for the publication of articles in the scientific databases SCOPUS, Web of Science. Teaching staff include the knowledge gained as a result of research in the content of their study courses. Every year, it is possible for the teaching staff to improve their qualification both in the methodological seminars organized by the RISEBA university and outside the university. The results of the professional development of the academic staff are evaluated every year during the annual evaluation, and further development of the professional development of each teaching staff is planned according to the results.

At the time of preparing the self-assessment report, three of the teaching staff involved in the program are LCS experts (in the reporting period, a total of 5 teaching staff have been granted the status of LCS expert) and 80% of the academic staff involved in the program are doctors of science. Their scientific publications can be found in Annex 10.

**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 professional higher education "Public Relations Management" master's degree programme of RISEBA was created pursuant to Cabinet Regulation No 481 "*Regulations on the state standard for second level professional higher education*" of 20 November 2001 that regulated the mandatory content of the professional master's degree study programme.

The master's programme complies with the new Cabinet Regulation No 512 "*Regulations on the state standard for second level professional higher education*", adopted on 26 August 2014. Pursuant to the new regulation, the mandatory content of the master's programme consists of the following:

- study courses, ensuring in-depth acquisition of the latest achievements in the sector (the field of professional activity) in theory and practice - with at least 5 CP (credit points)

*(corporate communication and public relations - 4CP; cross-culture communication and global marketing - 2 CP, innovations in social media communication - 2 CP, public relations trends in communication science - 2 CP, public relations strategies in the state, private and public sector - 2 CP);*

- study courses in writing a research paper, creative work, designing and management science - at least 3 CP

*(public relations research methods - 2 CP, strategic management - 2 CP, organisation management - 2 CP).*

Students learn project management within the framework of the “Project laboratory” internship.

- an internship of at least 26 credit points, if it is provided for graduates of the academic bachelor’s study programme, or of at least 6 credit points, if it is provided for graduates of the professional bachelor’s programme;
- a state examination, consisting of the development and presentation of a master’s thesis, of at least 20 credit points.

A Master’s Thesis is worth 20 CP, and consists of a theoretical and practical part. The theoretical part involves analyses of academic sources and other studies devoted to communication issues. The practical part represents an original applied study at the master’s level.

The study programme is based on mandatory knowledge of management, communication and research at the master’s level. Subjects within the optional block provide in-depth knowledge of the strategies, methods, and approaches to public relations and effective communication methods.

The study programme for persons with a prior non-profiling education is a compensatory study course module (introduction module) of 10 CP:

*ethical and legal aspects of public relations, theories of mass communication, public relations as communication, journalism as communication, analysis of case studies in public relations.*

Passing such compensatory courses is envisaged during the 1st year of study.

The goals, tasks and achievable results of the study programme reflects the body of knowledge, skills and competences to be acquired within the framework of all study courses and internships included in the programme. The content of courses is updated on an annual basis. Programme management monitors compliance of course goals and objectives with the defined programme goals and objectives, and course teachers are invited to adjust the content of their courses, if needed. The goals and objectives of the study courses are provided in the description of each study course. See Annex 6.

**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.**

It is possible to pursue the professional master’s study programme “Public Relations Management” on a full-time evening basis. Full-time studies last 1.5 years (3 semesters) *for persons with a prior profiling education*, 2 years (4 semesters) *for persons with a prior profiling academic education and persons with a prior non-profiling education*.

During one academic year, there are 40 auditorium weeks with a load of 40 hours per week.

For the purposes of full-time evening studies, the academic year has two semesters. The studies start in September and end in June.

They are offered in Latvian, English and Russian.

A student may earn the professional Master's Degree *in public relations* and the fifth level professional qualification – *“strategic communication manager”* if he or she has successfully completed all programme requirements, as well as passed the final examination by writing and presenting a Master Thesis.

Full-time studies take place at RISEBA every week. Full-time evening studies at RISEBA take place on Mondays, Tuesdays and Wednesdays from 18:00 to 21:10. During the reporting period, the study programme was implemented only on a full-time basis.

Normative documents approved by RISEBA Senate regulate admission to the study programme, studies, the potential order of courses and successful completion of the programme.

Methodological materials provided for the study courses are available in the digital database of the university, e-riseba, which is based on Moodle software.

Programmes are implemented by means of lectures, seminars, practical sessions, internships, independent study, and advisory sessions with scientific supervisors of papers. In addition to traditional learning methods, interactive methods are also used: various projects during courses, groupwork, roleplay, self-analysis and situational analysis, creative projects, discussion methods, analyses of video recordings of classes, etc.

By inviting foreign lecturers to the programme, students are given an opportunity to learn about global approaches and experiences in the respective area.

A presentation by popular branding expert T.P.Meghoma (UK) was organised for public relations management master's programme students within the framework of the study course “Personal brand management”: *“The branding journey: Introduction to defining personal branding.”*

In turn, the students of the study course “Cross-cultural communication and global marketing” were able to attend guest lectures by T.Otcenaskova from the University of Hradec Králové (Czech Republic) about Cross-cultural Communication in Marketing.

In the “Brand Communications” course, a workshop by B.R. Biala is organised for master's programme students in public relations management on the topic “Competitive advantage through strategic use of brand management.” B.R. Biala (Los Angeles, USA) is a brand strategy expert with more than 16 years of experience.

Professionals in different sectors are invited to speak to students within the framework of the study courses. For example, A.Šķesters, a lawyer and RSU doctoral student in law, gave a guest lecture on the topic of moral detriment, and R.E.Našeniece, the international media and communication expert, conducted a public lecture on the dialectics of propaganda and the master class “Communication Evaluation: Where to Direct.”

Students may become familiar with specialists of the sector during the RISEBA Career Days. For example, during the RISEBA Career Days, which took place from 05.04.2018 to 20.04.2018, students were able to attend guest lectures of professionals of the sector and entrepreneurs (I.Eriņa, Head of Gee Team Production, M.Ražuks-Ebels, representative of Commercialization Reactor Fund, M.Cīrulis, representative of the Latvian co-funding platform “Project Bank”, E.Ražinskis, representative of the movie “Kriminālās ekselences fonds” (Criminal Excellence Fund) etc.), but during the Career Day of 2019 students had a possibility to meet with S.Šaitere, Personnel Project Manager of Riga International Airport, with Head of the Business Support Department of DNB BANK Latvia branch S.Kočerova and other professional.

Visiting faculties shared their experience, provided an insight into the specifics of the work of the

sector and inspired the students to select the career in accordance with their interests.

Students become acquainted with the real working environment and requirements of the labour market during the meetings with professionals of the sector during the classes (*media expert A. Mednis, Head of the Public Relations Department of AS ABLV bank I. Jargans, Chairperson of the Board of SIA Komunikoloģisko pētījumu centrs A. Mirlins, the deputy of the 13th Saeima of Latvia R.Ločmele Luņova, Member of the Board of SIA Lolitas Ozoliņas komunikācijas konsultācijas L. Ozoliņa, Executive Director of the Creative Digital Content Marketing Agency New Black K.Rasnača etc.*).

Professionals of the sector use real examples from their working practice as practical examples within the framework of study courses. For example, L.Ozoliņa has discussed within the framework of the course "Brand Communication" the origin of the brand "Avots", SIA (producer of log furniture) and has worked on the creation of the brand story together with students.

