

APPLICATION

Studiju virziena "Management, Administration and Management of Real Property" for assessment

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Liepājas Universitāte</i>
Registration code	<i>3042000219</i>
Legal address	<i>LIELĀ IELA 14, LIEPĀJA, LV-3401</i>
Phone number	<i>63423568</i>
E-mail	<i>liepu@liepu.lv</i>

Self-evaluation report

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

University of Liepāja

Self-evaluation report	2
Study field	5
I - Information on the Higher Education Institution/College	5
II - Description of the Study Direction (1. Management of the Study Direction)	13
II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)	28
II - Description of the Study Direction (3. Resources and Provision of the Study Direction)	32
II - Description of the Study Direction (4. Scientific Research and Artistic Creation)	46
II - Description of the Study Direction (5. Cooperation and Internationalisation)	53
II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)	60
Annexes	62
Other annexes	64
Tourism and recreation management	66
Study program	70
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	70
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	72
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	80
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	81
Annexes	84
Business and organization management	85
Study program	88
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	88
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	91
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	104
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	105
Annexes	109
Culture management	110
Study program	113
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	

.....	113
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	115
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	121
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	122
Annexes	125
Management Sciences	126
Study program	129
III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)	129
III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)	132
III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)	138
III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)	139
Annexes	142

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:

University of Liepaja (hereafter - LiepU) is the Kurzeme Regional Centre of higher education, science and culture, which contributes to regional development in the Latvia and international context. **Mission of LiepU:** be the promoter of Kurzeme education, science, innovations and culture development, which provides competitive, nationally and internationally significant studies necessary for the regional development, implements nationally and internationally acknowledged research, related to the studies, and promotes sustainable development of the society.

Values of LiepU: human being, collaboration, growth, Latvia

Overall goal of LiepU: provide acquisition opportunities of higher professional, academic education and life-long education based on research, necessary for the region, on Latvia and international scale competitive and qualitative, promoting development of national economy based on knowledge and professional competences and strengthening of creative, culture-orientated society.

Priority Development Directions of LiepU: studies, life-long education, scientific work and innovations, and development of management governance (management governance of human resources, projects, finances, infrastructure, information);

Quality Policy of LiepU: provide acquisition opportunities of higher professional, academic education and life-long education based on research, necessary for the region, competitive and qualitative on Latvia and international scale, promoting development of national economy based on knowledge and professional competences and strengthening of creative, culture-orientated society, taking into account European Standards and guidelines for quality provision in the European (ESG-2015). In 2018 three mid-term planning documents were developed which are directed towards the development of LiepU human resources.

1. LiepU Human Resources Development Plan 2018–2023;
2. Action Plan of LiepU Academic Staff Development 2018– 2022;
3. Training Plan of LiepU Management Staff 2018– 2021.

Development strategy of University of Liepaja in English: <https://www.liepu.lv/en/61/documents-and-regulations>

https://www.liepu.lv/uploads/%C4%80SD/ERASMUS%20dokumenti/Liepaja_University_Development_Strategy_Summary.pdf

Study directions and number of study programmes implemented at LiepU can be seen in "Other attachments" **Appendix I.1.1.A.**

Dynamics of LiepU student numbers during the assessment period can be seen in "Other attachments" **Appendix I.1.1.B.**

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 principal decision-making bodies of Liepaja University are:

- **the Constitutional Assembly**
- **the Senate**
- **the Rector**
- **the Academic Arbitrage**

The Constitutional Assembly is the highest representative and management and decision-making body authorized by the University. The Constitutional Assembly:

- adopts and amends the Constitution of the University;
- decides about the change of the University status and name;
- approves the regulation for the Rector election, elects and renounces the Rector;
- listens to and assesses the Rector's annual report about the University work;
- approves the Regulation of the Senate, elects and renounces the members of the Senate from the academic and general staff;
- approves the Regulation of the academic arbitrage, elects and renounces the academic staff members of the academic arbitrage;
- organizes new elections of the Constitutional Assembly;
- if necessary, considers all other issues important for the University work.

The Constitutional Assembly of the University consists of 65 University staff members who are elected by secret ballot for three years in the following composition:

- 40 representatives from the academic staff;
- 13 representatives from students;
- 12 representatives from the general University staff.

The Senate is a collegial management and decision-making body of the University staff. The Senate approves:

- internal order regulative documents of the University, if they are not approved by the Constitutional Assembly;
- study programmes and the responsible ones for the implementation of the corresponding programme;
- admission rules for the students' enrolment at the University;
- University budget;
- work payment principles;
- Regulations of the Study Council, Science Council and Maintenance Council;
- Regulations of the Honorary Doctor and Honorary Member of the University nominations;
- Regulations of the Advisory Convent;
- Regulations of the Students' Self-government.

The Senate decides:

- about formation, reorganization or elimination of departments, laboratories, faculties, scientific institutions and other structural units;
- about preservation or change of the corresponding science or art sub-sector and proclamation of an open competition to the vacant professor post in the science or art sub-sector;
- about the necessary science or art sub-sector in which an open competition will be proclaimed to

the vacant associated professor post and what payment category the corresponding post complies with;

- about guest professors, associated guest professors, guest docents, guest lecturers or guest assistants' (if the corresponding post is vacant) recruitment for up to two years;
- about the financial resources structure, listen to the Rector's annual report on the budget implementation;
- about other study, scientific and maintenance issues important for a successful University functioning;
- about convening of the Constitutional Assembly.

The Senate consists of 28 University staff members who by secret ballot are elected for three years in the Constitutional Assembly in the following composition:

- 21 representatives from the academic staff, including at least 14 professors and associated professors;
- 6 representatives from students;
- 1 representative from the general University staff.

The Rector is the highest official of the University who implements the general administrative management of the University and without any special authorization represents the University. The Rector is elected in the Constitutional Assembly for five years and not more than twice in a row. The Rector has to be a Professor. The elections of the Rector shall be governed by the regulations which have been approved by the Constitutional Assembly. The elected Rector shall be approved by the Cabinet of Ministers.

The Rector

- is responsible for compliance of the university's activity with the Law on Higher Education Institutions and other Legislation of the Republic of Latvia, as well as the Constitution of Liepaja University, Constitutional Assembly and Senate decisions;
- responsible for the quality of the education to be acquired at the University, performed scientific research and implemented artistic creativity;
- Provides the state budget resources allocated to the University and self-income, also legal, economic and purposeful application of University property;
- personally responsible for the University financial activity;
- promotes and is responsible of the development of the University staff and provides the academic staff and students' academic freedom;
- responsible for the implementation of the University Strategy and prepares the University Budget;
- knows, manages and is responsible for the performance of all the tasks stated in the Law of Higher Educational Institutions and University Constitution.

The Academic Arbitrage consists of 7 members, who are elected for three years. The Constitutional Assembly elects 5 representatives by secret ballot from the academic staff. They may not be representatives from the administrative staff. The Students' Self-government elects 2 representatives in the Academic Arbitrage; when considering the Students' applications, the presence of the representatives is mandatory.

The Academic Arbitrage shall consider:

- the students and academic staff applications about the restrictions of academic freedom and rights or trespasses stated in the University Constitution;
- arguments between the University officials, also the institutions of structural units which are

subordinated;

- In the cases stated in the Constitution applications shall be considered about challenging the administrative act or actual action and make corresponding decisions about them.

The Faculty is a structural unit which provides the study content and course, also scientific research work in one or several science or profession directions. They are conducted by the Dean who is elected by the Faculty Council for 5 years in compliance with the Regulations about the Faculty, but not more than twice in a row.

The tasks of the Faculty are:

- develop and implement the development strategy of the faculty;
- participate in the University budget development; organize purposeful application of the funding allocated to the Faculty;
- develop and implement efficient, strategically and economically justified study programmes;
- provide and be responsible for the quality of the study programmes; coordinate and monitor the activity of the study programme directors;
- participate in the applicants attraction (both in Latvia and abroad);
- attract and supervise teaching staff who are necessary for the study programme implementation, also cooperating with other faculties;
- plan and organize the study process and scientific research work, including students' scientific research activity;
- supervise and be responsible for the observance of the study regulatory documents in the Faculty;
- in case of a necessity promote/participate in their development; assess and analyse students' study achievements, control fulfilment of the students' academic and financial commitments;
- organize work of the faculty's study support staff and general staff;
- supervise the organizational and innovative work of the faculty's structural units;
- encourage project development and attraction;
- develop cooperation with other higher educational establishments and institutions;
- provide communication with graduates and employers.

The highest decision-making body of the Faculty is the Faculty Council, which considers and decides on the faculty's study organization, academic and scientific work, also economic, financial and other issues.

The Faculty Council elects:

- the Chairperson and Vice Chairperson of the Council;
- the Dean;
- lecturers and assistants (according to the *Regulations about Elections in Academic Posts*).

The Faculty Council recommends:

- candidates for the Senate/ Professors Councils to be elected in the docent, associated professor, professor posts;
- Senate approval of the study program directors.

The Faculty Council states:

- the main directions of the faculty's academic and scientific activity, its development strategy and perspectives in accordance with the University overall strategy and goals;
- application of the faculty's name and symbolism in accordance with the procedure established by the University.

The Faculty Council decides:

- about the organizational issues of the faculty's administrative process;
- about the organizational issues of the study process and scientific work;
- about provision and organizational issues of the study programme/direction;
- about compliance of the teaching staff with the requirements of the study programmes/directions according to the licencing/accreditation regulations;
- about promotion issues of the study programme;
- about the issues of the study programme budget and material base;
- about the spending order of the funding obtained/allocated to the faculty;
- approves the standard and annual study plans.

The Faculty Council considers:

- The annual self-assessment reports of the study directions and faculty;
- suggestions related to the study provision;
- other proposals submitted by the student academic groups or teaching staff groups.

The Faculty Council analyses:

- the academic, scientific and professional activity of the teaching staff according to the accreditation regulations;
- students' progress;
- students, employers and graduates' opinions about the study programmes.

The Faculty Councils consists of 9 people – the Dean; 6 representatives of the academic staff, including at least 3 elected teaching staff members with a Doctoral Degree; the teaching staff are elected in the Council by the General Meeting of the faculty's academic staff; 2 representatives of students studying at the University who are delegated by the monitors of the faculty students' groups.

The set of regulatory documents of Liepaja University activity and order (in English): <https://www.liepu.lv/lv/654/dokumenti>

Structure of Liepaja University (in English): <https://www.liepu.lv/lv/170/struktura>

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.

In order to implement the overall goal and goals, the University of Liepaja uses the development and planning documents and the internal Quality Management System (hereafter – QMS). In LiepU QMS there are the databases and procedures of the internal normative documents.

Responsibility

- LiepU management has made commitments to provide the necessary resources needed for the Quality Management System's efficient activity and its improvement.

- LiepU approves academic integrity and freedom, stands against academic fraud; supervises any intolerance and students or staff's discrimination.
- All LiepU employees are responsible for implementation, support and development of the Quality Policy, procedures and improvement, they are responsible for the quality and get involved in quality provision.
- Formulations of employees' responsibilities, rights and duties are written in job descriptions and procedures for all work functions affecting the quality of work.

Planning of QMS

- In the QMS manual LiepU has defined procedures and other documents how the requirements of the QMS are reached and how the development of the quality culture happens.
- Observance of the QMS requirements is achieved working according to the ESG-2015 and requirements stated in the QMS documentation.
- The order, in which the changes in processes and documentation are introduced, is stated in the Recordkeeping Instruction. Mechanisms for implementation of an efficient QMS provision;
 - analysis of outcomes of students and graduates' regular surveys;
 - compilation and analysis of employers and other social partners' opinions and suggestions,
 - Management Report considered in the Constitutional Assembly,
 - problem analysis in structural units.

In the development of the QMS procedures, regulations, rules and other normative documents and their execution control the activity of the representatives delegated by the LiepU Student Council is active. Students participate in the following LiepU institutions: in the LiepU Constitutional Assembly, in the LiepU Senate, in the LiepU Senate Development and Budget Commission and the LiepU Senate Academic Commission, in Councils of the Faculties, the Study Councils, Science Councils, Maintenance Councils, Library Council, Scholarship Commission, Scholarship Commission of the LiepU Senate, Loan Granting Commission, Study Direction Councils.

All LiepU employees are responsible for implementation, support and development, of the quality policy, procedure and management system and they take responsibility for the quality and get involved in quality provision.

The electronic link to the website where one can access:

- Quality Policy of the Higher Educational Establishment: <https://www.liepu.lv/en/124/quality-policy>
- Quality Manual: <https://www.liepu.lv/en/61/documents-and-regulations>
- Information on other binding internal laws and regulations can be found in **Appendix I.1.2.A** in the previous section.

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.	<p>Complies</p> <p>Quality Policy of LiepU: provide acquisition opportunities of qualitative and competitive on Latvia and international scale higher professional, academic education and life-long education based on research and necessary for the region, promoting development of Latvia national economy based on knowledge and professional competences and strengthening of creative , culture orientated society, taking into account the European standards and guidelines for quality assurance in European higher education space (ESG-2015).</p> <p>The Quality Policy is based on LiepU Strategy and values stated in it: a human being, society, growth, Latvia.</p> <p>The Quality Policy is implemented by all LiepU structural units and employees, according to the strategic goals. Provision of quality is described in the LiepU Quality Manual.</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>LiepU QMS are procedures which regulate formation, licensing and accreditation of study programmes. Separate procedures determine preparation, approval and change management of both study courses and study plans. Procedures are created which regulate the annual study plan development of classes and their management of changes, also preparation of timetable and change management.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>In the study course programmes the goals and tasks, requirements for CP acquisition, independent work and expected outcomes/ competences to be acquired in the study course have to be indicated. In the regulations about the study course/module examinations the order of the examination organization and procedure have been stated, also reflection of results.</p> <p>https://www.liepu.lv/uploads/files/Noteikumi%20par%20studiju%20kursu%20un%20modulu%20parbaudijumiem%20English%20(1).pdf</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>In 2018, three mid-term planning documents were developed, directed towards the LiepU human resources development. LiepU Human Resources Development Plan 2018-2023 in which the current situation is assessed, the goals of human resources management processes, the tasks to be executed and results achieved are determined.</p> <p>The goal of LiepU Human Resources Development Plan are to provide LiepU with the necessary human resources, promote development of the current human resources (academic and general staff), professional growth and development, new teaching staff and scientific staff inclusion in the university education and research process in order to provide modern, towards development orientated studies, research, life-long education in compliance with the LiepU Development Strategy.</p> <p>The Action Plan of LiepU Academic Staff Development 2018-2022 is the staff development and attraction plan, in which the envisaged activities of the academic staff competence improvement, development and attraction are determined and described.</p> <p>The goal of the Action Plan of LiepU Academic Staff Development 2018-2022 is to provide the increase of the LiepU academic staff competences and skills, promote the staff development and LiepU work development according to the quality requirements.</p> <p>3.The Training Plan of LiepU Management Staff 2018-2021 in which the activities for the envisaged managerial staff competence development are stated and described.</p> <p>The goals of LiepU Managerial Staff Training Plan: the increase of LiepU managerial staff competences and skills for a skilful administration, process management, managerial team with a vision of a modern, competitive international university which understands global tendencies, a managerial team which is able to inspire students and employees for a fast and ambitious development.</p> <p>LiepU QMS has procedures about the Employees' training planning, organisation and efficiency assessment and Academic Staff selection and assessment.</p>
----	--	--

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>Every year on October 1 the data is collated about the number of students, number of the matriculated, number of graduates, number of staff- which is included and analysed in the self-assessment report of the study direction. In LiepU procedures are developed which state the order in what way the annual surveys of students' satisfaction and graduates' surveys are carried out. In the reports of the study direction self-assessments the compliance of the study direction and study programmes with the labour market demand, the annual employers' surveys are analysed.</p> <p>In the study direction self-assessment reports the information on financial resources for the study direction in order to implement the corresponding study programmes are analysed, also to provide the academic staff research (creative) activities. Every year in the Senate the enrolment results are analysed, assessment of the Scientific activity and analysis of financial and economic activity are carried out.</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>LiepU normative documents and QMS determine continuous improvement, development and work efficiency of the study direction. To prepare the self-assessment reports of the study direction, there must be the development plan of the study direction and its execution analysis.</p>

II - Description of the Study Direction (1. Management of the Study Direction)

1.1.1. 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.

During the previous study process and direction self-assessment period, the study direction "Management, Administration and Real Estate Management" was implemented in the Faculty of Natural and Social Sciences of Liepaja University. According to the decision by the Liepaja University Senate on August 30, 2013 to divide the Faculty of Natural and Social Sciences in two faculties – Faculty of Science

and Engineering and Faculty of Management and Social Sciences, starting from September 2, 2013 the Faculty of Management and Social Sciences (hereafter - FMSS) implements study programmes in the study directions "Management, Administrations and Real Estate Management" and "Hotel and Restaurant Service, Tourism and Recreation Organizations."

During the previous self-assessment period of the study direction, in the study direction "Management, Administration and Real Estate Management" the following Professional Bachelor's study programmes were implemented: "Management of Business and Organizations" with specialization sub-directions: management of entrepreneurship processes; management of human resources; management of logistics; sociology of organizations, "Communication Management" with specialization sub-directions: manager of public relations and structural units; manager of foreign affairs structural units; manager of mass media enterprises and establishments, and "Culture Management", also the professional Master's study programme "Management Sciences" with specialization sub-branches: entrepreneurship management, management of society, management of education. Whereas, in the study direction "Hotel and Restaurant Service, Tourism and Recreation Organization" the professional Bachelor's study programme "Tourism Management and Recreation" was implemented with the specialization sub-directions: tourism management; health tourism; creative industries in tourism.

According to the instructions by the Ministry of Education and Science (MES) about the allocation principles of the state-funded study places in 2016 (and also for the next 3-4 years), as well as, assessing the priority activities set for the study direction "Management, Administration and Real Estate Management" in the Development Plan 2014-2018, during the reporting period of the study direction self-assessment (2013-2016) the compliance of the professional Bachelor's study programme with the labour market requirements was assessed, including the necessity and implementation of the professional specialization offered in the programmes.

Therefore, starting from the study year 2016/2017, according to the standards of *Business Head /Deputy Head/ Head of Public Relations structural unit and Head of Foreign Affairs structural unit*, the study programme "Communication Management" has been implemented as the professional specialization direction/sub-direction of the study programme in the study programme "Business and Organization Management," in which essential changes have also been made. As a result, starting from the study year 2016/2017 in the professional Bachelor's study programme "Business and Organization Management" the following specializations/sub-directions have been implemented: management of human resources; management of public relations structural unit; management of foreign affairs structural unit.

Moreover, the study programme "Tourism Management and Recreation" which previously was implemented in the study direction "Hotel and Restaurant Service, Tourism and Recreation Organization", starting from the study year 2017/2018 has been implemented in the study direction "Management, Administration and Real Estate Management" as the professional Bachelor's study programme "Tourism and Recreation Management" with specializations/sub-directions: tourism management, recreation management, according to the decision by the study accreditation Commission of the Quality Agency for Higher Education (QAHE) from 26.09.2017. In order to implement further the professional Bachelor's study programme "Tourism and Recreation Management" developed for the labour market and regional interests, execution of changes was closely related to the standard of *Business Head* profession, which has been taken as a base and considered in the discussion with the sector specialists and municipality representatives, assessing the competences envisaged in the standard within the framework of practical business activities and developing correlation between the theoretical and professional specialization courses of management science, tourism and recreation fields.

Changes were also implemented according to the goal of University studies and life-long education: implement for the regional needs, on Latvia and international level competitive and qualitative higher professional and academic education full cycle and for the regional specialization appropriate study

directions and priority actions for their achievements, which are directed towards the opportunities to decrease the study programmes and study directions by 2020 (according to Liepaja University Development Strategy 2016-2020, 10 study directions were realized in 2016), but the resultative indicator in 2020 – not more than 8 study directions.

In Liepaja University (LiepU) Development Strategy 2016-2020 (available on: https://www.liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf) three priority development directions are emphasised:

- Studies and life-long education,
- Scientific work and innovations and
- Management development (management of human resources, projects, finances, infrastructure, information).

Currently in the LiepU Faculty of Management and Social Sciences one study direction is being implemented: “Management, Administration and Real Estate Management,” in which the following professional Bachelor’s study programmes are being implemented: “Business and Organization Management”, “Culture Management” and “Tourism and Recreation Management,” as well as the professional Master’s study programme “Management Sciences” (further abbreviations of study programmes to be used see in **Table II.11.A**).

Study programmes implemented in the study direction “Management, Administration and Real Estate Management” with the specialization combinations within programmes give a chance to react flexibly to the demand in the labour market, also implementing the priorities of Kurzeme Region:

- On 3.03.2018 the Rector of Liepaja University Dace Markus, the study Pro-rector Māra Zeltiņa, the Dean of the Faculty of Management and Social Sciences Inta Kulberga and the faculty’s teaching staff had a meeting with Vice Chairmen of Liepaja City Council Atis Deksnis and Ģirts Kronbergs to discuss what specialists are necessary for Liepaja, who to talk to in order to understand in which direction geographically Liepaja’s tourism and cultural tourism develop and where the trained specialists by the university would fit in.
- To eliminate deficiencies, LiepU has organized different discussions and meetings with practising sectoral experts, e.g. on 03.04.2019 the Rector of Liepaja University and the director of the programme “Culture Management” Uldis Drišļuks had a meeting with the Rector of Ventspils Higher Educational Establishment Kārlis Krēsliņš and the Chairman of the Board of the concert hall “Great Amber” Timurs Tomsons to discuss together strengthening of communications in research.
- On 10.12.2019 the management of the Faculty of Management and Social sciences and teaching staff met with the sectoral specialists to understand how the business study programmes, which are provided by the faculty, have to develop in future. The people involved in the discussion spoke about the fact whether entrepreneurship development in culture is necessary, whether it is necessary to maintain in the tourism direction the two existing specialization directions, also to assess the graduates’ employment in the city and their competence, what kind of managers are needed- with general or specific knowledge.
- On 12.12.2019 in Liepaja University the Member of the European Parliament – Vice-president of Culture and Education Committee, former Minister of Culture Dace Melbārde arrived for a visit. In the meeting the Rector Dace Markus, the Dean of the Management and Social Sciences Faculty Inta Kulberga and the director of the study programme “Culture Management” Uldis Drišļuks took part. During the meeting the culture specialists’, trained by Liepaja University, training and details of the study programme development were discussed.

The study programmes are implemented in the context of important sector development for Liepaja City, Kurzeme and Latvia State, including the creative industry development in Latvia, Kurzeme Region and Liepaja, closely relating it to the knowledge, skills necessary in the labour market and competences

in entrepreneurship, culture and communication management in order to develop offers of tourism and recreational activities and organize them.

The comparison of the study programmes with other similar study programmes in Latvia and abroad can be seen in *Appendix* under "Other attachments":

- *Comparison of the Professional Bachelor's Study Programme Business and Organization Management with others Appendix All_II.1.1. A.*
- *Comparison of the Professional Bachelor's Study Programme Tourism and Recreation with others Appendix All_II.1.1.B.*
- *Comparison of the Professional Bachelor's Study Programme Culture Management with others Appendix All_II.1.1.C.*
- *Comparison of the Professional Master's Study Programme Management Science with others Appendix All-II.1.1.D.*

Comparison of study programs included into the study direction with other similar study programs in Latvia and abroad mostly is performed with LiepU partner institutions of higher education, with which there has been a strong and durable cooperation in the field of program development (for example, BA Turība, Vidzeme Higher School, Higher School of Economics and Culture, Riga Technical University, Ventspils Higher School, Klaipeda University etc.) or with institutions of higher education with which Erasmus+ program opportunities have been developed.

Comparing the implemented study programs of the direction with other similar programs in Latvia and abroad, it is possible to conclude that the programs offer similar general education study course content and the courses corresponding to the specifications of the field, and this is natural, by observing the requirement to profession standards, but each program has also own unique solutions and offers.

The offered sub-directions of the professional bachelor study program "Business and organisation management" from the very beginning were different because of specialisation in certain functional processes actual for entrepreneurship (personnel, communication, finances, logistics etc.) and now it is embedded also into actual professional standards (for example, by creating separate standard for the functional director with profession cards, as it is foreseen by the Normative Acts of Latvia). Being topical for entrepreneurship, in addition to qualifications of traditional personnel and enterprise director, for several years acquisition of social relations structural unit director qualification has been implemented, which provides advantages to LiepU in the sense of quality due to attracted teaching staff, involving in the program implementation one of the first doctor's degree holder in the field of Social Relations in Latvia - senior Lecturer I.Sprice (Pūre), developing cooperation with the professor S.Veinberga and the candidate to scientific degree in communication science U.Zupa. The contents of the program was appended by the study courses for teamwork skill development (prof. I.Lūsēna Ezera - promotion paper was elaborated in the field of teamwork principles), and also for talent management and career promotion, communication theory and document administration, digitalisation and e-communication field. Much effort is put to implementation of acquisition of quantitative methods in management and logistics issues (including not only local but international practice). In the program organisation of study work and internship is done in successive and sound manner, in the sense of tasks, taking into account the acquired study content. Elaboration of study papers is organized as problem research in cooperation with regional enterprises (for example, AS Liepājas Papīrs, LSEZ enterprises, AS TIAMO).

Preparation works of similar nature are implemented also in the study program "Culture Management", where the program is implemented hand in hand with professionals of the field (Lielais Dzintars (Large Amber), Liepaja Culture Management, Liepaja Theatre, etc.), where leading specialists are involved in teaching of a series of study courses. Thus the program is appended with knowledge about the most topical processes, events and tendencies in the field of culture. Showing the variety of the culture field, the program includes such specific study courses as "World literature and culture", "History of Latvian

and World Cinema", "Art of Dance and Choreography", "History of World and Latvian Music", music and design management. Entrepreneurial and management skills are developed in such study courses, which are different from the courses in other institutions of higher education: "Event Logistics", "Quantitative methods in management", "Elaboration of a Business Plan", "Management of Culture Institutions". Researches of culture institutions orders mostly are reflected in the final diploma papers of the study program. Until now researches were performed in cooperation with LOC, concern hall Great Amber, LBN (Latvian Society House) and City Culture Administration. Students were involved in the up-to-date researches by regional libraries and museums.

In terms of cooperation, when implementing the content of the program courses with the support of local regional enterprises, the study program "Tourism and Recreation Management" also keeps a good pace. Skilled workers of the branch are involved in teaching of such courses as: "Tourism Basics" and "Administration of countryside tourism enterprises" (Lavander villa Ltd owner Z.Gusta), "Organisation of recreation and relax programs" (Ūdens putni Ltd owner J.Gulbis), "Innovations in international tourism" (director of the Marketing and Sales department of the concert hall the Great Amber, former director of Liepaja Region Tourism Information Office, then director of knowledge centre "Zinoo" I.Hmieļevska) etc. As main unique features when comparing study programs it is worth to mention implementation of such study courses as "Development of creative industry tourism product", module "Offers of recreation in tourism" (World recreation geography, Balneotherapy and SPA medicine, Management of recreation tourism offers) and the module "Recreation tourism management" (Recreative influence and health, Management of recreation tourism in Europe, Cooperation and development models of recreation tourism), which also make the study sub-direction unique in certain sense.

Owing to the offered study directions and degree of management sciences the professional master study program "Management Science" is also unique in some sense, it offers not only acquisition of the degree in entrepreneurship management, but also in the fields of social management and education management. This circumstance gives an opportunity for those, who acquired previous education in the implemented program, to either continue the chosen direction or to purposefully change it (in majority of cases in such a way an opportunity to study further in the direction of entrepreneurship or social management is used) by supplementing own already obtained professional competences. Implementation of the offered qualitative study programs is provided directly by attracting professors and doctors of the corresponding field for conducting the study courses (for example, prof. I.Lūsēna-Ezera, prof. S.Jēgere, prof. S.Veinberga, asoc. prof. D.Vasiļevska, asoc. prof. U.Libkovska u.c.). In the sense of study program content, the most unique and different study courses when comparing with other educational offers are: "Macroeconomics: analysis and policies", "Modern management theories", "Public relations inter-cultural communication", "Process efficiency methods", "Public management", "Education management theory and practice".

When comparing study program implementation, until now in the direction administrated by LiepU MSS (VSZ) faculty "Management, Administration and Real Estate Management", and in the programs included there in the duration of studies was comparatively larger than in partner institutions of higher education. Having discussed this issue among teaching staff and also among students, solutions for optimisation of study duration have been found in the sense of decreasing the duration of studies. It is important to mention that observing certain strategic development priorities of the faculty: to prepare highly qualified specialists in the field for the needs and interests of the region, to graduates of the program professional education and qualification always are provided at the level of higher education.

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 common aim of the study direction is to provide students with an opportunity to acquire qualitative professional education in social sciences, train highly qualified specialists of management, paying a special attention to the needs of Kurzeme Region and its further development.

The need for the study programmes can be justified with the following Liepaja City development plans:

- Sustainable Development Strategy of Liepaja City till 2030
(<https://www.liepaja.lv/attistibas-strategija-2030/>):

- Liepaja is the centre of education, science and research! The youth having acquired education in Liepaja are competent and creative, specialists in demand in the labour and active employers.
- Liepaja is the principal care centre of Kurzeme and acknowledged rehabilitation centre.
- Liepaja is the centre of culture and creativity. Liepaja has got an essential place in Latvia cultural environment! The affluent cultural heritage and cultural education, creativity of Liepaja promotes development of bright, original and diverse talents, who encourage international recognition of Liepaja and the whole Latvia.

As "**perspective business directions**" in Liepaja are indicated:

- **cultural studies,**
- **rehabilitation and health tourism;**
- **culture, sports and creative industries;**
- power industry and energy resources; sector of information and communication technologies."

- Concept of Liepaja Resort Development 2015 - 2020
(<https://www.liepaja.lv/dokumenti/kurorta-attistibas-plans/>): has been developed to promote awareness of the natural healing resources of the resort and its wider application, development of entrepreneurship related to resort services and general development of Liepaja City as a resort.

- Communication Strategy of Liepaja Marketing 2017 - 2021
(<https://www.liepaja.lv/dokumenti/marketinga-komunikacijas-plans/>),

its overall goal: strengthen the role and recognition of Liepaja on the international scale, attracting to the city competitive and creative people, investments, tourists.

Whereas, according to LiepU work guidelines – Liepaja University Development Strategy 2026-2020 has been used as the base for the study direction development strategy (available on: https://www.liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf), and such documents as:

- The Scientific Work Strategy 2015 - 2020,
- The Human Resources Development Plan 2018 – 2023 (See section Other attachments),
- The Action Plan for Academic Staff Development 2018 – 2022 will increase possibilities for the FMSS to develop the most suitable study programme models (See section Other attachments):
 - promoting collaboration with Liepaja municipality;
 - develop the content of the study course/study programme, emphasizing application of theoretical knowledge in practice;
 - providing compliance of the study programme/study course content with the society's demand,
 - promoting provision of competitive education.

During the study process of the study direction "Management, Administration and Real Estate Management" diverse cultural activities in the modern society, media, art, critics, etc. are promoted, also competences about development of creativity economics and planning of regional economics, implementing sustainable development principles and choosing appropriate management methods of sustainable development in professional activity.

The programmes implemented in the study direction envisage acquisition of such entrepreneurship management basics which provide acquisition of purposeful theoretical knowledge, complementing it

with practical skills both in companies and institutions of Liepaja City and enterprises working in Kurzeme Region and Liepaja Special Economic Zone, providing with qualitative specialists.

Such collaboration is an important prerequisite for the sustainable economic development of the whole region and strategically necessary for Liepaja as industrial and international logistics centre development, and it can promote acquisition of management competences both in the foreign affairs, public relations, personnel and entrepreneurship process management sector.

In the basis of the study direction “Management, Administration and Real Estate Management,” four strategic development directions of the study direction can be emphasized:

1. Quality and implementation of the study programmes to be implemented in the study direction and development of a new professional Master’s study programme “Management of International Cultural Tourism”;
2. Scientific and professional qualification of the academic staff, its in-service training;
3. Provision and improvement of the quality of the study environment, materially technical and informative guarantee, sufficiency of financial resources;
4. Sustainability of the study direction (compliance with the labour market demands, cooperation with employers and other cooperation partners, students’ satisfaction with the quality of the studies.

Compliance of the implementation of the study direction programmes and comparison can be seen in **Appendix II.1.2.A.**

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 Faculty of Management and Social Sciences (hereafter - FMSS) implements study programmes in the study direction “Management, Administration and Real Estate Management.”

Based on the assessment of the binding document execution of the study direction development, also taking into account the guidelines of the EU Development Policy (The European Reference Framework of Key Competences; Europe 2020) and Qualifications Framework of the European Higher Education Area, Latvia Long-term Development Strategy “Latvia 2030,” strategic goals of Liepaja City development, goals of Kurzeme Planning Regional Development Strategy and LiepU Strategic Development Documents, the following priorities are the base for the strategic development of the study direction “Management, Administration and Real Estate Management”:

1. Making the offer of education more attractive, highlighting the sub-sectors of multidisciplinary studies and facilitating access to studies for different target groups.
2. Bring closer practical implementation of study programs, linking them with the business environment, at the same time developing creativity and diverse study/learning forms and offering distance learning studies.
3. Promote material provision for the study environment development in order to support the activities of the study direction.

The mentioned priorities are regularly reconsidered. These are reasoned and included into the joined LiepU development strategy. Daily work is done with program directors, who assess within the framework of their study programs if directions are implementable and observed. Meetings with field representatives in the field, discussions with students and graduates are organised. For implementation of study programs and sub-directions in terms of contents and practical application the most popular discussions take place after qualification examinations and at the end of semester sessions, as well as at conferences for finalising internships. According to priorities a development plan for the next period is assessed annually. By fostering provision of material needs for improvement of study environment and to support the activities of the study direction, EU projects are implemented and funding opportunities are used.

Compilation of SWOT elements of the study direction can be seen in **Appendix II.1.3.B under "Other attachments"**, where the main findings are as follows:

The main strengths of the study direction are related to:

- the more and more often received positive feedback from employers and representatives of different municipalities about the students' ability to act in practical work environment in complex and non-standard situations, with sufficient practical skills and understanding about the processes going on in the company/business in order to accomplish the envisaged practice tasks;
- successful cooperation among the organizations and entrepreneurs of the Kurzeme Region (e.g. the Great Amber, Liepaja Theatre, Tourism Information Centre, Liepaja Special Economic zone, Kurzeme Planning Region, KBI Ltd., Coworking Liepaja, KK Original Ltd., etc.) and higher educational etc. institutions (e.g. Ventspils Higher Educational Establishment, Ventspils High Technology Park etc.) both in practical experience and knowledge transfer (excursions, practices, research within the studies, etc.) and cooperating in joint project implementation (e.g. project KInGS, within whose framework students' mobility activities to companies take place, sharing practical stories of entrepreneurs' experience, attendance of different innovative and creative events, receiving mentoring activities, etc.);
- teachers together with their students carry out research work, participate in projects, develop study and Bachelor's research papers according to the entrepreneurs' order etc.;
- during the reporting period guest lectures are provided involving both foreign teachers (e.g. Fransde Jong, Regimijus Kinderis, Martin van Rijs, etc.) and professionals of Latvia in different fields (e.g. Juris Millers, Valdis Lūriņš, Aivars Hermanis, Dace Melbārde, Renāte Cāne, etc.), also, researchers of LiepU Institution of Management Sciences (e.g. Veronika Bikse, Sandra Veinberga, etc.);
- students' participation in the ERASMUS+ Mobility events has increased both within the studies and practice, etc.;
- students are willing to participate in different creative activities, forums, discussions, self-organized activities and entrepreneurship activities, e.g. Forums LV2020, discussion activities "Nākamās paaudzes inovācijas jaunu darba vietu radīšanā pilsētās" (*Innovations of Future Generations in New Work Placement Development in Cities*) in Ventspils, annual LiepU Science and Creativity Days, etc.

