

## APPLICATION

### Study field "Law" for assessment

Study field	<i>Law</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "Biznesa vadības koledža"</i>
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# **Self-evaluation report**

Study field "Law"

College of Business Administration

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# I - Information on the Higher Education Institution/College

## 1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

**Short description of the college.** The College of Business Administration (further – the CBA) is a College founded by a legal person, accredited by the Ministry of Education and Science of the Republic of Latvia on 5 May 2005, registration No. 3347802338. The College is the first in the Baltics to provide first level professional higher education in a form of extramural – distance learning studies. During the fifteen years of activity there has been periods of prosperity and also calmer periods. By continuously improving the services, the CBA has proved that distance-learning students can also get education in a high quality as well as qualification according to the chosen profession.

During the last 3-5 years due to the rapid development of technologies and increasing overload of work, the form of distance learning is implemented not only in the business environment, but also in the whole education system. The effectiveness of the distance learning studies can be specifically seen during the Covid-19 pandemics. This period is also a year of high achievements for the CBA: after international evaluation the College has been awarded with the European Quality Management Association's "Towards Excellence" (EFQM) status; strong application for participation in the Erasmus+ programme has been submitted and the CBA has been awarded with the Erasmus Charter in 2019 (in 2020 the CBA has been awarded with the Erasmus Charter for 2021 to 2027); virtual business incubator "Business Greenhouse" has been developed and opened as well as a new electronic student and employee administration system has been introduced using funding from the European Social Fund; employee turnover has decreased; employee job satisfaction has increased; young, knowledgeable and professional academic staff has been employed; the number of students has increased for more than 50 percent.

**Mission and vision of the CBA.** According to the Strategy of the CBA 2018-2024 (corrected version approved by the Council of the CBA on 10 February 2020, please see (<https://www.bvk.lv/wp-content/uploads/2020/02/biznesa-vadibas-koledzas-strategija-2018-2024-lv.pdf>), the mission of the College is: we are an open, accessible and flexible higher education institution and we focus on a client with his/her needs and life situation. We work and get inspired to make studying a valuable adventure that enhances the quality of professional and personal life.

The vision of the College is: to be the first choice distance learning college in Latvia, ensuring higher professional education in a high quality and promoting the return of expatriates and integration into the labour market.

**The study directions implemented and the number of study programs.** All the study programs are implemented as extramural (distance learning) studies in Latvian.

1. Study direction "Law" (accredited on 22 February 2019 till 22 August 2021, Accreditation Certificate No. 114), including one first level professional higher education program "Law". Qualification: Legal Assistant. The programme code 41 380.

2. Study direction "Management, Administration and Real Estate Management" (accredited on 12 June 2013 for 6 years till 31 December 2020, Accreditation Certificate No. 321), including 6 study programs:

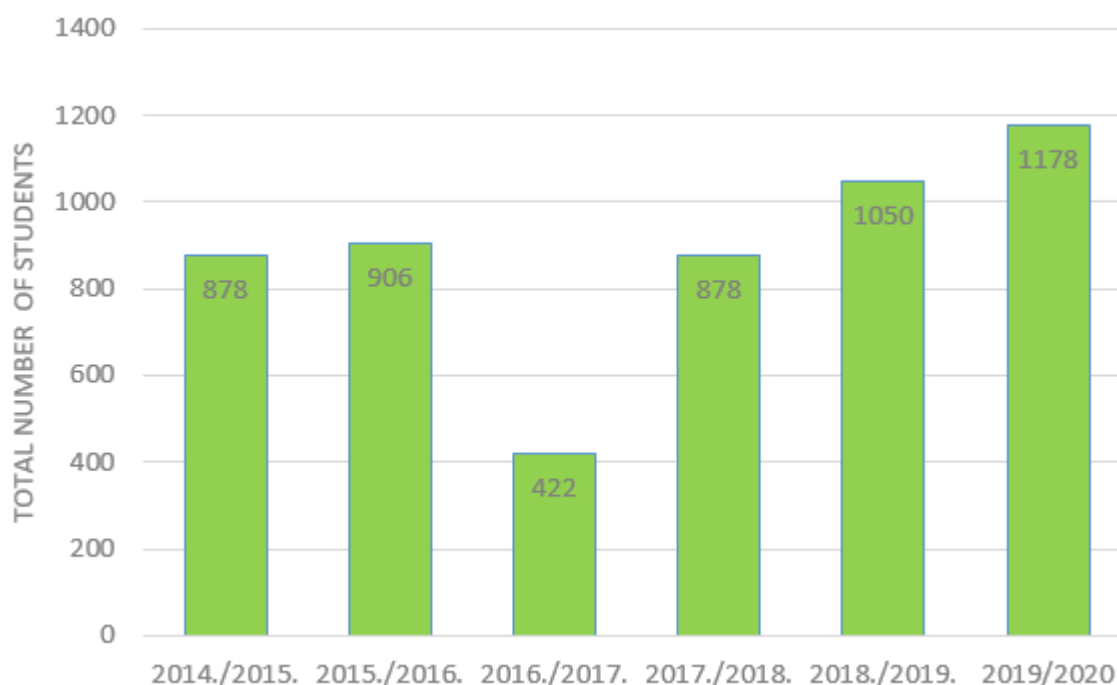
- first level professional higher education program "Personnel Psychology and Human Resource

Management". Qualification: Personnel Specialist,

- first level professional higher education program "Institution work organization and management". Qualification: Office Administrator,
- first level professional higher education program "Business". Qualification: Marketing and Trade Specialist,
- first level professional higher education program "Micro, small and medium enterprise management". Qualification: Business Specialist,
- first level professional higher education program "Accounting and Financial planning". Qualification: Accountant,
- first level professional higher education program "Business Logistics". Qualification: Logistics Specialist.