The study programme also includes specialised individual studies in the chosen scientific area that allows to prepare a report for the academic conference of students.

During the implementation of the study process, the following student-centred learning and teaching principles are applied: diversity of students and their needs are respected by developing suitable learning pathways; depending on the capacity, various methods for the implementation of the programme are used; depending on the circumstances, varied pedagogical methods are used. During the academic process, independence of students is promoted, simultaneously ensuring guidance and support from the faculty. Mutual respect between students and the faculty is encouraged.(<https://www.aika.lv>).

Examples of student-oriented teaching and learning:

1. *The contingent of students and the diversity of their needs are respected, creating suitable learning paths, different ways of program implementation are used in line with the possibilities-* In the master's study program, students have the opportunity to transfer from one study language to another, or from this study program to another by carrying out the study course alignment. In the master's study program Public Relations Management, the diversity of students is reflected not only in the individuality of each student, but also in the fact that they have different knowledge and different experience, because they come from different sectors. Teaching staff take into account such diversity of students by choosing appropriate teaching and knowledge assessment methods.
2. *Depending on the circumstances, various pedagogical methods are used* - Pedagogical methods are selected according to the study course, the topics to be acquired in the course, the material and technical provision of the university and the level of students' knowledge. According to the content of the study course and the results to be achieved in the course, various pedagogical methods are used: lectures, discussions, situation analysis, role plays, seminars, "brainstorming", literature studies, etc.
3. *During the study process, the student's tendency to independence is promoted, at the same time providing leadership and support of teaching staff* - independence of students is promoted by offering students the teaching methods where they can prepare an assignment individually or in a group, demonstrating their knowledge and skills. At the same time, students have access to the teaching staff support, if needed. Tasks to be performed individually are provided in all study courses, but independence of students is most promoted during the implementation of the *traineeship tasks*, which is fully independent student work. During the performance of the Public Relations traineeship and Project Lab traineeship tasks, consultations are organized for students with the traineeship supervisors. In addition to the organized consultations, the student is provided with the guidance and support of the

teaching staff throughout the work.

4. *Mutual respect is promoted between the teaching staff and the students* - Mutual relations between the teaching staff and the students are friendly and at the same time businesslike and correct. Mutual relations of the teaching staff and students are described in the Rules of Internal Procedure of the university. The Code of Academic Integrity and the Code of Ethics developed at the university are also a factor promoting mutual respect of the teaching staff and students. The University has an operational Ethics Commission, where ethical complaints are considered, if necessary. No problems of ethical nature have been discussed in the master's study program Public Relations Management.

The pedagogical methods, teaching and learning methods used by the teaching staff are evaluated on a regular basis. Topical issues are discussed at the meetings of the department, at the meetings of the Methodological Council. Methodological seminars are regularly organized for the teaching staff to improve, diversify pedagogical methods and apply them in higher quality.

For example:

Psychological peculiarities of adult learning, in 2019;

Interactive methods of using Moodle, in 2019;

Creating and conducting online training, in 2020;

Design thinking, in 2020, etc.

All study courses provided in the study program are implemented in accordance with the study course descriptions, in which the evaluation system of the course concerned is also determined subject to the unified evaluation system of RISEBA. In order to achieve the study objectives, various methods of knowledge and skills testing and assessment are provided, such as tests, answers to questions, reports, creative or analytical essays, presentations, independent creative or research works. These are both independent homework and independent work in the classroom, where the student's individual performance is assessed, and group work, where not only the students' performance, but also their ability to work together to perform a common task is assessed.

As the knowledge, skills and competencies to be acquired are defined in each study course, the tests are also selected according to the results to be achieved in the study course. To assess knowledge, tests or tasks are most often used, in which the knowledge acquired in the course must be demonstrated. Practical, analytical, creative tasks, in which the student must apply the acquired knowledge, are used to assess skills. Competency testing takes place by testing the ability to create, present, critically analyse.

The number of compulsory examinations in the university is determined according to the amount of the study course: The number of examinations corresponds to the amount of the course:

If the amount of the course is 1 CP, then only one compulsory test, examination, is foreseen in the course;

If the amount of the course is 2 CP, then 2 compulsory tests, test work and examination, are foreseen in the course;

In the master's study program Public Relations Management, the amount of all study courses is 2 CP, there is only one study course, the amount of which is 4 CP, and 4 compulsory tests are foreseen in it.

The rating system used by RISEBA is described in Part II, Subsection 1.6.

Tests, examinations, traineeships and master's thesis are evaluated with a mark in a 10-point

system. The student's knowledge is assessed as a percentage from 1 to 100%. The rating system used by RISEBA is described in Part II, Subsection 1.6 in the Description of the Information and Communication Direction 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.**

Internships are an integral part of higher education. In accordance with the requirements of the professional master's study programme "Public Relations Management", internship in the scope of 6 or 26 credit points is planned for students.

During internships, students practically test and try their theoretical knowledge learned during study courses, and develop skills and competences that cannot be adequately learned only during study courses. For example, the ability to manage the work of public relations company department or workgroup, to undertake responsibility for work results of the company departments or workgroup, the ability to independently take and substantiate decisions, the ability to identify and critically analyse complicated communication issues during the activities of the organisation, the ability to independently improve their competences and specialization, to develop and implement the professional growth plan of themselves and other employees.

Internship for persons with a prior profiling education and persons with a prior non-profiling education (also for persons with a prior academic profiling education) differ both, in terms of content as well as the total number of credit points, as well as perform the role of knowledge comparison.

Public relations internship - 2 credit points (3 ECTS) is provided for students with a prior academic profiling education and students with a prior non-profiling education.

Internship takes place on the 2nd semester of studies under the supervision of academic staff of the university. The goal of the internship is to learn how to channel information about the company/entity to potential customers by the most efficient means and in the most attractive manner.

Professional internship "Project Laboratory" - 6 credit points (9 ECTS) is provided for students with a prior professional and academic profiling and non-profiling education.

Internship in the full-time studies is implemented during the second semester of the first study year.

During internship students are provided with basic knowledge on project management, and practical skills are developed for students in the development of the concept of projects, preparation of project applications - looking for possibilities, formulation of the idea, objectives, work tasks and achievable results of the project, establishment and management of the project team, preparation of the project application and commencement of implementation, team work. Special attention is paid to development of the communication plan during the implementation of the project and announcement of the project results.

Professional internship - 8 credit points (12 ECTS) is provided for students with a prior academic

profiling education and students with a prior non-profiling education.

Internship for full-time studies is implemented during the first semester of the second study year.

During internship students become acquainted with the communication management system existing at the place of internship. In parallel, upon becoming acquainted with communication management of the organization, students have to participate in the public relations activities, projects/ campaigns implemented by the organization.

Professional internship - 10 credit points (15 ECTS) is provided for students with a prior academic profiling education and students with a prior non-profiling education.

This is the internship closing the study process. The task of students during internships is not only to participate in public relation activities, projects/ campaigns implemented by the organization, but also to professionally assess each work performed and project developed during the internship, as well as to offer the possibilities for increase of the efficiency of public relations/ communication of the company.

Internships required by the programme may take place in any company operating in relevant sectors.