The mentioned strong sides make the ground for the fact that the programs offered in the study direction are chosen and recommended by families and entrepreneurs living in the region - for many years already family members and enterprise colleagues "return" to the offered programs. Strong succession of studies is observed when graduates of the basic studies continue their studies at higher level in the offered master study program of the study direction and also in LiepU offered doctoral studies.

There are also a few **weaknesses** in the study direction implementation:

- the content of separate study courses partly overlaps;
- entrepreneurs - practitioners are prepared to get engaged only in the provision of individual guest lectures, also the number of foreign guest lecturers, who could be involved in the study course

provision process, is pretty small, since additional funding is necessary for their involvement, as they require higher payment than it is stated in the Regulations by the Cabinet of Ministers and LiepU opportunities;

- students are not very willing to get engaged in additional research work performance, excusing themselves for being too busy with doing homework for the study course, lack of time due to other activities, absent motivation etc. Nevertheless, publishing of the common research outcomes between the teaching staff and students on international level (in international conferences and congresses, internationally quoted editions) is growing, even though slowly;
- not all teachers, students and employees are interested in and motivated to participate in the programmes offered by the ERASMUS+, mentioning the main reasons for hindering- extra engagement and employment, family, etc.;
- graduates' involvement in the course of the study direction implementation takes place only on an individual graduates' level, e.g. practice provision and periodic participation in final thesis defence activities.

Regular exploration of weak points and discussion thereof (with students, for example, in the study course "Strategical Management" when preparing SWOT analysis and then later discussing it at the faculty council) step by step gave a possibility to find solutions also for prevention thereof. Within the reporting period there appeared a series of good practice examples, which decrease weak points in the direction development, for example, by regularly working with significant changes of study programs of the direction and also within the period of re-accreditation (year 2015, 2017, 2019), thematical teaching staff groups are created for discussions about study course contents and study course annual append, as well as Study direction council is created, which performs review of study course contents and professional experience of teaching staff and provides recommendations. Up to this moment (until 2018, when priorities of Liepaja City government in respect to actual education fields were changed), financial support from Liepaja City municipality was received for attracting guest lecturers for improving quality of contents of the implemented study program in each direction. Assigned funds were pointedly used for creation of study courses (also in foreign language) in each of the programs (for example, "Event Logistics" in Culture Management, "Logistics and Transport Management" in Business and Organisation Management, "Tourism Logistics" in Tourism and Recreation Management, etc.). At the moment, as the result of change of priorities new local solutions are being looked for in order to implement certain study courses.

Partial support in this issue are doctoral students attracted by implementation of EU projects, who are involved in implementation of study programs. Collaboration with radio SHW was started successfully, and this also appended the contents of study courses with the necessary competences.

For development of student research activities significant contribution was done by the project "KInGS" that started within the year (ERAF project No 1.1.1.3/18/A/004 "Kurzeme innovation grants for students"), within the framework of which each study year students (already within the process of studies, not increasing the time spent apart from studies) are involved into practical research, related to real entrepreneurship field problems, being under supervision of skilled external mentors and faculty teaching staff, publishing the acquired results.

In order to motivate for participation in ERASMUS+, there are annual informative events organized within LiepU and involving participation of LiepU International Relations Department specialists for individual addressing of students and teaching staff of study programs, for example, in the study course "Introduction to studies", as well as introductory instruction for internship (for example, Entrepreneurship analysis internship, Management internship in tourism and recreation organisations etc.). Thus more active involvement of students into ERASMUS+ internships is achieved. In order to foster involvement of students into studies, system simplification activities are performed to make the process of return easier within the students' mobility. Partial involvement of staff into participation in ERASMUS+ was promoted by international cooperation with partners of the study programs and by performing improvements in contents of the study process by comparing study programs with ones in

foreign institutions of higher educations. Priorities for active use of mobilities will be also provided by deeper acquisition of foreign languages available to teaching staff within the EU project and also the skill to implement studies in digital format, not delaying certain local teaching processes, in case of necessity by cooperating with LiepU remotely.

As the main **threats** of the external environment for a successful further study direction implementation can be mentioned the following:

- uncertainty about typology of higher educational establishments in Latvia higher educational establishment space, instability of provision of the higher education as a system, unpredicted possible changes, incl. provision and demand of the study direction or study programmes;
- absence of professional standards or reluctance of sector organizations to develop the necessary professional standards can prevent form development of a particular higher-level professional education study programmes, it can contribute to the quality decrease in the demand for professional specialization of separate study programmes and study process provision;
- when employers get more involved in the study process implementation, students are more likely to get a permanent job offer, as a result the students' interest, motivation and desire to proceed with their studies and accomplish them can be reduced;
- attracting extra guest lecturers with guest lectures, the timetable of the existing study courses may increase, and overlapping of the possible lectures and their topics can occur;
- developing the Moodle environment and offering the materials included in it, the teachers' personalized access to study courses as authors can decrease, also fulltime students' regular attendance of classes can decrease.
- if students' research and their outcomes do not comply with the expectations and development tendencies of the particular situation in the sector, the entrepreneurs' interest in joint research implementation may decrease, also the involved teachers may encounter incompatibility of their chosen research content with the content of the study course and/or study direction to be taught;
- employers and graduates' workload and their lack of interest, also motivation delay the possible assessment of the study process and development of suggestions in order to improve the study programmes to be implemented.

Conducting the study directions and study programs there always have been known threats of external environment. This induced, by administering processes in the faculty, following changes in the branch and participating in various forums and events both at governmental and municipal level within the possibility margins, where priorities and directions of higher education as well as branch tendencies were discussed. As an example, it is possible to mention thematic conferences and meetings with representatives of municipalities and creation of new agreement based relationships within the scale of LiepU and also within the scale of cooperation of the faculty with LSEZ, LTRK, KBI and LIAA BI.

Also in final diploma papers of students relationships between LiepU programs and municipal priorities and perception of LiepU implemented study directions in society, image of LiepU in the society of the city was studied etc. (for example, M.Šuktere, Z.Jansone, etc.).

Regularly the situation in the field of formation of profession standards is being monitored, and also in connection with demand of professional working environment.

In addition to this, the board of the faculty and the study direction have taken part in separate work groups and at work groups and meetings devoted to development of standards actual for the faculty there was active communication with partner institutions of higher education - BA "Turība", "Vidzemes augstskola", "Ventspils augstskola" etc.

The recommended consolidation of programs for Liepaja University makes the existing situation complicated, it decreased the number of programs and at the same time increased the direction of specialisations implemented within the framework of one program, thus requiring additional administration, reasoning and reconciliation by observing actual profession standard image and branch (profession) mapping.

Taking into account the regional nature of the university, students choose studies closer to their homes at the same time creating work opportunities which promote the risk of stopping studies or using academic leaves. This fact also proves that the offered study programs of the study direction arise interest in regional enterprises about the potential workforce prepared in the university (majority of students get employed usually after successful completion of internship), and also this fact can influence the interest about the further study process. The known solution for this are different types of implementation forms of the programs - full-time studies are substituted by part-time studies.

Assessing the interest of part-time students and taking into account the increase in number of students - at present the time of implementation is being changed - from several sessions within one study year, which took place within working weeks (from studies in working days of the week), studies are transferred to studies in the weekends.

During the reporting period there was an effort to offer studies in the evenings of the working days (for example, in study program "Tourism and recreation management").

Certain support for student employment is provided by Moodle environment for receiving additional information, remote conduction of tests and studies in case of necessity. Already now there are supporting events organised for students and teaching staff in order to know system advantages and targeted use thereof. In the future the general planning of the offered study courses of the study program could be reconsidered by determining the most appropriate scope of application of this tool in study programs.

In order to optimise activities of guest lecturers in the process of program implementation, already now in the existing study programs of the direction one course is taught by several lecturers, thus guest lectures are not considered as additional event to be attended, but they form a part of the course in the sense of contents and time. An easy solution for organisation of guest lectures at certain time became LiepU week of Science and Creativity, where the majority of the lectures planned within the study courses are thematically substituted by local and foreign teaching staff classes, thus making the process purposefully organised. This is also the support for purposeful organisation of students' scientific research. The main threat in this case is the fact that for implementation of practical researches the same enterprises regularly are ready to be involved and this restricts the variety of research opportunities. Here it would be worth mentioning regular support of Liepaja City and Regional Municipalities while having meetings with entrepreneurs about raising motivation and interest in development of higher education.

However, achievement of the programme content and results included in the study programme can also be promoted applying different **opportunities** existing in the external environment:

- annual assessment, refinement and regular development of the study course, students' independent work, assessment criteria objectivity, reconciling them with the regional development interests, can promote training of the future managers necessary and appropriate for the Kurzeme Region;
- creating international study programmes, cooperating with other foreign higher educational establishments, enhancing cooperation with the foreign higher educational establishments involved in ERASMUS+ programmes, the increase of exchange student number and guest lecturers' attraction can be promoted;
- enhancing cooperation with regional enterprises, sectoral specialists and professionals, frequently organizing meetings with specialists in the field and graduates of the study programmes, it is possible to promote inclusion of topical knowledge and skills in the study programmes and specialisation directions in order to develop them and bring them closer to the modern labour market requirements, it is possible to guarantee the link of the study programme outcomes with the real work environment, obtain reflection about the practice implementation and study process development that would promote introduction of successful innovations and novelties in the national economy and their commercialization.

- motivating and engaging students together with teachers and professionals of different fields to participate more enthusiastically in the regional and Latvia scale research activities (in compliance with the study direction topic), it is possible to promote publishing of the research about the outcomes of the current issues.

In Appendix II.1.3.A. the study direction development plan has been attached.

In Appendix II.1.3.B. the SWOT elements of the study direction have been collated (section Other Annexes)

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 study programme “Management, Administration and Real Estate Management” is implemented at the Faculty of Management and Social Sciences (on the Bachelor and Master’s Study level).

The development of the study direction is coordinated and managed by the Council. In the faculty the responsible persons in administration are the Dean of the Faculty, Head of the study direction and Council of the Faculty.

The regulation regarding the heads of study directions and directors of study programmes shall determine the duties, rights and competences of the heads of study directions and directors of study programmes (II.1.4. Annex B).

In all study programme implementation processes the directors of the programmes and coordinators of the specialization directions are important.

The Council of the FMSS has got an essential role as all study programmes are implemented in cooperation with other LiepU faculties, in which different areas of specialization are represented, which are not provided by the FMSS’s teaching staff due to their profile. The Council of the FMSS approves all necessary documents related to the study programme implementation, for instance study plans and changes in them, tasks of practices, descriptions of study courses, etc.

Efficiency of the study direction management is constantly improved; the **scheme of study direction management** is added to **Appendix II.1.4.A.**

Management of the study direction is implemented according to several documents approved by the LiepU Senate, which regulates mutual relationships of the administrative, academic staff and students, based on the democracy principles, for example:

1. Regulations about basic studies and higher-level studies.
2. Regulations about final examinations, state examinations and state final examination.
3. Regulations about the teaching staff and students’ mutual responsibilities and rights.
4. Regulations about the examinations of the study course/module .
5. LiepU internal rules for students.
6. Working regulations for the employees of Liepaja University.

7. Management Regulations of Liepaja University Intellectual Property.

In the QMS procedures are worked out which are related to the study process, in which the mutual relationships of the administrative, academic staff and students are clearly stated:

- a. Enrolment of a person on the student list in Year 1 (the enrolment process is described, stating the candidates and administrative staff's mutual responsibilities and activity);
- b. Enrolment of a person on the student list in later stages of studies, transferring from another higher educational establishment or resumption of studies (the process is described stating the candidates and administrative staff's mutual responsibilities and activities);
- c. Enrolment of a person on the student list if the student changes the study programme or study form (the process is described stating the candidates and administrative staff's mutual responsibilities and activities);
- d. Disclosure of the study results in the student's study card (the process is described, stating the students, faculty administrative staff's mutual relationships and activities);
- e. Granting of the academic leave and returning after the academic leave (the process is described, stating the students, faculty administrative staff's mutual relationships and activities);
- f. The student's ex-matriculation from the student list at their own will (the process is described, stating the students, faculty administrative staff's mutual relationships and activities);
- g. The student's ex-matriculation from the student list due to unsettled academic commitments, due to financial commitments (the process is described, stating the students, faculty administrative staff's mutual relationships and activities).

1.5. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.

The LiepU Admission Rules for every academic year are approved by the Senate:

- The Admission Rules for Basic Studies in Study Year 2020/2021
- (https://www.liepu.lv/uploads/dokumenti/studentiem/Uznemsanas%20noteikumi%20pamatstudijas_2020_2021_st.gadam-1.pdf)
- The Admission Rules for Master's Studies in Study Year 2020/2021
- (https://www.liepu.lv/uploads/dokumenti/studentiem/Uznemsanas%20noteikumi%20magistrantura_2020_2021_st.gadam.pdf)

In the Admission Rules the mandatory and additional requirements for the candidate's previously acquired education stated in the study programmes have been described – CE (centralized examination) or ITA (the examination of international testing assessment in a foreign language), FM (final mark), SE/T (state examination or test) in a particular subject, as well as the entrance examinations.

In LiepU QMS the procedures have been developed which regulate the technical process of enrolment:

- joint application for basic studies which regulate the enrolment process for students of basic studies, applying studies of e-services www.latvija.lv/.

- Entry of a person on the student list in the first year which governs the enrolment process at Master's and Supplementary Admissions

Liepaja University Regulations for recognition of the competences acquired outside formal education or through professional experience and of learning outcomes achieved in prior education <https://www.liepu.lv/en/61/documents-and-regulations>

During the reporting period for the study direction "Management, Administration and Real Estate Management", within the framework of the corresponding study programs, there were not any cases of recognition of study results achieved within the previous education or competences acquired within professional or non-formal education.

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.

At the beginning of every study course students are introduced with the requirements for the credit point acquisition and the list of practical work to be executed during the study course in order to receive evaluation. Descriptions of the study course with requirements are also published in the e-studies environment Moodle and personal profiles in the LAIS databases.

For each practical task to be executed there is a certain proportion of work stated to get evaluation. Lecturers carry out the control and evaluation of the study activity applying different forms and methods, such as seminars, independent work, tests, problem solving, portfolio, applied games, defence of research and practice projects etc. At the end of each course an examination/test is organized to get a mark.

The evaluation methods are diverse, depending on the study course specifics and set requirements which are reflected in the study course descriptions in the intermediate examination and examination system of the results to be achieved.

The intermediate examination system provides a constant summative assessment during the study course acquisition which promotes formation and provision of the feedback.

Also, collegial assessment is used to evaluate study achievements (teacher- student, student-students, student- students' group, etc.). The diverse evaluation system of study outcomes is made in such a way that the students could appraise diverse evaluation techniques and gain some experience to apply them also in their professional activity in case of a necessity.

The student-centred approach is observed, activating the study programmes and study courses, paying a special attention to a purposeful formulation of the study outcomes, thus promoting the lecturers and students' dialogue about the content of studies, organization forms and methods. In its turn, correctly formulated study outcomes promote the student's awareness and co-responsibility for their learning, self-evaluation and understanding about the evaluation received.

In the study process lecturers use methods, examination forms and evaluation criteria appropriate for the study goal and envisaged study outcomes. Students receive support and feedback from lecturers during the study process. The evaluation criteria are published in advance. Evaluation enables students to show to what extent they have achieved the expected study outcomes. In the Regulations about the study course/ module examination (<https://www.liepu.lv/en/61/documents-and-regulations>) the order of the examination organization and procedure has been determined, in which the principle of achievement

and evaluation of results is also stipulated.

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.

Right now within the framework of the project to be implemented at LiepU “Labākas pārvaldības nodrošināšana Liepājas Universitātē” / “*Provision of Better Management at LiepU*”/ (SAM Nr. 8.2.3.0/18/A/017) regulations and procedures are being developed about the academic honesty and ethical principles to be included in higher education.

Liepāja University has started cooperation with the Ministry of Science and Education (MSE), Latvia University (LU), Riga Stradins University (RSU) and Riga Technical University (RTU) about the establishment of a common platform for cooperation on academic honesty.

Promotional events of academic integrity are raised in Latvia, also the cooperation vision to strengthen ethical norms among students and teaching staff, the experience of other higher educational establishment representatives and vision about the good practice samples, improving the understanding and respect for academic honesty, are assessed.

Some experience has already been acquired about the activity of the LU united computerized plagiarism control system, which is also used to check LiepU students’ final papers in order to combat plagiarism successfully. The system is also used by LiepU.

LiepU representatives have already taken part in different activities (seminars), where in work groups the accomplished solutions found on an institutional and national level have been considered and priorities have been set to which we have to work on in order to promote understanding about the academic honesty in higher educational establishments.

It has been concluded that higher educational establishments of Latvian have to cooperate in the field of academic honesty – a united system shall be used for plagiarism check-up, plagiarism definitions have to be stated clearly, also uniform penalties in case of its identification. Therefore, improvements in the higher educational establishments’ preventive work are necessary, educating in this field students, teaching staff, also scientists.

As the introduction of the academic honesty principles in daily work is still under development, the LiepU Senate has already approved the Regulations about the Ethics Commission (available on: <https://www.liepu.lv/lv/672/nolikumi>).

It is planned that within 2020 the core principles of academic honesty will be included in the study course descriptions; the teaching staff and students will be informed about the order of compliance with these principles.

In its turn, right now all final study papers after official submission in the faculty **are checked** in the **inter-university unified computerized plagiarism control system** (see <https://www.liepu.lv/lv/296/izlaidumi-valstsgala-parbaudijumi>).

In order to carry out the check-up in the unified plagiarism control system, students have to convert their final examination paper or the electronic copy of the state examination paper to the PDF(*Portable document format*), which also includes annotations in Latvian and one of foreign languages, and upload to Latvia University Informative System (LAIS), using the username and password (in the new version) given by the LANET. The students have to do the paper uploading according to the Final/State

Examination schedule. During the submission of the printed version of the paper, a person authorized by the Dean checks whether the electronic version of the paper has been uploaded to the LAIS. The submitted paper version has to comply with the uploaded electronic paper version.

During the reporting period for the study direction "Management, Administration and Real Estate Management", within the framework of the corresponding study programs, detecting all state final diploma papers in the unified computerised plagiarism control system, text match ratio more than 30% was detected for 2 students, as the result these students were not admitted for defence of the final diploma paper and were exmatriculated from LiepU student list for non-observing of internal rules of order. In its turn, in final diploma papers of 8 students small text match ratio was detected and after the reports of the scientific advisor and upon reception of students' explanations they were admitted for defence of the final diploma paper.

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.

In LiepU the person responsible for the published information about the study direction and corresponding study programmes is the secretary of LiepU Admission Commission Jana Jansone (available in Latvian): <https://www.liepu.lv/lv/kontakti/123/jana-jansone>

Information on the corresponding basic studies programmes included in the study direction can be seen on LiepU website: <https://www.liepu.lv/lv/1133/studiju-programmas>

Information on the Master's studies programmes included in the study direction can be seen on LiepU website <https://www.liepu.lv/lv/604/nepilna-laika-studijas>

Admission rules about the study directions and the programmes included in it can be seen on LiepU website : <https://www.liepu.lv/lv/1254/uznemsanas-noteikumi-2020-2021>

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.

In the 2016 Senate meeting the Liepaja University Development Strategy 2016-2020 was approved. In the strategy the overall goal of LiepU is defined – “provide acquisition opportunities of higher professional, academic education and life-long education based on research, necessary for the region, on Latvia and international scale competitive and qualitative, promoting development of national economy based on knowledge and professional competences and strengthening of creative, culture-orientated society” and the goals of the study and life-long education development, goals of scientific

work, research and innovation development, goals of human resources management, goals of finance management and goals of project management with effective indicators are stated.

In order to guarantee achievement of the overall goals and goals, LiepU has to take into account the external requirements for the quality assurance and the cooperation partners and involved parties' opinion. To implement the overall goal and goals, LiepU uses the development and planning documents and internal Quality Management System (hereafter – QMS). In the LiepU QMS there are the databases and procedures of the internal normative documents.

In the LiepU QMS there are procedures which regulate the study process – enrolment, course of studies, practices, opportunities of ERASMUS+ studies, final/state examinations. There are procedures on the teaching staff assessment, survey of students' general satisfaction, clarification of graduates and employers' opinion.

In the system there are also described procedures which guarantee support for the study process provision – personnel management, finance management, management of IT, library and economic resources, management of documents, project management, management of information circulation and public information management, as processes of science and research management.

All LiepU employees are responsible for the implementation, maintenance and development of the Quality policy, procedures and management system, they take responsibility for the quality and get involved in the quality assurance.

Formulations of the employees' responsibility, rights and duties are indicated in job descriptions and procedures for all working functions affecting work quality.

Quality assurance in study programmes shall take place in accordance with the university quality management system based on European quality assurance guidelines and standards. In ensuring the quality of each study programme and its monitoring, Study Council meetings are regularly organised, in which the directors of the study programme, in cooperation with the programme academic staff, students, graduates and employers, carry out an evaluation of the programmes. The views of all involved parts are taken into account and thus contribute to the development of study programmes, according to the requirements of professionals in the sector and labour market, as well as to the opinions of students and the experience of graduates, by initiating or continuing professional development.

LiepU normative documents and QMS determine continuous improvement, development and work efficiency of the study direction. To prepare the self-assessment reports of the study direction, there must be the development plan of the study direction and its execution analysis

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.

To guarantee and implement execution of the overall goal and goals mentioned in the LiepU Development Strategy 2016-2020, LiepU applies the development and planning documents and the internal quality management system (QMS) (see the **Scheme of LiepU Quality Assurance in Figure II.2.2.A. in Appendix**).

In 2019 LiepU established Study direction councils (II.2.2. Annex B), which organize and undertake the development and implementation of study programmes. Study direction council consists of dean from the relevant faculty, head of the study direction, study programmes' directors, representatives of academic staff, students (at least one student per every study programme of the study direction) and employers' representatives. One of the main tasks of the Study council is to monitor the implementation of study programmes in study directions and to examine and accept the annual self-assessment report of the study direction, and submit it to the Faculty Council. The study direction self-assessment report consists of description of study programmes, which analyses the results of each study programme survey of students, graduates and employers. The survey of the overall satisfaction of the students is conducted at the beginning of the second semester of each study year. Survey reaches all LiepU students through LAIS. The results of the survey are available on LiepU KVS (Quality management system), the results are prepared both by the faculty section and for each study programme separately, which, respectively, is included in the study direction self-assessment report and description of the study programme. The satisfaction of employers is analysed by surveying the heads of final/national test committees, as well as including the answers from internship evaluation forms about student theoretical knowledge, skills and recommendations for future studies and work. Every study year an electronic survey of graduates is conducted, based on collected contact information of graduates. The results of the survey are prepared both by the faculty section and for each study programme separately, which, respectively, is included in the study direction self-assessment report and description of the study programme.

In the LiepU QMS, procedures are made which regulate formation, licensing and accreditation of study programmes. On the basis of changes in the study programme/direction accreditation, the database of normative documents (procedures, regulations) have been developed, which help to introduce both new study directions and programmes. Separate procedures state both preparation, approval and change management of the study course and study plans. Procedures are created which regulate execution of the annual study plan of classes and their change management, also preparation of the timetable and management of changes.

In the LiepU QMS, procedures are made which regulate the study process – enrolment, course of studies, practices, opportunities of exchange ERASMUS+ studies, final/state examinations. Procedures are made for the teaching staff assessment, survey of students' general satisfaction, clearance about graduates and employers' opinions. To provide development possibilities of the current doctoral studies programmes according to the educational science topicalities, society's demand, on the basis of the EFQM model, the method of higher education quality development has been used. This method facilitates to realize the situation on different levels of the educational organization.

In the model there are 9 criteria (leadership, policy and strategy, human management, resources, management of processes, clients' satisfaction, people's satisfaction, impact on the society, results) and they are developed in 5 development stages. Assessment of the study programme quality reveals that the study programme is in the 4th stage – chain orientated. Improvement of the programme content and organization is directed towards the 5th stage – overall quality – implementation.

Activity of the representatives delegated by the LiepU Student Council is active in the development of regulations, rules and other normative documents and their execution control. Students participate in the following LiepU institutions: in the LiepU Constitutional Assembly, LiepU Senate, Councils of Faculties, Council of Studies, Science Councils, Library Council, Scholarship Granting Commission, LiepU Senate's Scholarship Granting Commission, Loan Granting Commission, Councils of Study Programmes.

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.

On the first year of studies LiepU students have a study course "Introduction to studies" in which they are introduced to the specifics of study programme, its' objectives, tasks, contents and study process organization. Liepaja University internal order regulations for students (<https://www.liepu.lv/en/61/documents-and-regulations>) states that the students have rights to "submit proposals to the administration in all matters concerning the activities of students in LiepU as well as the work of teaching staff and other staff; to receive an answer withing the time limit specified, as well as to receive an answer about all matters directly related to studies and career possibilities".

On the other hand, LiepU administration has the obligation to "read student proposals and critical remarks, to make measures to improve work". The responses to student proposals shall be provided in accordance with the procedures specified in regulatory enactments, as well as included in study direction self-assessment reports, indicating the changes made in study programmes.

For example, in response of student proposal of "Business and organisation management" study programme about study course "Language and speech culture", the mentioned study course was replaced by study course "Public speech and modern technologies".

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.

Every year on October 1, statistics data are collated about the number of students, number of the matriculated, number of graduates, number of academic staff - they are included and analysed in the report of the study direction self-assessment. In LiepU procedures are developed which state the order how the annual surveys of students' satisfaction and graduates' surveys happen. In the study direction self-assessment reports the compliance of the study direction and study programme with the labour market demand, results of annual employers' surveys are analysed.

In the study direction self-assessment reports the information on the finance resources for the study direction to guarantee implementation of the corresponding study programmes, also to guarantee the academic staff's research (creative)activities are analysed.

Every year in the Senate the Admission results are analysed, assessment of the Scientific work and analysis of Financial and economic activity is carried out

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.

Compliance of the internal quality assurance with the ESG standard requirements can be seen in the

table in Appendix, in which the corresponding documents approved by the LiepU Senate or the Rector's orders are indicated for every ESG criterion, also the corresponding procedure of the QMS which testifies the compliance of the University work to the standard.

The ESG Part 1 standart 1.6 "Learning resources and support for students" is considered to be a challenge in LiepU, the standart states that "universities/colleges must have adequate funding to provide learning and teaching activities and to guarantee adequate and easily accessible range of learning resources and support for students. The main challenge is to provide the needs of "diverse" students (e.g. age, part-time, employed, international students, as well as students with special needs) as identified in the guidelines, the transition to student-centred education and the flexible forms of teaching and learning are taken in to account when identifying, planning and providing educational means and student support".

Increased attention is paid to ESG Part 1 standart 1.7 "Information management", which requires universities/colleges to collect, analyse and use the necessary information for effective programme management and other activities.

See the explanatory table in **Appendix II.2.5.A** under "Other attachments".

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.

1. Achievement of the set goals for the study direction financial resource provision and Assessment of finance planning mechanism

To guarantee qualitative implementation of the study direction, it is important for Liepaja University (LiepU) to carry out planning of the financial flow and budging for every year.

The financial resources of the study direction consist of the government budget grant (the biggest part of the budget income) and own incomes (fees) **Figure 1 (in Appendix II.3.1.A.)**. The study programmes are financed, observing the education programme costs stated by the LR Minister of Cabinets. The fee is covered from the physical and/or legal persons' funds, i.e. the students' personal funds, students' parents or other relatives' personal funds, students' employers' funds, study loan with a guarantee on behalf of the state. The amount of the fee and payment order for every study year is determined and approved by the Senate. The students are able to choose an individual payment schedule, according to their financial opportunities.

To promote the increase of student number, applying the marketing and selling strategy, Liepaja University offers discounts to fees and implements different promotions. Discounts of fees and other payments related to the study process for every study year are approved by the Senate. Provision of financial resources is stable.

2.The costs of a study place per student and their assessment

The funding for studies from the state budget resources is allocated every calendar year according to the Regulations No 994 by the Cabinet of Ministers on 12. 12. 2006 "The order in which higher educational establishments and colleges are financed from the state budget resources" and agreement between the Ministry of Education and Science and Liepaja University about a certain number of specialist training.

The fixed base costs stated in 2019 (EUR 1518.98 per one study place) and the coefficient of the thematic area of education in "Entrepreneurship and Administration" field: 1.0 stated by the MES were used to calculate the envisaged costs in full time studies of the study programmes "Business and Organization Management" and "Culture Management" for 2019-2020, as well as the cost ration in the professional Bachelor's level study programmes: 1.00. The costs of one study place in 2019 are EUR 1,518.98

In the LiepU Senate approved fee for full time studies for the study year 2019/2020 for the 1st year is EUR 1,520 and it is constant for the whole study period, the total study programme acquisition cost for 4 years is EUR 6,080; for part-time studies for the study year 2019/2020 for the 1st year it is EUR 1,140 and it is constant for the whole study period, the total study programme acquisition cost for 4.4 years is EUR 5,130.

The fixed base costs stated in 2019 (EUR 1518.98 per one study place) and the coefficient of the thematic area of education in "Individual Services" field: 1.1 stated by the MES were used to calculate the envisaged costs in full time studies of the study programme "Tourism and Recreation Management" for 2019-2020, as well as the cost ration in the professional Bachelor's level study programmes: 1.00. The costs of one study place in 2019 are EUR 1,670.88.

In the LiepU Senate approved fee for full time studies for the study year 2019/2020 for the 1st year is EUR 1,590 and it is constant for the whole study period, the total study programme acquisition cost for 4 years is EUR 6,360; for part-time studies for the study year 2019/2020 for the 1st year it is EUR 1,190 and it is constant for the whole study period, the total study programme acquisition cost for 4.6 years is EUR 5,360.

The fixed base costs stated in 2019 (EUR 1518.98 per one study place) and the coefficient of the thematic area of education in "Entrepreneurship and Administrations" field: 1.0 stated by the MES were used to calculate the envisaged costs in full time studies of the study programme "Management Science" for 2019-2020, as well as the cost ration in the Master's level study programmes: 1.5. The costs of one study place in 2019 are EUR 2,278.47.

In the LiepU Senate approved fee for full time studies for the study year 2019/2020 for the 1st year is EUR 1,710 and it is constant for the whole study period: the total study programme acquisition cost for 1.6 years is EUR 2,570 and 2.6 years EUR 4,280; for part-time studies for the study year 2019/2020 for the 1st year it is EUR 1,280 and it is constant for the whole study period, the total study programme acquisition cost for 2 years is EUR 2,600.

3.Assessment of percentage division of costs within the study field

The total funding for the study direction in the study year 2018/2019 is EUR 306,077. In **Figure 2 (in Appendix II.3.1.A)** the percentage division of the costs between the study programmes can be seen. 43% of costs make the study programme "Business and Organization Management," which can be explained with the fact that the study programme is as popular among school leavers as experienced workers form the most diverse walks of life and the number of students is the biggest in comparison with other study programmes. On 01.10.2019 in this full-time study programme there were 61 students and 46 part-time students. In September 2019, 33 applicants were enrolled, which is the biggest number of students among the implemented study programmes in the study direction. The costs of other study

programmes are smaller, as the total number of students in them is smaller.

Planning of the study direction costs happen together with other implemented study directions. Carrying out analysis of the positions of the basic budget costs, it can be seen (**Figure 3 in Appendix II.3.1.A**) that the payment makes the biggest position of costs, from which a big part is taken by the teaching staff remuneration and author's remuneration, which is paid for the study course provision and content maintenance. The second biggest set of costs position is made by building and room maintenance, also other expenses directly related to the student support and service provision, marketing costs and other technical maintenance expenses which are regularly reviewed and promoted, setting as a priority an easily accessible and pleasant study environment for the students in full-time studies. Costs for literature purchase, periodicals and electronic database subscription are included in the LiepU total basic budget. The study and research resources are provided for all study direction programmes in the LiepU library.

In general, the structure of costs is assessed as optimal, and appropriate for the development strategy.

4. Scientific research and/ or financial provision of artistic creativity

Funding of scientific research consists of several financial resources: funding of the scientific activity basis allocated by the LR Ministry of Education (in compliance with the Regulations No 1315 by the Cabinet of Ministers, "The order how the basic funding is calculated and allocated to scientific institutions": for the elected scientific staff, scientific infrastructure maintenance, as well as for a partly scientific work provision for the academic staff: professors, associated professors and docents who carry out scientific work), performance funding, funds raised by tender (internal grants, project co-financing, projects) also Scientific Work Development Fund of Liepaja University.

Due to the amendments in the Regulations No 994 by the Cabinet of Ministers "The order in which higher educational establishments and colleges are financed from the state budget funds", in which the performance funding has been envisaged for the results in research and artistic creativity, the funding during the last three years has increased. Liepaja University uses the allocated funding for the results of the previous year in research and artistic creativity in compliance with the approved budget. Funding for the scientific work support of the academic staff involved in the study direction is allocated from the development budget of the LiepU Faculty of Management and Social Sciences and funding of LiepU Scientific Work Development Fund. Certain priorities are set for the funding receipt: full or partly financial support for publications on *Web of Science* and *Scopus* databases, in the humanities – also ERIH+; full or partly financial support for publications in other sector databases (e.g. EBSCO etc.); development and publication of peer reviewed scientific monographs; preparation and publication of LiepU scientific magazines and in databases included follow-up editions. The faculty development budget is also used for business trips and scientific conferences, their participations fees, students' research support.

Applications of the academic staff's scientific publications and conferences are considered and approved in the Faculty Council. According to the tender regulations of the Liepaja University Students' research projects (approved on 15.12.2014. in the LiepU Senate Meeting Minutes No 4), students can access the funding for scientific and creative work activity promotion.

5. Funding resources and higher educational establishment/ college instruments for their management

The LiepU annual total budget consists of the cash flow budget, which consists of the incoming and outgoing funds of the higher educational establishment for the planned calendar year. The financial resources for the study process provision in the Liepaja University basis make:

- transfers of the state basic budget for higher educational establishments;
- received funds from the provided paid services, including incomes from fees;

- deductions from projects to cover centralized expenditure;
- donations and gifts;
- earmarked revenue;
- other own cash receipts;
- funding of the European Structural Funds;
- cash balance in the basic budget bank account from the previous calendar year.

The total cash receipts are planned by the financial analyst, also with a prior approval by the Budget Commission, determines the amount limits of the total basic budget expenditure for the structural units. Every middle level manager together with the existing employees in their subordination, taking into account the total expenditure limit determined for the structural unit, plan the detailed expenditure plan for their structural unit, which shall be submitted for approval to the Budget Commission. In order not to end up in a situation when stating the amount limits of the expenditure, the structural unit cannot implement its work goals, also, to eliminate the situation that new ideas are not considered and supported, which are related to the activity of the organization of structural units, the head of the structural unit can justify their opinion to the Budget Commission during the Review process. The responsibility of the Budget Commission is to listen to the opinion of the head of the structural unit and make the final decision. The total basic budget of the university is prepared by the financial analyst. The total basic budget is reviewed, assessed and the final version shall be accepted by the Budget Commission, and it is approved by the Senate.

After the approval of the total basic budget, the responsible employee of the Senate Procurement Commission prepares to total procurement plan for the current calendar year and organizes Public Procurement in compliance with the Public Procurement Law and QMS procedure.

The financial analyst watches the budget compilers so that they during the budget planning and execution process act according to the instruction "Planning, execution and control of LiepU basic budget." The budget planning happens according to the QMS procedure A-2-1 "Planning of Basic Budget," whereas execution and control according to the procedure A-2-2 "Execution and Control of Basic Budget." The incoming and outgoing funds in the budget are divided into the main type of costs. The analysis of the funding provision takes place every year and it is approved by the Senate.