**Dynamics of the number of students in college during the assessment period.** According to the "Report on Higher Education in Latvia in 2018" by the Ministry of Education and Science, the CBA ranks first **by the increase in the number of students** in 2018/2019 not only among the state colleges and colleges founded by legal entities, but for this indicator the CBA is a leader in the sector of all higher education institutions in Latvia, which marks a stable position of the College in the higher education market of Latvia.

Also **the total increase in the number of students** over the last four years exhibits an upward trend. In the academic year of 2018/2019 the total number of students is 1051. This is 20% more than in the academic year 2017/2018 and 61% more than in the academic year 2016/2017. In the academic year 2019/2020 the total number of students is 1178, which is 11% more than in 2018/2019. The dynamics of the total number of students during the accreditation period is reflected in the Figure 1.



Figure

1. The dynamics of the total number of students during the accreditation period.

The dynamics of the number of matriculated students from 2016/2017 till 2018/2019 is shown in the Table 1.

Table 1. The dynamics of the number of matriculated students (Source: Report on Higher Education in Latvia in 2018).

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Changes in the number of matriculated students to 2017/18(%)
CBA	103	100	114	205	321	340	6%

**The development strategy of the College.** When designing the strategy of the College in 2018 (<https://www.bvk.lv/koledzas-dokumenti/>), the CBA developed seven strategic development directions for the period till 2024. Following the high performance in 2018 and 2019, the strategy developed in 2018 was reviewed, and at the beginning of 2020 the Council of the CBA reviewed and updated the strategy. Briefly summarizing the strategy, the main development directions of the CBA are:

1. Improvement of the content of study programs in accordance with the labour market and the criteria of modern qualitative education.
2. Attraction, involvement and development of professional and personal competencies of the academic, administrative and support staff.
3. Promotion of cooperation at national and international level with other education institutions and employers in forms of applied research, student internships and exchange of professional experience.

#### **Results to be achieved through the objectives:**

1. Accreditation of the Study directioni for the maximum term;
2. A high level of competencies and involvement of employees;
3. A steady increase in the number of international and local cooperation projects and partners (including attraction of ESF and other funding);
4. Increase in the number of students on average by 10% per study year.

The link to the Development Strategy of the College available both in Latvian and English: <https://www.bvk.lv/koledzas-dokumenti/>

## **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 management structure of the CBA and the division of functions** consist of the processes for ensuring the strategic management, basic functions and support functions of the College. Please see the governance chart of the College in Annex 2 of this report.

According to the Regulation of the Cabinet of Ministers No. 579 of 28 August 2007 "The Regulation of the CBA" (effective from 01 September 2007), **the Management Board** is the highest governing and decision-making body of the College in strategic, financial and maintenance matters. Powers of the Management Board:

- define the amount of tuition fees and other paid services;
- fulfill all obligations laid down in the Statues;
- provide strategic management of the CBA, informing and/or consulting with the Director

before making a decision.

**The Advisory Convention** and the Study Program Councils ensure the involvement of business partners. The Advisory Convention of the CBA consists of professionals from various sectors, employers and representatives of professional associations. The Advisory Convention consults the Management Board of the CBA, the Council of the CBA and the Director on the issues connected with development strategy of the College. It attracts public attention to issues of training qualified specialists and promotes cooperation with state, municipal and other (business, art, etc.) structures.

The Council of the CBA and the Director of the College are representative, governing and decision-making bodies of the College in matters of studies and research.

**The Council of the CBA** is collegial governing and decision-making body of the College's staff. The Council of the CBA consists of 15 members. Figure 2 illustrates the composition of the Council of the CBA.

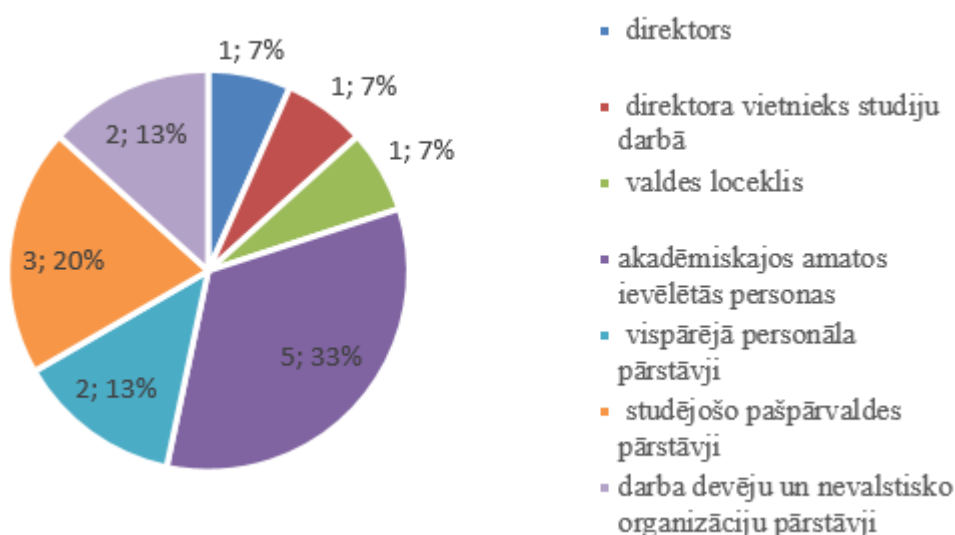


Figure 2. Composition of the Council of the CBA. (Dark blue – Director; red – Deputy director of Studies; green – board member; violet – academic staff; light blue – administrative staff; orange – representatives of Students' self-government; light violet – representatives of employers and NGOs).