If a student already works in a company, he/she may choose that company as a place of his/her internship. Tasks to be completed during the internship is the main criterion for finding a company suitable for the purposes of the programme. These tasks have to be related to the qualification chosen by the student, namely, communication or public relations. Additional opportunities for internships are offered by long-term cooperation agreements between RISEBA and various mass media, governmental bodies, private companies, public benefit organisations (for example, Cabot Latvia LLC, PROFI LOGISTICS LLC, Latvian Association for Public Relations Professionals, etc.).

Results of the student during internships should be presented in front of a special commission. Presentation of internships is public. Internships are graded using a 10-point system.

During the professional internship a supervisor is assigned for the student from the company, where the student undergoes internship. Internship supervisor from academic staff of the university is not assigned. However, in case of need, a student may consult with any academic staff involved in the implementation of the programme about the tasks to be performed during the internship.

Internship supervisor from the part of the university is assigned only for internship in public relations (2 CP) and for internship Project Laboratory (6 CP). Internship supervisor appointed by the university should provide advisory support during the internship to help to fulfil its tasks and objectives.

So far, foreign students study in the program in Russian and most often find traineeship in Latvia themselves. Their good command of Russian helps in that. As many Latvian private entrepreneurs want to promote their companies and their products in the Russian market, they are looking for trainees with good command of Russian, giving preference to those Russian speakers for whom Russia is their home country. Travel agencies are happy to offer traineeship in the field of communication to students from Uzbekistan, Kazakhstan, Georgia and other countries, which could help to promote the services offered by the travel agency in the respective countries.

The program director and a specialist from the RISEBA Student Career Support Centre can greatly assist in providing traineeships for foreign students, as companies often apply to the university program directors or the Student Career Support Centre with the traineeship offers.

Any international company or institution that operates in Latvia or abroad can serve as a place of traineeship for foreign students:

- Branch / representative office of a foreign company or its subsidiary;
- A company in any sector of the national economy with foreign capital
- A company engaged in export or import
- A company operating outside the territory of Latvia.

International students may also choose to do traineeship in their home country.

## **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 should choose the topics of their master's theses from specific research directions approved at the Advertising and Public Relations Department. See Table 2.1.

Table 2.1.

**Areas studied in Master Thesis during 2018/2019 academic year**

<b>No.</b>	<b>Areas studied in master thesis</b>
1.	Promotion of an organisation / product in the market
2.	Sales promotion
3.	Positioning strategies / methods for organisations / products
4.	Image of an organisation and its promotion
5.	Corporate image of an organisation and its promotion
6.	Organisational culture
7.	Public relations from the perspective of internal communication
8.	Public relations from the perspective of external communication
9.	Generating publicity
10.	Development of cooperation with mass media
11.	Strategic communication
12.	Crisis communication
13.	Brand Communication
14.	Communication ethics
15.	Creation of communication content
16.	Corporate responsibility of the organization

The chosen topic of master's thesis must correspond to the chosen direction of studies (public relations/communication) because the main assessment of the student's skills is the ability to offer

a solution for the problem researched in the master's thesis, where the student, by using the available tools (public relations, communication means), must be able to offer a solution to the problem identified.

Some 2019/2020 academic year topics of master's thesis may be noted as example:

1. Improving the image of the company SIA Kompānija NA in the Internet environment with the help of public relations tools.
2. Analysis and improvement of internal communication of the administrative team of the shopping and entertainment centre Akropole.
3. Event marketing as a tool for marketing a new product. Example of the company SIA Uniboulings.
4. Research and improvement of internal communication in the company SIA Euro Live Technologies.
5. Use of communication tools and methods of AS 4finance in building corporate reputation
6. Communication activities of the Adolescent Resource Centre in the Internet environment to promote awareness.
7. Using public relations tools to promote the Chicuz brand in Uzbekistan.

Working students usually choose to solve in their bachelor's thesis a problem found at their place of work, and often the solutions developed in the bachelor's thesis have a practical application. Among the above topics, the solutions offered by the students were implemented in AS 4finance, to promote the Chicuz brand in Uzbekistan and to improve the internal communication of the entertainment centre Akropole.

The State Examination Commission has acknowledged that the topics of the bachelor's thesis chosen by the students are topical and correspond to the objectives and tasks of the study program.

The State Examination Commission evaluates the bachelor's thesis according to the following criteria:

1. Formulation of work objectives and tasks, their implementation in the thesis.
2. Justification for conclusions and proposals.
3. Compliance of the design of the work with the methodological instructions.
4. Presentation.
5. Answers to questions.

The State Examination Commission has established that the topics of master thesis are up-to-date and are in line with the goals of the study programme. Quality of the final papers are assessed as conforming with the requirements proposed by the university and vision of the programme. The State Examination Commission assesses the quality of Master Thesis overall as good. However, the State Examination Commission has pointed also on several shortages in the final papers, namely, the course of the study is not sufficiently revealed, in certain cases hypothesis are not proposed in accordance with the description of the issue, recommendations are not always based on the data of conclusions and methods of acquisition of data and techniques of analyses are not always appropriate. In order to improve the quality of final papers, the commission recommends to draw bigger attention to the substantiation of the hypothesis, to establish stronger relation between data, conclusions and recommendations, to define more precisely the target audience of the study and to develop the skill to make conclusions.

For the average evaluations of master's theses in the reporting period, see table 2.2.

Table 2.2

### Average evaluation of master's theses in the reporting period

Studiju gads	Maģistra darbu skaits	Maģistra darbu vērtējums ballēs no/līdz	Maģistra darbu vidējais vērtējums ballēs	Tajā skaitā neseismīgi novērtēti maģistra darbi
2019./2020.	10	6-9	7,3	-
2018./2019.	6	6-10	7,3	-
2017./2018.	7	5-9	7,86	-
2016./2017.	5	5-9	7,6	-
2015./2016.	1	8	8	-
2014./2015.	18	6-10	7,83	-
2013/2014	20	5-9	7,45	-

The details in table 2.2 demonstrate that during the last 7 years the average evaluations of master's thesis range from 7.3 points in 2019/2020 to 7,86 points in 2017/2018 academic year. Although the average evaluations of master's theses in the last 2 study years are slightly lower, in general they can be assessed as good results.

### 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.

To ensure more efficient assessment of learning processes, at the end of each course students are surveyed to find out their opinion about the relevance of the specific course, adequacy of its scope and efficiency of teaching. This feedback allows the Programme director to monitor the level of cooperation between students and the faculty, and assess the quality of teaching, and, if needed, make a decision about any changes or improvements therein.

Survey of students at the university is conducted electronically.

Courses were assessed by applying a scale from 0 to 5, where 5 was the highest and 0 the lowest score possible. 11 parameters were offered to students to assess courses: these parameters described the content and relevance of courses, quality of learning materials and organization of the learning process. See the average assessment of study courses about the academic year 2018/2019 in table 2.2.

Table 2.2.

#### Assessment of study courses

Assessment parameters	Average, points
Learned/found out a lot	4.13
Students informed about the content, requirements, criteria	<b>4.88</b>
The course is provided with the required literature and materials	4.52

Content is explained in a manner that is easy to understand by underlining the most important aspects	4,42
Students can ask questions and participate in discussions	<b>4.78</b>
Classes start and end on time	<b>4.82</b>
Platform e.riseba.lv used efficiently	4.14
Encouraged to think analytically	4.43
Explanations about coursework and grades are provided	4.25
Consultations beyond classes	4.38
Would recommend to a friend	4.42
<b>Average</b>	<b>4.47</b>

The following study courses were assessed during the reporting period: *organization management, public relations study methods, management psychology, corporate communication and public relations, innovations in communication on social media, brand communication, communication methods for public relations, cross-culture communication and global marketing, types of private support, interaction between modern journalism and public relations, corporate reputation management, strategic management, site branding*. The average assessment of study courses is 4.47 points, which is slightly above than in the academic year 2017/2018.