Every calendar year Liepaja University and Liepaja University Student Council, in order to support and promote the students' self-government work, renew the cooperation contract and determined the allocated funding from the LiepU basic budget, which is not smaller than one hundredth of the annual budget, in compliance with the Higher education Law Article 53.

The results of the economic activity are regularly reflected in the annual report and auditors' opinion. The financial indices of Liepaja University confirm a stable financial situation.

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).

To guarantee qualitative implementation of the study direction LiepU infrastructure and

materially technical provision is used in the study process: to implement the study programmes, in the university there is the following materially technical provision:

- Computers – 320, (out of them 80 are not older than 3 years);
- Video projectors – 23;
- Interactive boards – 7;
- Photocopiers – 6;
- Photo, video cameras – 18 (11 photo cameras, 7 video cameras);
- Students in every study block have got a free access to Wi-Fi (in total 36 wireless network access points are installed);
- The solution to the work station virtualization has been introduced and three computer classes are equipped with work station clients (in total 63 work places). For every student a virtual computer has been created, which is not attached to the work place. This solution provides mobility and safety of the study process.
- A modern network equipment has been installed which provides virtualization of the computer network and connection of the CAMPUS computer network has been created between all study blocks;
- Students can access several scientific publications databases EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science, Cambridge Journals Online and Sage Knowledge. The cooperation agreement has been signed with the Microsoft about the hire of MS Office and MS Windows software licences, which can be used by the teachers both in the study process implementation and study material development.
- Within such cooperation agreement both LiePU teachers and students can access MS Office 365, 1Tb file archive in the cloud etc. without an extra fee.

The informative systems are used for the University study process provision:

- the informative system of the library “Alise”,
- E-learning environment “Moodle”;
- The informative system of Latvia higher educational establishments – LAIS .

The students of Liepaja University during the admission process are given the access to the Latvia higher educational establishments informative system (hereafter in the text LAIS) of the study process record. The informative system is available on the global network internet address www.lais.lv

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.

Purchase system and procedure for the improvement of the methodological and informative provision

E-learning environment in LiepU

The academic and administrative staff of Liepaja University (LiepU) has a possibility to use the LiepU e-learning environment in order to administrate courses, study programme course sites, receive consultations about the studies, also receive help in problem solving related to the e-learning environment.

The e-learning environment is based on the Moodle base (opensource course management system).

For every study programme in the Moodle there are created course sites of the programme studies which are meant for cooperation (programme director-student, teacher-student, student-student) and information circulation in relation to the study programme. On this site the students are provided with the self-registration opportunity and automatic registration in the particular study semester for the planned study courses. On the site there is information about the performance of the study course demands, practice materials etc. information, which is posted there by the programme director and docents of the corresponding study courses. The site also provides communication and information exchange between the LiepU data sites LAIS and the Moodle.

The students are registered in on the e-learning site after matriculation. Usernames and the first access passwords are made for all students.

Docents are provided with the access to the LiepU e-learning environment, giving a username and password. In the LiepU e-learning environment docents are given an opportunity to place their study materials (texts, video, audio), sites to external resources, also provide independent work and tests for the students. Starting from 2020 an opportunity will be provided to integrate evaluations from the Moodle to the LAIS (study process management system).

Docents and students have got technical and methodological help in work with the Moodle. In LiepU there is the Moodle methodologist for work with students (formation of usernames and passwords, renewal, adding to courses, technical problem solving) and for work with docents (formation of usernames and passwords, renewal, formation of the course environment, technical and methodological problem-solving, development of skills in work with the Moodle, etc.)

Resources of the library and databases

The LiepU Library is the support for LiepU students and teaching staff in the research implementation process (electronically available information on the LiepU Library is on: <https://www.liepu.lv/lv/202/kontaktinformacija-un-darba-laiki>).

The goal of the Library work is to provide studies and scientific activity with printed materials, electronic and other documents, also to be the cultural centre which promotes the national and regional cultural values. Implementing the goal of the activity, in the Library resources are collected and services provided.

The resource collection of the Library happens in compliance with the needs of the study programme, cooperating with the teaching staff, according to the Acquisition Policy and QMS procedure A-10-2 Acquisition of Library Resources.

In the Library there are about 67 0000 information resources (92% of books, 8% of serial publications and other resource items). 72% of the resources can be found on the free-access shelves providing the teaching staff and students with an opportunity to choose the most appropriate publications themselves.

If the Library has not got the necessary information resources, the services of the Interlibrary Loan (ILL) and International Interlibrary Loan (IILN) are offered in it. A successful cooperation has been established with the document delivery service SUBITO, Latvia National Library and other libraries in Latvia and abroad. The total number of literature requests of inland Interlibrary Loan (ILL), for example in 2016/2017 was 45, in the study year 2017/2018 – 7, but in 2018/2019 there were 6 requests. The drop in the request number can be explained with a more active electronic resource application in the

subscribed and open access databases.

The Library is open for its users 55 hours a week (on weekdays from 9am to 6pm or 7pm, on Saturdays till 4pm).

Visiting the Library in person – on average 150 users a day. The users have got at their disposal the Loan (handing out and receipt of information resources), Copy shop (copying, printing, scanning and work binding), room for group discussions (by the users' request), also 96 independent work places in the Reading-room and lobby of the Library, 16 computerized work places with the internet connection in the Electronic Resources Reading-room. During the working hours of the library the users can use the self-service (*Self-Check*) equipment for the book receipt or return. Outside the library working hours the books can be returned to the Book-drop Box) which is situated in the LiepU lobby. The free wi-fi internet is available everywhere in the Library. The RFID security system is used for the library information resource identification and protection.

Starting from 1992, the work of the Library is automated. In the Library Information System ALISE such library processes as bibliographic data processing, acquisition, readers' registration, hand out/receipt, ordering/booking, remote access to the WebPAck, mobile WebPAC etc. are automated.

The electronic catalogue of the LiepU Library (<http://alise.liepu.lv>) and the joint catalogue of the Higher Educational Establishments and Special Libraries (<http://alise.liepu.lv/Alise/lv/federatedsearch.aspx>) are available remotely – both on computers and mobile gadgets.

The electronic catalogue of the Library provides joint bibliographic information search both about the collection and in self-created local databases. The remote access enables the user to connect to the section “Mana Bibiotēka”/“My Library”/ from any place and follow the hand out, return terms, request an extension of the term, also book the necessary literature or queue up for it.

In the Library application of free databases is offered for both the students and teaching staff's needs, organizing access to the subscribed, trial and free-access databases in LiepU computer net and outside it. At the students and teaching staff's disposal there are such subscribed online databases as “Letonika,” “EBSCO eBooks Academic Collection”, “EBSCO Academic Complete”, “ScienceDirect”, “Cambridge Journals Online”, “Scopus” and “Web of Science”. Anyone can also use the free-access databases made by the Library: database of the academic staff's publications, database of Doctoral Thesis and database of Final papers. The Library guarantees training, references and consultations in the information resource application and service application issues.

One can find out about the news of information resources on the LiepU network site under the section Library (<https://www.liepu.lv/lv/202/kontaktinformacija-un-darba-laiki>) and in the monthly informative bulletin of the LiepU Library “Lasonis” (<http://www.liepu.lv/lv/223/jaunieguvumi>).

The LiepU Library also presents the latest news in its social network profiles (Facebook, Twitter).

For example, in the study year 2017/2018 according to the thematic study courses (in the nature, environment, economics, management, ethics etc. field) of the study direction “Management, Administration and Real Estate Management” 27 editions were purchased for the total of EUR 598.59: for the general knowledge provision for all study programme implementation represented in the direction, in the economics, communication, psychology, social sciences, sociology, statistics, rights and politics fields 5 editions were purchased, but, taking into account the specialization in the programme directions, in the management and marketing field 9 more, in the culture, art and music field -11 and public relations (publicity) field – 2 editions.

For provision of the process of studies of the study direction „Management, Administration and Real Estate Management” literature is offered according to the topic of the courses taught, for example, supervision, management, tourism, project management, media, social relations, communication, information technologies, research etc. Approximately 9% of all the information resources available in the library are related to the mentioned topics.

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.

Electronic link for the teaching staff attraction and/or employment process regulation:
<https://www.liepu.lv/lv/181/darba-iespejas>

In order to guarantee qualitative and innovative implementation of the study programme, several criteria are used for the teaching staff to be involved selection, so that the study courses would be managed by qualified, scientifically and methodologically trained docents, specialists of the particular study field, who use in their work modern approaches and technologies.

The sort of mandatory teaching staff selection criteria are:

- compliance of the teaching staff qualification with the requirements stated in the normative acts;
- the scientific research direction/interests comply with the study programme/ course content;
- appropriate knowledge of the state language and foreign languages.

The selection of the teaching staff in the programme implementation is carried out on the basis of the Criteria about the compliance of the academic staff's professional qualification with the courses to be taught (approved in the LiepU Study Council on 13.06.2005).

The professional qualification of the academic staff is assessed by the Faculty Council.

The assessment criteria are the following:

- In the academic (Bachelor's, Master's) programmes
 - Doctoral, Master's Degree according to the course to be taught or in a related field to it;
 - publications in the sub-sector or in the field of artistic creation.
- In professional and professional Bachelor's, Master's programmes
 - Doctoral, Master's Degree according to the course to be taught or in a related field to it;
 - publications in the sub-sector or in the field of artistic creation;
 - Professional activity according to the course to be taught at least for 5 years;
 - Appropriate higher professional education.

The requirements for the teaching staff- candidate are stated according to the LiepU Regulation "Regulations about the Elections in the Academic Posts" and the person has got the Doctoral or Master's Degree in the corresponding or related science sector, has got the research/ creative work experience, have publications/ creative work in the appropriate or related science sector, the person has got some experience in the study material development and improvement, the person uses innovative teaching methods during the study process, the person has got good knowledge of English (at least B1,B2, C1 level according to the Europass self-assessment table) and the ability to use the language skills in the study and methodological work, the person has got good digital skills according to the Europass self-assessment table, also knowledge about the new technologies.

The requirements for the foreign teaching staff section and participation in the study programme implementation are stated in the action plan of the LiepU Academic Staff Development 2018-2022 (See section Other attachments).

According to the Law of Institutions of Higher Education (<https://likumi.lv/doc.php?id=37967>) and LiepU regulations of the 20th of June, 2011 "Regulations on the elections to academic positions"

(<https://www.liepu.lv/lv/672/nolikumi>) it is possible to elect to academic positions citizens of the Republic of Latvia as well as foreign citizens, and also the election to academic positions is regulated by the mentioned normative acts.

Application and selection rules and criteria for foreign academic personnel (according to “The academic personnel development plan”, page 39)

1. For selection of doctoral students and candidates for scientific degree an open competition is organized by publishing a report in the official edition "Latvijas Vēstnesis", at the portal of European Commission "Euraxess" and the web site of the Ministry of Education and Science izm.gov.lv.
2. The requirements to candidates are defined according to LiepU regulations “Regulations on the elections to academic positions” (<https://www.liepu.lv/lv/672/nolikumi>) and additional unified specific requirements of such directions as „Art”, „Management, Administration and Real Estate Management”, „Information Technology, Computer Hardware, Electrical Engineering, Telecommunications, Computer Control and Computer Systems”, „Environment Protection” and „Education, Pedagogy and Sport”:
 - person, who during the previous five years has been employed in an academic position in one of the accredited foreign institutions of higher education,
 - person having a doctor’s degree in the appropriate or related scientific field (in the field of art at least master’s degree),
 - person having experience in research / creative work,
 - person having publications / creative works in the corresponding or related scientific field,
 - person having experience in preparation or improvement of learning/study materials,
 - person applying innovative learning methods in the process of studies,
 - person having good knowledge of English language (at least C1 level according to *Europass* self-assessment table) and able to apply the language skills during teaching and learning as well as methodological work,
 - person having good digital skills according to *Europass* self-assessment table, as well as having knowledge about new technologies.

Within the framework of selection process submitted documents are assessed:

- application addressed to the Rector,
- CV in the format of *Europass*,
- copy of the diploma certifying the scientific degree / copy of master diploma,
- list of publications (creative works) for the last five years.

Within the framework of Specific Aid/Support Objective (in Latvian - SAM) projects during selection of candidates the candidate’s motivation to be involved into project is also assessed as well as the wish to continue cooperation with LiepU after completion of the certain SAM project. Candidates are assessed by the candidate assessment commission created by the Rector’s order. Candidates are selected to become LiepU elected academic personnel according to LiepU regulations “Regulations on the elections to academic positions”.

According to the Law of Institutions of Higher Education (<https://likumi.lv/doc.php?id=37967>) and LiepU regulations of the 20th of June, 2011 “Regulations on the elections to academic positions” (<https://www.liepu.lv/lv/672/nolikumi>) there is an open competition for election to LiepU academic positions.

Observing the necessity to acquire practical skills and knowledge, in profile subjects of professional study programs positions of senior lecturer/assistant professor, lecturer and assistant can be taken by a person with higher education without the scientific doctor’s degree or without the professional doctor’s degree in Arts if such person has sufficient work experience in the taught subject. In order to elect to the position of senior lecturer/assistant professor a person without scientific doctor’s degree or professional doctor’s degree in Arts, such person shall have at least seven years of practical work experience.

Requirements for candidates to such senior lecturer/assistant professor position are approved by the Senate or Council in the Institution of Higher Education or College respectfully. For lecturers and assistants not having scientific or academic degree, it is necessary to have five year work experience in the corresponding field (according to the Article 39 of the Law of Institutions of Higher Education and LiepU Regulations on the elections to academic positions).

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.

Order for the academic staff qualification and work quality provision:

The qualitative composition of the university lecturers working in the study direction complies with the Law of Higher Educational Establishments and requirements of the Regulation No 512 by the Cabinet of Ministers.

The academic staff's qualification involved in the study direction implementation complies with the study programme specifics and implementation terms. The teaching staff are professionals in their science sectors who have testified to their competence in the sector research and e-environment application in the study process, have taken part in different international projects, have developed study courses and educational materials.

The study direction programmes include a wide variety of specializations, therefore for their implementation the professionals of the entrepreneurship, culture and tourism field, with practical work experience in the corresponding field, have been attracted.

Opportunities offered by in-service training:

The teaching staff's professional in-service training complies with the regulations of the LiepU Quality Management System and criteria, which are supervised and the feedback is given by the head of the study direction, programme director and Council of the study direction.

The criteria used for the lectures' work quality monitoring are the following ones:

- students' assessment (LiepU QMS survey);
- teaching staff's self-assessment (LiepU QMS survey);
- indices of the study practice assessment (QMS practice assessment survey);
- productive engagement in the didactic competence development activities incl. preparation of didactic seminars, visitation of study classes, participation in life-long education etc.

In 2018 three mid-term planning documents were developed to improve the quality of the teaching staff's scientific and pedagogical activity.

1. **LiepU Human Resources Development Plan 2018-2023** (See section Other attachments) – in which the current situation is assessed, the goals of the human resources management processes, tasks to be executed and results achieved are stated.

The goal of the LiepU Human Resources Development Plan is to provide LiepU with the necessary human resources, promote development of the current human resources (academic and general staff), professional growth and development, integration of the new teaching staff and scientific staff in the university's educational and research process in order to provide modern studies, orientated towards development, research and life-long education according to the LiepU Development Strategy.

The LiepU Human Resources Development Plan 2018-2023 has been developed according to:

1. Laws and regulations in force in the Republic of Latvia;
2. The LiepU Constitution (available on: <https://www.liepu.lv/lv/172/satversme>);
3. The LiepU Development Strategy 2016-2020 (available on: liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf);
4. The LiepU Teacher Training Development Plan 2018-2023 (See section Other attachments);
5. Requirements included in the World Bank report "International Tendencies and Good Practice in the Internal Funding and Management of Higher Education" (available on: http://www.izm.gov.lv/lv/images/izglitiba_augst/Pasaules_Banka/Starptautisk%C4%81s_tendences_un_laba_prakse_augst%C4%81k%C4%81s_izgl%C4%ABt%C4%ABbas_iek%C5%A1%C4%93j%C4%81_finans%C4%93%C5%A1an%C4%81_un_p%C4%81rvald%C4%ABb%C4%81.pdf);
6. Projects of European Structural Funds and Cohesion Fund 2014-2020 planning period European Social Fund and European Regional Development Fund Action Programme "Growth and Employment":
 - 2.1. the purpose of the specific aid "Decrease fragmentation of the study programmes and strengthen resource sharing,"
 - 2.2. the purpose of the specific aid "Strengthen the academic staff of higher educational establishments in strategic specialization fields,"
 - 2.3. the purpose of the specific aid "Provide a better management in higher educational establishments,"
 - 1.1. the purpose of the specific aid "Increase the research and innovative capacity of Latvia scientific institutions and ability to attract external funding, investing into human resources and infrastructure," 1.1.1.2. activity "Post-doctoral research support,"
 - 1.1. the purpose of the specific aid "Increase the research and innovative capacity of Latvia scientific institutions and ability to attract external funding, investing into human resources and infrastructure" 1.1.1.5. activity "Support for international cooperation projects in research and innovations, "etc.
2. The **LiepU Academic Staff Development Plan 2018-2022** is an action plan of the staff development and attraction – in which the envisaged activities for the academic staff competence development, improvement and attraction are stated and described.

The purpose of the LiepU Academic Staff Development Action Plan 2018-2022 is to provide the increase of the LiepU academic staff competences and skills, promote development of the staff and LiepU activity according to the quality requirements.

The Action Plan of the LiepU Academic Staff Development 2018- 2022 has been developed in compliance with:

1. The LiepU Constitution (available on: <https://www.liepu.lv/lv/172/satversme>);
2. The LiepU Development Strategy 2016-2020 (available on: liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf);
3. The LiepU Human Resources Development Plan 2018-2023;
4. The LiepU Teacher Training Development Plan 2018-2023;
5. The Scientific Work Strategy 2015-2020 of the Scientific Institution "Liepaja University" (available on :

https://www.liepu.lv/uploads/files/LiepU%20Zinatniskas%20darbibas%20strategija_2015_2020.pdf);

6. Projects of the European Structural Funds and Cohesion Fund 2014-2020 planning period European Social Fund and European Regional Development Fund Action Programme "Growth and Employment":
 - 2.1. the purpose of the specific aid "Decrease fragmentation of the study programmes and strengthen resource sharing,"
 - 2.2. the purpose of the specific aid "Strengthen the academic staff of higher educational establishments in strategic specialization fields,"
 - 2.3. the purpose of the specific aid "Provide a better management in higher educational establishment," etc.
3. **LiepU Management Staff Training Plan 2018- 2021** – in which the envisaged activities for the management staff competence development are stated and described.

The purpose of the LiepU management staff training plan: advancement of the LiepU management staff competences and skills for a skilful process management, a management team with a vision about a modern, competitive international university, which is aware of global tendencies, a management team, which is able to inspire students and employees for a fast and ambitious development.

The LiepU Management Staff Training Plan has been developed according to:

1. The LiepU Constitution (available on: <https://www.liepu.lv/lv/172/satversme>);
2. The LiepU Development Strategy 2016-2020 (available on: [liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf](https://www.liepu.lv/uploads/files/LiepU_strategija_2020_majas%20lapai.pdf));
3. The LiepU Human Resources Development Plan 2018-2023;
4. Requirements included in the World Bank Report "International Tendencies and Good Practice in the Internal Funding and Management of Higher Education" (available on:

http://www.izm.gov.lv/lv/images/izglitiba_augst/Pasaules_Banka/Starptautisk%C4%81s_tendences_un_la_ba_prakse_augst%C4%81k%C4%81s_izgl%C4%ABt%C4%ABbas_iek%C5%A1%C4%93j%C4%81_finans%C4%93%C5%A1an%C4%81_un_p%C4%81rvald%C4%ABb%C4%81.pdf);

5. Projects of the European Structural Funds and Cohesion Fund 2014-2020 planning period European Social Fund and European Regional Development Fund Action Programme "Growth and Employment":
 - 2.1. the purpose of the specific aid "Decrease fragmentation of the study programmes and strengthen resource sharing,"
 - 2.2. the purpose of the specific aid "Strengthen the academic staff of higher educational establishments in strategic specialization fields,"
 - 2.3. the purpose of the specific aid "Provide a better management in higher educational establishment," etc.

The LiepU management staff in this study plan context is the Rector, Pro-rector, Deans, directors of scientific institutions, heads/directors, specialists of structural units, heads of study directions, directors of study programmes and staff deputies, also members of LiepU decision-making bodies.

In addition to what has been stated in the LiepU Human Resources Development Plans, the needs of the employees professional competence development are/can be identified on the basis of the assessment results of the employees' work and competences and/or independent individual discussions, due to which the current education and competences of the LiepU academic and general staff is/ can be supplemented in practice at work, also acquiring new knowledge, raising the level of education as much as possible, attending courses, seminars, conferences, forums, getting involved in the Erasmus+

mobility events etc. experience exchange events.

Added value of the used possibilities for the study process implementation and study quality:

In the professional study programmes one of the most significant quality provision factors is teaching staff, who are highly qualified specialists in the corresponding science sectors, among them also culture, tourism and management science theoretical approach issues, also as practitioners, who up to now have cooperated, implementing Bachelor and Professional Master's study programme in the study direction "Management, Administration and Real Estate Management."

The teaching staff shall balance successfully the theoretical and practical issues, emphasizing the knowledge that is necessary in business, culture and tourism manager's professional work.

In the professional study programmes of the study direction " Management, Administration and Real Estate Management," the students are also offered practices in the particular work environment for the practical competence development, for whose successful implementation not only competent staff are necessary, who follow the newest topicalities in the theoretical approaches, but also practitioners who are familiar with the topical issues both on the local, national and international scale.

Within the framework of the project SAM 8.2.2. (specific aid "Strengthen the academic staff of higher educational establishments in strategic specialization fields") several MSSF (VSZF) lecturers participates in qualification improvement events by internship in various companies in Latvia, for example, I.Grospiņa - SIA "Zoovilla", A.Medveckis - Liepāja Museum, etc.

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 staff involved in the included study programmes of the study direction "Management, Administration and Real Estate Management" has been recorded in **Appendix II.3.6**, showing the teaching staff's scientific degree and/or professional qualification, position, election/non-election, and the implemented study course, modules in the particular study programmes, also all teaching staff's creative and scientific biographies (see **Appendix II.3.6.B**).

In the study programme implementation, the teaching staff of all four LiepU faculties are engaged – in total 60 lecturers, out of who 23 (38%) are with a PhD Degree, but 37 (62%) with the Master's Degree. More than half of the teaching staff – 36 (55%) are elected in the academic positions at LiepU. Out of 36 elected teaching staff 20 (55%) lecturers have the Doctor's Scientific Degree in a specialization field offered by the study programme, whereas 24 non-elected teaching staff members 3 (13%) have the PhD Degree. It should be noted that at least 4 out of 24 non-elected teaching staff are doing Doctoral studies at the moment and after the Scientific Degree acquisition will be elected in LiepU according to the SAM project No 8.2.2.0/18/A/021 "Liepāja University academic staff's development in strategic specialization field – natural sciences, mathematics and information technologies, art, social sciences, commerce and law" regulations.

As all study programmes are involved in the study programme realization, then also the scientific research fields are wide range, e.g. management science, art, humanities, mathematics, information technology, natural sciences, also other social sciences. Both LiepU researchers and representatives of

the academic staff e.g. Lūsēna - Ezera, D.Līduma, V.Bikse, S.Jēgere, I.Klāsone, L.Latsone, D.Laiveniece etc. have published their scientific studies in the highly appreciated databases Web of Science and SCOPUS. In its turn, I.Klāsone and O.Blauzde have outstanding achievements in the creative activity field.

All professionals attracted to the study direction have work experience in the corresponding professional field. One part of the field professionals have taken an active part in both international project activities and they reflect their professional experience in international publications e.g. D.Vasiļevska, U.Libkovska, I.Pērkone-Redoviča etc., whereas Ģ.Vagotiņš-Vagulīš, Z.Gusta, K.Vārpiņš etc. have been engaged in project activities and pupils' scientific activities support.

One part of the teaching staff use the opportunity to go to different mobility events to the collaboration partner higher educational establishments abroad, also within every study year teachers of the corresponding field from foreign cooperation higher educational establishments visit the students of the study direction "Management, Administration and Real Estate Management"(see **Appendix II. 3.6.C**).

Both the incoming and outgoing teachers' mobility has been increasing recently. The main reasons why LiepU teachers do not participate e.g. in ERSAMUS+ exchange mobility events is, as the teachers say themselves -the big workload within different SAM projects. The list of the teaching staff's scientific publications in peer-reviewed editions, published teaching aids, research projects and list of the artistic creative achievements, which characterize in the study direction engaged academic staff's professional competence for the study course provision to be taught is added in **Appendix II.4.4.A**.

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

The general staff existing at LiepU faculties are available as support staff for the students during their studies, who provide information for both full-time and part-time students in relation to the study process provision, also in case of some uncertainties, introduce and inform about different activities connected with the study process provision or also improvements which constantly go on at LiepU, e.g. automatic registration system for the studies, electronic application for grants, etc.

The students are entitled to apply for different kinds of grants, e.g., the Senate scholarships or also one-time scholarship within the semester.

There is a legal adviser available for the students if any uncertainties emerge, e.g.in case an individual timetable should be made, or for foreign students to specify issues related to study contracts.

In LiepU the Psychological Support Centre works which can consult in case of a psychological character issues, also in LiepU an opportunity is provided for people with moving disability, incl. in a wheelchair, as special ramps have been made and in the LiepU building it possible to go by lift from one floor to another.

The Students' Council works for the students' support and integration at LiepU, also for foreign students the employees from the International Affairs Department work as mentors all through the study period.

For a constant study process provision the students have an opportunity to use the Moodle study environment, the offer by the Library both in terms of literature provision and also in group work premises and computer room.

LiepU teaching staff provide consultations to students about the scientific work development and

presentation preparation regularly both during the lectures and consultations with their teachers. Also, when getting ready for scientific conferences both in LiepU and other higher educational establishments, competitions, which are regularly announced in different sectors (e.g. economics, entrepreneurship fields), the students have a chance to receive extra consultations from the teaching staff.

The increasing opportunities for students to acquire new knowledge and skills outside the study programme are related to:

- students' research work activation, which is confirmed by the increase of student numbers in the annual students' conference (sections in the social sciences and service, entrepreneurship fields) and other science and creativity week events (e.g. in the events organized within the Science and Creativity Week etc.)
- events in cooperation with employers and partner institutions (e.g. excursions for the students of the "Business and Organization Management" programme, students' international festivals of the "Culture Management" programme, voluntary work, participating in culture project implementation, etc.).

One of the major support staff during the whole study period are the directors of the study programme, who help the students to integrate in the life of the higher educational establishment, help in choosing the company for the practice, organize excursions to different organizations and companies during the study process, 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).

In the LiepU Scientific Work Strategy 2015-2020 the following mid-term strategic goals have been defined

(https://www.liepu.lv/uploads/files/LiepU%20Zinatniskas%20darbibas%20strategija_2015_2020.pdf)

- the research topic complies with national priorities (national research programmes), internationally topical research directions, as well as regional development needs (orders by municipalities, regional entrepreneurs etc.);
- LiepU scientific institutes and researchers' groups in faculties – creative, for national and international cooperation open scientists' groups who create the national and international cooperation network for implementation of the topical research themes and research projects;
- In LiepU interdisciplinary research teams work to solve topical scientific problems in a complex way cooperating with Latvia universities and universities abroad and entrepreneurs who are able to attract funding from entrepreneurs, state and international projects in order to achieve the results;
- The research and entrepreneurship cooperation are supported by the Technology Transfer Centre, Prototyping Centre. Cooperation with the Kurzeme Business Incubator and LiepU University Science and Innovations Park is used to implement of the students and new scientists' research

into national economy and commercialization;

- Publications of research outcomes on international level are increasing (in international conferences and congresses, in internationally quoted editions);
- LiepU scientific follow-up publications and journals are placed on internationally quoted edition databases acknowledged by the sector;
- Promotion of science and research happens cooperating with all social partners, all age and social groups, especially developing cooperation with schools, creative and professional organizations, enhancing the youth's interest in science and understanding about the scientific activity and creativity as the base for a successful career in any work sector.

In 2016 changes took place in the LiepU Research Structural Unit – the Sociological Research Centre which was under the subordination of the Faculty of Management and Social Sciences was merged with the Institute of Education Sciences (Decision by the LiepU Senate on 31.10.2016).

In its turn, during the whole reporting period, the LiepU Institute of Management Sciences (IMS) has had an important role in the study direction implementation – involving the scientific staff of the institute as teaching staff in the study process, thus promoting implementation of studies based on research.

The teaching staff involved in the study direction implementation participate every year in the international conference “Society and Culture”, organized by LiepU both as participants of the scientific and editorial board and also as Heads of sections, e.g.: the Head of the Scientific Commission, the responsible editor Arturs Medveckis, doc. Dr.paed., members: Veronika Bikse, prof. Dr.oec., Zaigonis Graumanis, doc. Dr.phil., Ārija Kolosova, doc. Dr.hist., Inga Sprice, doc. Dr.sc.soc., Irina Strazdiņa, doc. Dr.psych., Sandra Veinberga, senior researcher pētniece Dr.philol., Inta Kulberga, doc. Dr.sc.administr., etc.;

The academic staff's participation in conferences, scientific seminars, profiles of publications and topics are reflected in the annual LiepU scientific work reviews, available on: <https://www.liepu.lv/lv/263/petniecibas-parskati> and the NZDIS system: https://sciencelatvia.lv/#/pub/institucijas_publ_parskats/254278

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.

The academic staff's, involved in the study direction, scientific research is related to the topic and content of the lecturers' study course. The report themes and also support to publish the results of the research carried out in the framework of students' final theses approve it.

The research theme complies with national priorities (national research programmes), internationally topical research directions, also regional development needs (orders by municipalities, regional entrepreneurs, etc.). Cooperation with Kurzeme Business Incubator is used for students and new scientists' research implementation in national economy and commercialization.

Publication of research outcomes on international level (in international conferences and congresses, in internationally quoted editions) is slow, but increasing;

The academic staff's, involved in the study direction, scientific research is directed towards the topic of the lecturers' study course, linking it with the study process. Report themes and support to publish the results of the research carried out in the framework of students' final theses justify that. For instance, the results of the Master's Thesis by Līga Spinga from Professional Master's Study Programme “Management Sciences” have been published in the journal of the LiepU International Conference

"Society and Culture," 2016 (Bikse V., Lūsēna – Ezera I., **Spinga L.** / *Assessment of Kurzeme Business Incubator's Role in Innovative Entrepreneurship Development within Helix Model*). Society and Culture. Collection of Articles, XVIII, Liepaja 2016, p.240- 248), whereas the results obtained within the framework of Bachelor's Paper by the graduate Monta Šlimkus from the Bachelor's Study Programme "Management of Business and Organizations" have been published in the internationally reviewed magazine *Problems of Management in the 21st Century* (Lithuania): Līduma D., Kairēna A., Lūsēna-Ezera I., **Šimkus M.** *Development Of Public Transport: Future Challenges Of Liepaja's Tram (Latvia)*. // Problems of Management in the 21st Century. 2016, Vol. 11 Issue 1, p16-28. 13p., Database: EBSCO Business Source Ultimate.

Also the following publication : Vasiļevska D., Līduma D., Melberga K. *Factors affecting Innovations in Service Sector Enterprises: The Case Of Liepaja*. // Problems of Management in the 21st Century. 2017, Vol. 12-1 Issue 1, p69-81. 12p., Database: EBSCO Business Source Ultimate Available on: <http://www.scientiasocialis.lt/pmc/view/biblio/year/2017/volume/12/issue/1> has been created including the results of Master's Thesis by K. Melberga.

The academic staff's creative activities are related to giving classes to pupils as an offer by LiepU to all schools within the framework activities "Liepaja University goes to School."

For example, the FMSS academic staff's creative activities as an offer by LiepU within the framework to Latvia schools "Liepaja University goes to School" took place in the following schools during the study year 2016-2017:

- In February 2017 in Liepaja State Gymnasium No 1 Dr.paed. A. Medveckis and Mg.oec. L.Romaņuka gave a lecture and provided scientific work promotion support to the authors of pupils' scientific research work, their advisors and representatives of the school administration, especially emphasising the significance of sociology.
- In March 2017 Mg.psych. Ē.Gintere conducted a seminar in Aizpute Secondary School – Laziness as a Phenomenon of the Modern Society.
- In May 2017, Mg.psych. Ē.Gintere in Kandava Basic School and in October in Aizpute Regional Laza Basic School conducted the seminar "Conflicts and Their Solutions."

Several representatives of the FMSS regularly participate in the creative expression activities both in the exhibition "Skola" and LiepU "Science and Creativity Days," also in different Liepaja Secondary schools, e.g. in Liepaja Secondary School No 6, lecturers of the FMSS together with their students frequently introduce the secondary school students with the study and research opportunities at LiepU.

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.

Employees of the LiepU Management and Social Sciences Faculty and Management Sciences Institute get involved in different international activities, developing cooperation in both the scientific research and different project implementation.

For example, in 2017 the Nordic Council of Ministers, Nordplus Adult cooperation project *Informal Adults' Education for Cultural Tourism Promotion between the Baltic and Nordic Countries* (NPAD- 2017/10048) was started, in whose implementation the cooperation partners from several Baltic Nordic Countries were involved: Latvia, Sweden and Lithuania. I.Lūsēna - Ezera, I.Grospiņa and D.Līduma took part in the project.

As a result, a report "Cultural Tourism Situation in Latvia" was prepared, the research "Lithuanian Footprints in Kurzeme" was carried out, the project members participated in Latvia University 76th International Scientific Conference with the report "*Competences necessary for professional activities for the cultural tourism specialists in Kurzeme Region*", on 02.02.2018 in Riga, an article was prepared and published by Kinderis R., Soovali-Sepping H., Lūsēna - Ezera I. (2018) *Identification of the Asymmetry of Competences of Specialists Working in the Field of Cultural Tourisms: Study Report*. Science and Processes of Education, No 1 (26), pp.5 - 13; ISSN 2345-0681, also the study material developed "STUDY GUIDE ON THE BALTIC - NORDIC COMMON IDENTITIES AND THE CULTURAL FOOTPRINTS", and 5 day training organized about the cultural tourism route planning. The tourism route "Lithuanian Footprints in Liepaja" has been worked out.

The outcomes of the project are used in the study programme's "Tourism and Recreation Management" process. Whereas, participating in the Baltic University Programme Upsala University project EduBalt: "Developing Capacity for Teaching Sustainable Development in the Baltic Sea Region" where the project coordinator was the Baltic University in Uppsala, the goal of the project was to coordinate sustainable development activities in the Baltic sea Region.

The Baltic University cooperates with about 225 universities and other educational establishments. In this project the Baltic University cooperated with Tartu and Tallinn Universities in Estonia, Kaunas Technological University in Lithuania, Latvia University, Daugavpils University, Liepaja University and Rezekne Academy of Technologies in Latvia, also teachers from Estonia and Lithuania took part.

The project EduBalt: "Developing Capacity for Teaching Sustainable Development in the Baltic Sea Region" was developed in order to promote the future teachers' sustainable education in Estonia, Latvia, Lithuania. The project promoted development of such competences which are in conjunction with the local and regional sustainable development changes and aligned with the process of change experience. The project participants took part in practically orientated seminars, which included in the content the analytical review of the competencies necessary for the 21st century. In the cooperation process, using diverse methodology, the experience was assessed and levelled to promote sustainable development of education.