The work of the Council of the CBA is organised according to the Regulation of the Council of the CBA. The elections of the Council of the CBA are organised, the Regulation is approved and the composition of the Council is approved by the Management Board. The term of office of the Council is three years. Its main powers are:

- to approve study programs;
- to approve directions of research and scientific activities;
- to develop proposals for student enrollment and implementation of new study programs;
- to approve the admission rules and the composition of the admissions committee for the specific year;
- to prepare proposals for the establishment of structural units of the College and associations as well as establishment, reorganization and dissolution of subsidiaries, and approve their regulations after getting confirmation from the Management Board;
- to approve regulations governing the academic and administrative posts in the College as well as election procedure for these posts;

- to approve regulations for study and examination arrangements at the College;
- to approve the annual report of the College;
- to support and promote the activities of the Students' self-government, approve the regulations of the Students' self-government;
- to approve the flag, emblem, motto and anthem of the College;
- to agree on the Regulation of the College and its amendments;
- to decide on other matters within the competence of the Council of the CBA.

**The Students' self-government** represents the interests of students at the Council of the CBA, the Academic Arbitration Court and the Ethics Commission. The Students' self-government has a veto right at the Council of the CBA on issues affecting students' interests. The Students' self-government of the CBA is represented at the Students' self-government of the Latvian Association of Colleges, ensuring that the interests of all students are represented in the governance process. The Students' self-government meets twice an academic year, but there is a continuous collaboration with the program directors and the Deputy Director of Studies, and the content of study programs is discussed not only in formal sessions and meetings, but also every day, in informal settings and conversations. The Students' self-government consults and makes suggestions to the management of the College and other College institutions on matters of interest to the students of the College.

**The Arbitration tribunal** is an autonomous body of the CBA which is established to settle internal organizational, administrative, financial and property disputes. The Arbitration tribunal reviews:

- applications from students and academic staff regarding restrictions or violations of the academic freedom and rights set in the Law on Higher Education Institutions;
- disputes between College officials, heads of divisions and staff in subordinate relationships, and disputes between College divisions in subordinate relationships;
- students' complaints about the course activities, if they have not been resolved at the level of competence of the Study Support Centre, Deputy director of Studies, Director;
- the administrative acts or actual action of the College, if application has not been submitted to the Director.

The Arbitration tribunal decides on:

- the validity of the arguments of the conflicting parties;
- actions to resolve disputes.

With a reasoned decision the Arbitration tribunal can refuse to adjudicate on dispute if it is already in settlement process by the Director or is not subject to the Arbitration tribunal.

**The Director** is the senior official of the College who exercises the general administrative and financial management of the College, and represents the College without special authorization. The Director of the CBA is also involved in resolving strategic issues and discussing them with the Management Board. The director is elected for five years by the Council of the CBA based on open competition. The Director is responsible for administrative management, implementation and oversight of the strategy as well as management of human resources management processes. The Director has the right of veto over decisions of the Council.

The main powers of the Director are:

- to issue orders binding to college staff and students;
- to determine, in agreement with the Management Board, the number of posts in the College;
- to decide, within its mandate, on rational use of resources of the College;
- to organize elections of the academic and administrative staff;



- submit the annual report on the College to the Council of the CBA and the Ministry of Education and Science, and to provide staff with an opportunity to familiarize themselves with the annual report;
- to approve, after coordinating with the Council of Higher Education, additional requirements regarding the person's special previous education, special aptitude and readiness for admission to the particular study program;
- perform other job-related tasks.

**The Deputy Director of Studies** carries out day-to-day work with the aim of maintaining and developing the content and process of studies in accordance with the requirements of the College and requirements for study program accreditation, ensuring successful fulfilment of accreditation requirements and long-term operation and development of the College. The Deputy Director of Studies is responsible for the management of the study and research processes.

### **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.**

The mechanism for implementing the quality policy (<https://www.bvk.lv/koledzas-dokumenti/>) is based on the following specific stages:

**1. Quality Policy Development and Improvement:** The quality policy in the College is based on the **Concept of Excellence** available on the College website. The quality policy has been developed in accordance with the EFQM Excellence Model, integrating the ESG internal quality assurance standards and guidelines, and the quality policy is connected with all strategic priorities of the CBA. To create a continuous improvement cycle at the College and to ensure the College's internal quality policy, the CBA has established core principles of quality management: achieving balanced results, generating added value according to customer needs, managing with vision, inspiration and integrity, a process approach, engagement and development of employees to be successful, supporting creativity and innovations, creating relationships with partners, responsibility for a sustainable future. Quality policy and strategic goals are determined by the management of the College, which base its decisions on evaluation of performance, trends and risks by analysing data from stakeholders (employees, students, representatives of employers, education authorities, etc.). The involvement of the rest of the College staff is ensured through the collection and analysis of information, providing suggestions and feedback while carrying out the support functions to the management of the College.

**2. Implementation of the the Quality Management System and introducing Support Functions:** in order to implement and build a structured quality management system that focuses on effectiveness of the College performance, sustainable excellence in education and culture of quality, the College has arranged its processes, defined roles and responsibilities of persons involved, established administrative and organizational work mechanisms, introduced education process administration system and carried out study content improvement measures. The following tools are used systematically in the College to ensure a consistent quality management system:

- monitoring of the quality management system;
- determination of student satisfaction (surveys) and analysis (results of student surveys);
- determination of graduate satisfaction (surveys) and analysis;

- internal quality audits (procedures and documentation);
- annual self-evaluation of study programs/directions;
- determining and monitoring the quality of staff performance (annual interviews about the job, annual interviews to evaluate the performance of academic staff).