The highest assessment is provided for *awareness of students on the content, requirements, criteria of courses* (av. 4.88) and organization of classes-precise compliance with the start and end of classes is almost assessed the same (av. 4.82). Cooperation with academic staff during the classes has high assessment - a possibility to ask questions to a lecturer during classes and to participate in the discussion is assessed with 4.78 points. The fourth highest assessment got provision of the course with the necessary literature and material (av. 4.52). Parameters, being related to the content of the course and acquisition thereof, i.e. the possibility to learn something new and the teaching material is presented in an easy and understandable manner, has been assessed with a slightly lower score

In general, study courses are assessed the highest - *corporate communication and public relations, management psychology, types of private support*, and from the part of students of the Russian flow *interaction between modern journalism and public relations*.

The study course *organization management* has been assessed significantly lower than others. Right the content of the course has got the lowest assessment for the above-mentioned course (*found out/learned a lot of new and content explained in a manner that is easy to understand, underlining the most important aspects*).

The performed analyses of student surveys allow programme administration to establish critical points in the delivery of the programme. Content, teaching methods of the courses, having the lowest assessment, and cooperation with the particular academic staff usually is reviewed and accordingly adjusted.

### **Analyses of results of alumni and employer surveys**

During the 2017/2018 academic year, alumni of academic programme were surveyed. 11 completed forms were received, 3 out of which were completed by 2017/2018 graduates.

Several questions were asked:

- Why did you choose this study programme?
- What was positive/negative during the study process?
- Do you work after graduation?
- Do you work in your profession?
- Are you interested in future cooperation with the university?
- Please provide information about the sector of the company you own/are employed in and the current position.

When being asked “Why did you choose this study programme?”, all surveyed have marked the option “I was interested in the selected study direction”, and the option “suitable study schedule” was selected more often.

All surveyed alumni work in Latvia. The alumni are employed in a wide range of sectors, however the services sector dominates with *information and communication services, state administration and defence, mandatory social insurance, education, health and social care, financial and insurance operations, electricity, gas and heating supply*.

However, only 45% of surveyed alumni work in the profession after graduation of studies and only 2 out of 11 surveyed work as the medium level managers, which is obviously to be assessed as a low rate, as far as the qualification achieved by alumni of the programme is a head of public relations company department.

The survey also helped to assess the implementation of the study programme (against several criteria). The surveyed alumni has given the highest assessment to *support of study department, importance of the acquired education in order to find a job*, and a slightly lower assessment to *the quality of the study programme and technical provision*.

*Tutor work and proportion between the price and quality of the study programme* has been assessed the lowest.

The surveyed alumni have marked the *professionalism of lecturers, huge range of practical tasks, responsiveness of lecturers and content of the programme* as the positive factors during the study process.

While, repeat of the study courses in terms of content with the bachelor’s study courses of the particular sector and certain issues of the organisational nature (*delayed notification about changes in the schedule of lectures*) is marked as negative moments by the surveyed alumni.

In order to eliminate repeat of the study courses, negotiations were performed with several members of the academic staff, who present the course of the similar content for both, the bachelor as well as master programme, in the beginning of the 2019/2020 study year.

In particular, the content of the courses “*Online communication*” (bachelor level programme) and “*Innovations in communication on social media*” (master level programme), and “*Public relations strategies*” (bachelor level programme) and “*Public relations strategies for state, private and public sector*” (master level programme) was discussed.

10 out of 11 surveyed graduates indicated that they would recommend their programme to friends, family and acquaintances, which proves that graduates generally have a favourable opinion about the knowledge and skills learned during their studies for the chosen profession, and 5 out of surveyed would be interested to cooperate with the university also in the future.

8 employers were surveyed in the 2018/2019 study year - the official gazettes of the Republic of Latvia *Latvijas Vēstnesis*, non-governmental organization Project Net, union *Korporatīvās ilgtspējas*

*un attīstības institūts* (Corporate Sustainability and Development Institute), SIA *Digitālās ekonomikas Attīstības centrs* (LLC), SIA *Repute* (LLC), Emergency Medical Aid Service, Salaspils Culture House and Ogilvy PR Latvia. All organisations are either the place of work of alumni of the programme or were the place of work of the students of the master's programme during the studies.

Assessment of RISEBA alumni is high. Three out of employers assess the *level of knowledge* of alumni as good, but the rest five employers - as very good. Neither of the employers have assessed the knowledge of interns as partially sufficient or insufficient. All surveyed employers have assessed "very well" the following criteria included in the survey: attitude towards fulfilment of duties, communication skills, sense of responsibility. *The ability to improve, general preparedness for the requirements of the labour market, creativity* has a slightly lower assessment.

Employers also had several recommendations concerning improvement of RISEBA programmes to make preparation of future specialists more effective. At first, that is development of a creative approach, secondly, better knowledge and skills in creation of media relations and, thirdly, project coordination.

Considering recommendations of employers, the content of the study course "Interaction between modern journalism and public relations" was discussed with the lecturer of the course.

One of the surveyed employers had assessed in addition the work of the alumni as excellent and important for further development of the organisation.

## 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.

Students may make use of various types of cooperation:

- Double degree: according to this agreement, a part of studies is completed at RISEBA, and the rest in a foreign university (length of foreign studies depend on the university and the chosen programme). By passing the required exams and presenting the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).
- Exchange programme – a possibility to study one or two semesters in a host university.
- ERASMUS+ programme – an exchange programme for the best students that allows them to spend one or two semesters studying at a university in the European Union country and receive a scholarship.
- ERASMUS+ programme – to have professional internship abroad, in any EU Member State and to receive a scholarship;
- Participation in events organised by academic partners (Latvian or foreign) - conferences, seminars, projects, creative workshops, summer schools, etc.

Table 2.3.

### Number of students of graduate programme Public Relations Management studying in ERASMUS+ and double-degree programmes

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Programme	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing	Arriving	Outgoing
ERASMUS+	-	1	-	3	-	-	-	-	-	1	-	1	-	-

Double degree programme*	-	-	-	-	-	-	1	-	-	1	-
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\*Peoples' Friendship University of Russia (Moscow, Russia)