LiepU lecturers I.Klāsone (FHSA), Ā.Kolosova (FMSS), B.Vikmane (FPSW) participated in work groups together with teaching staff from Daugavpils University and Rezekne Academy of Technologies, such as "Business and Organization Management" and "Tourism and Recreation Management".

In compliance with the project goals new experience was obtained in theory and practice, both local, regional, and global tendencies were explored for sustainable education promotion in the 21st century, which are being applied in different study programmes to be implemented at LiepU.

In 2018 I.Lūsēna - Ezera, V.Bikse and D.Vasiļevska took part in the ESF project (EKOSOC-LV) - State Research Programmes 5.2. "Transformation of national economy, smart growth, management and legal framework for the state and society's sustainable development - new approaches for sustainable knowledge society formation" sub-programme 5.2.3.

Within the project the studies were carried out about *Promotional activities for innovative business development, Eco-innovation tendencies and their development abilities in Latvia and comparative analysis of the Latvian and British youth's professional self-determination contributing factors*. The research outcomes are collated, the scientific articles prepared, which are published in SCOPUS indexed journal and Web of Science education etc.

The results of the project are used in the process of the study programs "Business and Organization Management" and "Management Sciences".

In its turns, in the early 2020 a letter of intent has been signed between Liepaja University and Lithuanian Business University of Applied Sciences in order to implement together the project European Youth Capital within 2021, the results of which can be used in all study programs.

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.

Motivating events of the academic personnel for implementation of scientific activity are related to attraction of experienced researchers and creation of the Management Sciences Institute (VZI). This promoted increase of the number of scientifically approved researches. Partial, yet not sufficient support has been received by the incorporated financial distribution system taking into account the achieved scientific results within the framework of structural units. The main support is provided by: researches of orders from regional institutions and enterprises in the final diploma papers within basic and higher level of studies (for example, Liepaja Tram (Liepajas tramvajs), the Great Amber, LOC, municipal capital societies etc.); introduction of annual researches based on problem analysis in the study programs (for example, within the study papers defined in the programs) in the basic studies; increase in quality and quantity of LiepU Science and Creativity Week events for support of scientific activities of students. Strengthening science and creative potential of students and teaching staff is achieved by implementing cooperation with KBI, LSEZ, ZVTK, TIC etc. for representatives of the public sector. Development of cooperation models of various levels for provision of research has taken place in the study process (including enterprise days and competitions, for example, in cooperation with Swedish higher school; annual SRP (Scientific Research Papers) in the section of Economics in the schoolchildren scientific proceedings of the Kurzeme region - with participation of VZI (Institute of Management Sciences), VSZ (Management and Social Science) faculty teaching staff and students). Mutual cooperation of teaching staff in implementation of practical researches and involving students into researches (increase of the number of published students researches is significant) acts like support mechanism. LiepU VSZ (Management and Social Science) faculty has also involved own study program graduates into the further scientific and academic activity (for example, A.Egliņš - Eglītis, Z.Gusta, U.Zupa, K.Vārpiņš, u.c.). Increase of the number of doctoral students is also increased (at the moment there are 5 new doctoral students at VSZF (FMSS)), which raises the research capacity in the study direction. Some of the faculty teachers, in the future have accepted new challenges, which are connected with other institutions in Latvia, and from teachers they became researchers of VZI (Institute of Management Sciences) or another LiepU institute (for example, A.Egliņš - Eglītis, I.Lūsēna-Ezera, V.Bikse, P.Jurs, A.Samuseviča), in its turn, the courses they conducted are kept and results of the researches are regularly included into the content on the implemented study programs of the study direction.

LiepU Institute of Management Sciences (IMS) plays an important role in the study direction implementation, involving in the study process the scientific staff of the institute as the teaching staff as well, thus promoting implementation of studies based on research. For example, in the study programme "Culture Management" the study course "Development of Creative Industries" previously taught by IMS sc.ass.A.Egliņš-Eglītis, can be related to one of the IMS research directions management of creative industries and promotion of entrepreneurship, as a result, during the reporting period in this research direction some Bachelor's Theses have been developed and defended: A.Roga, Opportunities of Creative Quarter Creation in Aizpute Town; L.Cera, Development Tendencies of Creative Industries in Kuldīga Region. Implementation of studies based on research is also related to the work of the Sociological Research Centre, carrying out annual assessment surveys of the study quality and data

processing and consulting students on the data processing and analysis issues.

Students' involvement both in the research projects and creative activities can be related to the activities of the LiepU Science and Creativity Day (March 7-18, 2016) organized during the reporting period: students' defence, study programme "Management of Business and Organizations" students' conference, "Research outcomes of the product market of the company "Ievlejas", an event organized by the 2nd and 3rd year students of the study programme "Communication Management" within the framework of Public Relations Practicum "Women's Day at LiepU", also students', of the study programme "Communication Management", participation in the LiepU 19th International Science Conference "Society and Culture: the Local and Global" organization (May 19,20, 2016.)

Information on LiepU teachers' publications on: <https://www.liepu.lv/lv/publik%C4%81cijas>

The list of the teaching staff's publications during the reporting period can be seen in **Appendix II.4.4.A.**

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.

Integration of the academic staff's research activities in the study process are manifested as implementation of their research work methods and conclusions, reflected in scientific methodological publications, into practice, in offering the students appropriate Bachelor and Master's thesis themes and students' introduction with the application of research methods in the paper development.

The themes of the students' research of the study direction and directions of the research activity reveal the topical national and regional problems in the modern business environment in relation to the chosen specialization. The research is planned both in content and organization in compliance with the course specifics and it reflects particular management aspects of entrepreneurship and other fields in relation to the set goals by the study programme.

At the beginning of every study year the students together with the programme directors visit different cooperation partners' organizations and institutions related to the study direction, including IDAL Liepaja Business Incubator, Kurzeme Business Incubator, the concert hall "Great Amber," etc. After the visit students in groups develop a proposal for the ideas on what they heard about, which can later be developed as study papers or any other materials related to research.

In cooperation with the representatives of regional entrepreneurs (e.g. Moduls Ltd., KK Original Ltd., Green and Smart Technology Cluster, etc.), every year the 1st year students are offered the "Business Fair", where entrepreneurs introduce them with their business and their desires to develop or improve one of their business ideas.

In its turn, the suggestions, developed from the ideas, how to implement the seen and heard ideas, students present to business people within the framework of the LiepU Science and Creativity Days at the end of March every study year.

Students also participate in conferences both as referents and organizers. So, for example, L.Petre (graduate of 2016) took part in the 13th international scientific conference "Language Acquisition: Problems and Perspective" with the report (with the co-author Dr. paed. M.Novika): Выбор текста для чтения на русском как иностранном языке в средней школе (Selection of Text for Reading in

Russian as Foreign Language Lessons in Secondary School), whereas Laura Lazdupa (graduate of 2016) is the Erasmus+ project Numeracy@English coordinator in Kaletī School.

The students' scientific work connection with the teaching staff's scientific activity is being implemented partly. Actualization of innovative topics and practically applicable results in relation to the academic staff's scientific activity is more implemented in Master's Thesis.

The most topical MA students' findings are published in the students' scientific collections of articles. However, the achievements cannot be considered as sufficient, therefore it would be necessary to increase both the lecturers and students' joint studies, and publicity of Master's Thesis outcomes.

Here just a few examples that describe a successful students and lecturers' cooperation in research promotion: publishing of the students of the Faculty of Management and Social Sciences and FMSS teaching staff and IMS researchers accomplished research, developing scientific articles that are available on internationally quoted editions and databases:

- the scientific publication by the student D.Demitere-Krumkalne of Professional Master's Study Programme "Management Science" and IMS director, professor I.Lūsēna available on: http://ac.els-cdn.com/S1877042815041622/1-s2.0-S1877042815041622-main.pdf?_tid=98499f70-54c3-11e5-8229-00000aacb360&acdnat=1441563655_43766aaa696ec962d80867812c731ede
- the scientific publication by the student M.Priediens of Professional Bachelor's Study Programme "Business and Organization Management" and FMSS lecturer D.Līduma and lecturer A.Kairāna available on: <http://www.journals.indexcopernicus.com/abstract.php?icid=1162068>
- Students' scientific events of the sector at LiepU: Liepaja University Students' Science and Creativity Days, the last two weeks of March in every study year at LiepU.
- Students' participation in conferences of other higher educational establishments: Z.Gusta "Development of a new complex recreational tourism product "LavenderVilla"", students' scientific conference at Vidzeme Higher Educational Establishment, scientific advisor, FMSS lecturer I.Grospiņa.
- Participation in students' scientific work competitions and their results: B.Lauris, Bachelor's Thesis "Development of the programme to attract crowdfunding with consideration for the society "KBI Business HUB" incubating MVU interests", organized by the Latvian Economics Development Forum (LEDF) in cooperation with the Council of Higher Education (CHE) "LEDF Prize 2018" for the scientific work in economics, July-November, 2018, LEDF, 2nd prize.

Publications by Bachelor and MA students:

- L.Indruškēviča, "Justification of marketing channels selection for Ventspils Tourism Information Centre", Liepaja University, sc.adv., FMSS lecturer I.Grospiņa;
- S.Andersone, "Street Art in Liepaja as a tool for tourist attraction" Liepaja University, sc.adv., FMSS lecturer I.Grospiņa, etc.

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.

Innovative solutions are offered in both study, Bachelor and Master's level work.

In 2016 the Liepaja University collection of students' scientific papers (12) was issued in which the students' of the Faculty of Management and Social Sciences scientific articles are published:

1. Anete Ķēde, Madara Circene, Romāns Voitovs, Professional Bachelor's Study Programme "Business and Organization Management." – Domestic producers' product market research. - Scientific advisor - lecturer Mg.oec. Diāna Līduma .
2. Bruno Lauris, Professional Bachelor's Study Programme "Business and Organization Management." Study of competitiveness of Latvian food industry. Scientific advisor – docent Dr.psych. Irina Strazdiņa .

Students' involvement in both the research projects and creative activities is connected with the activities of the LiepU Science and Creativity Week (March, 2017) organized during the reporting period: the first-year students' of the study programme "Business and Organization Management" study paper defence on March 22 together with the company VIA-S Furniture Ltd. The research topic – "Development of Motivation System/ Action Plan for Employees' Attraction," as well as Blue Shock Race, the research topic – "Problems of Public Relations."

At the beginning of every study year students together with the programme directors visit cooperation partners' organizations and institutions related to the study direction, including IDAL Liepaja Business Incubator, Kurzeme Business Incubator Ltd., the concert hall "Great Amber", etc. After the visit to the organization or institution, students in groups prepare a proposal for the problem issue, whose thesis can be developed in later stages as study papers or any other materials related to research.

In cooperation with the representatives of regional entrepreneurs (e.g. Moduls Ltd., KK Original Ltd., Green and Smart Technology Cluster, etc.), every year the 1st year students are offered the "Business Fair", where entrepreneurs introduce them with their business and their desires to develop or improve one of their business ideas.

In its turn, the suggestions, developed from the ideas, how to implement the seen and heard ideas, students present to business people within the framework of the LiepU Science and Creativity Days at the end of March every study year.

Starting from September 2019, students have an opportunity to get involved in LiepU, VeA, KBI and VATP joint project "KInGS" activities, and also as audience in guest lectures, where regional entrepreneurs and familiar business representatives from all over Latvia share their experience stories, and also as project participants, participating in the idea development offered by the entrepreneurs.

The students who participate as listeners, at the end of every lecture can write an essay about the heard narrative and within the framework of the study course "Entrepreneurship" receive extra bonuses for the evaluation.

Starting from September, 2019 another innovative possibility is offered to the students who are interested in public relations and work in mass media, as LiepU and radio SWH have made the students' radio SWH Spin in LiepU premises, in which the students themselves work, as well as in cooperation with the radio SWH LiepU offers an optional course (Part C) to acquire such a course as "Role of Radio in Modern Society." The employees of Radio SWH – well-known DJs, moderators, marketing specialists, etc. participate in the course only as teachers

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.

For the study direction and study programs choice of the corresponding cooperation partners mostly is determined by the contents of the study program and by the implemented sub-directions, as well as by the circumstance that the programs of LiepU VSZF (FMSS) provide acquisition of professional higher education. Mostly the cooperation with enterprises within the framework of the program take place due to active participation of study program directors, and also is the result of using personal contacts and information received from graduates.

The main criteria for choice of cooperation partners among entrepreneurs mostly are:

- represented field of activity;
- organisational structure, which anticipates employment of workforce;
- activity period;
- former cooperation experience, presence of graduates at the enterprises/organisation, topicality of solvable issues for students.

Interest of the enterprise is also taken into account and always possible LiepU student contribution to the enterprise is always is assessed.

Promotion of cooperation is strengthened not only by non-formal relations to study programs for interested and loyal directors of enterprises, but also written reports are received about program topicality (putting emphasis and substantiating the importance and necessity of preparation of specialists) and implementation (including students internship assessments, summaries after final qualification examinations etc., what is included into LiepU QMS). Formal support is provided by mutual cooperation agreements in each study program.

Internationalization is important in LiepU work: it provides development of study programmes and processes in compliance with the quality criteria approved in the international practice, gives teachers an opportunity to expand international cooperation, getting involved in international study and science projects or programmes, and attract foreign teachers.

Goal of LiepU internationalization: set the tasks for the university's internationalization which includes implementation of international study programmes, attraction and selection of foreign students, implementation of international mobility, development of international cooperation, also provision of international study environment.

The LiepU Internationalization Plan has been developed on the basis of the LiepU Strategy for 2016-2020.

During the reporting period in the study direction "Management, Administration and Real Estate Management" cooperation with several foreign higher educational establishments has been developed:

- University of Rostock (Germany);
- Jade University of Applied Sciences (Germany);
- Technical Educational Institute of Central Macedonia in Serres;
- University College of Northern Denmark (UCN);
- Karabuk University (Turkey);
- Klaipėda State College (Lithuania);
- NHTV Breda University of Applied Sciences (the Netherlands);
- Technological Educational Institute in Serres (Greece);
- Offenburg University of Applied Sciences (Germany);

- Vilnius University (Lithuania);
- *Matej Bel University* (Slovakia);
- *Volda University - College* (Norway);
- *Johannes Gutenberg University Mainz* (Germany);
- Schmalkalden University of Applied Sciences (Germany);
- Technological Educational Institute of Epirus (Greece);
- National School of Political Science and Public Administration (Rumania);
- Heilbronn University (Germany);
- Vilnius University of Applied Sciences (Lithuania).

Thanks to different activities of ERASMUS+ exchange programmes, students have a chance to visit companies not only in Latvia, but also abroad. Cooperation with employers and professional organizations is also guaranteed by employers' involvement:

- in the work of the state examination commission (e.g. Bachelor's Thesis defence, defence of practice papers, etc.);
- in scientific and applied conferences, including participation in annual LiepU Creativity and Science Days;
- in surveys analysing and assessing students' of the study direction professional activity;
- in provision of students' practice placement;
- providing opportunities for excursions in order to get introduced with the company's work;
- publishing the outcomes of their scientific research in LiepU conferences and scientific journals.

The list of the main cooperation partners can be seen in **Appendix 2**.

Cooperation with employers is especially important in quality assurance of the studies, whereas, graduates' employment is one of the main proofs from the employers' side to the quality of the LiepU study programmes and recognition of the students' acquired education.

Combining studies and practice within the study direction, guarantees the link between employers not only in Liepaja, but also in the nearest regions and towns, establishing a closer cooperation and contacts with employers. Cooperation also happens in different project development, getting involved in non-governmental activities and events related to entrepreneurship development organized by regions/towns, therefore it can be confirmed that there is an unofficial feedback, the employers' point of view is taken into consideration when planning the study programme development and improvement within the framework of the study direction.

During the reporting period cooperation with the enterprises and institutions existing in Liepaja City and nearby regions/towns has continued (e.g. "Kurzeme Business Incubator" Ltd., Coworking Liepaja, Green and Smart Technology Cluster, IDAL Liepaja Business Incubator, start-up company SPATTI, "InPass" Ltd., "Boards Unlimited" Ltd., SC "Latvijas Finieris" Liepaja Forest Industry Farm, etc.), students within the study process get to know the activity of the companies, discuss problems and their possible solutions with employers, also carry out practical research work about topical themes related to different processes of entrepreneurship, e.g. in the study year 2017/2018 cooperating with Rucava municipality, research was carried out about further development and employment opportunities in Rucava Regional municipality, also further development possibilities of the peat processing and manufacturing enterprise "COMPAQPEAT" Ltd., which is one of the most capable export companies in Latvia, were studied; moreover, cooperating with Grobina Regional Creational Tourism Centre "Kurshi Vikings Settlement" (public organization "Tourism Club Oga") a study was carried out within the study process about the possibilities to introduce additional tourism services in Grobina Region, in cooperation with the authorities of the SC "Latvijas Finieris" Liepaja Forest Industry Farm, logistics activities and modern manufacturing technologies were studied.

As the main result of cooperation is considered achievement of the goals defined for the study directions

and study programs, among which the most important are: to provide studies based on real entrepreneurship environment, and as the result of such studies and in the interest of the enterprises and society, enterprise managers in various fields are prepared, who, in modern changeable social-economic conditions, are able to demonstrate corresponding managerial skills and competences in leading enterprises/organisations by providing development of existing offers and elaboration of new innovative products thus improving life quality not only in Kurzeme region, but in whole Latvia.

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.

In late 2013 Liepaja University receives the Erasmus+ Program Charter for the maximal period- 7 years, thus getting approval that LiepU international strategy complies with the European Union requirements.

The goals of the study mobility are:

- give an opportunity to LiepU staff acquire knowledge and particular skills, learning from foreign partners' experience and good practice, also improve practical skills necessary for the current work and professional development;
- encourage to broaden and improve the range and content of the offered study courses;
- let the students, who cannot participate in the mobility programme, benefit from the knowledge and experience the other European higher educational establishment staff and foreign guest lecturers from companies can provide;
- promote exchange of knowledge and pedagogical methods among European higher educational establishments;
- establish a link between higher educational establishments and companies;
- help to develop cooperation between higher educational establishments and companies;
- motivate students and staff to get involved in mobility and help to prepare for the mobility period.

According to the Council of Europe Convention on the recognition of higher education qualifications in the European region (1997), Liepaja University has developed and approved by rectors order No 65-v on 20.10.2014 following documents: *Application and selection procedure for STUDY MOBILITY through Erasmus+ exchange programme in LiepU* (<https://www.liepu.lv/en/61/documents-and-regulations>) and *Application and selection procedure for TRAINEESHIP MOBILITY through Erasmus+ exchange programme in LiepU* (<https://www.liepu.lv/en/61/documents-and-regulations>).

Application for the Erasmus+ mobility is announced according to the LiepU procedure "Procedure of application and selection for the docent or employee's mobility Erasmus+ exchange programme." (ACTION PLAN OF LIEPAJA UNIVERSITY ACADEMIC STAFF DEVELOPMENT 2018-2022, P.27)

Already in 2011 the Council of Higher Education in the "Experts' assessment about the study directions in Latvia" mentioned that in some cases the staff pay more attention to the theoretical content of the study subject than the compliance of students' knowledge and skills development with the requirements the student will be set in the potential work places. Insufficient work is done with the scientific research databases, the poor knowledge of English occasionally restricts opportunities to use different databases. The academic staff's insufficient knowledge of foreign languages threatens the quality of the study programmes. In the regional HEI insufficient staff renewal can be observed. Currently, the HEI staff tend to be academic with a smaller practical experience. (http://www.aip.lv/ESF_projekts_publ_32_1.htm)

In the World Bank Counselling Service (31.01.2018) about the actual situation in the academic career in

Latvia it has been emphasized that an obvious lack of internationalization affects various aspects of the academic environment.

The internal mobility is delayed not only due to the level of payment, but also the language requirements and currently existing lack of coordinated intentions and tools for the foreign academic staff attraction. It is important, as internationalization is one of the most important resources of “new thinking” and potential quality strengthening in higher education. Moreover, internationalization is especially important in small educational systems, therefore its promotion in the case of Latvia could promote positive dynamics.

The goal of LiepU internationalization: set the tasks for university internationalization, which include implementation of international study programmes, attraction and selection of foreign students, implementation of international mobility, establishment of international cooperation, also provision of international study environment. Internationalization is important in LiepU work: it guarantees development of study programmes and processes in compliance with the quality criteria accepted in the international practice, gives a possibility to teachers broaden international cooperation, getting involved in international study and science projects or programmes, and to attract foreign teachers (Liepaja University Internationalization Plan 2016 - 2020 https://www.liepu.lv/uploads/files/LiepU_attistibas%20strategija%202016-2020_ar%2005_06_2017_IJM%20apstiprinajumu.pdf)

Attraction of foreign teachers in long-term creates a chance to establish, extend and strengthen the international contacts with partner higher educational establishments in long-term, carry out joint scientific studies, participate in international scientific research projects. It would initiate interest and motivation into LiepU academic staff either to teach or carry out research work abroad in HEI at least for one semester.

It would also increase the number of the academic staff who take an active part in the Erasmus+ programme activities, it would also promote establishment of contacts or networking, which is greatly related to international relationships establishment and maintenance. Networking gives a chance to establish new contacts with the sectoral professionals and exchange experience, also promote exchange of experience and good practices among experts in Latvia and foreign experts in HEI, using a structured consultation and interaction process develop samples of good practices, as well as a summary of their practical implementation experience, to be adapted to Latvia situation, Liepaja University in particular.

55 FMSS students have participated in the LiepU students' Erasmus+ mobility exchange programme during 2014-2019 (See the list of "outgoing" students in **Appendix 5.1.**).

In the reporting period that the Erasmus + mobility exchange program have participated:

- 2013/2014 study year 8;
- 2014/2015 study year 12;
- 2015/2016 study year 5;
- 2016/2017 study year 5;
- 2017/2018 study year 6;
- 2018/2019 study year 12;
- 2019/2020 in the autumn semester of the study year 7 students.

Analysing the reasons for the comparatively small student participation in the exchange programme, it can be mentioned that:

Students have started working parallel to their studies. It is often the work in their profession; thus, students prefer to maintain this employment relationship, which will not always be possible when going away for the exchange programme;

There is certain insecurity and reluctance to take on new challenges;

There are both insufficient language skills and incredibility to own language skills.

The most constructive cooperation has been established with Technical Educational Institute of Central Macedonia in Serres(Greece).

The incoming Erasmus+ mobility students make their study plan both from study courses of their chosen basic programme and study courses offered by other directions.

The study direction "Management, Administration and Real Estate Management" offers the following study courses: "Human Resources Management," "Strategic Management," "Public Relations", etc. The list of "incoming" students and teachers can be seen in **Appendix 5.2**.

To the study field "Management, Administration and Real Estate Management" have been admitted:

- 2014/2015 study year 5 students and 1 guest lecturer;
- 2015/2016 study year 6 students and 4 guest lecturer;
- 2016/2017 study year 5 students and 1 guest lecturer;
- 2017/2018 study year 3 students and 4 guest lecturer;
- 2018/2019 study year 5 students and 5 guest lecturer;
- 2019/2020 in the autumn semester of the study year 5 guest lecturer.

Analysing the mobility of the incoming academic staff, similarly to students, they work with students of several study directions. The exchange programme teachers offer open type lectures in which all people interested can participate.

The incoming staff mobilities in the study direction are related to the study programme comparison and getting acquainted with the places of practice.

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.

During the practice introductory seminar, the practice coordinator (from LiepU side) introduces students with the general regulations of practice organization, order of practice organization, documentation of practice, content of practice. Practice seminars are conducted by the practice coordinator. Students prepare reporting documents about the tasks accomplished in the practice, students get ready for the seminar and share their experience. Problem-situations are analysed and solutions looked for in order to improve the problem-situations.

The practice is implemented in compliance with the practice agreement in which the goal, tasks of the practice, procedure of practice achievement evaluation are stated. The goal of the practice is achieved by the student based on the knowledge, skills, abilities and previous experience gained.

The particular tasks of the practice are indicated in the course descriptions. They envisage students' participation in practice seminars, using theoretical knowledge. During the pre-diploma practice an important task is also to plan and organize research for the Bachelor/Master's Thesis material.

The practice is realized while the student is in the company, institution or organization of their choice, in which a mentor is designated for the student (practice coordinator from the company's side) in order to provide a professional support during the practice.

The practice provides compliance of the student's knowledge, skills and competences with the goal of the study programme and real needs of the work environment.

During the practice students develop an individual research project, discuss it, thus confirming application skills of the acquired knowledge in the scientific research work and ability to obtain, select, analyse and critically assess information from different sources and use it.

When developing the research project, students use their analytical and critical thinking, as well as a scientific approach in problem-solving and during the project discussion manifests efficient communication skills. During the practice, collecting the research data of the corresponding work sector and participating in studies as participants, students confirm awareness about the research ethics.

To promote further professional development, seminars take place during the practice, in which representatives of different professional companies/institutions discuss with students their professional experience, in addition students get to know these professionals' work in their work placements.

In LiepU Regulations of Practice have been developed (**see Appendix 5.3.**). The student implements the practice during the whole study cycle which guarantees development of the basic knowledge of the management process, skills and competences, providing efficient integration of the theory and practice.

To improve own theoretical knowledge, skills and competences, during the practice the student receives an individual support from the mentor in the practice organization, as well as from the LiepU practice coordinator, which promotes the new specialists' professional growth. In addition to the individual support, the support in groups is also realized (mutual learning)- learning the methodology in groups.

In the practice closing seminar the student introduces with the results of the practice tasks, their assessment is carried out by the practice coordinator. The total evaluation of the practice consists of both – the mentor's evaluation for the daily practical work and LiepU practice coordinator's evaluation for the participation in seminars, also evaluation of the student's self-analysis and presentation in the closing seminar.

In the course of the practice a special attention is paid to the cooperation between the practice organization and higher educational establishment, the student and practice coordinator, also among students, providing development of professional skills. During the student's practice cooperation between LiepU and practice organization is a potential support for the mentors and practice coordinators' professional development and career.

In most cases students themselves look for and choose organizations for their practice (**see Appendix 5.3.A.**)..

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.

According to the development plan of the LiepU FMSS study direction "Management, Administration and Real Estate Management", within 2020 it is envisaged to develop the academic Master's Study Programme "International Cultural Tourism," in cooperation with one of our foreign cooperation partners of higher educational establishments.

Right now, negotiations have been started with the colleagues from Klaipeda University (Lithuania).

Unfortunately, cooperation is developing slowly, possibly it is delayed due to the introduction of the higher educational system and management arrangement principles going on in Lithuania at the moment.

Negotiations have been started with some other foreign higher educational establishments, but at the moment no accept has been received about the possible cooperation.

The academic MA study programme "International Cultural Tourism" would be a logical continuation to the graduates' further education of the Professional Bachelor's Study Programme "Culture Management" and "Tourism and Recreation Management" in the study direction "Management, Administration and Real Estate Management."

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.

The previous recommendations of the study direction accreditation experts have been introduced, study programmes "Business and Organizations Management" and "Culture Management," whereas in the study year 2017/2018 essential changes were developed and accredited in the study programme "Tourism and Recreation Management" and "Management Sciences."

Due to that several study programmes implemented in the study direction were closed down, e.g. "Specialist of Public Relations" and "Office Administration," but the study programme "Communication Management" was integrated in the study programme "Business and Organizations Management."

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).

On 27.04.2016 in the SAC meeting the following changes were approved:

- in the study programme "Business and organizations Management"- 2 qualification to be acquired changed from "sociologist" to "manager of public relations structural units" and from "manger of logistics structural units" to "manager of foreign affairs." By the end of the study year 2018 it is allowed to award the students with the 2 previous qualifications (<https://eplatforma.aika.lv/index.php?r=site%2Fprogram%2Fview&id=1608>).
- study programmes in the "Culture Management" content (<https://eplatforma.aika.lv/index.php?r=site%2Fprogram%2Fview&id=1744>).

On 29.05.2017 the study programme “Management Sciences” was supplemented with the length of studies for 2.5 years and volume of 100CP for the persons with higher academic education, adding the qualification to be acquired – a business manager (<https://eplatforma.aika.lv/index.php?r=site%2Fprogram%2Fview&id=1930>).

On 04.10.2017 the name of the programme “Tourism Management and Recreation” was changed to “Tourism and recreation Management.” The study direction changed from “Hotel and Restaurant Service, Tourism and Recreation Organization” to “Management, Administration and Real Estate Management.” The degree and qualification to be acquired were changed (<https://eplatforma.aika.lv/index.php?r=site%2Fprogram%2Fview&id=1024>).

Information on the implementation of all previous recommendations can be seen **Appendix 3**.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	2019_akredit_Annex No_1.2.A_Main internal laws and regulations of Liepaja University.pdf	2019_akredit_1.2.A_pielikums_LiepU galvenie ieksejie normativie akti un regulejumi.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Strukturshema_29.01.2020_ENG.pdf	Strukturshema_29.01.2020_LV.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	2019_akredit_II.1.3.A.pielikums_Stud_virz_attist_plans_EN.pdf	2019_akredit_II.1.3.A.pielikums_Stud_virz_attist_plans.pdf
Management structure of the study direction	2019_akredit_Vadibas_virziena_parvaldibas_shema_II.1.4._A.pielikums_EN.pdf	2019_akredit_Vadibas_virziena_parvaldibas_shema_II.1.4._A.pielikums.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	2019_akredit_II.3.6.A.pielikums_iesaistitie_pasniedzaji_EN.pdf	2019_akredit_II.3.6.A.pielikums_iesaistitie_pasniedzaji.pdf
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_ENG.pdf	CV_LV.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	2019_akredit_II.3.6.C.pielikums_macibsp_mobilitate_EN.pdf	2019_akredit_II.3.6.C.pielikums_macibsp_mobilitate.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	2019_akredit_macibspeku_publicacijas_II.4.4.A.pielikums.pdf	2019_akredit_macibspeku_publicacijas_II.4.4.A.pielikums.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts.pdf
Statistical data on the teaching staff and the students from abroad	2019_akredit_5.2.pielikums_ienakosie_stud_pasn_EN.pdf	2019_akredit_5.2.pielikums_ienakosie_stud_pasn.pdf
Statistical data on the mobility of students (by specifying the study programmes)	2019_akredit_5.1._pielikums_LiepU_izejose_studenti_EN.pdf	2019_akredit_5.1._pielikums_LiepU_izejose_studenti.pdf
Description of the organisation of the traineeship of the students	Noteikumi par praksi LiepU_ENG_5.3.pielikums.pdf	Noteikumi par praksi LiepU_LV_5.3.pielikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	2019_akredit_3.pielikums_rekomendaciju_ieviesana_EN.pdf	2019_akredit_3.pielikums_rekomendaciju_ieviesana.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Attestation regarding knowledge of official language (1).pdf	2020_LiepU_macibsp_LV_zin.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		

If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	AIC Application ENG.docx.doc	05.02.2020_1.-1.6._83.edoc

Other annexes

Name of document	Document
LiepU īstenotie studiju virzieni un studiju programmas	2019_Liepu studiju virzieni un programmas_1.1._A.pielikums.pdf
Studējošo skaita dinamika augstskolā novērtēšanas periodā	Studejoso skaita dinamika_1.1._B.pielikums.pdf
LiepU Kvalitātes nodrošināšanas shēma	2019_akredit_LiepU_kvalitates_nodros_shema_2.2._A.pielikums.pdf
Studiju virzienā iekļauto studiju programmu nosaukumi un to saīsinājumi_II.1.1.A.tabula	2019_akredit_II.1.1.A.tabula_pielikums_studiju_programmu_saraksts.pdf
Studiju virziena SVID elementu_II.1.3.B.pielikums	2019_akredit_II.1.3.B.pielikums_studiju_virziena_SVID.pdf
LiepU kvalitātes nodrošināšanas shēma_II.2.2.A.pielikums	2019_akredit_LiepU_kvalitates_nodros_shema_II.2.2.A.pielikums.docx
Iekšējās kvalitātes nodrošināšanas sistēmas atbilstība ESG standarta prasībām_II.2.5.A.pielikums	2019_akredit_iekšējās_kvalitātes_nodros_sistema_II.2.5.A.pielikums.pdf
Studiju programmu īstenošanai nepieciešamā finanšu nodrošinājums_II.3.1.A.pielikums	2019_akredit_finanses_II.3.1.A.pielikums.pdf
Profesionālā bakalaura studiju programmas Kultūras vadība studējošo aptaujas rezultāti_III.2.6.A.	2019_akredit_stud_apr_KultVad_III.2.6.A.docx
Profesionālā maģistra studiju programmas "Vadības zinības" studējošo apmierinātības aptaujas rezultāti_III.2.6.D.pielikums	2019_akredit_VadZin_stud_apm_III.2.6.D.pielikums.docx
Studējošo iesaiste zinātniskajā pētniecībā un/ vai mākslinieciskajā jaunradē_II.4.5.A.pielikums	2019_akredit_stud_iesaiste_zin_jaunr_II.4.5.A.pielikums.pdf
Profesionālā bakalaura studiju programmas Biznesa un organizācijas vadība salīdzinājums ar citām AII_II.1.1.A.pielikums	2019_akredit_II.1.1.A.pielikums_BOV_salidzin_ar_AII.pdf
Profesionālā bakalaura studiju programmas Tūrisma un rekreācijas vadība salīdzinājums ar citām AII_II.1.1.B.pielikums	2019_akredit_II.1.1.B.pielikums_TurVad_salidzin_ar_AII.pdf
Profesionālā bakalaura studiju programmas Kultūras vadība salīdzinājums ar citām AII_II.1.1.C.pielikums	2019_akredit_II.1.1.C.pielikums_KultVad_salidzin_ar_AII.pdf
Profesionālā maģistra studiju programmas Vadības zinības salīdzinājums ar citām AII_II.1.1.D.pielikums	2019_akredit_II.1.1.D.pielikums_VadZin_salidz_ar_AII.pdf
Studiju virziena atbilstība LiepU stratēģijas mērķiem un uzdevumiem_II.1.2.A.pielikums	2019_akredit_II.1.2.A.pielikums_studiju_virziena_atbilstiba_LiepU_strat.pdf
Prakses uzņēmumu saraksts pārskata periodā	2019_akredit_5.3.pielikums_Prakses_uznemumi_parskata_perioda.pdf
Par Ievas Ozolas paraksta tiesībām_LV	2020_paraksta_tiesibas.pdf
Par Ievas Ozolas paraksta tiesībām_EN	Protocol of the Senate session (1).pdf
Implementation of internal quality assurance system within the study direction in compliance with Standards and guidelines for quality assurance in European higher education space (ESG)_II.2.5.A.appendix	2019_akredit_iekšējās_kvalitātes_nodros_sistema_II.2.5.A.pielikums_EN.pdf
Comparison of Liepaja University Professional Bachelor's Study Programme "Business and Organization Management" with other Higher Educational Establishments/Colleges Study Programmes_II.1.1.A	2019_akredit_II.1.1.A.pielikums_BOV_salidzin_ar_AII_EN.pdf
Comparison of LiepU Professional Bachelor Study Programme "Tourism and Recreation Management" with other university/ college degree programmes_II.1.1.B	2019_akredit_II.1.1.B.pielikums_TurVad_salidzin_ar_AII_EN.pdf
Comparison of LiepU Professional Bachelor's study programme "Cultural Management" with other university/college degree programmes_II.1.1.C	2019_akredit_II.1.1.C.pielikums_KultVad_salidzin_ar_citaam_AII_EN.pdf
Comparison of LiepU Professional Master's study programme "Management Sciences" with other university/ college study programmes_II.1.1.D	2019_akredit_II.1.1.D.pielikums_VadZin_salidz_ar_citam_AII_EN.pdf
Summary of SWOT of STUDY DIRECTION_II.1.3.B	2019_akredit_II.1.3.B.pielikums_studiju_virziena_SVID_EN.pdf
The study direction financial resources provision_II.3.1.A	2019_akredit_finanses_II.3.1.A.pielikums_EN.pdf
LiepU pedagogu izglītības attīstības plāns 2018.-2023. gadam	LiepU_Pedagogu_izglitibas_attistibas_plans_2018-2023.pdf
LiepU_Teacher Education Development Plan 2018 -2023	LiepU_Teacher Education Development Plan 2018 -2023.pdf