The College holds regular meetings of the Council of the CBA, meetings of the Council of studies of the CBA, meetings for both administrative and academic staff, discussions with clients and staff, feedback is received through various communication channels to ensure information necessary for implementation of the quality management system, value validation and identifying needs. In this step, everyone involved in the College has an important role. Each administrative and academic staff member has a certain level of responsibility and involvement in ensuring the management, operational and support processes of the College, and external stakeholders (including alumni, employers, industry, supervisory staff) play an important role in providing information, feedback and identifying opportunities for improvement.

**3. Oversight and Continuous Improvement of the Quality Management:** The CBA Quality Improvement Cycle is based on the Deming Cycle principles, which include the following continuous improvement steps: PLAN - DO - CHECK - ACT. Thus, the main principles of supervision and improvement of the quality management are:

- continuous improvement (plan-do-check-act);
- process approach (plan; act);
- evidence-based decision making (check);
- looking for the causes of problems, not the perpetrators (check - act).

In addition, an internationally recognized organization evaluation tool and management tool RADAR is used, which provides a structured and systematic approach to assessing performance of the College (including maturity of the approaches used, excellence of the results attained) in order to manage and lead the necessary changes at the College. The use of RADAR in the College contributes to ensuring the cyclicity and continuity of quality management, moving towards sustainable excellence and providing answers to the following questions:

- What goals does the CBA as an organization want to achieve?
- How will these goals be achieved?
- How will the objectives set and the improvements necessary to achieve them be implemented?
- How will the results achieved be measured?
- What further improvements are needed?

All parties involved have an important role to play also at the third stage. External stakeholders have to provide information based on facts and desires (e.g. clients), while internal stakeholders have to provide all necessary support mechanisms for obtaining information, analysing data and developing specific proposals. The College's management role involves launching quality management monitoring mechanisms and systemic evaluation of the needs, as well as utilizing the information obtained to implement necessary improvement activities.

<https://www.bvk.lv/koledzas-dokumenti/>

**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>The College has developed a concept of Excellence that describes quality management policy. It is based on the ESG Part 1 standards and guidelines and the principles of the EFQM (European Foundation for Quality Management) Excellence Model. The College has implemented quality management system based on the EFQM Excellence Model methodology and has been awarded the EFQM “Committed to Excellence” label. In order to ensure the quality of the higher education at the College, all processes are classified, structured, described and schematically depicted. The main processes have been established and management of these processes is ensured by defining the duties and tasks of the employees, organizing meetings to discuss current issues, and by providing monitoring activities.</p> <p>Please see point 1.1. of section 2.5 for more information.</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>Descriptions of processes necessary for the development, internal approval, supervision and improvement of study programs have been developed at the College: 1) Development and approval of a new study program; 2) Internal and external evaluation of the study program; 3) Closing of the study program. Based on the internal (self-evaluation and related standards and guidelines of ESG Part 1) and external evaluation of the study program, continuous feedback from students and academic staff, shortcomings identified during the study process, employer assessment, and opinions of other internal and external stakeholders, assessment of the contents of the study program and its implementation according to the needs of students and the requirements of the labor market is carried out on regular basis (including at the Council of Studies of the CBA meetings), supervision and necessary improvement measures are performed.</p> <p>Please see points 1.2. and 1.9. of Section 2.5 for more information</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>The College has developed and made public student assessment criteria and methods for obtaining assessment, and evaluations are fair and consistent according to the developed assessment methodology. During the assessment process, students are provided with information on the achievement and progress of their learning outcomes.</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>The College has developed the academic staff performance management system (including the process description for staff performance management) with the aim to evaluate performance of the academic staff and the results over a one-year period, and to identify training and career development paths for an employee. This system provides a transparent and fair approach to the evaluation of academic staff competence and to planning the future actions. Please see point 1.5. of Section 2.5 for more information.</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>Structured data on study content, academic staff, employment of graduates (including student and graduate surveys, end-of-course surveys) are regularly obtained and analysed in the study process at the CBA, providing direct feedback on the quality of the study course, work of the specific lecturer, students' attitude, satisfaction, sufficiency of study materials and their correspondence with the topic. Students' suggestions in a free form on how to improve the study process of a particular course are also obtained. Student recommendations regarding changes to the study program, suggestions for adding new courses, complaints about course content, if any, are discussed at the CBA Councils.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The continuous quality improvement cycle (including oversight activities) is implemented on the basis of the Deming Cycle and provides systematic involvement of both internal and external stakeholders (including discussing topicalities at different levels (strategic and operational) of meetings, individual and group meetings).</p>
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## II - Description of the Study Direction (1. Management of the Study Direction)

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

The Study direction "Law" was created at the CBA in 2014 (originally accredited on 14 March 2014, Accreditation Certificate No. 283). The Study direction includes one study program "Law", accredited until 14 December 2018. The study program is prepared in accordance with the quality standards and guidelines of the European Qualifications Framework, Cabinet Regulation No.141 of 20 March 2010 "Regulation of the National Standard for First Level Professional Higher Education" and the Profession Standard.