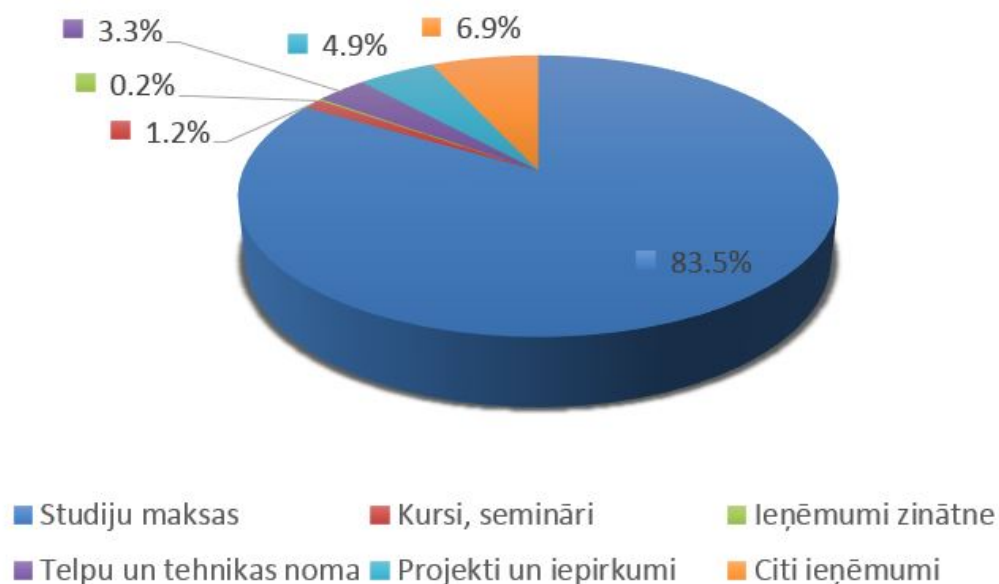
During his/her mobility period in a foreign university, a student should choose study courses that are as similar to courses offered by RISEBA in his/her programme as possible. The chosen courses should be approved by the Programme director. Any study courses completed according to the assessment criteria of the respective academic partner are considered equal to the respective semester or annual courses of RISEBA and are entered in the documentation of academic attainment. Courses completed during the mobility period are recognized if their value in credit points and content are in line with the content and scope of the respective study course at RISEBA.

### 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.**

Tuition fees are the main source of financing for the study programme. Tuition fees are covered by private individuals and/or legal entities.

Overall, of all the university's income, over 80% is made up of income from tuition fees. RISEBA also actively works in the field of adult education, which is not related to higher education, organising various courses and seminars, participating in procurements and projects, as well as leasing out premises for organising educational events. The overall income structure can be seen in Figure 3.1.



**Figure 3.1. RISEBA income structure**

The amount of tuition fees and payment procedure for each study year is decided and approved by the RISEBA Senate.

See the tuition fee for the professional master's study programme "Public Relations Management" in the 2019/2020 academic year in Table 3.1.

Table 3.1.

**Tuition fees during the 2020/2021 academic year**

Previous education	Study type, form	CP	Duration	Language	Annual tuition fee, EUR
Professional profiling higher education	Full-time evening department	60	1.5 years	Latvian	2400
Academic profiling higher education or non-profiling education (Bachelor's degree has been earned in another science)	Full-time evening department	80	2 years	Latvian	2400
Professional profiling higher education	Full-time evening department	60	1.5 years	English	3145
Academic profiling higher education or non-profiling education (Bachelor's degree has been earned in another science)	Full-time evening department	80	2 years	English	3145

18 different types of tuition fee discounts are also available to students of the RISEBA university for excellence in their studies, accomplishments in sport, in the form of social support grants, for participating in the Student Council, as well as discounts supporting various types of collaboration, etc. 9 discount types are also available to students in the "Public Relations Management" Master's programme. It should be mentioned that allocation of budget-funded places are not provided and the "Good grades" discount is not applied for students of the master programme During the first

semester of the 2019/2020 study year, the "Alumni" discount on the tuition fee in the amount of 15% was granted to two students of the "Public Relations Management" master programme and the "Relatives" discount in the amount of 15% was granted to one student. During the study year 2020/2021, no tuition fee discount has been granted to any students in the master's program.

Tuition fee discounts are set in conformity with the "[Regulations regarding Tuition Fee Discounts](#)"

Every year, the financial resources required for the implementation of a field of study and its corresponding programmes are planned in accordance with RISEBA's budget and expended in line with the tariffs, plans and cost estimates approved by RISEBA's management, thus ensuring control over the expenditure of financial resources. Most of the funding provided for the study programme is spent on salaries for academic personnel (47.3%) and salaries for visiting faculty (12.9%); the second biggest item applies to the wear and tear of fixed assets and intangible assets (12.9%), while third involves premises leasing expenditures (3.7%). Almost the same share of financial resources is spent on Student Council expenses and sports (3.1%). The resources also provide for funding of the research work of faculty members and students. For students, this is funding for the annual students' research and artistic creation work conference "A Changing World in Search of New Solutions." Every year, as part of the conference, an "Advertising Yesterday, Today and Tomorrow" session is organised, in which students of the "Public Relations Management" programme may participate. Participation by students of the master programme in the scientific research conferences for students organised by RISEBA university in general should be assessed as low. At the same time, in the 2019/2020 study year an alumni of the "Public Relations Management" study programme, submitted a report on research conducted for the Master Thesis "Communication of the RISEBA Creative Business Incubator for Development of a Positive Image and Attraction of New Members" in the conference organised by the Latvian Association for Professionals of Public Relations.

Resources are also provided to ensure the publication of the best works from RISEBA student scientific conference anthologies and foreign cooperation partner conference anthologies. So far, students of the master programme have not exercised these possibilities.

To provide for the research (creative) activity of academic personnel, at the start of each study year, each department (study direction) is allocated university funding (budget) for scientific research and artistic creation, whose rational expenditure is the responsibility of the head of the relevant department.

Funding awarded by RISEBA to the department is allocated in conformity with the priorities of the department's scientific research directions to fund participation by faculty members in activities fostering research work in accordance with existing limits.

In the event that the financing awarded by RISEBA is insufficient to cover the participation costs of Advertising and Public Relations Department faculty members in activities fostering research work, financing under the auspices of the Department may be allocated by means of a competitive procedure, and the Department may attract external funding in the form of EU projects or grants.

For the full percentage breakdown of funding per student, see Part II, Chapter 3, Section 3.1.

The study programme is basically offered in two buildings in Riga - at Meža iela 3, Meža iela 1/6. Only certain events, such as lectures, seminars by invited professionals within the framework of study courses or public lectures take place at Durbes iela 4 (H2O6 RISEBA Architecture and Media Centre, Riga creative block).

All auditoriums at RISEBA are equipped with visual demonstration equipment. Computers, video projects and screens are installed in the auditoriums, which allow faculty members to demonstrate

the necessary teaching materials in class, and students to present their independent work, which is vital in the implementation of the programme, because it entails presentation of many visual materials.

See the complete material technical provisions available to students and faculty members in Part II, Chapter 3, Section 3.2.

To conduct studies under the auspices of their study work and Bachelor Thesis, students use the RISEBA-subscribed e-platform Webropol extensively, which offers the opportunity to develop and send out questionnaire forms, and to process subsequent questionnaire results. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users.

For several years, RISEBA has used the IBM SPSS (Statistical Package for the Social Sciences) software package for statistical data analysis. IBM SPSS is installed in computer classes with a total of 38 user licences installed for lecturers and students, the acquisition of which is also provided for students of the “Public Relations Management” programme within the framework of the study course “Public Relations Study Methods.” For the performance of scientific research, students and faculty have access to 1 Smart PLS and 5 NVIVO licences.

The e-learning platform MOODLE ([e.riseba.lv](http://e.riseba.lv)) is used to post teaching materials in the study process, while a Web-based portal ([my.riseba.riseba.lv](http://my.riseba.riseba.lv)) was introduced in April 2013 to present student grades. Both internet platforms allow students to keep track of their progress and the requirements of the study course, examination rules and grades.

Additional options for students and faculty members are provided by the contract signed by RISEBA for the use of MS Office educational software for study, administrative work and private use by students and lecturers.