LiepU_Human Resource Development Plan for 2018 -2023	LiepU_Human Resource Development Plan for 2018 -2023.pdf
LiepU cilvēkresursu attīstības plāns 2018.-2023. gadam	LiepU_Cilvekresursu_attistibas_plans_2018-2023_LV (1).pdf
LiepU_Akademiska_personala_attistibas_pasakumu_plans_2018-2022	LiepU_Akademiska_personala_attistibas_pasakumu_plans_2018-2022.pdf
LiepU_Development Plan of Academic Staff_2018-2022	LiepU_Development Plan of Academic Staff_2018-2022.pdf
Compliance of the study direction to the strategic goals and objectives of LiepU_Appendix_II.1.2.A	2019_akredit_II.1.2.A.pielikums_studiju_virziena_atbilstiba LiepU strat_EN.pdf
Nolikums par Liepājas Universitātes Studiju virzienu padomēm	Nolikums par Liepajas Universitates Studiju virzienu padomem_II.2.2.B.pielikums.doc
Instructions on Liepaja University Study Directions councils	Instructions on Liepaja University Study Directions councils_Annex No_II.2.2.B.doc
Nolikums par studiju virzienu vadītājiem un studiju programmu direktoriem	Nolikums par Studiju virzienu vaditajiem un studiju programmu direktoriem_II.1.4._B.pielikums.doc
Regulation regarding the heads of study directions and directors of study programmes	Regulation regarding the heads of study directions and directors of study programme_Annex No_II.1.4.B.doc
Study directions and study programmes of Liepaja University	2019_Study directions and study programmes of Liepaja University_Annex No_I.1.1.A..doc
Dynamics of LiepU student numbers during the assessment period 2013_2019 Annex No_I.1.1.B..pdf	Dynamics of LiepU student numbers during the assessment period 2013_2019 Annex No_I.1.1.B..pdf
CV_003_Mezinska_lv_02.04.2020.pdf	CV_003_Mezinska_lv_02.04.2020.pdf
CV_010_Bluke_LV_27.03.2020.pdf	CV_010_Bluke_LV_27.03.2020.pdf
CV_010_Bluke_ENG_27.03.2020.pdf	CV_010_Bluke_ENG_27.03.2020.pdf
CV_063_Graumanis_LV 24 marts.pdf	CV_063_Graumanis_LV 24 marts.pdf
CV_063_Graumanis_ENG_24.03.2020.pdf	CV_063_Graumanis_ENG_24.03.2020.pdf
CV_027_Lusena_Ezera_LV_24032020.pdf	CV_027_Lusena_Ezera_LV_24032020.pdf
CV_027_Lusena_Ezera_ENG.pdf	CV_027_Lusena_Ezera_ENG.pdf
CV_041_Martin van Rijn_LV_01.04.2020.pdf	CV_041_Martin van Rijn_LV_01.04.2020.pdf
CV_041_Marten van Rijn_ENG_01.04.2020.pdf	CV_041_Marten van Rijn_ENG_01.04.2020.pdf
1. 2020_Admission requirements for bachelor study programs_04.12.2020.docx	2020_Admission requirements for bachelor study programs_04.12.2020.docx
2. Cooperation agreement_VEA.docx	Cooperation agreement_VEA.docx
3. Cooperation agreement_BAT (2).docx	Cooperation agreement_BAT (2).docx
4. Cooperation agreement_EKA (1).docx	Cooperation agreement_EKA (1).docx
5. LiepU_Management_direction_statistics_and_number of graduates_on 01.10.2020_full_time (LV only)	statistics_and_number of graduates_on 01.10.2020_full_time (LV only).pdf
6. LiepU_Management_direction_statistics_and_number of graduates_on 01.10.2020_part_time (LV only).pdf	LiepU_Management_direction_statistics_and_number of graduates_on 01.10.2020_part_time (LV only).pdf
7. Presentation prepared by LiepU	presentation prepared by LiepU.pdf
8. Presentation prepared by LiepU_ Study programmes	Vadibas prezentācija_Liepu 9.12.pptx
9. Procedure for Allocation and Use of Faculty Financial Resources_with Amendments_21212017 (LV only).doc	Procedure for Allocation and Use of Faculty Financial Resources_with Amendments_21212017 (LV only).doc
10. Answers to expert questions_LiepU.docx	1. Answers to expert questions_LiepU.docx
11. A-5-3 Questionnaire for course and study evaluation_English.doc	A-5-3 Questionnaire for course and study evaluation_English.doc
12. A-5-3 Questionnaire for course and study evaluation_LV.DOC	A-5-3 Questionnaire for course and study evaluation_LV.DOC
13. S-4-2 practice evaluation-ENGLISH.doc	S-4-2 practice evaluation-ENGLISH.doc
14. S-4-2 practice evaluation-LV.doc	S-4-2 practice evaluation-LV.doc
15. S-4-3_ENG_Student evaluates the internship_ENG.doc	S-4-3_ENG_Student evaluates the internship_ENG.doc
16. S-4-3_Students novērtē prakses vietu.doc	S-4-3_Students noverte prakses vietu.doc
17. VS-1-2_Student survey_2020_2021_st.g._ENG.doc	VS-1-2_Student survey_2020_2021_st.g._ENG.doc
18. VS-1-2_Studentu aptauja_2020_2021.studiju gads.doc	VS-1-2_Studentu aptauja_2020_2021.studiju gads.doc

Tourism and recreation management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Tourism and recreation management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Grospiņa</i>
E-mail of the study programme director	<i>ilze.grospina@liepu.lv</i>
Title of the study programme director	<i>Mg.env.paed.</i>
Phone of the study programme director	
Goal of the study programme	<i>Train managers for tourism and recreation companies, who are able to demonstrate in the modern changeable social economic conditions appropriate management skills and competences in tourism and recreation company management and their offered service management and development; professionals who are able to develop and offer new and innovative tourism, recreation and relaxation products to improve human quality of life not only in Kurzeme Region, but also in Latvia; promote national economy , development of tourism and recreation sector, preparing high qualification professionals who are able to create tourism and recreation offers with a high added value.</i>

Tasks of the study programme	<ol style="list-style-type: none"> 1. Provide students with a comprehensive study experience which includes acquisition of knowledge appropriate to the profession standard and sector in the offered study courses and acquisition of practical experience in tourism and recreation sector companies and organizations; 2. Provide students with theoretical and practical knowledge acquisition to plan, organize and manage a tourism and recreation enterprise in compliance with its work environment and chosen strategy; 3. Provide students with an appropriate study course content, which promotes and develops students' skills to develop and offer tourism, recreation and relaxation products for different people/ groups of people in different conditions. 4. Create understanding about tourism management, providing acquisition of studies and practical experience about tourism business processes, management of hospitality tourism companies, tourism logistics and booking systems in tourism. 5. Activate importance of international tourism economics and globalization, intercultural communication and innovation in international tourism when developing the tourism offer and managing it. 6. Create understanding about recreation management, providing acquisition of studies and practical experience about recreation tourism management, formation of culturology and SPA offer, development and organization of recreation and relaxation programmes. 7. Develop students' communicative and foreign language skills, skills to work in team, ability to think critically and take responsibility, strategically and analytically formulate, solve critically the problems of the tourism sector and recreation field. 8. Encourage students to create creative, responsible personalities motivated for a constant and professional development.
------------------------------	---

Results of the study programme	<p>1. <i>Trained managers for tourism and recreation enterprises, who using theoretical and practical knowledge are able to plan, organize and manage the company's work in compliance with the company's work environment and strategy.</i></p> <p>2. <i>Trained professionals of tourism sector and recreation field, who using their theoretical and practical knowledge are able to develop and offer new and innovative tourism, recreation and relaxation products and services for human quality of life improvement.</i></p> <p>3. <i>During the study process the competences are acquired in functional field management of tourism and recreation companies, in the offered service management and development.</i></p> <p>4. <i>During the study process the skills are developed to work in team, ability to think critically, organize work and take responsibility, formulate strategically and analytically, solve creatively the problems of the tourism sector and recreation field.</i></p> <p>5. <i>During the study process the students' communicative, including intercultural communication, foreign language and presentation skills are developed.</i></p> <p>6. <i>During the study process the practical and research experience has been acquired in the tourism sector and recreation field enterprises.</i></p>
Final examination upon the completion of the study programme	<i>Qualification Examination and Bachelor's Paper</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Management in tourism or Professional Bachelor's Degree in Business Management in recreation</i>
Qualification to be obtained (in english)	<i>Business manager</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>4</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Management in tourism or Professional Bachelor's Degree in Business Management in recreation</i>
Qualification to be obtained (in english)	<i>Business manager</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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

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

The programme has already existed for 21 years and has been implemented since the study year 1997/1998. During its existence the programme has been improved several times. The last amendments were made and approved on October 4, 2017 with the Decision No 1-1.6/205 by the Study Accreditation Commission about the changes in the professional Bachelor's study programme "Tourism Management and Recreation" implemented at LiepU.

During the previous self-assessment period till the study year 2016/2017 including, two study directions were implemented in the Faculty of Management and Social Sciences: "Management, Administration and Real Estate management" and "Hotel and Restaurant Service, Tourism and Recreation Organization," in which one professional study programme was implemented – "Tourism Management and Recreation."

Assessing the selection specialization offer of the current study programme "Tourism Management and Recreation", relating it closely to the knowledge, skills and competences in business necessary in the labour market, in order to develop offers for tourism and recreative events and organize them not only in Liepaja, but also in the region, it was concluded that essential changes have to be implemented in the study programme, incorporating it in the study direction "Management, Administration and Real Estate Management."

As a result, the name of from study programme was changed from "Tourism Management and Recreation" to "Tourism and Recreation Management," incorporating the study programme in the study direction "Management, Administration and Real Estate Management," also the degree to be awarded was changed and the selection specializations (previously described in Part II of the report – Description of the Study Direction (Management of the 1st study direction)).

As a result, in order to implement further the Professional Bachelor's Study Programme "Tourism and Recreation Management," developed for the labour market and regional interests, the implementation of changes is closely related to the Profession Standard for a Business Manager, which has been taken as a base and assessed in the discussion with the sectoral specialists and municipal representatives, assessing the competences envisaged in the standard within the framework of the business practical activities, and forming correlation between the theoretical and professional specialization courses of management sciences, tourism and recreation field.

So, the name of the Professional Bachelor's Study Programme: **TOURISM AND RECREATION MANAGEMENT**

Sub-directions of the study programme

- Tourism Management
- Recreation Management

Code: 42345

Credit points: 160 (ECTS 240)

Form and length of studies:

- Full-time studies – 4 years
- Part-time studies – 4 years and 4 months

Degree to be obtained: *Professional Bachelor's Degree in Business Management or Professional Bachelor's Degree in Business Management in Recreation*

Qualification: business manager

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.

Dynamics of the number of students and changes of the number during 2014-2019 can be seen in the **Appendix 5**.

Studies in the 1st year start:

- 2015/2016 - 21;
- 2016/2017 - 6;
- 2017/2018 - 12;
- 2018/2019 - 9;
- 2019/2020 - 11.

Total number of students in the study program per year:

- 2015/2016 - 50;
- 2016/2017 - 38;
- 2017/2018 - 39;
- 2018/2019 - 30;
- 2019/2020 - 26.

Number of exmatriculated during the self-assessment period per year:

- 2014/2015 - 8;
- 2015/2016 - 12;
- 2016/2017 - 2;
- 2017/2018 - 13;
- 2018/2019 - 6.

The main reasons for dropping out are considered the family circumstances – decision to start employment, formation of new families, attempt to combine studies with an active sports career.

Number of study program graduates:

- 2014/2015 - 15;
- 2015/2016 - 6;
- 2016/2017 - 9;
- 2017/2018 - 7;
- 2018/2019 - 10.

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.

Due to the changes implemented, in the study year 2017/2018, the name of the study programme complies with both the obtainable degree in the tourism and recreation fields and the profile of the study direction "Management, Administration and Real Estate Management." The goal of the study programme and set tasks are related to the obtainable qualification "Business Manager," the study outcomes are compliant with the business implementation in tourism and recreation.

The admission requirements are coordinated with requirements appropriate to the tourism industry and Liepaja University Admission Regulations (see the electronic link of **Appendix 1.2.A** Liepaja University Main Internal Acts and Regulations):

Mandatory:

For persons who have acquired secondary education since 2004:

- CE in Latvian, mathematics and a foreign language or international test assessment (ITA) in a foreign language

For persons who have acquired secondary education prior 2004,

- for persons with special needs and foreigners: final mark (FM) in the certificate/diploma or CE in Latvian, mathematics and foreign language or ITA in a foreign language.

In addition (to all applicants):

- FM (in certificate/diploma) in geography or natural sciences and basics of business economics.

Opportunities after the Bachelor's Degree and qualification acquisition work in

- companies or institutions related to tourism sector in Latvia and abroad, e.g. in tourism information offices, tourism agencies, hotels, nature parks, recreation and active relaxation companies, airports, ports;

- state and municipal institutions; manage enterprises related to tourism and recreation; - proceed with studies at LiepU Master's study programme Management Sciences, as well as in other higher educational establishments in Latvia and abroad.

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.

In order to train the new managers of tourism companies and recreation companies in compliance with the labour market requirements for the tourism sector, regular meetings are organized with the representatives of the corresponding field and employers discussing the compliance of the programme and opportunities of the graduates' activities, taking into account the direction of the regional development in tourism and recreation fields. Employers and sectoral professionals also participate in the defence commission of various study papers, practice and final papers.

On December 10, 2019 the usual meeting was going on between the representatives of Liepaja University and tourism sector professionals in order to discuss topicalities in the labour market and the absence of a tourism industry manager as a profession standard. Even though the specialists of the tourism sector admit that it is necessary to train the representatives of the profession on the higher education level, their support in the corresponding profession standard development is slow, very slow. Therefore the Council of Liepaja University study direction "Management, Administration and Real Estate Management" have made a decision about the new profession standard "Business manager" link, which has been created as cognate to the previously used standard of company/enterprise manager in tourism field, with tourism and recreation sector specifications, and the content of study courses and modules to be implemented in the study programme has been improved according to the requirements of the business manager's profession standard.

Information on the topicality of the content of the offered study courses from the point of view of employers, was obtained by interviewing the heads of student internships - employers in internships, thus receiving an assessment of students' preparation for the labor market. Considering that the students had chosen various places of practice according to the chosen field of study:

- Tourism management direction: SIA Liepaja region Tourism Information office, Recreation complex "Jura stāļi", Ventspils Tourism information center, Liepaja Children and Youth Center, Jelgava PPI Jelgava regional tourism center, Aizpute region Tourism information and lifelong learning center, SIA "VĒLME AI", SIA "Kurzemes biznesa inkubators", SIA "Zoovilla", SIA "Tūrisma attīstības grupa" (tourism development group), SIA "Karostas rescue society."
- Recreation direction: SIA "Academy Vitality", SIA "Ūdensputni", Tūrisma klubs "Oga".

As a result, we have got a wide view of the labour market representatives on the level of student preparation in the direction program has been obtained.

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 results to be achieved of the study programme "Tourism and Recreation Management" are reflected in the content in the study courses and modules, which are closely related to the goal, tasks and the results to be achieved of the study programme.

The compliance of the study course and module outcomes with the study programme results can be verified in mapping, **Appendix 8.**

According to the information summarized in annex 8, it can be concluded that during the study process managers of tourism and recreation companies are trained, who, using theoretical and practical knowledge, are competent, able to plan, organize and manage the company's work in accordance with the company's operating environment and strategy. The variety of practices, according to the chosen direction, allows students to use theoretical knowledge in practice. During the internship, students acquire knowledge in accordance with the specifics of the company, as well as competencies and skills in accordance with the internship tasks. During them, improver get acquainted with the specifics of a particular tourism company, gain skills in working with the client, develop the ability to evaluate tourism products, understand the responsibilities, limitations and issues of their work, to be able justify decisions and take responsibility for expected results. According to the situation, critical thinking, decision-making

competencies and cooperation skills in team work are developed. As the tourism industry has work with foreign clients, students develop intercultural communication skills as well as apply and improve their foreign language skills. During the undergraduate internship, students carry out research work on a topic of their choice, as a result of which a bachelor's thesis is developed.

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

The implementation methods of the study programme and evaluation methods are realized according to the Liepaja University Regulations about the study course/module examinations (see the electronic link **Appendix 1.2.A** Liepaja University main internal laws and regulations). In its turn, information on the principles of student-centred education approach can be found in Chapter II- Description of the study direction (the 1st study direction management) Paragraph 1.6.

Acquisition of the study program courses take place: in lectures; seminars; practical classes; consultations; Practice; students' independent work; e-learning tools (Moodle) are available.

The main forms of knowledge check are tests, seminars, discussions, project work, etc. Students' knowledge is also assessed at the end of study courses - mainly in sessions twice a year.

The part-time study program has six sessions per study year. The main test forms in the sessions are tests and exams.

Academic staff is available through information and communication (ICT) technology.

LiepU electronic catalogue provides search of bibliographic information in local databases as well as remote search to access the virtual joint catalogue of universities and special libraries.

During the study year, a study paper is developed, which is defended publicly at the end of the study year.

At the end of their studies, students take state examinations - take a qualification exam and defend a bachelor's thesis. Bachelor's theses are evaluated by the supervisor, reviewer and the state examination commission.

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

In the study programme the practice is planned for 26 CP, envisaging 4CP practice in tourism specialty during the 1st year of studies, 6 CP practice according to the chosen direction of specialization (B1- Practice in tourism management methodology or B2 - Practice of recreation events organization), which

is implemented during the 2nd year, 8CP Management practice in tourism and relaxation companies, which takes place in the 3rd year of studies, also 8 CP Pre-diploma practice that happens in the 4th year of studies and is part of the Bachelor's Thesis to be developed at the end of studies. The link of the practice tasks with the study outcomes to be achieved in the study programme can be verified in mapping of study programmes and study courses, **Appendix 8**, also in the study course descriptions about the particular practices.

In order for students to be able to successfully perform internship tasks, they are offered various internship places both in Latvia and abroad. There are meetings with representatives of foreign tourism companies, who provide information about internship opportunities. In cooperation with LiepU International Relations Department within the ERASMUS project, students can receive a scholarship to do an internship abroad. During the self-assessment period, students have used this opportunity and done internships in Germany, Spain and Italy.

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.

Themes of the students' final papers during the self-assessment period can be seen in **Appendix III.2.5.1.** of the report other attachments section.

A larger part of the final theses developed by students are feasible and developed to promote the development of tourism in specific areas, for example:

- Aļeņikova I., "Creation of a new environmental object for attracting tourists in Liepāja Rainis Park" - work on the visual quality of the city, because the city territories act as tourism destinations. The author believes that one of such objects that tourists could see are fountains. Before developing the concept of a new environmental object "Musical Fountain" in Liepāja Rainis Park, the author performed an environmental and infrastructure assessment of Liepāja Rainis Park using Liepāja Municipality "Rainis Park Reconstruction in Liepāja" project developed by SIA Vides Projektu Studija (environment project studio). The project was created in 2010 and the author concludes that very little has been done from the construction board in the projects so far and it is possible to supplement its offer to make it more attractive and attractive. The developed work was submitted to the Environment Department of Liepāja City Council.
- Geikina L., "Development of a new recreational tourism product in the camping "Miera osta" (harbour of peace) - the author is the owner of the camping "Miera osta" and the recreational tourism product developed in the bachelor's thesis on the creation of a lookout tower will be implemented.
- Peniķe M., "Sauna as a recreational tourism product in Kuldīga region" - the author owns a property in Kuldīga region, where a recreational complex tourism offer with a sauna will be created. The creation of a sauna is being implemented.
- Rozentāls U., "Development of a new educational tourism product in Karosta" - the author of the work is the co-owner SIA "Ūdensputni", which is engaged in the creation of various types of recreational activities. The developed educational tourism product is offered to schools.
- Indruškeviča L., "Justification of the choice of marketing communication channels of Ventspils Tourism Information Center" - the work was commissioned by Ventspils TIC.
- Kravale S., "Development of active tourism offer in Langervaldes forest in Jelgava" - the work was commissioned by Jelgava Tourist Information Center.
- Ansonskā R., "Skrunda region tourism development plan for 2020-2026" - the work was developed by order of Skrunda municipality.

- Reine D., “Development of a new tourism complex concept in Aizpute Livonian Order Castle” - the work was commissioned by Aizpute TIC and is a supplement to the project on the use of Livonian Order Castle in tourism.

The topicality of the study program is also indicated by the selected and developed bachelor's thesis topics in the following directions:

- **Development of new products:** Kalniņa A.G., Development of a new tourism product - souvenir „Explore Latvia”, Kalotkina Ē., Development of a new tourism product for children in Liepāja
- **Creation and improvement of new tourism objects:** Andersone S., Street art in Liepāja as a tool for attracting tourists, Ostele M., Digitalization solutions for improving the accessibility of tourism objects in Grobiņa region
- **Development of new offers:** Salnāja A., Development of a new active recreation offer in Grobiņa, Uljanova A., Necessity of catering service for attracting tourists in Karosta coastal territory
- **Competitiveness and marketing of companies:** Sedova N., Competitiveness of Travel Agency “CTN” in Liepāja city
- **Development of tourism development plan:** Ansonskā R., Skrunda region tourism development plan for 2020-2026, etc.

The themes of the students’ paper comply with the companies of tourism and recreation field, topicalities in labour market and important business order topics. The Feedback form employers confirms it both in regular meetings and Bachelor’s Paper defence processes.

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.

Results of students’ survey

The results of the survey have been collated during the study year 2016/2017 till the study year 2018/2019, after the essential changes in the study programme and change of the study direction affiliation.

65 students took part in the survey.

Collating the data of the survey for the mentioned period, the students’ of the “Tourism and Recreation Management” study programme satisfaction with the chosen studies makes in total 87%, 82% of students acknowledge the programme as competitive in Latvia, and 90% of students are sure that the obtained knowledge will be useful in the future work.

Assessing students’ responses, which are repeated several times, students mention the **negative aspects in the study process** as follows:

- arrangement and clearness of the timetable;
- changeable timetable of lectures, which causes problems to students who are working to get to lectures;
- few classes per week;
- more work at home than in lectures,
- little practical work;
- wish there was more practice, less theory;
- it is not clear why philosophy should be acquired;

- it is not clear why acquisition of English is mandatory;
- wish there were more teachers with experience in the particular sector;
- want a shorter total duration of studies.

Assessing the negatives aspects mentioned in students' surveys, it can be concluded that:

- Teachers have to reconsider the content of the given independent work, including in it more emphasis on research and cognition of a topical problem so that students would not have a sense of too much free time.
- regarding the study course Philosophy, it should be concluded that students do not understand that an educated person has to acquire not only the direct practical knowledge in the sector, but it is also necessary to broaden their intellectual experience, argumentation skills, improve their ability to think, speak, write and make decisions, which is the main task of the philosophy study course.
- Acquisition of a foreign language is planned sequentially, during the first year of studies acquiring English for 6 CP, improving the skills of English acquired in secondary school, so that in the study process and work environment it would be possible to use the knowledge of English both when reading sources of literature and information in English and also within the ERASMUS+ mobility to do summer practice in foreign companies, and also choose one of semesters to study in a foreign higher educational establishment. In later years German (6CP) and Russian (4CP) are acquired, also there are possibilities to acquire another foreign language, e.g. French or Spanish in optional study courses.
- The time for practice is planned according to the terms of the professional programme in 26 CP.
- Taking into account students' suggestions to meet more with the sectoral professionals, also invite different people working in the field who could give lectures or guest lectures, regular meetings and guest lectures are organized with the representatives of the tourism and recreation field during the study process, including also the guest teachers who have arrived within the ERASMUS+ exchange, and visits to the potential work placements, meetings with the sectoral professionals, getting to know the offers of Latvia and other state tourism, e.g. guest lecturers from Klaipeda University, the Netherlands, Great Britain. In the study programme new teachers are involved – specialists, sectoral professionals, e.g. prof. S.Jēgere, A.Šēfere – the owner of the recreation tourism company "Sofijas laivas", Z.Guste – the owner of the rural tourism "Lavandervilla" Ltd., Ģ.Vagotiņš – Vagulis – the founder and board member of the creative industry society "Pāvilostas Laivas", I.Hmieļevska, the head of the marketing department of the concert hall the "Great Amber", J.Gulbis, the owner of the recreation company "Ūdensputni" Ltd., etc.
- During the course of the study process students get to know the specifics of the sector, e.g. visiting the hotel "Līva," "Promenade Hotel," "Villa Roze," "Hotel Roma," "Wellton SPA Hotel," where they get acquainted with the hotel services and offer, work and marketing activities; also regular meetings with the specialists of the IDAL Tourism Department, e.g. Head I.Siravs, getting acquainted with Latvian tourism marketing strategy and its implementation;
- Students are introduced with the specifics of the target audience attraction of pupils' tourism in the science centre "Zinoo";
- Tourism and culture objects in Liepāja and Kurzeme are frequently visited, e.g. introduction with the offer of the Karosta tourism (Karosta prison, Surfing Club, etc.); meetings with the tourism specialists of Lejākurzeme Tourism Information Office, Pāvilosta TIO, Rucava TIO, Aizpute TIO;
- Introduction to marketing activities and specifics of Liepāja Airport work in the airport "Liepāja," meetings with specialists in tourism agencies "Ap Sauli," "Latvia Tours"; introduction with development of rural tourism offer in "Lavandervilla" Ltd., camping "Laikas"; tourist attraction objects of creative industry are visited, e.g. the concert hall "Great Amber" and State Liepāja Theatre; excursions are organized to get to know tourism destinations and offers in Kurzeme, Lithuania, Estonia and even Italy.

- Students have an opportunity to participate in the annual tourism exhibition BALTTOUR in Riga; finding out the topicalities in the sector – students are guaranteed participation in the tourism conference “Heritage of Industrial Tourism.”
- However, it is not possible to shorten the length of studies, as the length of the Professional Bachelor’s studies is planned for 4 years, in which 26 weeks are planned for practice in the speciality.

The strengths mentioned by students are the following:

- Revision of language knowledge from secondary school; basics of economics in tourism;
- In the programme tourism is acquired from different aspects (hospitality, geography, history, culture, marketing, business management etc.), which provides full understanding about what tourism really means;
- the lectures related to tourism are enjoyable; lecture courses are interesting and useful;
- the courses included in the study programme comply with the speciality in tourism;
- work in teams and correct communication with people;
- Sensible, good and smart teachers; it is possible to use prosaically the theoretical knowledge, e.g. being a tour guide for own classmates;
- Experienced lecturers, well-considered practice tasks, useful study courses;
- Introduction with Latvia tourism objects;
- Practice in all study years;
- It is possible to work in the field that is in great demand and fast growing in Latvia, it is possible to apply the acquired knowledge in practice;
- ERASMUS+ possibilities, systematic practice;
- Obtain knowledge outside the studies (guest lectures, outings);
- Cooperation with foreign higher educational establishments and work offers abroad related to the tourism sector;
- Practice opportunities; a chance to meet the sectoral specialists;
- The invited lecturers are with great personal and professional experience.

Graduates’ survey

As during 2017/2018 in the study programme essential changes were made in both the degree to be awarded, qualification, and change of the study content and study direction, then taking into account the stated length of the studies – 4 years, then the current programme does not have any graduates yet whose opinion could be analysed for further improvement development (graduates of the previous time period have graduated from the studies according to the previous terms).

Employers

Information about the offered education from the point of view of employers was obtained by interviewing the students practice supervisors. Considering that students made decision of choosing various internship places, employers have repeatedly noted that students have:

- Good theoretical and practical training;
- Is able to work independently and plan the course of work, is able to solve complex situations;
- Good communication with colleagues and the ability to work well in a team - creative in developing new ideas, kind, communicative;
- Good knowledge of a foreign language (Russian, English, German);
- Good theoretical knowledge in the field of spa studies, orientation in the field documentation, statistical indicators, knowledge of business etiquette and good computer skills;
- Able to be a leader and work in a team;
- Maintains a positive work atmosphere;
- Is creative and able to independently organize and manage events

As a result, a wide view of the labour market representatives on the level of student preparation in the

direction program has been obtained. Employers recommendations relate to the need to improve communication skills with clients and control of emotions, overcome shyness and insecurity, and not be afraid to take responsibility. In some cases, it has been pointed out that students will lack accuracy and need to learn additional foreign languages. Basically, all feedback from student internships is positive. It is emphasised that students have very good communication skills when working with colleagues and clients, but they need to become more confident and improve their foreign language skills. After the internship, all students are sure, that they have chosen the right profession.

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 mobility of the Professional Bachelor's Study Programme "Tourism and Recreation Management" can be seen in the table below. Students go abroad both to study and do their practice.

Before the student goes to any of the mobility activities, the possibilities of acquiring specific study courses or performing internship tasks in a foreign partner institution are identified. If the student goes for an internship, then regardless of the location of the internship company (in Latvia or abroad), such internship tasks are performed, which are provided for in the internship descriptions of the study program. In turn, if the student goes on study mobility, then initially the student together with the director of the study program evaluates the study offer, its acquisition opportunities and compliance with the study plan.

When returning from studies abroad, the director of the program performs the procedure of recognition / equivalence of study courses in accordance with LiePU, etc. regulatory documents.

Students' of the Professional Bachelor's Study Programme **"Tourism and Recreation Management"** of the study direction "Management, Administration and Real Estate Management" **ERASMUS mobility in foreign partner institutions** during the period of the study year 2014/2015 till the study year 2019/2020

Study year	No of Students	Foreign Institution	Country	Practice/studies
2014/2015	2	Hotel Jaime I	Spain	practice
2014/2015	2	Polytechnic Institute of Leiria	Portugal	studies
2016/2017	1	Polytechnic Institute of Leiria	Portugal	studies
2016/2017	2	Latvian Centre "Bērzaine"	Germany	practice

2016/2017	1	Budapest Metropolitan University of Applied Sciences	Hungary	studies
2017/2018	2	Budapest Metropolitan University of Applied Sciences	Hungary	studies
2017/2018	2	Latvian Centre "Bērzaine"	Germany	practice
2018/2019	1	Latvian Centre "Bērzaine"	Germany	practice
2018/2019	1	Hotel "Golden Bahia de Tossa (Montara, S.L.)"	Spain	practice
2019/2020	1	Hotel "ROSAMAR GARDEN RESORT"	Spain	practice
2019/2020	2	Hotel "Golden Taurus Aquapark Resort"	Spain	practice

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.

See the information provided in criteria in Part II, Chapter 3, Paragraphs 3.1-3.3.

No additional or specific resources or any other provisions are necessary for the study programme implementation.

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.

As in the study year 2017/2018 in the study programme essential changes were implemented, then till now essential changes in the teaching staff composition has not happened. The former graduates are invited as teachers for the practical part implementation of separate study courses and approximation to the requirements of the labour market, e.g. Zane Gusta, Madara Šuste, Anna Šēfere, etc., also the current sectoral professionals (e.g. Jānis Gulbis, Ieva Hmielevska, also specialists and managers of TIOs) who already have been mentioned in Chapter 2.6.

As internationally invited teachers should be mentioned Frans de Jong (the Netherlands) and guest lecturers who are attracted to Liepaja University within the framework of the SAM projects to be implemented, e.g. Remigijus Kinderis (Lithuania), etc.

Information on the teaching staff involved in the study programme can be found in Part II of this report – Description of the study direction (Resources and provision of the 3rd study direction).

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.

Information on the teaching staff involved in the study programme can be found in Part II of this report – Description of the study direction (Resources and provision of the 3rd study direction). All teaching staff – teachers, including guest teachers involved in the study programme comply with the terms and laws and regulations requirements of the study programme implementation (e.g. Law on Higher Education Institutions). Involvement of the teaching staff – practitioners help the students to provide a better understanding of the correlation between the theory and practice. Unfortunately, professionals of

different sectors are not always very interested in permanent employment as teaching staff both due to their principal employment and low payment. In most cases professionals and experts of the sectors get involved in the study process irregularly- either with a few guest lectures or their experience story in a study course. More active cooperation has been developed within the framework of the study papers, practice placement provision and in the composition of the final state examination commission.

A total of 34 lecturers are involved in the implementation of the study program, of which 21 are elected at LiepU, including 11 with a doctoral degree, there are 5 applicants for a scientific degree, of which 1 is elected, there is 1 independent foreign guest lecturer (more specific information about the study program for the teaching staff involved, see **Appendix II.3.6.A.**).

The study program is implemented only in Latvian language.

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.

As a positive fact for the programme development can be assessed involvement of researchers from different Liepaja University structural units – research institutes in the study process provision, development of scientific publications, whose practical research outcomes are sometimes the student's cognitions and results obtained during the final closing research (Bachelor's Thesis), and in different joint project implementation and development.

For example,

Līduma D, Grospiņa I, Gusta Z., RECREATION OFFER AND COMPETENCES NEEDED FOR ITS DEVELOPMENT IN ACCOMMODATION ENTERPRISES OF KURZEME REGION IN LATVIA. Problems of Management in the 21st Century [Internet]. 2017; 12 (2): Continuous. Available from:

Wider information on the research work activities and topicalities can be found in Part II of the report – Description of the study direction (4th Scientific research and artistic creativity).

4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The teaching staff employed in the study programme cooperate both in joint research and project development and implementation (e.g. Informal Adults' Education for Cultural Tourism Promotion between the Baltic and Nordic Countries in 2017), and joint study course content development and information exchange about topicalities in the sector – meeting in different exhibitions (Balttour), events, conferences, seminars and networking events happening within the sector.

At the time of submitting the self-assessment report within the program there are involved 28 teachers per 26 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	2019_akredit_5.pielikums_TurVad_stud_statistika_EN.pdf	2019_akredit_5.pielikums_TurVad_stud_statistika.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2019_akredit_6.pielikums_TurVad_atbilstiba_valsts_izgl_stand_EN.pdf	2019_akredit_6.pielikums_TurVad_atbilstiba_valsts_izgl_stand.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	2019_akredit_7.pielikums_TurVad_atbilst_prof_st_EN.pdf	2019_akredit_7.pielikums_TurVad_atbilst_prof_st.pdf
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	2019_akredit_8.pielikums_TurVad_kartejums_EN.pdf	2019_akredit_8.pielikums_TurVad_kartejums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	2019_akredit_9.pielikums_TurVad_Studiju_plans_EN_.pdf	2019_akredit_9.pielikums_TurVad_Studiju_plans_.pdf
Descriptions of the study courses/ modules	AKREDITACIJA_Studiju_kursu_apraksti_TRV_ENG_02.04.2020.pdf	AKREDITACIJA_Studiju_kursu_apraksti_TRV_02.04.2020.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Paraugi_dipl_dipl_pielik_TurVad_ENG.pdf	Paraugi_dipl_dipl_pielik_TurVad_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	2019_akredit_Turiba_LiepU_Sadarbibas_2020.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	ATTESTATION - Tourism and Recreation Management.pdf	2020_TurVad_zaud_atl.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Studiju_liguma_paraugs_TURV_bud_maksa_stud_EN.pdf	2019_akredit_Stud_liguma_paraugi_TurVad_LV.pdf
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.		