The Study direction and the program was created based on:

1) demand of the labour market for the specialists of relevant qualification. Based on the regular monitoring of the posted vacancies in the Latvian labour market, it is clear that there are constantly vacancies for the position of a legal assistant (for instance, just right before the submission of the self-assessment report on 30th September 2020, there were 7 vacancies for the position of a legal assistant published on [www.cv.lv](http://www.cv.lv) whereas on State Employment Agency's vacancy portal - 4 vacancies for the position of a legal assistant). However, the market demand is not only based on the vacancies for the position of a legal assistant, but also other vacancies with the requirements of the possession of legal knowledge;

2) the growing student demand for the study programmes of Law - the law study programmes has been among the TOP 10 most demanded study programmes for the past years in Latvia. The number of students in the study programme of Law has been increasing, which proves the growing demand of this study programme;

3) the students demand for the distance learning studies - the study programme of Law offered by CBA is chosen by a wide number of specialists, who already are the graduates with higher education with the need of additional legal knowledge/education for successful fulfillment of job responsibilities. In order to combine work life and studies, many students prefer distance learning studies. The distance learning form, which has been implemented in the CBA for many years, has gained special attention in the context of COVID-19 allowing people to successfully continue studies

and gain education during the pandemic.

The study program is unique because it is the first first level professional study program implemented in Latvia in the form of distance education, the acquisition of which provides the qualification of a Legal assistant. Similarly, the Study program is different from similar study programs, since both the program as a whole and individual study courses emphasize the specialization of legal knowledge in business, for example, Part C of the curriculum is designed including study courses which acquire the specific legal knowledge necessary for business. The comparison of the study programme of Law with similar 1st level higher professional study programmes provided by the College of Law and University Turība shows the following differences and advantages of the study programme of Law provided by CBA:

- 1) The scope of the program of the CBA is 92 credit points, of the College of Law – 88 credit points. It allows to acquire a wider spectrum of courses;
- 2) There is a wider range of comprehensive and entrepreneurship related courses that enables students to be equipped with a broad area of skills and competences;
- 3) The amount and sequence of the study courses allows the graduates of the CBA to continue studies at higher education institutions (e.g. Rīga Stradiņš University, EKA University of Applied Sciences) in the 3rd year of the bachelor study programme;
- 4) During the whole study cycle students are offered the professional development practice (in addition to the mandatory study practice). Every month students complete tasks related to the profession of a legal assistant, solve cases and do research, in this way gaining practical training and readiness for the labour market. Such practice is not offered by any other similar study programmes;
- 5) The CBA offers an individual approach to students - study coordinator is assigned to each student who provides individual support throughout the studies. In the surveys students and graduates indicate this as one of the strengths of the CBA;
- 6) The CBA has many years of experience in providing law studies in the form of distance learning, the methodology corresponding to the international "Quality Matters" standard is used, study materials suitable specially for distance learning have been developed in the study courses.

The study program is compared with the study program in law offered by Griffith College in Ireland ("Diploma in Legal studies and practice"), which is comparable to the first level professional higher education in Latvia. Studies in this program last for 1-2 years, upon graduation of the program the students receive a diploma of professional education which allows them to continue their studies in the bachelor's level program immediately in the second year of study. The program offered at Griffith College differs from the CBA study program, because the study courses are divided into modules with a larger number of credit points (a total of 12 modules must be acquired). The study content to be acquired in both programs is similar, includes the main branches of law (e.g. Constitutional law, Civil law, Criminal law, Legal analysis, etc.). The difference is that the CBA offers a wider range of general education courses as well as optional study courses, as well as more emphasis is placed on the acquisition of practical skills in the study program offered by the CBA (e.g. the study program includes two study practices).

Full comparison of the study programme is available in the CBA office.

## **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 aims and priorities of the Study direction as well as activities to reach these aims, are defined in the Strategy of the CBA Study direction “Law” 2018-2024 (approved by the Council of the CBA on 16 February 2018). The strategic goal of the Study direction is to develop and implement the study program in as high quality as possible to become the first choice study program for those individuals (including the emigrants of Latvia) who want to get the Legal Assistant qualification. The strategic priorities of the Study direction are:

- Improvement of the content of study programs in accordance with the labour market and the criteria of modern qualitative education;
- Development of the Academic staff. Improvement of pedagogical competence in accordance with the possibilities offered by the technologies of the 21st century;
- Continuous involvement of jobseekers in the development of the content of the college, preparation of competitive labour market participants (employers, employees), ensuring the development of professional competences;
- Promotion of Applied Research;
- Improvement of relations with students, graduates;
- Promotion of international cooperation.

The aim of the Study direction and the development strategy are in line with the Strategy of the CBA 2018-2024, which has been developed taking into account the laws and regulations of education, as well as the guidelines for education and science development policy laid down in European and Latvian planning documents. Management of the CBA, academic staff, representatives of Students' self-government as well as employer representatives were involved in the development of the Strategy of the Study direction, thus ensuring that the Strategy takes into account the needs of all parties interested. It is interestingly to note that the strategic priorities and KPIs of the study direction are almost identical to the Strategy of the College. This fact is logical as the implementation of the study direction is the basic operation of the CBA and the goals of the study direction cannot be detached from the overall strategic development of the college.

One of the goals of the Sustainable Development Strategy of Latvia until 2030 is to establish one of the best educational systems in the EU, including the integration of distance learning solutions in the process of education. Consequently, implementation of CBA Study program “Law” in the form of distance learning is in line with the Sustainable development strategy of Latvia until 2030 and contributes to achieving the goals of the Strategy by providing high quality first level education in the form of distance learning for both students from Latvia and also emigrants who are currently living abroad.

While developing the Strategy of the CBA and the Strategy of the CBA Study direction “Law”, the needs and trends of the development of society and economy were taken into account. First of all, due to the development of technological opportunities the demand of people who want to get high quality education remotely, with the help of distance education, is growing. This possibility is provided in this Study program, constantly improving the study courses and the E-study environment. Secondly, in accordance with the growing opportunities of the 21st century technologies, the competencies of the academic staff are also adequately developed. Thirdly, with the implementation of the Strategy the College ensures that the quality of studies is improved on a regular basis, enabling graduates and alumni to compete and be in demand in the labour market.