The wireless internet connection (WIFI) provided in the university’s premises means that the internet can be used for study purposes in any auditorium.

Since 2014, an anti-plagiarism platform has been used at RISEBA to identify plagiarism in students’ final theses. Currently, 25 Latvian universities participate in the joint anti-plagiarism platform.

Faculty members and students have access to a copying centre for copying, scanning, printing and binding materials, etc. The copying, scanning and printing expenditures of faculty members for study purposes are paid for with funds provided for the study direction.

The infrastructure and material and technical support at RISEBA University is sufficient to attain the study results envisaged in study courses.

The RISEBA library provides access to information corresponding to fields of study for study and research purposes, offering the information resources available in the library’s archive, as well as ordering information resources from other libraries for use for a certain period of time.

Since the end of 2011, RISEBA library has been included in the joint electronic catalogue of libraries of national significance. This catalogue is compiled in collaboration with the National Library of Latvia, the library of the University of Latvia, the Scientific Library of Riga Technical University, the Fundamental library of the Latvia University of Life Sciences and Technologies, the library of Rīga Stradiņš University, as well as the library of the EKA University of Applied Sciences, which allows students to make use of library publications included in the joint catalogue.

Every year, library resources are augmented, in accordance with the amount of funds granted to each academic direction, and taking into account the list of required literary sources prepared by faculty members involved in the programme at the beginning of each semester.

Students have continual access to the following databases: EBSCO, Leta.lv, Nozare.lv, Emerald, and PRMEC. The university also subscribes to the Web of Science database, which is financed from the funds allocated for promotion of research work.

On an annual basis, the university tries various databases, and students are promptly informed about any new databases that are available for trials, as well as given access to them. For example, from 25.09.2019 to 30.11.2019, a free trial of the *PressReader* database was available, about which students were informed via the RISEBA homepage. Via the RISEBA homepage, students are regularly informed about freely accessible e-resources: e-journal and reference databases and e-book databases. The university's homepage provides direct access to subscription databases and free resources, as well as trial databases.

Harvard Business School teaching materials are also available for learning purposes. This is another opportunity for students to gain an understanding of international experience. For example, for several years, a marketing simulation game was used in the Intercultural communication and global marketing course of the Public Relations Management programme (Marketing Simulation: Managing Segments and Customers, No. 3341-HTM-ENG).

The RISEBA library has a collection of over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, as well as ROM digital versatile discs. 60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian.

For the requirements of student and faculty members, the library subscribes to the following press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Blumberg Business Week*, *The Economist*, *DETAIL* and *A10*, etc.

The library is open six days a week: weekdays from 10.00 - 18.00 and Saturdays from 10.00-15.00, which is completely sufficient for students.

The information base (including the library's information sources) established and maintained by RISEBA can meet the requirements of the study process.

For a more detailed description of the services provided by the RISEBA Library and the assessment of the compliance of library resources with the master's study program, see Part II, Chapter 3, Section 3.3.

### **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.**

Table 4.1

**Composition of faculty members of the professional master's study programme "Public Relations Management"**

Number	2013	2020
Academic staff members	18	15
incl. doctors of science	16	12
Visiting lecturers	18	15
incl. doctors of science	10	3
Faculty members involved in the implementation of the programme	36	30
incl. doctors of science	26	15

Table 4.2

**Provision of study courses with teaching staff in the professional master study program "Public Relations Management"**

**Academic staff**

No.	Name and surname of the faculty member	Scientific or academic degree	Academic position	Part of the study programme	Study course
1.	Artis Pabriks	Dr.sc.pol.	Assistant professor	Part B	Politics and Political Communication
2.	Guna Matule	Dr.sc.soc.	Lector	Part A	Public Relations Research Methods
				Input module	Ethics Aspects of Public Relations
3.	Raina Vīra	Dr. paed.	Assistant professor	Part A	Organisation Management
4.	Maija Zakriževska	Dr.psych.	Professor	Part A	Management Psychology
5.	Solveiga Blumberga	Dr.psych.	Associated professor	Part A	Management Psychology
6.	Tatjana Barteļe	Dr.hist.	Leading Researcher	Part A	Master's thesis tutelage/reviewing/work in commissions
7.	Lidija Semenova	Mg.sc.soc.	Lector	Input module	Mass Communication Theories
8.	Inese Slūka	Mg. sc.soc.	Lector	Part A	Project Laboratory
9.	Astra Spalvēna	Dr.art.	Assistant professor	Part A	Public Relations Design
10.	Jūlija Žakemo	Dr.sc. administr.	Lector	Part A	Organisation Management

11.	Valters Kaže	Dr.oec.	Associated professor	Part A	Intercultural Communication and Global Marketing
12.	Ilmārs Kreituss	Dr.chem.	Professor	Part A	Master's thesis tutelage/reviewing/work in a commission
13.	Andrejs Čirjevskis	Dr. oec.	Professor	Part A	Strategic Management
14.	Tatjana Vasiljeva	Dr. oec.	Professor	Part A	Public Relations Research Methods
15.	Glorija Sarkane	Mg.sc.soc., mg.oec., mg.chem.	Researcher	Part A	Master's thesis tutelage/reviewing/work in a commission

Table 4.3

**Provision of study courses with teaching staff in the professional bachelor study program “Public Relations and Advertising Management”**

**Visiting staff**

No.	Name and surname of the faculty member	Scientific or academic degree	Place of work/academic position	Part of the study programme	Study course
1.	Anna Vulāne	Dr.philol.	University of Latvia, Professor	Part B	Discourse Analysis
2.	Ivars Bērziņš	Dr.phil.	Latvian Academy of Culture, Professor	Part B	Principles of Government, Private and Public Sector Partnership
				Part B	Types of Private Support and Methods of Attracting it in Public Relations
3.	Artūrs Mednis	Higher education	Media expert, Head of marketing agency “New Black”	Part A	Innovations in Communication in Social Media
4.	Ilmārs Jargans	Mg.sc.soc., mg.oec., mg.paed., mg.chem.	RISEBA visiting faculty member	Part B	Corporate Reputation Management
5.	Laila Ozoliņa	Mg.sc.soc.mg.oec.	Press Secretary of the party “VL-TB/LNNK”, member of the Latvian Association of Public Relations Professionals	Input module	Legal Aspects of Public Relations
6.	Vineta Apse	MBA, mg.paed.	University of Latvia, Lector	Part A	Corporate Communication and Public Relations
				Part A	Intercultural Communication and Global Marketing
7.	Aleksandrs Mirlins	Mg.sc.soc.	Center for Communication Studies, Ltd., Chairman of the Board	Part A	Public Relations Strategies in Government, Private and Public Sectors