Business and organization management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business and organization management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Inta</i>
Surname of the study programme director	<i>Kulberga</i>
E-mail of the study programme director	<i>inta.kulberga@liepu.lv</i>
Title of the study programme director	<i>Dr.sc.administr.</i>
Phone of the study programme director	
Goal of the study programme	<i>Educate qualified managers for professional activity in business environment, guarantee acquisition of the chosen qualification and develop the student's management competences, which promote competitive activity in regional and international scale companies and organizations, improve creative personalities as a manager who is able to orientate in management of business and organizational processes and functional fields, professional competence.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Provide students with qualitative and for requirements appropriate modern professional higher education, which includes comprehensive and innovative theoretical and practical knowledge and understanding about the work of organizations and management of business functional processes.</i> <i>2. Develop in students research work competences and ability of creativity approach application in management of organizations and business functional processes.</i> <i>3. Develop in students social, professional and personal competences according to the professional qualification level set by the company manager or functional manager , selecting progressive educational or managerial methods and techniques that provide for the student's and professional growth a favourable study environment.</i> <i>4. Develop the students' communicative and foreign language skills, skills to work in team, ability to think critically and take responsibility, formulate strategically and analytically, plan and solve creatively the problems of business environment.</i> <i>5. Promote students to develop as creative, responsible, for continuous development and professional development motivated personalities</i> <i>6. Prepare the Professional Bachelor's Degree holder in Business Administration for further studies in Master's programmes.</i>

Results of the study programme	<p>1. Business and functional managers are trained, who, applying theoretical and practical knowledge are able to plan, organize and manage the organization's work according to the company's work environment and strategy.</p> <p>2. Management professionals of business administration processes and functional fields are trained, who applying theoretical and practical knowledge are able to plan, organize and manage different business processes, and motivate and mentor employees.</p> <p>3. In the study process the competences in business functional field planning and management, administration and development are acquired.</p> <p>4. During the study process the skills have been developed to work in team, ability to think critically, organize work and take responsibility, formulate strategically and analytically, solve the business environmental problems creatively.</p> <p>5. During the study process the students' communicative, including intercultural communication, foreign language and presentation skills.</p> <p>6. During the study process the practical and research experience acquired in different business environment companies in their functional fields.</p>
Final examination upon the completion of the study programme	Bachelor's Thesis

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)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's Degree in Business Administration
Qualification to be obtained (in english)	Business manager or staff manager, manager of public relations, or manager of foreign affairs

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IEĻA 14, LIEPĀJA, LV-3401

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

Study type and form	Part time extramural studies
Duration in full years	4
Duration in month	4
Language	latvian
Amount (CP)	160

Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Business manager or staff manager, manager of public relations, or manager of foreign affairs</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IEĻA 14, LIEPĀJA, LV-3401

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

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

The Professional higher education Bachelor's study programme "Business and Organization Management" has been developed on the base of the second level professional higher education Bachelor's Study programme "Institutional and Company Management", which was started to be implemented in 1999.

The study programme has experienced a range of progressive changes in its development:

- 1999 – the higher professional education programme "Institutional and Company Management" has been developed and started to be;
- 2003- the study programme accredited as the higher education professional education programme "Institutional and Company Management";
- 2004 – the study programme licenced as the second level professional higher education Bachelor's study programme "Institutional and Company Management";
- 2005 – the study programme accredited the second level professional higher education Bachelor's study programme "Institutional and Company Management";
- 2011 – essential changes have been made to the second level professional higher education Bachelor's study programme "Institutional and Company Management", when starting international mutual cooperation with Breda University of applied Sciences NHTV (the Netherlands); due to the programme development and improvements name is changed to "Business and Organization Management" and carrying out important changes regarding the degree and qualifications to be acquired.
- 2016 – in compliance with the Liepaja University strategic development and goals to optimize the offer of study programmes in terms of the number and content, again significant changes are implemented in the study programme "Business and Organization Management," which mostly affect the qualification directions offered in the programme to be acquired and content improvements, integrating purposefully in it the professional study programme "Communication Management" implemented in the Faculty of MSS.
- The year 2020 is the regular accreditation period of the direction, within whose framework both the compliance of the entrepreneurship tendencies and development processes in the business environment are reviewed, considering the professionals' of the field opinions, and separate changes in the study content implemented in relation to the newly developed and promoted profession standard/qualification requirements ("Business manager," "Functional manager"- with qualifications: staff manager, manager of foreign affairs, "manager of public relations) coming into force.

Professional Bachelor's Study Programme: **BUSINESS AND ORGANIZATION MANAGEMENT**

Sub-directions of the study program:

- Business process management (basis - qualification requirements of the professional standard

“Company manager”) qualification requirements);

- Human resource management (basic qualification requirements of the professional standard “Functional manager” (personnel manager) qualification requirements);
- Public relations management (basic qualification requirements of the professional standard “Functional manager” (public relations manager) qualification requirements);
- External relations management (basic qualification requirements of the professional standard “Functional manager” (international relations manager) qualification requirements);

The applicant already chooses the sub-direction of the study program at the beginning of studies, with the possibility to change it within the first study year.

Study courses of Part A of the study program (general education study courses) in the amount of 56 CP are implemented jointly for all sub-fields included in the study program, while in Part B (study courses of professional specialization - 60 CP in total) - 30 CP are jointly acquired with a focus on business management processes. and another 30 CP are study courses for the acquisition of professional competence corresponding to the specific qualification).

Code: 42345

Credit points: 160 (ECTS 240)

Form and length of studies:

- Full-time studies – 4 years
- Part-time studies – 4 years and 4 months

Degree to be obtained: Professional Bachelor’s Degree in Business Administration

Professional qualification (according to the selected sub-direction): business manager; staff manager, manager of public relations; manager of foreign affairs.

Opportunities after the Bachelor’s Degree and qualification acquisition:

- Perform the manager’s duties of the organization, institution or separate structural units in compliance with the obtained qualification;
- Proceed with studies at LiePU Professional Master’s Study Programme Management Sciences or other higher educational establishments in Latvia or abroad

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

The number of students in the programme is stable, with a significant tendency to increase after the essential changes have been made (2015./2016.). The programme is popular among both the full-time and part-time students. The 3rd and 4th year courses are completed by 1st level study programme graduates from other higher educational establishments (College of Law, BHEE “Turība” etc.).

In total, more than 100 students study in the study program for full-time and part-time each study year.

According to the information in **Appendix 5 in the section “Other annexes”**, then more than 20 applicants (2017/2018 - 25, 2018/2019 - 22, 2019/2020) start studies in the 1st year of the BOV study

program in the self-assessment period. - 24), except for 2016/2017. in the study year, when the director of the study program changed and not all the planned marketing activities were implemented. Part-time students were also not admitted in 2016/2017 study year (2017/2018 - 8, 2018/2019 - 6, 2019/2020 - 9).

But the total number of students in the study program "Business and Organizational Management" in full-time studies, although slightly, still increases and remains unchanged in the last two study years (61), while in part-time studies it slightly decreases (from 56 students in 2016/2017 per year to 46 students in the academic year 2019/2020).

The number of ex-matriculated students in the self-assessment period in the last study years is also approximately equal: 12 full-time students and 2 part-time students in 2016/2017. study year, 10 full-time students and 7 part-time students in 2017/2018, 11 full-time students and 6 part-time students in 2018/2019). The main reasons for students dropping out, are mainly family conditions - the choice to start an employment relationship, the formation of new families, the attempt to combine studies with an active career as an athlete, etc.

As the drop-out rate of students in each study year is at least 10 in full-time studies and approximately 5-6 in part-time studies, the number of graduates of study programs is relatively smaller than the number of first-year students.

As mentioned above, in 2015/2016. During the study year, significant changes were made in the professional bachelor's study program "Business and Organizational Management", integrating the study courses and two specializations of the professional bachelor study program "Communication Management". As a result - a high-quality study program with an equivalent number of students to the study program "Business and Organizational Management" was lost, as shown by statistical data in Appendix 5, then the number of students in the study program "Business and Organization Management" did not increase significantly, although at least two specializations were integrated (replaced) from the study program "Communication Management".

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.

Although the main business plan, such as department heads, professional standard titles, company managers, and "functional manager", as well as large and precisely qualified requirements, the Preliminary Professional Bachelor of Business and Organization Management program offers its qualifications, because they are created taking into account that they are intended for both mapping of study programs and comparison of study programs with the requirements of the professional standard, etc.), and the goal of the study programme and set tasks are related to the qualifications to be acquired, and the study outcomes comply with the necessary professionals' management competences for business implementation, functional activity tendencies and business administration activities in the organizational environment.

Admission requirements comply with the requirements of the business sector and Liepaja University Admission Regulations (see the electronic link in **Appendix 1.2.A** the Liepaja University main internal laws and regulations):

Mandatory requirements: CE in Latvian, mathematics, foreign language or ITA in a foreign language
Additional requirements: in economics field subjects

For persons who have acquired secondary education prior to 2004. and for persons with special needs

and foreigners:

Mandatory requirements: FM or CE in Latvian, mathematics, foreign language or ITA in a foreign language.

Additional requirements: in economics field subjects

Advantages: from

1st-3rd prize winners of mathematics or foreign language Olympics during the last three study years;

1st-3rd prize winners Latvia state or regional pupils' scientific conferences in Mathematics, IT, Economics, Physics, Psychology or Sociology section during the last three study years.

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 "Informative report on the mid-term and long-term prognosis of the labour market" in June, 2018 confirms the compliance of the study programme "Business and Organization Management" with the labour market demand, according to the sectoral development tendencies: https://www.em.gov.lv/lv/nozares_politika/tautsaimniecibas_attistiba/darba_tirgus/ , where it is mentioned that moderate increase can be noticed in commercial service sectors. After the fast increase in 2011-2013, since 2014 the increase speed in the commercial service sectors has slowed down. In 2017 the volume of services increased more moderately than in 2016. The increase basically was determined by the growth in other services (professional, scientific and technical services and administrative activity) and in the information and communication service sector, whereas the volume sharply decreased in the financial and insurance activities. A fast growth was noticed in art, entertainment and relaxation."

As various policy documents and implemented research by the LR Ministry of Economics confirm, then in 2017 according to the labour force survey data, the "total number of the employed was 894.8 thousand, which was for 0.2% or 1.5 thousand bigger than in 2016. The fastest growth of the employed happened in commercial services and trade, but decreased in agriculture. The biggest proportion of the employed in 2017 was in the public service sectors (22%), in commercial services (21%), trade and accommodation (18%), also in manufacturing (13%)."

"The increase for the workforce demand till 2025 will be mostly determined by four sectors – commercial services, building, trade and manufacturing. The fastest growth of the employed is expected in commercial service sectors. In 2025 the demand for workforce will exceed the level of 2017 by 6% and it will make 1/5 of the employed in whole national economy, in its turn, in the long-term the demand will increase by 20% and it will make ¼ of the employed in the whole national economy. The growth of the commercial service sector will mostly be promoted by the development of the other national economy sectors and still increasing demand for outsourcing." (Informative report on the labour market's mid-term and long-term forecasts, June 2018,

In its turn, the forecast of the demand for professionally trained managers is expressed in the document by the Ministry of Economics (ME) "Informative report about the mid-term and long-term forecasts of labour market 2016" (Informative report about the mid-term and long-term forecasts of labour market 2016, https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06_160616.pdf), where it is forecasted that the demand will only increase in high qualification managers' professions. Comparing 2015 with 2030, the demand just for administrative managers and business managers will increase by 10%, for business transactions and senior specialists will increase by 65%, the demand for other service fields managers will increase by 84%. The labour market demand for business transaction and management specialists will remain without any important changes.

In order to prepare the business managers and functional field managers according to the business environment and labour market requirements, regular meetings with the corresponding field representatives, employers, entrepreneurs and regional municipal representatives take place. Employers and the sectoral professionals participate in the commission work of different study papers, practice and final paper defence. Cooperating with entrepreneurs and leading specialists of the sector, special thematic classes are also organized within both the study courses - Introduction in speciality, Globalization and Regional Economy, Entrepreneurship, etc., and within the Creativity weeks organized by LiepU, also the annually planned excursions within the Practice speciality. In addition to the active cooperation activities with the business environment representatives and the annually happening events in the programme, the directors of the LiepU study programmes, each in their sector, follow the research and development tendencies happening in the sectors.

In order to educate managers in the study programme "Business and Organization Management" in compliance with the labour market requirements, LiepU management and directors of the study programmes included in the study direction have met up several times with the representatives of the LCCI Liepaja Department during the self-assessment period, also activities arranged for joint consolidation measures with business people of Kurzeme and even whole Latvia, e.g. on December 4, 2017 in Liepaja University premises the external meeting of LCCI Kurzeme Regional Council took place, where the director of the study programme meet up with the entrepreneurs and did a survey in order to find out what tendencies are noticed among the business people in Kurzeme Region, what specialists are missing, what specialists should be trained, also - what competences need to be developed in the students of the study programme "Business and Organization Management."

On March 22, 23, 2018, the director of the study programme "Business and Organization Management" and students in cooperation with "Kurzeme Business Incubator" Ltd., foundations "Coworking Liepaja" and "IT Wafelmeetup", and the Green and Smart Technologies Cluster took part in the Kurzeme Business Days, organized by the LCCI in cooperation with Liepaja City Council.

On December 10, 2019, in Liepaja University the usual meeting took place between the representatives of Liepaja University and different sectoral professionals and entrepreneurs in order to discuss topicalities in labour market and to specify the future managers' professional competences to be provided within the study programme, especially during the period when the previous standard "Manager of Company and Institution" is not valid anymore and the profession standards of the "Business manager," "Functional manager," "Manager of public relations" and their qualification framework requirements are in the final stage of development and approval.

As a result of all these meetings, evaluating LiepU resources and opportunities, the study program is regularly improved, more attention is paid to the improvement of the future manager's management and communication professional competence, in cooperation with industry representatives (including personnel managers, export market specialists, external communication managers and managers of new companies - Liepaja City Council, LSEZ, SIA Kurzemes Biznesa incubators, AS Radio SWH, etc.) such study courses as "Coaching in Business", "Personality Psychology and Intercultural Communication", "Logistics and Transport Management" have been developed.", "International business environment and

marketing strategies", "Change management and company management system ", etc. In cooperation with JSC Radio SWH, a study course "The Role of Radio in Modern Society and Business" has been developed, where leading specialists and representatives of the field, such as J.Šipkevics, V.Goldbergs, A.Dvarionas, etc., are involved in the implementation of the entire study course.

Therefore, it can definitely be considered that in the study programmes of Liepaja University study direction "Management, Administration and Real Estate Management" the content of the study courses and modules is updated according to the sectoral, labour market and science development tendencies in relation to both the profession standard and the corresponding sectoral specifics. The content of the study courses to be implemented in the study programme is being regularly updated in compliance with the topicalities in the business environment and current requirements of professions.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.

To ensure how the study outcomes defined in the study programmes, included in the study courses of sub-directions of the study programme "Business and Organization Management" will be achieved, the mapping of the study programme was made after several meetings with entrepreneurs and functional field representatives (**Appendix 8**).

In the mapping it is checked and it can be clearly seen what study outcomes of the study programme are achieved in the study courses. Due to the mapping, formulations of individual study programmes and study course outcomes were specified. The teachers involved in the programme development discussed the content of the study course in the context of the results to be achieved, improved the already developed courses to eliminate the content overlapping and guarantee their succession and mutual complementarity.

For example, the interconnection of study course content indicators is evidenced by the planning and implementation of several study courses based on the principle of succession, such as "Management Theory", "Human Resource Management", "Strategic Management and Innovation", "Change Management and Enterprise Management Systems". The connection of the study course content indicators with the requirements of the work environment is strengthened by the successive implementation of such study courses, which help to develop the student's professional competence, for example, "Entrepreneurship", "Business logistics", "Service marketing", etc.

The connection between the results of the study courses and the results and goals of the study program is evidenced by the theoretical and professional study courses envisaged in the study process for each specific specialization.

This is especially important in connection with the following results of the study program: using theoretical and practical knowledge, the study process develops the ability to plan, organize, manage various business environment processes and functional areas, motivate and mentor employees; ability to think critically, organize work and take responsibility, formulate strategically and analytically, creatively solve business environment problems; students' skills to work in a team and communicative skills, including intercultural communication, foreign languages and presentations, are developed; professional competence in the planning and management, management and development of functional areas of enterprises is acquired.

The succession of these mentioned achievable results is formed in each specialization of the study program separately (according to the approved Professional Standard “Company Manager” and “Functional Manager”), for example:

- Business process management (based on the qualification requirements of the professional standard “Company Manager”) - “Economic Theory”, “Management Theory”, “Entrepreneurship”, “Human Resource Management”, “Teamwork”, “Business Logistics”, “Financial Accounting”, “Computer Accounting”, “Management Accounting”, “Service Marketing”, etc.
- Human resources management (based on the professional standard “Functional manager” - personnel manager qualification requirements) - “Economic theory”, “Management theory”, “Entrepreneurship”, “Human resource management”, “Professional standards and documents regulating them”, “Remuneration system and payroll accounting”, “Organizational supervision”, “Personnel selection, evaluation and development”, etc.
- Public relations management (based on the professional standard “Functional manager” - public relations manager qualification requirements) - “Economic theory”, “Management theory”, “Entrepreneurship”, “Social psychology”, “Public relations”, “Communication theory”, “Organization of public relations campaigns”, “The role of radio in modern society and business”, etc.
- External relations management (based on the professional standard “Functional manager” - international relations manager qualification requirements) - “Economic theory”, “Management theory”, “Entrepreneurship”, “International business environment and marketing strategies”, “Communication theory”, “The role of radio in modern society and business”, “Mass communication and psychology”, “Diplomatic protocol”, etc.

The created mapping of the study programmes and course outcomes clearly show that the students implementing the study courses and graduating from the study programme are provided with opportunities to reach all envisaged study outcomes which are closely related to the goal and objectives of the study programme.

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

In all study course acquisition diverse study methods are applied – both the traditional lectures: introductory lectures, overview, problem lectures and interactive: pair and group work, project formation, discussions, role plays, situational analysis, applied games etc., and also practical training methods. These methods comply with the innovative higher educational establishments’ didactics, develops the student’s critically analytical thinking, also at the same time provides methodological samples of different methods and techniques application in the process of ensuring professional activity.

The interactive problem-lectures with active student engagement have great importance in the study process, where the skill to justify and defend own opinion, get reciprocally the feedback about the quality of the study process are enhanced. The students are offered the practical research work either in small sub-groups or individually, thus developing student’s cooperation and research work skills, which are important in professional activity. The annually offered research themes are formulated by the local entrepreneurs, topical business process problems with particular research issues. The business representatives are involved not only in the research direction determination but also in the result

assessment for the feedback provision.

In lectures the multimedia technologies are widely used, the study materials are available on the e-studies environment, in which the teachers post different materials that help to acquire the content of the study course, also tests and other kinds of examinations. The E-studies environment provides an opportunity to individualize the study process according to every student's needs and interests. In lectures the video format materials are also used to provide understanding on what the lecturers have talked about bring the theory closer to the practice, thus encouraging students to get involved in discussions and strengthen their professional competence.

Students at the beginning of every study course are introduced with the requirements for the credit point acquisition and a list of practical work to be done during the study course acquisition to get an evaluation. The descriptions of the study course with the requirements are also published on the e-studies environment Moodle and personal profiles in the LAIS databases.

For every practical work to be implemented there is stated a certain proportion in the final score. The control and assessment of the study work is carried out by teachers, applying different forms and methods, as e.g. seminars, independent work, tests, problem-solving, portfolio, applied games, defence of research and practice, etc. At the end of every study course acquisition an examination or a test is organized.

The evaluation methods are diverse, depending on the specifics of the study course and set requirements which are reflected in the study course descriptions in the system of the achievable results and intermediate examinations and examinations. The system of intermediate examinations provides a continuous summative assessment during the study course acquisition which promotes feedback. Also, collegial assessment is used for the study achievement evaluation. The diverse evaluation of the study outcomes is made so that the students would appreciate diverse evaluation techniques and obtain experience to use them in their professional activity, if necessary.

The student-centred approach is observed, promoting the study programmes and their study courses, paying a special attention to purposeful formulation of the study outcomes, so that to enhance the dialogue between the teacher and student about the study content, organizational forms and methods. Furthermore, correctly formulated study outcomes promote the student's understanding and co-responsibility for own learning, self-assessment and understanding about the received evaluation.

In the study process lecturers use methods, test forms and assessment criteria appropriate for the study goal and envisaged study outcomes. Students receive support and feedback from lecturers during the study process. The evaluation criteria are published in advance. Evaluation is an opportunity for students to show to what extent they have achieved the learning outcomes.

The implementation methods and assessment methods of the study programme's study courses are implemented according to Liepaja University Regulations about the study course/module examinations (see the electronic link **Appendix 1.2.A** Liepaja University main internal laws and regulations). Whereas information on the student-centred education approach principle can be found in Part II – Description of the study direction (the 1st Management of the study direction) Paragraph 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.

In the study process the methods dominate in which students' mutual cooperation is important. In the study process the methods are used which promote students' communication in study tasks implementation, solving real problems of the sector, modelling learning situations and offering an opportunity to study the organizations' problem issues related to the sector in the work environment. Such an opportunity is also definitely provided for students during their practice.

In the study programme the professional work practice for 26 CP has been planned, envisaging practice in the speciality (according to the selected qualification acquisition direction: B1-Marketing, B2-Records Management, B3-Public Relations, B4-Foreign Affairs for 2 CP in the 1st study year, Practice of company analysis I,II for 8 CP is implemented during the 2nd study year, Practice in Management Processes (B1-Corporate Financial Management Practice, B2-Human Resources Management Practice, B3-Practice of Public Relations Management, B4-Practice of Foreign Affairs Management) for 8 CP, which is held during the 3rd study year, also for 8 CP the Pre-diploma Practice, which is happening during the 4th study year and is part of the Bachelor's Thesis practical research to be developed at the end of studies.

Lecturers mostly use the methods which encourage students' active participation, critical thinking and reflection. In the study process the diversity of the students' learning needs is definitely taken into account, selecting different pedagogical methods, promoting students' learning motivation, self-reflection and participation in the study process, also the shown interest in a problem issue study related to the business environment.

The mapping of the study program and study courses in **Appendix 8** can be used to verify the connection of the practice tasks with the study results to be achieved in the study program, also in the study course descriptions about the particular practices and in common study programme plans.

Each of the professional practice is implemented in accordance with the succession plan of theoretical study courses, where the theoretical knowledge acquired during the study courses is tested practically in the work environment, for example, in the sub-direction "Business Process Management" practice "Marketing" is possible only after theoretical knowledge in such study courses as "Economic Theory", "Marketing and Communication on the Internet", "Management Theory", "Information Technologies", while in the sub-direction "Public Relations Management" the practice "Public Relations" can be done according to the theoretical knowledge in such study courses, as "Management Theory", "Information Technologies", "Public Relations", "Communication Theory", "Social Psychology".

Employers are involved in the study course and practice work implementation and development (e.g. invited to conduct separate seminar classes, the classes can be organized as experience exchange visits or excursions to workplaces in companies, etc.).

Long-term cooperation has been established with several employers, for example, JSC Liepājas papīrs, SIA Iepirkumu grupa store chain TOP, RIMI store chain, AAS ERGO, LIAA, SIA Kurzemes Biznesa inkubators, etc., in connection with the provision of student internships. If students carry out research important to the entrepreneur within the framework of their internship and show initiative, then sometimes during the whole study process it is possible to perform all internship tasks in one company (according to the study plan time schedule and tasks according to study course descriptions). Sometimes, already during the studies, the student starts his / her first professional career directly in the internship company.

In recent years, the opportunity offered by the ERASMUS+ project to go to practice in foreign companies both during and after studies has become especially popular among students.

In order to enhance development of the research competence, students have an opportunity in the study courses and parallel in the work environment to analyse and study more profoundly the problems of their interest in the sector, develop empiric research during the course of both the study paper, practice work and Bachelor's Thesis development.

In the study process the student's preliminary knowledge, previous experience and different learning

styles are taken into account, thus the developed study programme is implemented flexibly. Also, the physical environment of the studies changes gradually: lecture-rooms are easily convertible for group work, individual work, students can use digital technologies.

2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.

The research of the final theses (bachelor's theses) of the students of the study program "Business and Organization Management" is performed in the interrelations of theory and work-based research. The planning, elaboration of the bachelor's thesis, and elaboration of the final presentation materials take place in close cooperation and under the supervision of a lecturer previously selected by the student and approved by the faculty council, in accordance with the chosen research direction. The student develops his practical research section while in pre-diploma practice, in accordance with the research tasks jointly developed by the management of the researched company and the lecturer-supervisor of LiepU.

A version of the final bachelor's thesis prepared in accordance with the conditions for the development and design of LiepU research papers is submitted to the VSZ faculty, where the dean of the VSZF together with the director of the study program evaluates and approves the bachelor's thesis reviewer, who is not a LiepU lecturer. After receiving a positive evaluation of the reviewer, the student prepares to present the results of his final work research to the bachelor thesis defense commission, which consists of independent specialists in the relevant fields - employers who have not previously been involved in the bachelor thesis development or review process.

In the end, the student receives a summative evaluation, which consists of the evaluation of the members of the bachelor's thesis defense commission, the reviewer and the supervisor, after the student's positive public presentation of his / her research results at the bachelor's thesis defense conference.

Based on both the evaluators evaluations and the evaluations of the final thesis defense commission representatives, it can be concluded that the developed bachelor's theses are positively evaluated - this is evidenced by the positive feedback and evaluations of both commission members and employers.

The themes of the students' final papers about the self-assessment period can be seen in **Appendix III.2.5.2.** of the report other attachments section. The topics of the students' work correspond to the needs and problems of the enterprises in the field of business, topicalities in labour market and important topics ordered by entrepreneurs. It is confirmed by the employers' feedback both in regular meetings and Bachelor's Thesis defence processes, etc.

The fact that students carry out topical research of bachelor's theses, the results of which can be used either to promote the further operation of a particular company, or even in one of the fields of business, is evidenced by the titles of bachelor's theses, for example:

- Improvement of public diplomacy methods of Liepaja city municipality for cooperation with Darmštati
- Improvement of public relations of LIAA Liepaja business incubator companies
- Improvement of the business support tool offered by the association "KBI Biznesa HUB"
- Improvement of receivables monitoring of Latvenergo AS
- Liepaja port infrastructure management
- Development of a program to attract crowd financing with remuneration for the interests of KBI Biznesa HUB incubating MVU
- Possibilities for improving the adaptation process of new employees A/S "Liepājas papīrs"

- Possibilities to reduce burnout syndrome of SIA "Liepājas Olimpiskais centrs"

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

Student survey results

At the end of each study year, students participate in a survey, which mainly offers to assess the quality of studies, the provision of the study program and the organization of internships.

2018/2019. At the end of the study year, 34 full - time and 26 part - time students participated in the student survey - a total of 60.

In the study program, students study both for state-funded funds and for personal funds. Of all the respondents - 25 study for the state budget funds, 32 for personal funds, but 3 have studied both for the state budget and personal funds.

Summarizing the results of the survey, it can be concluded that: To the question about their satisfaction with the choice of studies, 44 (73% of the respondents) students answered that they are mostly satisfied, 10 (17%) - very satisfied, but only 5 (8%) and 1 (2%) are dissatisfied. it was difficult to answer.

Thus, at least 90% of students choosing to study in the BOV program are satisfied with their choice.

The survey asked a question about various aspects of the study program evaluation, including:

- quality of studies: the obtained answers are good - 28 (47%); average - 26 (43%); bad - 5 (8%); no answer - 1 (2%);
- offered opportunities to get acquainted with the specifics of the field also outside of lectures: the answers obtained are very good - 4 (7%); good - 22 (36%); average - 22 (36%); bad - 11 (18%); very bad - 2 (3%);
- knowledge, skills and competences acquired during studies: answers obtained very well - 4 (7%); good - 34 (57%); average - 15 (25%); bad - 5 (8%); no answer - 2 (3%).

Although it was previously possible to conclude, that students are satisfied with their chosen study program, at least 43% believe that the quality of studies is mediocre and 8% believe that it is even poor. 36% of students believe that the opportunities to get acquainted with the specifics of the field outside of lectures are both good and mediocre, but at least 21% consider this opportunity as bad. At least 64% believe that the knowledge, skills and competence acquired during their studies are good.

In the survey, students had the opportunity to evaluate the provision of the study program:

- with literature and methodological materials: the obtained answers are very good - 8 (13%); good - 36 (60%); average - 13 (22%); very bad - 3 (5%);
- material and technical support: the answers obtained are very good - 6 (10%); good - 35 (58%); average - 18 (30%); bad - 1 (2%);
- acquisition of courses in the MOODLE system: the obtained answers are good - 21 (35%); average - 24 (40%); bad - 12 (20%); very bad - 3 (5%);
- supplement with creative classes: the answers obtained are very good - 2 (4%); good - 15 (25%); average - 30 (50%); bad - 12 (20%); very bad - 1 (2%);
- offered additional opportunities to participate in various LiepU scientific conferences, seminars, courses, exhibitions or other types of classes that are useful in the study process: the answers obtained are very good - 6 (10%); good - 35 (58%); average - 14 (23%); bad - 4 (7%); very bad - 1

(2%);

- lecturers' attitude towards students: the answers obtained are very good - 9 (15%); good - 32 (53%); average - 16 (27%); bad - 2 (3%); very bad - 1 (2%).

In general, the provision of the BOV study program is assessed as good, especially in such positions as the provision of literature and methodological materials (73%), additional opportunities to participate in various LiepU activities (68%) and the attitude of lecturers towards students (68%). students in the Moodle system have rated courses as mediocre (40%) and even poor (20%).

The question was asked about the practice places in the study:

- (35%)-content: the answers obtained are good - 18 (30%); on average - 21 (35%); no answer - 21 (35%)
- planning: the answers obtained are good - 11 (18%); on average - 17 (29%); bad - 8 (13%); very bad - 3 (5%); no answer - 21 (35%)
- information about its course and tasks to be performed: very well obtained answers - 1 (2%); good - 15 (25%); on average - 21 (35%); bad - 2 (3%); no answer - 21 (35%)
- acquired skills and abilities: very well obtained answers - 2 (3%); good - 22 (37%); on average - 10 (17%); bad - 5 (8%); no answer - 21 (35%)

The answers obtained are quite contradictory: in total, 21 students (35%) did not answer this question, because their internship had not yet taken place, but the same number of students think that the content of internships is mediocre and 30% think that the content of internships is good. At least 29% of students believe that the planned period of practice is mediocre and 18% believe that the period is both very bad and good. At least 35% of students believe that the information about the course of the internship and the tasks to be performed in it is mediocre. On the other hand, at least 40% consider the skills and abilities acquired during the internship to be good.

At the end of the survey, students have the opportunity to provide their recommendations for improving the study process. The following were mentioned as the main wishes

- cooperate with companies; to create practical excursions in companies in Latvia and abroad;
- students could be taken to the Business Incubator events in Liepaja to establish cooperation, information exchange.
- attract more ERASMUS+ teachers;
- attract more guest lecturers from successful new and experienced companies; to attract more real working leaders of organizations and institutions to guest lectures;
- create more creative lectures and reduce homework;
- more group work is needed; more role-playing or imitate situations;
- more frequent lectures so that they are not divided and can be completed in 3 years; organization of lectures (Friday, Saturday, Monday or Friday, Saturday, Sunday);
- could introduce distance learning;
- to offer students internships or to provide them; to create a place / link for internship offers;
- increase the practice time, one month is too short;
- not divide the internship time into two parts, create the last year's internship for a longer period of time.

The results of the student survey are regularly analyzed and practical recommendations, as far as possible, are incorporated into the study program implementation process. For example, more and more leading lecturers of VSZF are involved in establishing enhanced cooperation between LiepU and business environment specialists, thus obtaining additional information about study internship opportunities in companies and closer involvement of practical business in the study process, including study tours of several study courses. "Entrepreneurship", "Business logistics", etc., acquaintance with the opportunities offered by the Business Incubator: "Introduction to studies and specialty", attraction of guest lecturers both within ERASMUS+ and annual LiepU Science and Creativity Days (leading specialists from both the Bank of Latvia and LSEZ, and managers of other companies), in accordance with the

implementation of various projects in LiepU, prospective entrepreneurs are offered a series of guest lectures by practitioners, company managers and self-growth coaches "A trip to the business world with Liepaja University" (within the framework of the project Kurzeme Innovation Grants for Students or KInGS (SAM 1.1.1.3/18/A/004)), within the project "Ensuring Better Governance at Liepaja University" (SAM 8.2.3.0/18/A/017) LiepU has created the opportunity to improve the possibilities of the Moodle study environment and to improve the teachers' knowledge about the possibilities of this environment in order to facilitate the study process, in turn, SAM 8.2.2. Teachers have the opportunity to do internships in various companies in Latvia.

The implementation time of the study process (lectures and study duration) is also considered - it is necessary and possible to reduce the implementation of the study program for part-time students from 4 years and 6 months to 4 years and 4 months, as well as the study days have been changed from the previous at least 5 sessions (each lasting 1 week) per academic year for studies every other weekend - on Fridays and Saturdays, with two sessions - just like for full-time students. Changes have also been made for the study plan - the internship is not divided into several parts (for example, part of the internship in the spring semester, the other part in the autumn semester), but all internships are planned within one semester - a dual effect is obtained - local entrepreneurs are more satisfied to do more and get to be in practice for a longer time period, as well as those students who have chosen to go to ERASMUS+ exchange practice can realize the practice tasks within the period of one trip.

Graduates' evaluation of study programmes and employers' survey. Graduates' evaluation of the study programme both in relation to students' knowledge, skills and competences and compliance of the study outcomes with the profession standard is implemented according to the LiepU document *Evaluation of the Study Outcomes* (QMS document VS-1-1) and it is carried out by the Head of the Final/State Examination Commission. Interviewing the Head of the Bachelor's Thesis Defence Commission of the study year 2018/2019 and 2019/2020 Santa Smuikse (Mg.oec.), who is the owner and Head of the Board of "Birojs Jums" Ltd., and who also is engaged in entrepreneurs' counselling and accountancy service provision, can be concluded that: graduates' assessment of the full-time study programme during the reporting period approves the graduates' ability to manifest diverse and at the same time profound knowledge, confirming the skill to justify and substantiate their opinion. Graduates' abilities to start up their business have been noticed and graduates' employment possibilities not only in Liepaja City identified. Graduates' knowledge and skills of the part-time study programme are assessed as appropriate for the study level. Even though the graduates' abilities are individual and different, they are assessed as appropriate for the labour market requirements.

Most of the students already work. Students prove during their Bachelor's Thesis defence that they can use very well such work methods and forms which comply with the labour market requirements. Students are very familiar with their field, they have broad knowledge in their research field, research skills are sufficient, which is confirmed by evaluations in the final examination from 7 to 9.

Students have sufficient research skills, theoretical knowledge in management, marketing, staff management, entrepreneurship psychology, finance planning, presentation, strategic planning, market research.

Students in compliance with the qualification to be obtained are able to carry out research, data collection and analysis, can make conclusions appropriate for the sectoral specifics and prepare suggestions. The study outcomes comply with the academic requirements, theoretical knowledge, information acquisition and analysis skills, also the added value creation in the particular sector. The students' acquired knowledge, skills and competences can be successfully used for the analysis of companies, organizations and institutions' internal and external communication and further assessment, also to provide and introduce recommendations for further work development.

Students have the skill to find the necessary information, carry out research, collate information of different character and analyse it, also make conclusions and give suggestions. Students have sufficient research skills in communication and public relations' efficiency assessment, which is binding in any

company, also the competence to make suggestions in the field, which makes the result of the company's work (productivity, cycle) image, internal microclimate of the team, etc. more positive.

Students can use different work methods both in document analysis and information collection and compiling.

Students' communication skills can be assessed as very good, students are flexible and erudite, they can present and defend their opinion and work.