Crucial changes in the national economy development during 2020 have been introduced due to

Covid-19 pandemic, thereof the demand for the distance learning studies has increased, it is proved by the student enrollment rates at the CBA since the beginning of pandemics. There are various ways that allows for the study direction of Law to support and introduce the necessary actions as the reaction to the newest tendencies. Firstly, every citizen is offered an opportunity to gain higher education in libe with the restrictions and safety measures of the pandemic. Secondly, the content of the study programme allows citizens to acquire their rights in a deepened way that is crucial during the economic downslide due to the pandemic.

**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 SWOT analysis of the study direction has been carried out in 2020 by the director of the study direction by gathering the opinion of all interested parties: students (the standpoint gathered during the meetings with the students), teaching staff (the standoint gathered during the individual meetings and discussions), management and staff of the CBA (the standpoint gathered during the individual meetings and discussions), employer representatives (the standpoint gathered during the individual meetings and discussions with the employer representative, for instance, the Supreme Court, Council of Justice, Court Administration, Office of Sworn Lawyers, individually practicing lawyers, private enterprises that offer study practice, gradutes (the standpoint gathered during telephone calls by conducting a survey).

The results of the SWOT analysis carried out in 2020 can bee seen in Table 2.

*Table 2. The SWOT analysis of the study direction*





**Strengths:**

Most of the students are satisfied with the quality of studies.

Professional academic staff, improving their professional knowledge on regular basis.

The specialists of the field (academics and practitioners) are involved in the study process.

Updating the contents and resources of the study program on regular basis.

Ensuring unique learning and methodological materials – printed books (also electronic).

Wide range of optional (C part) professional and business-oriented law courses.

Study courses offered in English.

Developed cooperation with other higher education establishments in Latvia.

Using innovative methods during the study process.

Modern technologies available.

Esthetical study environment.

High customer service culture.

Individual approach to each student.

The students have a possibility to influence the development of study process.

Scientific conference of academic staff and students is organised once a year.

A collection of student research papers is issued on regular basis.

The only one college in Latvia ensuring only distance learning studies.

Participation in Erasmus+ programme (the College has Erasmus+ Charter for 2021-2027).

**Opportunities:**

The CBA is independent from state budget resources, therefore the Management of the CBA can make decisions adjusting to the changing needs of job and education markets.

Possibilities to improve cooperation with higher education institutions abroad.

Possibilities to raise the number of students living abroad.

Possibilities to involve representatives of employers in the study process and development of study process more.

To use the possibilities provided by the social networks in attracting new students more.

Possibilities to use international cooperation more, taking part in ERASMUS+ actively.

Distance learning possibilities - distance learning study programs become more popular due to pandemics.

<b>Weaknesses:</b>	<b>Threats:</b>
The international cooperation can be improved.	Potential change of the legal status of the colleges due to the education system reform in Latvia.
The publicity of student research papers is insufficient.	Demographic situation – the population in Latvia is decreasing, therefore the number of potential students is decreasing as well.
Insufficient access to legal databases.	Possible economic crisis which could decrease the ability of the students to afford the studies.
The cooperation with employers is insufficient.	Strong competition between private and state funded higher education institutions and first level higher education institutions in the field of Law science (currently also in a form of distance education).
The maintenance of contacts with graduates can be improved.	
Difficulties in buying electronic study materials.	
The judicial library should be expanded.	

In order to avoid the weaknesses, use the possibilities and avoid threats, a set of actions have been planned and are carried out:

- The College is actively involved in the work of College Union in order to improve the education policy in Latvia;
- An international coordinator has been employed at the College to ensure the international opportunities;
- Work has been carried out to increase the publicity of the scientific conference of the College;
- The scientific work of students and academic staff has been supported (for instance, with the help of Development Plan of the Academic Staff's Professional Competences and Improvement Strategy of the Students Scientific Research Activity);
- The library sources are constantly supplemented with the up-to-date books in Law, as well as access to the latest data base is being improved;
- Regular cooperation with the employer representatives is ensured;
- Cooperation with Rīga Stradiņš University has been initiated;
- In order to ensure preservation of the number of students, marketing specialists are working at the college creating and implement marketing campaigns of the program according to the demand in the education market.

The development plan of the Study direction “Law” is included in the Strategy of the CBA Study direction “Law” 2018-2024. In the Part IV of the Strategy specific activities how to reach the strategic goals, implementation deadlines as well as persons responsible are defined. Management of the CBA, academic staff, representatives of students' self-government as well as employer representatives were involved in the development of the Strategy of the Study direction, thus ensuring that the Strategy takes into account the needs of all parties interested. The main strategic goals include the constant improvement of the study content and overall quality, enhanced cooperation with the employer representatives and international cooperation opportunities in order to improve the competitiveness of the study direction.

#### **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 direction and the study program included in it are managed both administratively and in terms of content.

The main task of the management of the study direction and the corresponding study program is to ensure high quality study content in accordance with the legal acts of the Republic of Latvia as well as to ensure convenient learning process understandable and accessible to the students and lecturers. The management process is organized using two functions: content, methodological management and administrative management. The roles and responsibilities to perform these functions are delegated to the appropriate divisions and staff. We would like to draw the attention that the management structure scheme of the study direction "Law" can be found in Annex.