8.	Kaspars Rūklis	Mg.sc.soc.	International interest representation coach and consultant, Programme Manager of IREX Media Literacy Programme in the Baltics	Part A	Public Relations Development Trends in Communication Science
				Part A	Public Relations Design
				Input module	Journalism as Communication
				Input module	Public Relations Case Studies
9.	Lolita Ozoliņa	Mg.sc.soc.	SIA "Lolitas Ozoliņas komunikācijas konsultācijas", Member of the Board	Part A	Brand Communication
				Part B	Place Branding
				Part B	Personality Branding
10.	Kristians Rozenvalds	higher education	Public Relations Specialist Secretary General of the Latvian Badminton Federation	Input module	Public Relations as Communication
11.	Leonīds Pētersons	Dr.sc.ing.	Riga Technical University, Docent	Part A	Strategic Management
12.	Kristīne Rasnača	Mg.sc.soc.	SIA "New Black", Executive Director	Part B	Communication Methods in Public Relations
13	Regīna Ločmele	Mg.sc.soc.	Member of the 13th Saeima of the Republic of Latvia	Part B	Interaction between Contemporary Journalism and Public Relations
				Part A	Public Relations Strategies in Government, Private and Public Sectors
				Part A	Public Relations Internship
14.	Anete Hofmane	Mg.sc.soc.	RISEBA study programme "Business Psychology"	Part A	Management Psychology
15.	Tatjana Titareva	International master's degree in public administration	RISEBA visiting faculty member	Part A	Project Laboratory

The changes in the composition of faculty members that have taken place during the reporting period can be considered as significant. The total number of faculty members involved in the implementation of the study programme has decreased by 16,7 % and the total number of doctors involved in the programme has decreased by 42,3 %. There are a number of objective reasons for this change:

1. The 2013 self-evaluation reports of the accreditation of the study field of information and communication science and the study programmes included therein also included the potential academic staff members who would be involved in the RISEBA Daugavpils branch "Public Relations Management" master's programme if the branch started the programme. It was planned to involve in the programme implementation in Daugavpils branch several faculty members from the region (*phil. RISEBA lecturer D.Vnukovs, dr.oec. RISEBA assoc. prof. A.Nikolajevs, mg. hist. RISEBA lecturer B. Vokovičs, dr. phil Daugavpils University*

(hereinafter – DU) Assistant professor L. Gorbaceviča, dr. paed. DU lecturer I. Ostrovska, dr. phys. DU Assistant professor S. Ignatjeva, dr. psych. DU Assistant professor A. Ruža, dr. hist. DU lecturer D. Oļehnovičs and mg. sc. comp. DU lecturer A. Vagalis). The implementation of the programme in Daugavpils branch was not started and it is not planned to implement the programme in Daugavpils branch, as a result of which the number of faculty members involved in the programme has decreased (by 6 faculty members) and accordingly the number of doctors has also dropped (by 11 doctors). The information on the faculty members provided in the self-evaluation report of 2020 relates only to the implementation of the programme in Riga.

2. During the reporting period, the composition of the faculty members is influenced by both numerical and personnel changes. During the reporting period, the employment relationship with several faculty members (academic staff) involved in the implementation of the programme is terminated due to their transfer to other higher educational establishments in Latvia: sc. ing. RISEBA asoc. prof. N. Gūtmanis, dr. philol. RISEBA asoc. prof. S. Veinberga, dr. oec. RISEBA prof. I. Kuzmina Merlino, dr. oec. RISEBA asoc. prof. D. Jasjko and dr. paed. RISEBA docent A. Gusevs due to retirement age.
3. At the same time, the composition of faculty members of the programme is supplemented by several doctors of science: oec. RISEBA prof. Tatjana Vasiljeva, dr. chem. RISEBA prof. Ilmārs Kreituss, dr. oec. asoc. prof. Valters Kaže, dr. psych. RISEBA asoc. prof. Solveiga Blumberga, dr. art. RISEBA docent Astra Spalvēna, dr. sc. administr. lector Jūlija Žakemo.

Taking into account the personnel and numerical changes of the composition of the faculty members, these changes during the reporting period should be considered as significant. However, the high proportion of academic staff in 2020 with a doctoral degree (80%) suggests that the impact of changes in the composition of the faculty members on the quality of studies is not significant.

#### **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 professional master's degree program "Public Relations Management" is professionally oriented, therefore both academic theorists and specialists with great practical experience and authority in the field of public relations, communication and marketing are involved in the implementation of the programme. The academic, professional and pedagogical experience of the faculty members involved in the implementation of the study programme ensures the achievement of the study programme results.

A total of 30 docents are involved in the implementation of the study programme in the academic year 2020/2021. Of these, 15 (50 %) are RISEBA academic staff members and 15 (50 %) are visiting lecturers.

Out of the RISEBA academic staff members involved in the study programme, 12 (80 %) are doctors of science and 3 (20 %) have an academic master's degree.

The study programme “Public Relations Management” is a social direction programme. The programme includes courses in communication science, economics, politics, management and law, sociology, psychology and the humanities.

Among the doctors of science involved in the implementation of the study programme “Public Relations and Advertising Management” are doctors of social, political, art as well as economic, psychology and other sciences.

A total of 15 doctors of science are involved in the implementation of the programme.

The academic staff of the programme is composed of professors, associate professors, docents, lecturers, leading researchers and researchers, in accordance with Chapter 4, Section 27 of the Higher Education Law. In characterizing RISEBA academic staff by academic position, 4 (26.6 %) are professors, 2 (13.3 %) are associate professors, 3 (20.0 %) are docents, 4 (26.6%) are lecturers and one is a leading researcher in the field of historical sciences and one is a researcher in the field of economics.

RISEBA does not practise the recruitment of freelance faculty members for the academic position of a visiting professor, associate visiting professor, visiting docent, visiting lecturer and visiting assistant.

The high qualification of the faculty members of the programme is proved by the granting of Latvian Science Council expert rights to dr. psych. Solveiga Blumberga in social sciences – psychology (until 21.06.2020), dr. psych. Maija Zakriževska – Belogradova in social sciences – psychology (until 23.09.2019), dr. oec. Andrejs Čirjevskis in social sciences – economics and entrepreneurship (until 02.12.2023), dr. chem. Ilmārs Kreituss in social sciences – economics and entrepreneurship (until 19.12.2021), dr. chem. Tatjana Vasiljeva in social sciences – economics and entrepreneurship (until 17.06.2023).

The participation of the faculty members in professional associations promotes the connection between the topicalities and problems of the branch and the teaching of study courses:

Mg. sc.soc. I. Slūka – Latvian National Project Management Association

Dr. oec. T.Vasiljeva – Latvian Information Technology and Communication Association

Dr. oec. V. Kaže – Collegium of Latvian Marketing Professionals

Mg. psych. A.Hofmane – Latvian Association of Supervisors, Latvian Association of Consultative Psychology, Latvian Association of Health Psychologists, Latvian Association of Addiction Psychologists

Dr. psych. M.Zakriževska-Belogradova – Latvian Association of Supervisors

Pursuant to Section 39 of the Law on Higher Education Institutions, practitioners of the respective field shall be involved in the implementation of professional study programme profile subjects. The practitioners involved in the implementation of the programme, the high-level specialists with long-term professional experience, are the faculty members who help the students to acquire the practical skills and knowledge required for the study results. For example, L.Ozoliņa, Member of the Board and Consultant at SIA “Lolitas Ozoliņas komunikācijas konsultācijas”, A.Mirlins, Member of the Board and Consultant at SIA “Komunikoloģisko pētījumu centrs”, K.Rūklis, an international interest representation communication consultant and coach, etc. Several of the faculty members involved in the study programme continue their doctoral studies (R. Ločmele-Luņova, L.Ozoliņa, I.Slūka, T.Titareva); Jūlija Žakemo in 2020 obtained a doctoral degree in economics and business-dr.sc.administr.