Acquisition of the study programme gives a chance to students to raise their professional competence. It is definitely useful, especially in the context of regional development enhancement.

In separate areas- taxes, laws and regulations of entrepreneurship- students ought to improve their legal knowledge.

In general, in the study programme "Business and Organization Management" perspective and great development opportunities are seen, as the demand for qualified managers is increasing and it can be predicted that it will continue to increase in Liepaja and Kurzeme Region. Liepaja University is a fantastic opportunity to acquire higher education in management within the region, also developing business abilities.

Describing the students' compliance of their knowledge, skills and competences with the study level and qualification to be acquired in general, the members of the final/state examination commission - employers mention that: students' knowledge, skills and competences comply with the study level and qualification to be acquired; the study outcomes comply with the profession standard - business manager; the students' acquired knowledge, skills and competences are definitely sufficient in order to integrate successfully in the labour market.

Information on the offered education from the employers' point of view is obtained surveying the coordinators of the students' practices - employers in the practice placements, receiving assessment about the students' theoretical and practical readiness level, according to the labour market requirements.

Employers point out that students' competences comply with the study level and qualification to be acquired, including both sufficient theoretical and practical skills, also analytical skills. The outcomes of the studies and practice comply with the profession standard.

Practice coordinators are positive about the fact that during the practice students have a chance to do different tasks, thus to be sure about their work abilities and feel satisfaction about the accomplished. The collated information on the practice coordinators' opinions confirm that students execute the given duties precisely and with responsibility, they can manage different software to process information, they have skills to cooperate and communicate with colleagues, cooperation partners and persons involved in different activities and events organization.

Representatives of the organization representing the practice mention that students have sufficient theoretical knowledge in order to implement the envisaged tasks together with their employees in one team, students participate actively and with interest in development and implementation of measures, marketing activities. In practice assessments the students' good theoretical and practical readiness, students' ability to plan independently the course of work, the skill to deal with complex situations, good knowledge of foreign languages is highlighted.

Every year the **graduates' survey** is also carried out. Even though in the study programme "Business and Organization Management" after the essential changes had been implemented in the study year 2016/2017, observing the length of the studies - 4 years, there are not yet any graduates who have acquired the developments and improvements incorporated in the study programmes, the results have been obtained surveying the graduates of previous study years, which could be useful for further study course development.

For example, within the study year 2018/2019 the graduates of the two previous years were surveyed and 16 of them responded, incl. 4 graduates of 2018 and 12 graduates of 2017 and the main results are as follows:

All 16 surveyed graduates are employed now, moreover 4 of them after LiepU graduation are planning to proceed with their studies on next level at LiepU and 3 more on the next level at another Latvia higher educational establishment.

Answering the question – “Your job in the current work placement”, the graduates have mentioned: Head of the Personnel Department, Sales director, Procurement specialist, Accounts Receivable Accountant; 1st accountant, 2nd Chairperson of the Board; Personnel Specialist; Board member; Seed sorter, Shop assistant, Clerk; Head of Personnel, Office administrator; Footballer, Chairman of the Company Board; Economist; Board member, Principal tax inspector.

Graduates' thoughts are divided when talking about whether for the Employer the acquired education and/or degree at LiepU was important when starting the current employment relationships: YES was been said by 4, NO - by 7, but for 5 respondents it was hard to say. At the same time the graduates assess their acquired education and degree as compliant with their work duties: Absolutely comply – 2; partly comply – 9; partly do not comply – 1; absolutely do not comply – 1; cannot assess because do not work in relation to the acquired education and/or degree – 3.

Suggestions for the study programme/LiepU development:

- More guest lecturers; attract motivated teachers, also be up to date and teach what is necessary so that graduates would be able to survive in the real labour market.
- If not within lectures, then outside the classes teach what is going on in the real business environment (live examples, analysis, strategy formation, problem-solving)- dry theory is not sufficient. Teach and inform about the real labour market, about real work duties.
- Organize closer cooperation between students and entrepreneurs, showing an initiative to involve them in labour market. Visit real companies to get to know them and their work. Just these suggestions are mostly taken into account in the above mentioned and implemented processes of essential changes, promoting connection of the programme content and practical implementation offered to students with the business and professional work environment.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

The offers of the ERASMUS mobility programme are used annually by the students of all Bachelor Study Programmes represented in the direction. The most active in this respect are the students in TMR and BOM programmes. It should be noted that in the BOM programme the opportunity is also used by part-time students – especially for practice placement in foreign companies.

The opportunities of the ERASMUS mobility programme are not used by students in Master's Study programmes, which could be explained with the comparatively short study period, employment and the fact that the opportunities of the programme for the knowledge and experience acquisition have already been used during the previous study years.

Before the student goes to any of the mobility activities, the possibilities of acquiring specific study courses or performing internship tasks in a foreign partner institution are identified. If the student goes for an internship, then regardless of the location of the internship company (in Latvia or abroad), such internship tasks are performed, which are provided for in the internship descriptions of the study

program. In turn, if the student goes on study mobility, then initially the student together with the director of the study program evaluates the study offer, its acquisition opportunities and compliance with the BOV study plan.

When returning from studies abroad, the director of the program performs the procedure of recognition / equivalence of study courses in accordance with LiePU, etc. regulatory documents.

Students' of the Professional Bachelor's Study Programme **"Business and Organisation Management"** of the study direction "Management, Administration and Real Estate Management" **ERASMUS mobility in foreign partner institutions** during the period of the study year 2013/2014 till the study year 2019/2020

Study year	Study programme	No of Students	Foreign Intuition	Country	Studies or practice
2013/2014	BOV	4	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
	BOV	1	Karabuk Universitāte	Turkey	studies
	KomVad	1	Klaipēdas Universitāte	Lithuania	studies
	KomVad	1	Šmalkalden profesionālā Universitāte	Germany	studies
2014/2015	KomVad	2	Viļņas Universitāte	Lithuania	studies
	KomVad	1	Klaipēdas Universitāte	Lithuania	studies
	KomVad	4	Epirus Tehnoloģiskā izglītības institūts	Greece	studies
	NBOV	1	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
2015/2016	BOV	1	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
	KomVad	1	Profesionālās izglītības centrs "Allmond Link"	Britain	prakse

	NBOV	1	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
2016/2017	KomVad	1	Matej Bel Universitāte	Slovakia	studies
2017/2018	BOV	2	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
2018/2019	BOV	1	GR Construction AB	Sweden	practice
	BOV	1	Centrāl-Maķedonijas Tehniskās izglītības institūts Sjerrā	Greece	studies
	BOV	2	Budapeštas Metropoles Lietišķo zinātņu universitāte	Hungary	studies
	KomVad	1	Šauļu Universitāte	Lithuania	studies
2019/2020	BOV	1	HB Lazertagas SIA	Lithuania	practice
	NBOV	1	Baltic Workboats AS	Estonia	practice
	NBOV	1	Swedland AB (Zviedrija)	Sweden	practice
	NBOV	1	Skaraterminalen AB	Sweden	practice

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.

For the provision of the study programme implementation, the resources and their provision already mentioned in the criteria in Part II Chapter 3 Paragraphs 3.3. are used.

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

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

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

As during the study year 2016/2017 in the study programme important changes were made, it also enabled to strengthen the basic composition of the teaching staff. However, during the last period, as an especially positive tendency can be mentioned the professional qualification growth of the attracted and full-time elected teaching staff. Continuing to develop the programme regarding the content, in order to eliminate fragmentation of the courses, it is planned to merge several courses, providing at least 4 CP within the framework of one study course.

In order to implement practical parts of some study courses and bring them closer to the labour market requirements, both the former graduates e.g. Uldis Zupa, Kaspars Vārpiņš, Ģirts Vagotiņš - Vagulis, etc. and current professionals of the sector (e.g. representatives of the "Kurzeme Business Incubator" Ltd., managers of municipal institutions) are involved as teachers, about whom it has already been mentioned in Paragraph 2.6.

As internationally invited teachers can be mentioned the guest teachers who are attracted to Liepāja University within the framework of the SAM projects, e.g. Regimijus Kinderis, also a long-term cooperation has been going on with teachers from Breda Technical University, e.g. Frans de Jong, Maartin van Rijn etc. In its turn, a successful cooperation has been established with the teachers involved in the ERASMUS+ mobility project, e.g. from Varna University of Economics (Bulgaria), Business College (Lithuania), Klaipėda University (Klaipėda), etc.

A very successful cooperation was established with a guest teacher during the study year 2017/2018, a Fulbright grant holder Kathleen Lafferty, who during the period from February 2 till June 26, 2018 taught the students in the study programme such courses as "Marketing," "Entrepreneurship" etc.

Information on the teaching staff regularly involved in the study programme can be found in Part II of this report – Description of the study direction (3rd Resources and provision of the study direction).

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.

Information on the teaching staff regularly involved in the study programme can be found in Part II of this report – Description of the study direction (3rd Resources and provision of the study direction). All teaching staff involved in the study programme, including guest lecturers, comply with the implementation conditions of the study programme and requirements of laws and regulations (e.g. Law on Higher Education Institutions). Involvement of teaching staff- practitioners help the students to provide better understanding of theory and practice interconnection. Unfortunately, professionals of some sectors are not willing to work as teaching staff due to their busy lives and low payment. In most cases the sectoral professionals and experts participate in the study course irregularly – either with different guest lectures or their experience story in one of the study courses or in the practice placement provision and in the composition of the final state examinations.

In order to accomplish the goals of the programme and implement the objectives during the previous reporting period and also now, the teaching staff of different LiepU faculties, specialists of governmental and non-governmental institutions, supporting entrepreneurship, practitioners recognized in the particular field in the city, and guest lecturers from partners' higher educational establishments in Latvia and abroad are involved.

A total of 29 lecturers are involved in the implementation of the study program, of which 19 are elected at LiepU, including 9 with a doctoral degree, there are 4 applicants for a scientific degree, of which 1 is elected, there is 1 independent foreign guest lecturer (more specific information about the study program for the teaching staff involved, see **Appendix II.3.6.A.**).

The study program is implemented only in Latvian language

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.

As a positive moment in the academic staff's involvement in scientific research can be assessed the cooperation of different Liepaja University structural units – researchers of research institutes with the academic staff and their engagement in the study process provision, establishing cooperation in scientific publication development, whose practical research outcomes are sometimes the student's cognitions and results obtained during the final research (Bachelor's Thesis) development, and implementation and development of different joint projects.

For example,

- Līduma, D., Kairēna, A., & Priedens, M. COMPARATIVE ANALYSIS OF LEADING PORTS OF LATVIA: COMPETITIVENESS OF LIEPAJA PORT. Problems of Management in the 21st Century, Problems of Management in the 21st Century, 10(1), Continuous. presented at the June/2015. Retrieved from <http://www.journals.indexcopernicus.com/abstract.php?icid=1162068>

- Līduma D, Kairēna A, Lūsēna-Ezera I, Šimkus M. DEVELOPMENT OF PUBLIC TRANSPORT: FUTURE CHALLENGES OF LIEPAJA` S TRAM (LATVIA). Problems of Management in the 21st Century [Internet]. 2016; 11 (1): Continuous. Available from: <http://www.journals.indexcopernicus.com/abstract.php?icid=1209716>

- Vasiļevska D, Līduma D, Melberga K. FACTORS AFFECTING INNOVATIONS IN SERVICE SECTOR ENTERPRISES: THE CASE OF LIEPAJA. Problems of Management in the 21st Century [Internet]. 2017; 12 (1): Continuous. Available from: <http://oaji.net/articles/2017/450-1500448535.pdf>

- Līduma D, Orlovskis Ā, Drišļuks U, Dreģe A. CONTEMPORARY MUSIC PRODUCT SELLING EXPERIENCE IN LATVIA AND EUROPE. Problems of Management in the 21st Century [Internet]. 2018; 13 (1): Continuous. Available from: <http://oaji.net/articles/2017/450-1534000996.pdf>

For a more successful study process procedure and implementation the students' mobility is promoted (recognition of learning outcomes), students get involved in studies and social activities initiated by the academic staff, thus obtaining important experience, applying the acquired knowledge in the practice and also carrying out the research activity. Realizing the policy of internal quality assurance, the study programme is implemented so that the students would be encouraged to take an active part in the study process and scientific research development.

In addition, various forms of evaluation of study results are offered, integrating maximally in the evaluation system the materials which are topical to students during their practice in companies and organizations. Thus, within the study process the student receives support based on practice in compliance with what the most topical is in the particular stage of the practice.

Broader information on the research work topicalities and procedures can be found in Part II of the report – Description of the study direction (4th Scientific research and artistic creativity).

4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The teaching staff employed in the study programme collaborate in both the joint project, research development and implementation (e.g. in cooperation with Ventspils Higher Educational Establishment, "Kurzeme Business Incubator," Ltd., Ventspils High Technology Park, in 2019 implementation of SAM 1.1.1.1.3 project "Kurzeme Innovation Grants for Students" or in abbr. "KInGS" was started), and also in common study course content development and information exchange about topicalities in the sector - meeting in different sectoral exhibitions (annual Business Days in Kurzeme), conferences (international annual managers conference EBIT), seminars (seminar Ideal Manager, etc.) and in networking events (discussion event "Future generation's innovations in new workplace creation in cities" in Ventspils) etc.

At the time of submitting the self-assessment report within the program there are involved 28 teachers per 100 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	2019_akredit_5.pielikums_BOV_stud_statistika_EN.pdf	2019_akredit_5.pielikums_BOV_stud_statistika.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2019_akredit_6.pielikums_BOV_atbilstiba_valsts_izgl_stand_EN.pdf	2019_akredit_6.pielikums_BOV_atbilstiba_valsts_izgl_stand.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	2019_akredit_7.pielikums_BOV_atbilst_prof_st_ENG.pdf	2019_akredit_7.pielikums_BOV_atbilst_prof_st.pdf
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	2019_akredit_8.pielikums_BOV_kartejums_EN.pdf	2019_akredit_8.pielikums_BOV_kartejums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	2019_akredit_9.pielikums_BOV_Studiju_plans_EN.pdf	2019_akredit_9.pielikums_BOV_Studiju_plans.pdf
Descriptions of the study courses/ modules	AKREDITACIJA_Studiju_kursu_apraksti_BOV_2020_ENG_02042020.pdf	AKREDITACIJA_Studiju_kursu_apraksti_BOV_2020_02042020.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Paraugi_dipl_dipl_pielik_BOV_ENG.pdf	Paraugi_dipl_dipl_pielik_BOV_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	Sadarbibas_ligums_LiepU_VentspilsA.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	ATTESTATION - Business and Organization Management.pdf	2020_BOV_zaud_atl.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Studiju_liguma_paraugs_BOV_budz_maksa_stud_EN.pdf	2019_akredit_Stud_liguma_paraugi_BOV_LV.pdf
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.		

Culture management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Culture management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Uldis</i>
Surname of the study programme director	<i>Drišļuks</i>
E-mail of the study programme director	<i>uldis.drisluks@liepu.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	
Goal of the study programme	<i>Train high qualification managers for culture field enterprises with higher professional education in culture field, who applying the competences appropriate for the modern changeable socioeconomic and cultural environment are able to manage and develop business in culture field, solve topical problems for Latvia culture environment and implement development of culture product offers for regional and inhabitants' quality of life promotion.</i>
Tasks of the study programme	<i>1. Provide students with knowledge and understanding about the place of culture sector in politics and economics, about the creative processes of the culture product development, its planning and management for further professional activity;</i> <i>2. develop the students' scientific analytical abilities and skills to solve independently the problems topical for Latvia cultural environment, carrying out research activity in study and Bachelor Papers on the basis of the culture policy guidelines;</i> <i>3. promote development of students' skills in compliance with study goals and objectives, selecting modern study forms and methods, incl. information technologies;</i> <i>4. provide an appropriate study environment - understanding between the staff and students, material and technical basis etc. - for knowledge and skills acquisition which is necessary for programme of culture management implementation;</i> <i>5. promote experience exchange among other foreign higher educational establishments.</i>

Results of the study programme	<ul style="list-style-type: none"> • Managers work in culture are trained, who are able to manage the work of the company. They are able to plan, organize, control and motivate, applying theoretical and practical knowledge according to the company's work environment and strategy. • Professionals of culture field are trained who, applying their theoretical and practical knowledge are able to develop and offer new and innovative culture products in the market. • During the study process the competences have been acquired in cultural business functional field management, in the offered cultural service management and development. • In the study process the skills to cooperate, ability to think critically, to organize work and take responsibility, to formulate strategically and analytically, solve the issues of culture field are developed. • During the study process the students' creative, communicative, incl. foreign language and presentation skills are developed. • During the study process the practical and research experience in cultural field enterprises has been acquired.
Final examination upon the completion of the study programme	<i>Bachelor's Thesis</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Culture Management</i>
Qualification to be obtained (in english)	<i>Business manager</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>4</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Culture Management</i>
Qualification to be obtained (in english)	<i>Business manager</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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

During the previous self-assessment period (in the study year 2016/2017), assessing the offer of the current study programme "Culture Management," relating it closely to in the labour market necessary knowledge, skills and competences in business and cultural events offer not only in Liepāja, but also in the region, it was concluded that changes have to be made which were successfully accepted in the QAHE (previously described in Part II of the report – Description of the study direction (1st Management of the study direction)).

As a result, in order to implement further for the labour market and regional interests developed Professional Bachelor's Study Programme "Culture Management," the implementation of changes is closely related to the Business manager's profession standard, which was taken as a base and assessed in discussions with sectoral specialists and municipal representatives on December 10, 2019, assessing the forecasted competences in the standard within the framework of the companies' practical activity, and developing correlation among the theoretical and professional specialization courses of management sciences, tourism and culture field. One more discussion took place on December 11, 2019, in which the Minister of Culture Dace Melbārde participated, after which it was decided to make a closer cooperation in the culture organization and management field, also to participate in the nearest future in the workgroup where the professional standard for the culture organization manager will be developed.

At the moment, the Professional Bachelor's Study Programme is being implemented in the study direction: **Culture Management**

Code: 42345

Credit points: 160 (ECTS 240)

Form and length of studies:

- Full-time studies – 4 years
- Part-time studies – 4 years and 4 months

The Degree to be acquired – Professional Bachelor's Degree in Culture Management

Qualification – business manager.

Opportunities after the Bachelor's Degree and qualification acquisition:

- Manage cultural work in a state or municipal institution;
- implement entrepreneurship;
- create creative cultural products or services, participate in culture policy guidelines development, etc.;
- proceed with studies in Management Sciences in Liepāja Master's Study Programme, Literature studies or another higher educational establishment in Latvia or abroad.

1.2. Analysis and assessment of the statistical data on the students of the respective

study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

The number of students in the programme shows a stable demand for several years, and there is a slight increase in the numbers after the essential changes were made, and the number of dropouts is comparatively small. The current students have chosen both full-time and part-time studies (**Appendix 5**).

Studies in the 1st year (full-time studies) start:

- 2015/2016 - 7;
- 2016/2017 - 11;
- 2017/2018 - 13;
- 2018/2019 - 8;
- 2019/2020 - 11.

Studies in the 1st year (part-time studies) start:

- 2015/2016 - 6;
- 2016/2017 - 5;
- 2017/2018 - 0;
- 2018/2019 - 5;
- 2019/2020 - 0.

Total number of students in the study program per year:

- 2015/2016 - 43;
- 2016/2017 - 45;
- 2017/2018 - 50;
- 2018/2019 - 49;
- 2019/2020 - 52.

Number of exmatriculated during the self-assessment period per year (full-time studies):

- 2014/2015 - 3;
- 2015/2016 - 4;
- 2016/2017 - 4;
- 2017/2018 - 5;
- 2018/2019 - 2.

Number of exmatriculated during the self-assessment period per year (part-time studies):

- 2014/2015 - 5;
- 2015/2016 - 1;
- 2016/2017 - 2;
- 2017/2018 - 0;
- 2018/2019 - 2.

The main reasons for dropping out are considered the family circumstances – decision to start employment, formation of new families, attempt to combine studies with an active sports career.

Number of study program graduates (full-time studies):

- 2014/2015 - 8;
- 2015/2016 - 6;
- 2016/2017 - 4;
- 2017/2018 - 6;

- 2018/2019 - 5.

Number of study program graduates (part-time studies):

- 2015/2016 - 6;

- 2017/2018 - 4.

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.

Due to the changes performed in the study year 2016/2017, the goal of the study programme has been specified and the set objectives are linked with the qualification to be acquired "Business manager," the outcomes of the studies comply with the business performance in the cultural field.

Admission requirements comply with the requirements of the cultural sector and Liepaja University Admission Regulations (see the electronic link in **Appendix 1.2.A** the Liepaja University main internal laws and regulations):

Mandatory:

For persons who have acquired secondary education since 2004:

- CE in Latvian, mathematics and a foreign language or international test assessment (ITA) in a foreign language

For persons who have acquired secondary education prior 2004, for persons with special needs and foreigners:

- final mark (FM) in the certificate/diploma or CE in Latvian, mathematics and foreign language or ITA in a foreign language.

In addition (to all applicants):

- FM (in certificate/diploma) in culture history or art history or music history.

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.

In order to prepare the new business managers related with cultural organization business specifics according to the labour market requirements in the cultural sector, regular meetings are held with the representatives of the corresponding field, employers; also, employers and the sectoral professionals

participate in a commission for the defence of study, practice and final papers.

On December 10, 2019 the regular meeting between the professional representatives of Liepaja University and cultural sectors was held in order to discuss the topicalities in the labour market and absence of the tourism sector manager as a profession standard. Even though the specialists of the cultural sector admit it is necessary to train for the sector representatives of essential profession on the higher education level, their support for an appropriate profession standard development is slow and very slow. That is why the Council of Liepaja University study direction "Management, Administration and Real Estate Management" has made a decision about the new professional standard "Business manager" connection with the cultural sector's specifics, and the content of the study courses and modules to be implemented in the study programme has been developed according to the requirements of the business manager's profession standard.

In addition to the already existing study cycle for full-time study process provision, and as the need for appropriate field managers increase in the labour market, then it is planned to shorten the length of the study programme's "Culture Management" part-time extramural studies from 4 years and 6 months to 4 years and 4 months.

During the reporting period according to the labour market tendencies and workforce demand in Kurzeme Region, it is necessary to carry out the following changes in the study plans:

- The name of the study course "Introduction into studies and research" is changed to the name "Introduction into studies," similarly the study course "History of the World and Baltic Art" is changed to the name "History of Western European Art."
- In Part A the second foreign language has been planned (French)
- The number of CPs is changed to the study course "Geography of World Cultural Regions" from the current 1 CP to 2 CPs, moving the study course from Part A to Part B.
- Some Study courses are moved from Part A to Part B: "Event Logistics", and "Management of Changes in Culture," and "Entrepreneurship".
- Whereas, the study course "Public Speech and Modern Technology" is moved from Part B to Part A.
- A new study course is introduced in the study plan "Culture of Scientific Writing".

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 achievable outcomes of the study courses of the study programme "Culture Management" are reflected in the content of the study courses and modules, which are closely related with the goal, objectives and achievable results of the study programme.

As an example it is possible to mention the mutual connection with results of the study course "Culture project management", where within the process of course acquisition students receive knowledge about project development stages, learn how to plan and organise the work process, how to plan and prepare financial estimates. As the result knowledge about managing methods are obtained, as well as skills to prepare project documentation, to plan, organise and conduct works, students are able to work in a team, analyse problems and set appropriate goals, they are able to present and defend project ideas. Connection with aims and results of the study program is reflected also in the map of the study course,

where it is mentioned that culture work managers will be prepared, who, using their theoretical and practical knowledge, are able to plan, organize and lead the work of the enterprise according to the environment and strategy of the enterprise. The competences acquired within the study process in leading functional fields of culture enterprises, management and development of the offered services. Within the study process such skills as working in a team, critical thinking, ability to organise and take responsibility, to strategically and analytically formulate and creatively solve problems in the field of culture. Implementing the program, with the corresponding contents of the course, students will have access to wide and deeper knowledge in culture management, by obtaining the skills corresponding to work requirements.

The correspondence of the results of the study courses and modules to the results of the study programme can be verified in the mapping, **Appendix 8**, and in each study course description.

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

The implementation methods and assessment methods of the study programme's study courses are implemented according to Liepaja University Regulations about the study course/module examinations (see the electronic link **Appendix 1.2.A** Liepaja University main internal laws and regulations). Whereas information on the student-centred education approach principle can be found in Part II – Description of the study direction (the 1st Management of the study direction) Paragraph 1.6.

The learning process of the study program is organised in Latvian language, separate courses are in English language, for example, "Event logistics" The course is considered to be passed if student has successfully passed the requirements for course acquisition, and passed final examinations.

The student has passed the course if positive marks are received. Study results are fixed by using two indicators: quantitative and qualitative. Quantitative indicator is the volume of the study course in credit points (CP). Qualitative indicator - test or examination, 10 point system criteria is used.

For acquisition of each study course teacher chosen methods are used according to LiepU available technical provision.

For LiepU full-time students lectures take place every week, according to the plan, in its turn, but for part-time students within the framework of each study year, according to the annual study plan, calendar session plan is elaborated.

Work takes place according to session schedule (one session takes one week).

For part-time studies the study process is implemented according to the elaborated methodical plan (also, according to descriptions of study courses), which includes also the list of recommended literature, plans of students' independent work, list of homework tasks and tests and also electronically available materials.

Lecturers inform students about methodical indications for elaboration and format of individual works, study papers and final papers and create schedule of consultations.

Methodical materials of the study program "Culture management" are available at LiepU homepage www.liepu.lv in the section - for students, and in LiepU Moodle.

Each year in LiepU study program self-assessment report information about program development and correspondence to labour market requirements is reflected. Meetings with students and employers are organized in order to clarify what changes are necessary to be done in the program in order to correspond to market requirements.

In order to provide qualitative achievement of study program goals, continuous work with program content improvement is implemented.

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

In the study programme the professional practice for 22 CPs has been planned, providing 6 CPs for Practice I Event Management during the 2nd study year, 8 CPs Practice II Management of Cultural Institutions, which is implemented during the 3rd study year, 8 CPs Pre-diploma Practice III (research in culture) which takes place during the 4th study year, and is part of the Bachelor's Paper to be developed at the end of the studies. The link of the practice tasks with the study outcomes to be achieved in the study programme can be verified in mapping of study programmes and study courses, **Appendix 8**, also in the study course descriptions about the particular practices.

For example, the aim of pre-diploma internship is to obtain the practical skills: to independently perform research and get a deeper understanding of culture organisations, to develop communication skills, to study business activity of culture institutions, to elaborate solutions for the proposed problem. This goes together with the common aim of the study program - to develop students' communicative, including international communication, foreign language and presentation skills and to improve the practical and research experience obtained in enterprises of the field of culture.

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.

Themes of the students' final papers during the self-assessment period can be seen in **Appendix III.2.5.3.** of the report other attachments section.

The themes of the students' paper comply with the companies of tourism and recreation field, topicalities in labour market and important business order topics. The Feedback form employers confirms it both in regular meetings and Bachelor's Paper defence processes.

Students choose to research different but very important cultural aspects in various regions of Latvia. For example, in researches of 2019 the influence of annual Liepaja public events in winter season to local enterprises was studied, importance of the quality of the visual image when making culture events in Liepaja, innovation tendencies in creative centres of Cesis, lifelong development aspects of the platform "Latvian Literature" etc.

The report of the commission about the papers was positive and students also admitted that within the

process of elaboration of the bachelor paper they obtained abilities to use their professional knowledge when searching for the answers to the topical issues important for society and culture event organizers. As an example it is possible to have look at topics of the study year 2018/2019, when Liepaja Municipality enterprises were researched: "LOC Olympic centre competitiveness in attracting cultural events to Liepaja" and "Liepaja Theatre marketing activity improvement opportunities", also private sector cultural field enterprises are studied: "Content management importance in activities of "Šarmants" Ltd and opportunities for improvement", etc.

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.

Within the framework of the students' of the Professional Bachelor's Study programme "Culture Management" satisfaction research (study year 2018/2019) the part-time student's attitude and assessment about its programme and its implementation were found out.

The obtained data has been analysed and collated in order to strengthen further development of the programme and provide further development of the programme.

In total 17 part-time students took part in the survey (n=17).

Within the implemented research the students were asked to reply to several questions form the questionnaire and assess, from their point of view, satisfaction with both the quality of studies and possibilities to do activities in cultural field outside studies, and the study course acquisition opportunities (e.g. guest lectures, Moodle environment, etc.), material provision, also state the strengths and weaknesses of the study programme.

Assessing the students' satisfaction with the study programme, it can be seen that most of the students are satisfied, where 70% of respondents show that they are satisfied, whereas 12% of respondents are very satisfied. A positive fact is that in the survey there are no dissatisfied or very dissatisfied students.

In total 10 students have assessed the study programme as qualitative with the evaluation good and 14 respondents out of 17 have assessed as competitive on Latvia scale with good, whereas 2 respondents have assessed as very good.

Analysing the survey outcomes, it should be mentioned that four out of the interviewed respondents have showed that they assess with bad the offered opportunities to get to know the sectoral specifics outside lectures, which later also emerges in students' proposals for the programme development.

Asking to assess the programme on scale from 1 to 5 according to the following criteria: literature and methodological materials; materially technical provision; course acquisition in the Moodle system; complement with creative classes; withing the study programme offered extra possibilities to participate in different LiepU scientific conferences, seminars, courses, exhibitions or other type of classes useful in the study process; lecturers' attitude to students, it can be observed at least in total 15 students (14-good, 1-very good) are satisfied with literature and methodological materials, whereas, regarding the technical provision – 14 have marked as good, very good, but 3 on the scale from average and even very bad.

The course acquisition in the Moodle system is assessed as good and I ahs been approved by 10 respondents, whereas 3 respondents have mentioned as average, and 3 respondents have marked that they are not satisfied with the course acquisition in the Moodle system.

In the future in the programme it is necessary to focus more on the lecture materials and paper

acquisition in the Moodle system.

The students have marked the study process complement with creative classes as average (6) or bad (3), whereas the extra opportunities offered within the course framework to participate in both conferences, seminars, exhibitions and other kind of events useful for the study process have been marked as good by 4 students and 11 students have marked as very good, and this is one of the most positively assessed criteria.

Also, the teachers' attitude to students is assessed positively (9-good, 3-very good). However, 4 have marked as average and 1-bad. The students have not provided any more details regarding their assessment.

Assessing information retrieval at LiepU about other activities related to the studies, the following can be observed: students are satisfied in general with the information retrieval, as 12 respondents have assessed it as good, whereas information about guest lectures, creative classes, exhibitions etc. events 5 of the respondents have assessed it as bad, therefore it is necessary to improve the information circulation in order to improve communication between part-time students so that the information would reach the addressee in good time.

Answering the question: How do you assess the compliance of the study course with the programme which you study?" In general, a positive tendency can be seen and in most cases the respondents have marked it as appropriate and assessed it as good or very good. But answering the question "Where do you get the information of the offered exchange study possibilities and practice possibilities by LiepU from?" The students have showed the LiepU website.

In the conclusion, collating the survey data, the students in their suggestions have mentioned: improve the administrative work and organizational issues, so that it is clear to the student who is responsible for what. In case help is needed, it is known where to go. Also, from the students' recommendations, it can be concluded that it is necessary to improve information circulation, and more than once it has been mentioned that communication needs to be improved so that information circulation would be precise and in good time. Attention needs to be paid to more precise lecture planning, in lectures the opportunities offered by the Moodle system should be more used.

Assessing and collating the replies provided by the students, in the table where the respondents are invited to point to the drawbacks of the study programme and also give suggestions, the students have mentioned as the most essential the fact that improvements are done continuously all the time. In its turn, within the study process it is necessary to provide the newest tendencies to be acquired in the profession in the culture field, cooperate more with other European higher educational establishments, take over ideas and develop an approach to student education.

In the study process it is necessary to work practically and creatively. Provide the students with an opportunity to get to know companies and activities outside, e.g., the practice agreement.

Graduates' Survey

As very essential changes have been made in the study programme, then currently there are no graduates whose opinion would be worth finding out. Furthermore, the students of the previous period have not been involved in the new study processes and events, but have been very critical about the study process, implementation and acquisition possibilities of that period.

Employers

In order to provide full-stack and qualitative elaboration of the Culture management program content, cooperation with employers is established, various meetings are organized. For example, in 2017 the Rector of Liepaja University and the director of the study program "Culture management" met with the head of the Board of the concert hall The Great Amber in order to agree on cooperation opportunities, as the result thereof, in 2018 the 2nd year student of the program "Culture management" made a research

in the concert hall "The Great Amber": "Service quality, pricing policy and availability of information". The research was possible owing to the cooperation agreement concluded by the both parties in 2018. The research of the concert hall "The Great Amber" appeared under the supervision of the LiepU professor I.Lūsēna-Ezera and as the result of such cooperation both parties are beneficiaries, because the data obtained within the research help employers understand the present situation in the field in its turn, the students of the study program "Culture management" learned how to practically apply the research and get basic understanding about administrative work of the culture institution.

Continuing the cooperation, in 2019 the meeting of teaching staff of LiepU Faculty of Management and Social Sciences was organised with the specialists on the field and employers, in order to understand the direction of development of the program "Culture management". The main conclusions of the discussion - Liepaja City requires a professional bachelor study program in culture management in order to prepare managers in the field of culture in the future.

Having heard the suggestions of the employers, it is necessary to pay attention to the period on internship, there was also a suggestion to plan and organise it within the period, when there are many various events in the field so that employers could productively involve students into the activities of cultural sphere. Another suggestion was also taken into account, which proposed educating of new specialists by paying attention to wider involvement of practical experts, in order to provide modern content of the study program. On the basis of these recommendations, internship periods were improved and more practical experts were attracted in for the program of culture management.

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' of the Professional Bachelor's Study Programme "Culture Management" of the study direction "Management, Administration and Real Estate Management" ERASMUS+ mobility in foreign partner institutions during the period of the study year 2013/2014 till the study year 2019/2020

During the study year 2013/2014 one student was in exchange studies at Vilnius University (in Lithuania).

In the study year 2015/2016 one student was in the Culture Centre "Culthus" (Denmark) and one student studied at Klaipeda State College, but the most students - 5 were in the exchange programme in Leiria Polytechnical Institute (in Portugal) in the study year 2018/2019.

After the mobility, for the students returning to home university LiepU, the study program director performs comparison and recognition of the study courses obtained abroad with the similar courses of the LiepU study program "Culture management".

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.

See the information provided in Part II Chapter 3 Paragraph 3.1-3.3 criteria.

No additional or specific courses are necessary for the study programme implementation

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.

As during the study year 2016/2017 in the study programme essential changes were carried out, where several teaching staff's replacement for more professional and for the sectoral demand more appropriate was implemented, then up to now no essential teaching staff's changes have happened. For separate practical part implementation of the study courses and for their approximation to the requirements of the labour market, the current sectoral professionals are invited as teachers (e.g. Valdis Lūriņš, Dace Bluķe, Benedikts Kalnačs, etc.), about whom it was already mentioned in Paragraph 2.6.

As internationally invited teachers can be mentioned the guest teachers who are attracted to Liepāja University within the SAM project implementation framework, e.g. Regimijus Kinderis, etc.

Information on the teaching staff involved in the study programme can be found in Part II of the report - Description of the Study Direction (3rd Resources and Provision of the Study Direction).

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.

Information on the teaching staff involved in the study programme can be found in Part II of the report- Description of the Study Direction (3rd Resources and Provision of the Study Direction). All teaching staff involved in the study programme, including guest lecturers, comply with the implementation conditions of the study programme and requirements of laws and regulations (e.g. Law on Higher Education Institutions). Involvement of teaching staff- practitioners help the students to provide better understanding of theory and practice interconnection. Unfortunately, professionals of some sectors are not willing to work as teaching staff due to their busy lives and low payment. In most cases the sectoral professionals and experts participate in the study course irregularly – either with different guest lectures or their experience story in one of the study courses or in the practice placement provision and in the composition of the final state examinations.