The management of the study direction is provided by **the Deputy Director of Studies, the Council of Studies, the Directors of the study direction and study programs, the Study Support Center, the methodologists, and the academic staff**. The CBA employs 22 members of the academic staff for the study direction "Law", 27% of them are full-time employees, others – part-time. The support function for the study direction is provided by the the librarian, IT specialists and the accountant, as well as the Marketing and sales department works with the attraction of students. In 2020, there are 23 full time administrative and support staff employees at the CBA, IT support functions for the study direction are outsourced.

Table 3 below shows the tactical and operational activities and responsibilities that are cyclically implemented in the College to carry out the study direction and the study program.

*Table 3. Administrative and content management of the study direction and its study program.*

Management of the content of the program		Administrative management of the program	
Deputy Director of Studies	Compliance with the legal and regulatory requirements for higher education, giving information and educating the staff, recruitment and training of academic staff, organization of surveys of students, graduates and employers, organization and maintenance of local and international cooperation.	Director	Contracting employees, service providers and students. Establishment and provision of the salaries and fringe benefit system. Determination of tuition fee and tuition fee discounts.
The Council of Studies and the Councils of Study programs (expert commissions)	Setting the research topics, improvement of the regulation of scientific research work, drawing up internship regulations, organizing conferences.	Study Support Center	Ensuring the enrolment process, consulting students, planning and organization of the study process both online and offline (from enrolment to ex-matriculation)

Management of the content of the program		Administrative management of the program	
The Director of the study direction/study program in cooperation with directors of other study programs	Improvement of goals, tasks, content and plan of the study program, attraction of new academic staff members, marking the best lecturers and students. Attraction of guest lecturers, alignment of previous studies and experience. Organization and maintenance of local and international cooperation.	E-studies methodologist	Inserting and arranging distance learning materials in the Moodle environment.
Methodologist	Examination of the content of the study courses according to the aims, tasks and expected results of the program as well as international quality requirements, training the academic staff members to develop and implement distance learning courses	Marketing/Sales	Attraction of students, popularization of study programs, creation of the public image of the CBA
Academic staff	Development and improvement of study course descriptions and content, preparation of study materials, updating the literature, determination of evaluation criteria.		

The main collegial body responsible for the implementation of the study direction and the program included in it is **the Council of Studies of the CBA** (Regulation of the Council of Studies of the CBA

[online]: <https://www.bvk.lv/wp-content/uploads/2018/07/studiju-nolikums-biznesa-vadibas-koledza.pdf>), consisting of **the Deputy Director of Studies, Directors of the study directions and study programs** as well as **elected academic staff**. The main task and responsibility for the improvement of the study program lies with the Director of the study program, however, every employee of the CBA (including administrative and support staff) contributes with their own work to the implementation of the study program in the highest possible quality.

**The duties of the Director of the study direction and the Director of the study program** are primarily related to the organization of the study process/program process and maintenance of the content of studies, academic staff qualification maintenance, development of scientific work and promotion of cooperation with stakeholders. The Director of the study direction operates more at strategic level, making comparisons with competitors, establishing international cooperation, looking for funding opportunities for the development of the study direction, while the program director has the most important role in implementing the program at the tactical level. Detailed description of duties of the two positions are available at the CBA office. Taking into account that there is only one study program in the study direction, the duties of the Director of the study direction and the Director of the study program are fulfilled by one person.

**Academic positions at the CBA include:** assistant professors, lecturers and assistants. Currently, the College employs academic staff in positions such as assistant professor, lecturer and Director of study program. Functions of assistant professor and lecturer include study and research work, methodological work and professional development. As an additional function of the positions of academic staff is the scientific work, i.e. submission of at least one scientific article within the period of two years. The academic staff update their courses every year, the job description of the academic staff requires that the course description, content and literature list must be revised and updated, if necessary, every academic year. The effectiveness of the management of the study direction and the programs included in it is measured using several methods:

1. For performance measurement of the implementation and maintenance of quality management system an internationally recognized organizational assessment and management tool **RADAR** is used. It provides a structured and systematic approach to evaluate the performance of the College (including maturity of approaches implemented, excellence in results achieved). The RADAR method:
  - measures progress towards the organisation's objectives;
  - determines the link between the results and the organization's objectives;
  - identifies improvements;
  - whether the tasks accomplished contribute to the achievement of objectives;
  - what further improvements are necessary.
2. During the calendar year, the objective of each administrative unit and each administrative position is set and discussed with managers and employees during the **Employee Development Discussion** in accordance with the "Description of Employee Performance Management Process" (KVAL 2-03 VAD), during this discussion the accomplished tasks of an employee in the previous year are evaluated, development tasks are updated and it is agreed on individual tasks for the following year.
3. **The evaluation of the performance of academic staff** takes place after the finish of each study course, when information about the performance of the academic staff is collected from students' questionnaires on course evaluation, methodologists and the staff of the study support center. If this evaluation is more informal, then the formal evaluation of the performance of the academic staff is carried out in accordance with the "Regulation on the Evaluation of Performance of the Academic Staff and Course Instructors" (approved at the Council of the CBA meeting on 14.10.2018., protocol No. VAD\_2-02 2019/2020\_14.10.2019).
4. Both qualitative and quantitative performance indicators (KPIs) have been defined for work of the divisions as a whole and for each employee and academic staff individually in accordance with the "**Framework of Performance Indicators**" (KVAL 2-01 VAD), the KPIs are regularly monitored and analyzed.
5. Performance and management effectiveness are also analyzed in daily work, on weekly meetings, monthly meeting of the Council of Studies, semi-annual academic staff methodological seminars, and annual strategy seminars.
6. **The work of the CBA is also valued by our students, alumni and employers**, who regularly receive surveys with the aim of getting feedback on the management and development opportunities of the CBA.