**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 scientific research carried out by the faculty members is usually related to the study courses taught, for example, A. Čirjeviskis – “Strategic Management”, S. Blumberga – “Management Psychology”, I. Slūka – project management, T. Vasiljeva – a study course in research methods, R. Vīra – human resources management, V. Kaže – a study course in marketing etc. The information obtained during the research is used to update the content of the respective study courses.

Each year, a number of research-based publications are elaborated by faculty members involved in the programme: A. Čirjeviskis, T. Vasiljeva, S. Blumberga, I. Slūka, R. Vīra etc. Several of these publications are indexed in the Web of Science and SCOPUS databases or published in high-level scientific journals. For example:

Čirjeviskis, A., 2019. Designing Organizational Eco-Map to Develop a Customer Value Proposition for a “Slow Tourism” Destination, 413-421 pp., ISSN 2682-9959, 10.5593/SWS.ISC.SS.2019.

Čirjeviskis, A., 2019. What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? Journal of Open Innovation: Technology, Market, and Complexity Technology; doi.org/10.3390/admsci9030057,

Blumberga S., Saulīte A., 2019. CHANGES IN ORGANIZATION, RESISTANCE OF EMPLOYEES AND POSSIBILITIES OF SUPERVISION TO DECREASE RESISTANCE. Bulgaria SGEM Social Sciences and Arts, <https://www.scopus.com>.

Blumberga S., Mangule M., 2019. Workplace Stress Among Personnel of Publishing Company, Coping and Working Ability. Rēzeknes Tehnoloģiju akadēmija, ISBN 978-3-030-12449-6, DOI: 10.1007/978-3-030-12450-2\_70,

<https://www.springerprofessional.de/en/management-of-liquidity-and-profitability-in-commercial-banks/16536556>, <https://www.scopus.com>.

Ludviga I., Sluka I., 2018. Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures. *International Journal of Diversity in Organizations, Communities and Nations*.

The academic staff members are involved in both national and international projects. For example, RISEBA Lead Researcher T. Barteles participates in several internationally-funded research projects to promote public awareness of the national culture and identity:

1. Project of the State Institute for Arts Sciences, Y. Vakhtangov State Academic Theatre and B. Shchukin Theatre Institute "Yevgeny Vakhtangov in theatre criticism". 46 participants from 16 countries are involved in the project.
2. Barteles prepares research papers for a series of publications: "Russia and the Baltics". Publisher: ИВИ РАН. Distributed in Russia, the Baltic states, other European countries, and the USA. The following article has been prepared and submitted for publishing: 'Destiny of Latvian national organisations in Moscow under the Bolshevik rule. 1918-1922.'
3. Russia and Latvia in the flow of history. XIX century, 2nd half to XX century, 1st half (Россия и Латвия в потоке истории. 2-я половина XIX - 1-я половина XX в.). The project was implemented under a scientific collaboration agreement between the Institute of Russian History of the Russian Academy of Sciences and the University of Latvia in 2015. As a result of the project, a collection of papers of Russian and Latvian historians who study Latvia and the Latvian history as a part of the Russian Empire at the beginning of the XX century, the Latvian history during Soviet times from 1917 to 1940 and the Russian history in Latvia in the second half of the XIX century and the first half of the XX century was prepared.
4. "Latvian names in the Russian history". Agreement No. 06-0523 with foundation "Amber Bridge Baltic funds" of 23 May 2012. As a result of the project, a research paper was published.

The experience gained by dr. art. A. Spalvėna in the Interreg Estonia-Latvia Cross Border Cooperation Program 2014-2020, the project "Livonian Culinary route" is used in the management of student research. Project implementer: Latvian Rural Tourism Association Lauku Ceļotājs Order: research in 'Food products and culinary heritage'. How to use heritage in creation of products' and research presentation. Individual consultations to 12 businesses on advertising and marketing aspects.

On a regular basis, dr. oec. Professor T. Vasiljeva takes part in a different research projects in the role of a project manager:

- In 2018, the Latvian School of Public Administration project "Data Analysis" was completed. More than 700 officials from 22 public authorities have attended both modules of the training.
- The Latvian School of Public Administration project "Public Service" started in 2018 continues also in 2019. The training material and methodologies developed within the project for testing accessibility and determining possible disproportionate burden have been approved by the Ministry of Environmental Protection and Regional Development and the *Guidelines for Assessing the Impact of Compliance with the Accessibility Requirements for Websites of Institutions and Justifying the Disproportionate Burden* developed by the Ministry of Environmental Protection and Regional Development are based on this material.

For a full summary of the academic staff's scientific research, please see **Annex 10**.

**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 between the faculty members to ensure the interconnection of study courses/modules is implemented by the management of the study programme. According to the mapping of study courses carried out in the academic year 2018/2019, corrections were made in the cooperation between the faculty members for the better achievement of the results of the study programme. Mutual hospitation of the faculty members is also used to facilitate the cooperation between the faculty members. Hospitation provides for exchange of experiences and information among the faculty members to improve the quality of academic processes. Hospitation is also one of the ways to identify similarities between the topics covered and the tasks to be performed.

When describing specific examples of cooperation, the first point to be mentioned is the cooperation between the faculty members in the supervision of student research. The study course "Research Methods in Public Relations" is carefully coordinated between the faculty members of the course, the content of the course, tests and independent work are coordinated with the needs and requirements of the final work (master's thesis). Another example of good cooperation is the mutual consultation of the master's thesis supervisors, sharing of the lessons learned in the course of the supervision of master's thesis. Each year, after the defence of the master's thesis, the opinions of the State Examination Commission on the elaborated master's theses are discussed at a meeting of the Advertising and Public Relations Department. The meeting members jointly decide on the necessary improvements to the process of development of the master's thesis.

The ratio of students to faculty members in the academic year 2020/2021 (at the time of submission of the self-assessment report) is 6/30, i. e., there is 1 faculty member per 0.2 students.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1.2_Statistika par studējošajiem pārskata periodā_ENG.xlsx	1.2_Statistika par studējošajiem pārskata periodā_SAV_LV.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_Stud.progr. atbilst. valsts izgl.standartiem_SAV_EN.docx	2_Studiju progr.atbilstība valsts izglīt.standartam_SAV_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_Atbalstība Strategiskas komunikācijas vadītāja standartam_EN_labots.doc	3_Atbalstība Strategiskas komunikācijas vadītāja standartam_labots LV.doc
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	4_Studiju kursu kartējums_SAV_EN.xlsx	4_Studiju kursu kartējums_SAV_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_studiju_programmu_plans-SAV_EN (1).xlsx	5_studiju_programmu_plans-SAV_LV.xlsx
Descriptions of the study courses/ modules	6_kursu apraksti_SAV_ENG.zip	6_kursu apraksti_SAV_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_Diploms un pielikumi_EN_SAV.zip	7_Diploms un pielikumi_SAV_LV.zip
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	8_Vienošanās ar citām augstskolām_SAV_EN.docx	8_Vienošanās par sadarbību ar citu augstskolu_20.12.2019..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	9_Apliecinājums par kompensācijas garant_EN.pdf	9_Apliecinājums par kompensāciju garant_LV.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.	10_Apliecinājums par svešvalodas B2 līmeni_EN.pdf	10_Apliecinājums par B2 līmeni_LV.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	11_Studiju līguma paraugs_SAV_EN.docx	11_Studiju līguma paraugs_LV.doc.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		