A total of 35 lecturers are involved in the implementation of the study program, of which 21 are elected at LiepU, including 12 with a doctoral degree, there are 3 applicants for a scientific degree, of which 1 is elected, there is 1 independent foreign guest lecturer (more specific information about the study program for the teaching staff involved, see **Appendix II.3.6.A**). The study program is implemented only in Latvian language.

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.

Researchers of Liepaja University structural units- research institutes get involved in the study process provision, scientific publication development, whose practical research outcomes are sometimes the student's cognitions and results obtained during the final research (Bachelor's Thesis) development, and implementation and development of different joint projects.

For exampl,

- Līduma D, Orlovskis Ā, Drišļuks U, Dreģe A. CONTEMPORARY MUSIC PRODUCT SELLING EXPERIENCE IN LATVIA AND EUROPE. Problems of Management in the 21st Century [Internet]. 2018; 13 (1): Continuous. Available from: <http://oaji.net/articles/2017/450-1534000996.pdf>

Broader information on the research work topicalities and activities can be found in Part II of this report – Description of the Study Direction (4th Scientific Research and Artistic Creativity.)

4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The teaching staff employed in the study programme cooperated in both the joint research and project development and implementation, common study course content development and information exchange about the topicalities in the branch – meeting in the exhibitions happening within the framework of the sector (opening of Aldis Klavins' s personal exhibition, opening of LiepU Professor Zanda Gūtmene's monography, etc.), events (The Century of Latvia, LOC), conferences (Language and Its Research Aspects), seminars and other networking events.

At the time of the self-assessment report submission within the programme there are involved 33 teachers per 52 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	2019_akredit_5.pielikums_KultVad_stud_statistika_EN.pdf	2019_akredit_5.pielikums_KultVad_stud_statistika.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2019_akredit_6.pielikums_KultVad_atbilstiba_valsts_izgl_stand_EN.pdf	2019_akredit_6.pielikums_KultVad_atbilstiba_valsts_izgl_stand.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	2019_akredit_7.pielikums_KultVad_atbilst_prof_st_EN.pdf	2019_akredit_7.pielikums_KultVad_atbilst_prof_st.pdf
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	2019_akredit_8.pielikums_KultVad_kartejums_EN.pdf	2019_akredit_8.pielikums_KultVad_kartejums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	2019_akredit_9.pielikums_KultVad_Studiju_plans_EN.pdf	2019_akredit_9.pielikums_KultVad_Studiju_plans.pdf
Descriptions of the study courses/ modules	AKREDITACIJA_Studiju_kursu_apraksti_KULTV_2020_Eng_02.04.2020.pdf	AKREDITACIJA_Studiju_kursu_apraksti_KULTV_2020_gala_02.04.2020.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Paraugi_dipl_dipl_pielik_KultVad_ENG.pdf	Paraugi_dipl_dipl_pielik_KultVad_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	Sadarbibas_ligums_LiepU_EKA.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	Attestation_Culture Management.pdf	2020_KultVad_zaud_atl.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Studiju_liguma_paraugs_KULTV_budz_maksa_stud_EN.doc.pdf	2019_akredit_Stud_ligums_paraugi_KultVad_LV.pdf
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.		

Management Sciences

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Management Sciences</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Uldis</i>
Surname of the study programme director	<i>Zupa</i>
E-mail of the study programme director	<i>uldis.zupa@liepu.lv</i>
Title of the study programme director	<i>Mg.sc.administr.</i>
Phone of the study programme director	
Goal of the study programme	<i>On the basis of economic, management, social and organizational psychology, information technologies, pedagogy, sociology etc. communication science cognitions and the needs of national economy, providing a multidisciplinary approach to management science studies and promoting development of a creative personality with the competencies necessary for a modern manager in their professional work, train higher level professionals in organizations management.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Create opportunities and provide conditions to acquire qualitative education, meeting the standards of Professional Master's Degree, which includes modern innovative knowledge and understanding about business, society and education management.</i> <i>2. Develop the skills to understand and apply global tendencies in the national regional development context and align with the circulation of international management science research and professional cooperation.</i> <i>3. Develop the research work competences and creative management work style.</i> <i>4. Promote development of different studies and research methods and skills acquisition, select and use them optimally.</i> <i>5. Enhance the study process with the research on organizational management problems during the practice, using the obtained outcomes in the Master's Thesis development.</i> <i>6. Promote understanding of high professional ethics standards, their observation at work and in daily life.</i> <i>7. Train professional Masters in management sciences, who would be able to proceed successfully with their studies on management sciences doctoral level.</i>

Results of the study programme	<p>1. Knowledge:</p> <p>1.1. profound knowledge in organizational management, in formulation, actualization of organizations' mission, vision, values and goals;</p> <p>1.2. theoretical knowledge of overseeing global industry processes and organizational processes, coordinate inter-organizational, inter-sectoral cooperation;</p> <p>1.3. knowledge of innovative organizations activity.</p> <p>2. Skills:</p> <p>2.1. plan, organize and oversee the organizations' activity;</p> <p>2.2. represent and present the organization;</p> <p>2.3. work out business and development plans, budget;</p> <p>2.4. obtain, analyse and systematize the information related to the sector and propose strategic suggestions which are directed to more efficient and purposeful application of organizations' resources.</p> <p>3. Competences:</p> <p>3.1. able to formulate independently and analyse critically complex professional problems, justify and make decisions which are related to organizations management and development;</p> <p>3.2. able to explain in a justified way and discuss complicated or systemic aspects of the sector or professional field;</p> <p>3.3. able to integrate knowledge of different fields, contribute to new knowledge creation, in the development of research or professional activity methods;</p> <p>3.4. able to introduce innovative achievements at work, based on proofs, show understanding and ethical responsibility for the possible impact of the professional activity on the environment or society.</p>
Final examination upon the completion of the study programme	Master's Thesis

Study programme forms

Full time studies - 1 years - latvian

Study type and form	Full time studies
Duration in full years	1
Duration in month	0
Language	latvian
Amount (CP)	40
Admission requirements (in English)	<p>Full-time day department studies for the persons who have previously acquired the professional higher 2nd level education (length of studies - 1year): - report (description of a freely chosen and topical research problem in the chosen study sub-direction: business management, society's management or education management, 5-8 pages). Advantages: - for the persons whose evaluation of the Bachelor's Paper or Graduation Paper is 10 or 9, are entitled to apply for the studies without any entrance examinations.</p>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Management Sciences in Business Management or Professional Master's Degree in Management Sciences in Society's Management or Professional Master's Degree in Management Sciences in Education Management</i>
Qualification to be obtained (in english)	<i>Manager Of An Organization</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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>Full-time day department studies for the persons who have previously acquired the professional higher 2nd level education (length of studies – 1year): - report (description of a freely chosen and topical research problem in the chosen study sub-direction: business management, society's management or education management, 5-8 pages). Advantages: - for the persons whose evaluation of the Bachelor's Paper or Graduation Paper is 10 or 9, are entitled to apply for the studies without any entrance examinations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Management Sciences in Business Management or Professional Master's Degree in Management Sciences in Society's Management or Professional Master's Degree in Management Sciences in Education Management</i>
Qualification to be obtained (in english)	<i>Manager Of An Organization</i>

Places of implementation

Place name	City	Address
University of Liepāja	LIEPĀJA	LIELĀ IELA 14, LIEPĀJA, LV-3401

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

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

The Professional Master's Study Programme "Management Studies" has already been implemented at Liepaja University for 13 years.

The last most essential accredited changes in the programme were made in the study year 2017/2018, when the youth, who had not acquired the professional qualification but had the academic higher education, were given an opportunity to study in the programme.

The overall goal of the programme is to offer and provide possibilities for Master's studies in Management Science for the Professional Master's Degree acquisition in Management Sciences with a specialization in one of the sub-directions: business management or society's management, or education management.

The studies train further specialists in business, society and education management, promoting acquisition of innovative knowledge and skills in management sciences, especially in knowledge management, which is an important precondition for the company's competitiveness increase in labour market.

The studies promote development of a creative personality with the competences necessary for a modern manager in the professional activity, the necessary academic, intellectual, professional and communication proficiency. During the studies a multidisciplinary approach to management science studies is provided, on the basis of the economic, management, social and organizational psychology, information technology, pedagogy, sociology etc. contiguity and scientific cognitions.

The Professional Master's Studies Programme: **MANAGEMENT SCIENCES**

Sub-directions of the study programme:

- business management;
- society's management;
- education management.

Code: 47345

Credit points: 160 (ECTS 240)

Form and length of the studies: full-time day department studies:

- 1 year (for the students with previously acquired professional higher 2nd level education);
- 2 years (for the students with previously acquired higher academic education).

The degree to be obtained (according to the selected sub-direction):

- *Professional Master's Degree in Management Sciences in Business Management*
- *Professional Master's Degree in Management Sciences in Society's Management*
- *Professional Master's Degree in Management Sciences in Education Management*

The education acquired due to the studies give the graduates the chances:

- work in a state or municipal institution;
- do business on different levels of governance;
- proceed with the studies in LiepU Doctoral Study Programmes or any other higher educational establishment in Latvia or abroad.

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

The number of students in the Professional Master's Study Programme "Management Sciences" show clearly to the demand for the programme and its competitiveness. On October 1, 2018 the number of students in the 1.6-year programme was 37, but in 2019 – 34 Masters. Whereas, the number of the students in the 2.6 programme since 2017, when the opportunity was given to the academic Bachelor's Degree holders to study, has been constant – 3 students. Even though there was an interest in the study possibilities in the programme both in 2018 and 2019, the minimal number of students in the programme was not reached, as a result it was not started. To avoid the situation when the academic Bachelor's Degree holders cannot start studies in the 2.6 year programme due to the insufficient number of students, it is planned to merge the Year 1 and Year 2 programmes not at the end of the studies, as it was before, but merge them at the beginning of the studies. Thanks to the possibilities to study twice a month at the weekends and combine the studies with work, the interest in studies in the part-time day department programme has been insufficient since 2016, as a result the programme was not offered any longer.

The biggest students' dropout was observed in 2017 and 2019. The main reasons for the students' ex-matriculation were related to the not settled examinations within the time limits and other unaccomplished assignments, also due to personal reasons. Studying the reasons why students have stopped their studies from their free will, as the main reason is mentioned their inability to combine the studies with work. As the second reasons is mentioned health problems, but the third – financial considerations or continuation of studies in another higher educational establishment. Sometimes students mention several reasons that have made them make their decision to terminate studies. The study programme's ability to provide more that 50% of the students with private funding, show clearly the study programme's competitiveness, quality, for which the students are ready to pay and also the accessibility of the current tuition fees according to the economic situation in the country.

Thus, during the reporting period, the popularity of the offered study programme "Management Sciences" has increased significantly. Through the years students choose more and more the full-time studies of the programme, therefore for the next accreditation period the part-time study offer is not topical any more. During the last two years no students have been enrolled in part-time studies, which means that the study time planning has been chosen appropriately also for employed students.

The number of students in full-time studies (1.6 years) of the professional master's study program "Management Sciences" on October 1, 2015. of the specific reporting year was 19, in 2016. was 26, in 2017. 35, in 2018. 37 and in 2019. 34 students.

The growing and stable demand for the study course indicates a successful combination of study form, study course planning and content. Compared to the number of students in part-time studies (2 years), where the number of students in 2015. was 5, in 2016. 6, in 2017. 1, but in 2018. and 2019. none, the lack of demand for part-time studies is clearly reflected.

In turn, the study program, which is offered to the graduates of the academic bachelor (duration of studies 2.6 years) in 2017., admitted 3 students, who graduated from the program in the beginning of 2020. Although in the period from 2018. to 2020. there was interest in these studies, but unfortunately was not enough to start the course.

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 study year 2017/2018 implementing important changes in the study programme, a positive experts' assessment was received for both the content of the study programme, implementation and close cooperation with entrepreneurs in programme implementation. Providing compliance of the study programme with regulations and Professional Education and Employment tripartite cooperation Sub-council on September 18, 2019 meeting approved "Organization Manager" profession standard in the study programme, also providing the competitiveness of the study programme, several changes are made in the study programmes. Specification of the study programme goals and objectives, customization of the study programme and study course to the requirements of the profession standard have been done, also cutting down of the length of studies and study plan synchronization between the study years for a more efficient resource consumption. The name of the programme and the degree and qualification to be acquired comply with what is stated in the regulations and professions standard. In its turn, the easily understandable enrolment requirements stated for the study course, provide both provision of the necessary knowledge and skills to the students, depending on their previous education, and also the stated total of at least five-year length of studies for the Master's Degree acquisition.

In the study programme the sub-directions determined in education, business and society's management provide the necessary organization managers' specialization for the national economy.

When creating the study program, the basic requirements of the "Head of the Organization" professions were taken as the basis for all sub-directions, upon fulfillment of which all the basic requirements set for the heads of organizations are ensured. In turn, the study courses, practice, as well as the direction of the master's thesis determined for each specific sub-direction, provide the necessary set of knowledge and skills so that graduates can continue their work in the business, state or municipal, or educational management environment.

The content connection of study courses and their sub-direction to the real situation in the workplace is initially checked during the internship, when students, according to the chosen sub-direction, perform internship tasks in companies, institutions or municipalities or education departments and supplement theoretical knowledge with internships.

The next point of connection is the writing of a master's thesis. Specialists who know the specific field, sub-field or topic are involved as supervisors and reviewers of the master's thesis. In turn, the final link is the defense of master's theses, where the work defense commission includes representatives from the business environment, public administration or local government institutions, as well as representatives of the field of education.

Due to the implemented essential changes in the study year 2017/2018, the implementation of the study programme is also guaranteed for the students who have acquired the academic Bachelor's Degree before, in general the study outcomes comply with the business performance tendencies both in Liepaja and region.

Similar to business management, also in the management of society and education, both the compliance of the potential student's education with the requirements of LiepU and the ability to orientate in the chosen sub-direction, which is ensured by the submission of the report provided in the admission regulations. The submitted reports are reviewed by the leading lecturers of LiepU representing the specific sub-direction with appropriate education and professional experience.

The enrolment requirements are coordinated with the requirements of the organizations and sectors existing in the business environment and Liepaja University Admission Regulations (see the electronics link **Appendix 1.2.A** Liepaja University Main Internal Laws and Regulations.)

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.

As it is stated in the Latvia Republic Ministry of Economics "Informative report about the mid-term and long-term forecasts" in 2018, in the labour market the tendencies confirming the necessity of the study programme can be noticed. In comparison with 2016, in the highest qualification professions, in 2017 there were more than 8 thousand employed (increase by 2.2%). Assessing the number of the employed in commercial services and social services, in comparison with 2010, it can be concluded that it has increase by more than 9 000 employees. However, assessing the number of the employed in the sub-group of the particular profession, the managers who are older than 50, constitutes 43% of all managers, it clearly points at gradual field specialists' aging. Assessing the changes for the workforce demand, in comparison with lots of other group of professions, the demand for managers will also be topical in future. In the report it is forecasted that in relation to 2017, in 2025 the demand will be by 3.9% bigger, but in 2035 it will reach 5% and it will cause significant insufficiency of the workforce in mid-term in different level managerial professions. The report by the Ministry of Education points to still the increasing demand of highly qualified employees, managers in the labour market, which approves the necessity and topicality of the study programme in future, too.

Liepaja University Faculty of Management and Social Sciences have close cooperation with Kurzeme Business Incubator, also regular meetings and surveys are organized with the members of Latvian Chamber of Commerce and Industry, which provides a good understanding about the real labour market necessities. In addition, in 2019 Liepaja University started participation in the ESF project "Liepaja University Academic Staff Development in Strategic Specialization Fields - natural sciences, mathematics, Information technologies in organization management, art, social sciences, commercial activities and rights." No Nr. 8.2.2.0/18/A/02. Within the project in cooperation with business people in Latvia, implementation of Liepaja University academic staff's professional competences development in-service training was started. The goal of the in-service training is to improve Liepaja University academic staff's professional competence, strengthen and develop in the study directions the link between education and national economy and provide appropriate modern higher education for students' needs,

develop and integrate the academic staff's professional competence in the study programme and study course implementation. In the in-service training the teachers of the study programme also participate. The more important companies, in which there are already happening and in which there are planned in-service training activities, are the ones whose work includes innovations, research and technology development. The chosen companies are open to cooperation, with local and international experience, with a goal to be recognized and be one of the leading in the sector in the regional, in the Baltics.

One more precondition for the study course compliance with the real market needs is attraction of such teachers to the study courses, whose daily life is closely related to the sector.

To assess whether the programme complies with the real market requirements, the progress of the graduates is followed, and their feedback is analysed.

The obtained experience during the students' practice and feedback gives an essential contribution to the topicality of the course content, also information from the organizations where students do their practice.

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 mutual link of the study courses and the link of the study programme with the Bachelor's programmes happen not only with the help of mapping (**Appendix 8**), but also providing that during the whole Bachelor's and Master's study process appropriate competence, professional knowledge, skills and attitudes are provided, which are stated in the profession standard "Manager of an organization." All mentioned elements are closely related with the goal, objectives and achievable outcomes of the study programme.

When applying for studies, students choose studies in one of the sub-directions in the study program - business, society or education management. Depending on the choice made by the students, as shown in the plan, students must take study courses in part B1 (business management), B2 (public management) or B3 (educational management).

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

The study course implementation methods are mentioned in the study course descriptions and their selection mostly depends on the lecturers. Raising the awareness of the study course descriptions, the compatibility assessment of the implemented methods also happens in order to achieve the goals of the study course and programme.

The content of the studies is acquired in the form of contact lessons and independent work, the volume of the course contact lessons and independent work assignments and requirements among the study courses can be different. The contact lessons are organized between the study years, one study year or sub-directions. The link to Liepaja University Regulations about study course/module examinations can be found here:

https://www.liepu.lv/uploads/files/Noteikumi%20par%20studiju%20kursa_modu%C4%BCa%20p%C4%81rbaud%C4%ABjumiem.pdf} provides objective evaluation of students' knowledge and promotes systematic study work during the semester. Evaluating the programme acquisition, the generally accepted basic principles are observed such as:

principle of open evaluation, which is a set of requirements for the study result evaluation, according to the goals and objectives of the study programmes and study courses.

- principle of summation for positive achievements, when the acquired education is evaluated adding up the positive achievements;
- principle of obligation, which states the need to acquire a successful evaluation for the study programme or the whole content acquisition;
- principle of examinations diversity, using different examination types to assess acquisition;
- principle of the evaluation reviewing possibilities, for whose implementation the university has stated the procedure in which the received evaluation can be reconsidered;
- principle of the evaluation compatibility, which enables to demonstrate in the examination abilities, knowledge and skills to all acquisition levels in appropriate assignments and situations.

In the examinations and tests different types of checking can be applied such as oral, written form, combined form, computerized form. Students can receive consultations before examinations.

The implementation and assessment methods of the study courses of the study programme are implemented according to Liepaja University Regulations about the study course/module examinations (see the electronic link **Attachment 1.2.A** Liepaja University main internal regulations and rules. Whereas, the information on the student-centred education approach principles can be found in Part II-Description of the study direction (1st Study direction management), Paragraph 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.

During the studies the professional practice has been envisaged for 6 CP for the persons who have already previously acquired professional qualification and currently studying within the Master's study programme 1st study year, whereas for the persons, who have not previously acquired the professional qualification and their envisaged length of studies is planned 2 years, the practice has been planned for 26 CP, where 20 CP relate to the qualification acquisition of "Manager of an organization", but 6 CP provides Master's level knowledge check-up of the management practice in practical activity.

The practice's link with the study outcomes to be achieved in the study programme is provided by the practice assignments, which are based on the goals of the study programme to be achieved, provide enhancement of theoretical knowledge with practical skills and programme's connection with the profession standard.

Before going for the practice, the students are given practice instructions, in which the students are introduced with the tasks to be carried out in the practice, also with the expected practice report. Similarly, to students, also practice coordinators are given information in their work placements about the practice assignments and results to be achieved. When the practice finishes both the employers and students have a chance to provide the feedback about the practice. Analysing the obtained practice reports, it is possible to get an impression about the practice company or institution and decide about further application of the practice place in the study process provision.

The practices planned within the study programme are a part of the Master's Thesis research to be developed at the end of the studies.

One can assure about the link of the practice assignments with the study outcomes to be achieved in the study programme in the mapping of the study programme and study course **Appendix 8**, also in the study course descriptions about the particular practices.

As shown in the mapping in Appendix 8, the internships ensure the connection of the theoretical part of the study program both with the work environment and provide an important orientation in writing a master's thesis. Practice tasks insure the development of students' competencies in planning and monitoring the activities of organizations, representation, developing various plans, developing logical and critical thinking, analysing current information, as well as promoting students' ability to apply the acquired knowledge not only in practice, but also to create new knowledge. In addition, the Master's internship under the guidance of I and II provides in-depth students with previously acquired academic education with all the necessary competencies and knowledge, which can be achieved only through practical organization and purposeful involvement in their daily activities.

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.

In the final paper writing, reviewing and defence commission not only the academic university staff are provided, but also the field professionals, usually managers of companies or institutions. Professionals' involvement provides the thesis link with sectoral topicalities, also a professionally directed thesis assessment. The students choose most often to write final papers about organizations or sectors, in which they are personally involved. Such a perspective not only gives students a lot deeper insight in the chosen problem, but also provides practically applicable solutions for the particular organization or field development. Taking into account the real students' link with the region, such a practice provides a constant contribution by the university in regional development in management science and connection with the local entrepreneurs, state and municipality employees. Also, the titles of students' thesis confirm such actual regional focus.

The themes of students' final papers for the reporting period can be seen in **Appendix III.2.5.4.** of the report other attachments section.

The students' paper themes comply with the basic principles of companies, organizations and institutions' activities, topicalities in the labour market and important commissioned topics. Employers' references confirm it both in the regular meetings and Bachelor's Thesis defence processes.

Examples of final theses relevant to industries include the master's thesis "E-commerce websites as an alternative to pool financing platforms", which, comparing e-commerce websites with pool financing platforms, provides entrepreneurs with important information when planning to attract funding from currently very relevant sources. In turn, the master's thesis "Social Entrepreneurship Development

Opportunities in Kuldīga Region” is focused on current events in the new field of social entrepreneurship, in addition to assigning a regional aspect to the research. The master's thesis “Public-private partnership in the use of European Union structural funds in cultural tourism in Liepāja”, regionally focusing and focusing on an important sector in the city of Liepāja, reveals important aspects of public-private partnership, the existence of which allows successful attraction of EU structural funds. On the other hand, the master's thesis “Integration of Young People with Special Needs into the Labor Market” raises socially important, often forgotten and awkward issues. In its turn, the master's thesis “The Role of Management of Educational Institutions in Implementing Changes in the Competence Approach-Based Curriculum in Ventspils General Education Schools” provides an important support to the management of educational institutions through the regional prism of the current educational process.

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.

By December 31, 2020 the Master's study programme is implemented during two terms – 1.6 years (the students who have previously acquired the professional qualification) and 2.6 (the students who have previously acquired the higher academic education).

Assessing the outcomes of the Masters' survey about the satisfaction with the study programme, it can be concluded that most of the students are satisfied with it. One student is very satisfied, one is dissatisfied, but two of them have not been able to formulate their opinion.

Carrying out a deeper study of the opinions, it shows that 5 out of 11 from the students of the 1.6-year study programme assess the quality of the study programme as good, 4 as average, but 2 as bad. At the same time all surveyed students of the 2.6-year study programme assess the quality as good. Speaking about the competitiveness of the study programme in Latvia, most of the 1.6-year programme, assess it as average, 3 as good, but 2 as bad.

In its turn, the students of the 2.6-year study programme assess it as good. Regarding the offered opportunities to get to know the specifics of the sector outside lectures, the dominating opinion in the 1.6-year programme is that these opportunities are assessed as average, but 3 of them assess as good. The same question in the 2.6-year programme is assessed as good and very good. Assessing the knowledge, skills and competences acquired in the 1.6-year programme, 5 students think they are good, 5 average, but 1 as bad. Whereas, the both surveyed from the 2.6-year programme assess them as good.

Regarding the available information on the content and volume of the study programme, 8 students from the 1.6-year programme assess it as average, 2 as good, but one has not submitted the reply, whereas in the 2.6 year programme the students acknowledge the access to the information as good and very good. Speaking about the available information regarding the ways of doing examinations, the students from the 1.6-year programme have assessed it as good, 3 as average, 1 as bad and 1 has not submitted the reply. In the 2.6 year programme the availability of the information on the ways of doing examinations is assessed as good and very good. Most of the students from the 1.6-year programme assess the information on the optimal courses as average, 2 as good, but 1 as very bad. However, in the 2.6 year programme the students assess the availability of the information as very good.

Answering about the availability of the information about the changes in the timetable, 4 students from the 1.6-year programme have assessed it as average, the same as good, but one as very good and one has not answered. Information on the offered guest lectures, creative classes, exhibitions and other events in the 1.6-year programme has been assessed as good by 5 Masters, 3 as average but 2 as bad.

Whereas in the 2.6 year programme the availability of such information is assessed as good or very good. Information on the extra-curricular activities in the 1.6-year programme is assessed very broadly – 2 students have assessed it as very good, 2 as good, 4 as average, 2 as bad, but in the 2.6-year programme both respondents assessed it as very good. Regarding the information about the students' possibilities to take part in the study process development, 5 Masters from the 1.6-year programme have assessed as average, 1 as good, 1 as very good, 3 as bad, but in the 2.6-year programme 1 student has assessed it as good, but 1 as very good.

Assessing the general students' assessment, it can be concluded that the students assess the programme, its available information on the studies and the activities related to it positively. Without any doubt, some work has to be done to improve the average and negative assessments. However, the dispersion of the answers to some questions across the whole spectrum of answers, small number of answers and diverse assessment between the programmes, makes us be cautious about the validity of the answers in compliance with the real situation. Lack of opinions about the particular question, absence of interest

in anything that is related to the studies outside curriculum, subjective expectations, previous experience etc., and other conditions not related to the study process, can be influential for an average or bad assessment rating.

Every year the **graduates' survey** is also carried out. Even though in the programme "Management Sciences," like in other programmes of the study direction, essential changes have taken place (in the study year 2017/2019), there are still no graduates who have acquired the developments and improvements incorporated in the study programme. Nevertheless, surveying the graduates of the previous study years, results have been acquired that could be useful for further study process development.

For example, within the study year 2018/2019 the graduates of the previous years were questioned, out of who 10 responded, incl. 3 graduates from 2018, 5 from 2017 and 2 from 2016.

The main outcomes of the survey are the following:

- *Do you proceed with your studies after graduating from LiepU?* Yes, the next level at LiepU -0; Yes, the next level in another higher educational establishment in Latvia -0; Yes, the next level abroad -1; No, do not proceed -; other -2
- *If you have marker "other" in the previous question, please, give a comment:* at Athabaska University accountancy standards
- *Do you work at the moment?* Yes- 8; No- 1; other -1 (maternity leave)
- *Your post in the current work placement:* teacher; internal auditor; pedagogue; economist; Head of the reading service department; specialist; correspondent; board member/internal auditor
- *Was your employer interested in your acquired education and/or degree of LiepU?* Yes – 5; No- 4; Hard to say -1
- *Please, assess the compliance of your acquired education and/or degree with your job responsibilities?* Completely comply – 1; partly comply – 5; partly don't comply – 0, complete don't comply – 2; can't answer as I don't work according to my acquired education and/or degree -2
- *To what extent do you agree/disagree the statements about the study programme you have graduated from:* the study programme is qualitative: completely agree -3, partly agree – 6, partly disagree – 0; fully disagree -1
- *The study programme is competitive in Latvia:* fully agree – 2, partly agree – 6, partly disagree- 1, fully disagree- 1
- *The study programme trains for the labour market competitive employees:* fully agree -1, partly agree- 4, partly disagree – 5, fully disagree – 0
- *The content of the study programme complies with the newest development tendencies:* fully agree – 2, partly agree – 4, partly disagree - 4, completely disagree – 0

- The acquired knowledge, skills and competences acquired during the studies comply with the modern labour market requirements: *fully agree* – 4, *partly agree* – 2, *partly disagree* – 4, *fully disagree* – 0
- *Graduates' suggestions for the study programme/LiepU development:*
- Provision of more practical knowledge;
- Improve the organization of the study process, for not being from Liepaja, it is hard to fulfil teachers' requirements. For example, come to one lecture or consultation for 40min, which is arranged only during weekdays and working hours. It is not possible to settle formalities remotely and with an electronic signature.
- Attract representatives of "Possible Mission" (for teachers' programme).
- More practical knowledge, not only theory.
- Cooperate more with companies and carry out practical classes in the business environment or with the business representatives' participation.
- Enjoyed the timetable, it is recommended to think about students also in future, so that it would be possible to combine the work with studies at university.
- Most teachers still think that qualitative studies mean copying PP slides in the notebook. Few interactivities.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

During the previous accreditation self-assessment period of the study direction there have practically been no students in this study programme who had used, e.g. the exchange possibilities of the ERASMUS+ mobility programme, but several current students studying in the study programmes are considering the opportunities to take part in the post-graduate ERASMUS+ mobility.

The main excuses why the mobility opportunities are not used – too busy lives (work, studies, family), too long time period is offered to be spent abroad, etc.

It is planned to promote the use of mobility opportunities even more by addressing students about ERASMUS + opportunities, including in the introduction of the study program, when the first meeting of the program director and students take place, also a presentation about ERASMUS +.

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.

See the information provided in the criteria in Part II, Chapter 3, Paragraphs 3.1.-3.3.

No additional or specific resources or other provisions are necessary for the study programme implementation.

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.

As in the study year 2017/2018 essential changes were carried out in the study programme, then up to now no significant changes have happened in the teaching staff's composition. To implement the practical parts of separate study courses and to bring them closer to the labour market requirements and to carry out research activities, the researchers of different LiepU scientific institutes are invited, about whom it was already mentioned before.

As internationally invited teachers, first of all, should be mentioned the guest teachers who are attracted to Liepaja University within the SAM projects to be implemented, also within the ERASMU+ mobility, etc. Information on the teaching staff involved in the study programme can be found in Part II of the report – Description of the study direction (3rd Resources and Provision of the Study Direction).

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.

Information on the teaching staff involved in the study programme can be found in Part II of the report – Description of the study direction (3rd Resources and Provision of the Study Direction).

All teaching staff involved in the study programme – teachers, incl. guest teachers, comply with the regulations and rules of the study programme implementation (e.g. Law on Higher Education

Institutions)

Involvement of the teaching staff-practitioners helps the students to provide better understanding of the correlation between the theory and practice. However, professionals of different sectors are not interested in working as teaching staff in a regular basis due to both their busy lives and low payment. In most cases the sectoral professionals and experts get involved in the process irregularly – either with a few guest lectures or their experience story in one of the study courses, or in practice placement provision and in the final state examination commission.

The following LiepU lecturers are involved in the implementation of these study courses:

- Mežinska A., MBA, Mg.paed., Lecturer, Strategic Human Resource Management (2CP);
- Straume A., Mg.oec., Lecturer, Accounting and Analysis (2CP);
- Ercuma E., Mg.sc.educ., Lecturer, Integrated Management System (1CP);
- Vasiļevska D., Dr.sc.administr., Guest lecturer, Economics of Education (2CP), Strategic Innovation Management (2CP), Project Management and Analysis (2CP);
- Barute D., Mg.sc.educ., Lecturer, Information Technology in the management of organizations (2CP);
- Ūpe E., Mg.edu., Lecturer, Manager's professional and psychological competence in modern organization (2CP),
- Lūsēna - Ezera I., Dr.sc.administr., Professor, Educational institution as a learning organization (2CP), Educational management theory and practice (2CP), Modern management theories (2CP), Organizational management (2CP), Practice (B-3 Education Management) (6CP), Methodology of Science (2CP);
- Sprice I., Dr.sc.soc., Docent, Public Relations Strategy (2CP);
- Kulberga I., Dr.sc.administr., Assistant Professor, Financial Management and Control (2CP), International Business Market (2CP);
- Tumaščika I., Mg.iur., Lecturer, Public Law (2CP);
- Zeltiņa M., Dr.biol., Docent, Neighborhood and Community Studies (2CP), Integrated Management System (1CP);
- Veinberga S., Dr.philol., Professor, Public Relations in Intercultural Communication (2CP);
- Jēgere S., Dr.oec., Professor, Macroeconomics: Analysis and Policy (2CP);
- Zupa U., Mg.sc.administr., PhD, lecturer, practice (B-2 Company Management) (6CP); (26CP), Process Efficiency Methodology (2CP), Public Administration (2CP);
- Libkovska U., Dr.sc.administr., guest docent, Personnel policy in the organization (2CP).

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.

As a positive moment could be mentioned the involvement of different Liepaja University structural units- research institutes' researchers in the study process provision, development of scientific publications, whose outcomes of the practical research are sometimes the acquired cognitions and results of the students' final research (Master's Paper), and implementation and development of different joint projects.

For exampl,

Vasiļevska D, Līduma D, Melberga K. FACTORS AFFECTING INNOVATIONS IN SERVICE SECTOR ENTERPRISES: THE CASE OF LIEPAJA. Problems of Management in the 21st Century [Internet]. 2017;12(1):Continuous. Available from: <http://oaji.net/articles/2017/450-1500448535.pdf>

Broader information on the research activity's topicalities and procedures can be found in Part II of this report – Description of the Study Direction (4th Scientific Research and Artistic Creativity).

4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The employed teaching staff in the study programme cooperate in both the joint research and projects development and implementation (e.g. Informal Adults' Education for Cultural Tourism Promotion between the Baltic and Nordic Countries, in 2017), and also in common study course content development and information exchange about the topicalities in the sector – meeting up in exhibitions happening within different sectors (School, Business Days in Kurzeme, etc.), events, international conferences, seminars and other networking events. At the time of submission of the self-evaluation report, there are 11 lecturers per 37 student enrolled in the program.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	2019_akredit_5.pielikums_Vz_stud_statistika_EN.pdf	2019_akredit_5.pielikums_Vz_stud_statistika.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2019_akredit_6.pielikums_VadZin_atbilstiba_valsts_izgl_stand_EN.pdf	2019_akredit_6.pielikums_VadZin_atbilstiba_valsts_izgl_stand.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	2019_akredit_7.pielikums_VadZin_atbilstiba_profesiju_stand_EN.pdf	2019_akredit_7.pielikums_VadZin_atbilstiba_profesiju_stand.pdf
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	2019_akredit_8.pielikums_VadZin_kartejums_EN.pdf	2019_akredit_8.pielikums_VadZin_kartejums_lab.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	2019_akredit_9.pielikums_VadZin_studiju_plans_EN.pdf	2019_akredit_9.pielikums_VadZin_studiju_plans.pdf
Descriptions of the study courses/ modules	AKREDITACIJA_Studiju_kursu_apraksti_VADZ_2020_EN.pdf	AKREDITACIJA_Studiju_kursu_apraksti_VADZ_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Paraugi_dipl_dipl_pielik_VadZin_ENG.pdf	Paraugi_dipl_dipl_pielik_VadZin_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2019_akredit_2.pielikums_Sadarbibas_ligumu_saraksts_ENG.pdf	Sadarbibas_ligums_LiepU_VentspilsA.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	ATTESTATION - Management Science (1).pdf	2020_VadZin_zaud_atl.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Studiju_liguma_paraugs_VADZ_budz_maksa_stud_EN.pdf	2019_akredit_Stud_liguma_paraugi_VadZin_LV.pdf
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.		