In the College of Business Administration, management and performance management systems are organized and structured. Effectiveness of these systems is proved by the goals set and achieved in 2019: increase of the total number of students + 10.6%, turnover against the planned +10.44%, high job satisfaction of students, administrative and academic staff, European Quality Management Association label "Towards Excellence" (EFQM) received after international evaluation, the Erasmus Charter, and a new study program "Business Logistics" opened.

In order to evaluate the effectiveness of the management of the study direction, administrative and academic staff, students and graduates are interviewed regularly, at least once a year. Before the interviews specific criteria are defined, and these criteria are used to analyze and evaluate the interviews (please see Figure 3.):

- *information exchange* - in what way, quality and speed information necessary for work/studies is passed to stakeholders;
- *solving problem situations* - how quickly problem situations arising in the work process are resolved;

- *decision-making* - how the decision-making process works , whether the parties affected by the decision are involved;
- *allocation of roles and responsibilities* - whether employees have job descriptions, segregated roles and responsibilities, delegated powers, have they the necessary competencies and resources to perform their duties;
- *feedback* - whether employees, academic staff, and students receive timely feedback on their performance, whether they receive specific guidance on how to improve their work performance;
- *employee satisfaction and development discussions* - whether employees and academic staff receive timely feedback on their performance or receive specific guidance on how to improve their work performance.

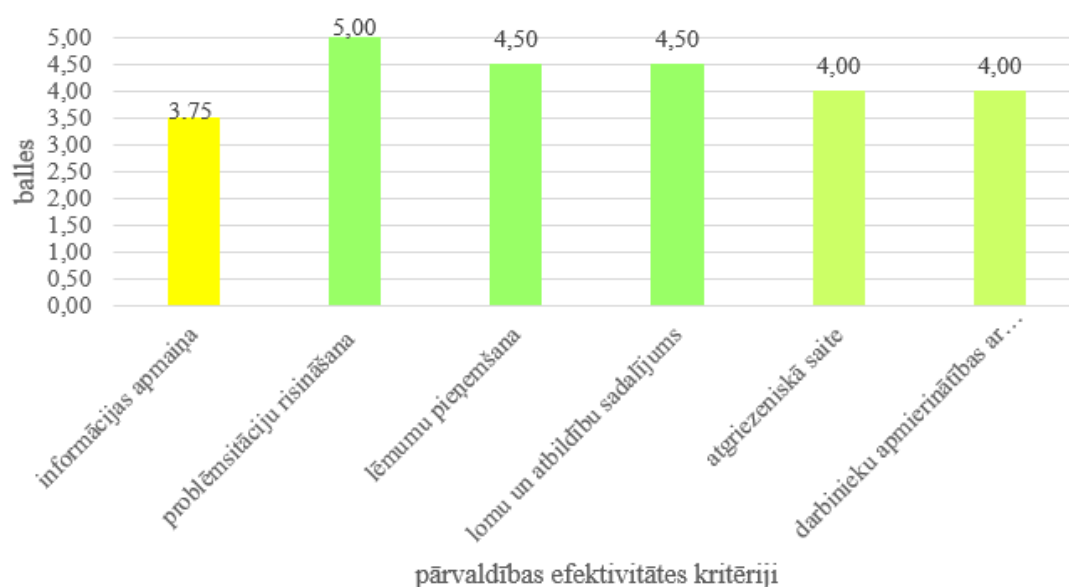


Figure 3. Evaluation of effectiveness of the management of the study direction.

In-depth interviews on management effectiveness were conducted with 7 staff members, 7 students and 7 academic staff members. Interviewees were asked to rate each criterion on a five-point scale. Figure 3 shows the summary of the respondents' answers. The X axis shows the scoring criteria and the Y axis shows the scoring. Criteria - problem solving, decision making, allocation of roles and responsibilities are rated as excellent. Feedback, employee satisfaction and development opportunities are rated as very good, and information exchange as good and with possibility for improvements. The management and staff of the CBA work on a day-to-day basis to improve the management processes and to increase capacity and efficiency.

**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 requirements for admission of students at the commencement of studies are determined by

the procedure established by the national legal acts, in accordance with the provisions of Articles 46 and 47 of the Law on Institutions of Higher Education, as well as Cabinet of Ministers Regulation No. 846 "On Requirements, Criteria and Procedures for Admission to Study Programs" (Adopted 10 October 2006). Admission to the study program is defined in the CBA "Regulation of Admission". Study programs included in the study direction can be acquired in the form of part-time studies (distance learning) studies.

Selection criteria of potential students:

- a secondary or secondary vocational education certificate - a certificate of education and a statement of achievements;
- Certificates of centralized examinations (hereinafter referred to as "CCE") in Latvian, foreign language and mathematics.

During registration for studies, according to the Article 46 (3) of the Law on Institutions of Higher Education of the Republic of Latvia, CCE are not taken into account in the following cases:

- persons who have completed secondary education by 2004;
- persons who have received education abroad;
- for persons with special needs by submitting a confirmatory document on exemption from the CCE order, based on the Cabinet of Ministers Regulation No. 112 dated 11 March 2003 "Procedure for the Exemption of Students from Defined State Examinations". In these cases, the CCE requirements are replaced by marks of the relevant subjects in the certificate.

When starting the study process, after enrolment, introductory lectures are offered for the new students in which they are introduced to the College, its internal rules, organization, material and technical basis and the study process. In these introductory lectures there is an acquaintance with students and their range of interests, and mutual cooperation between students, academic staff and employees is also encouraged.

Applying at the College at later stages of studies is carried out in accordance with Article 47 of the Law on Institutions of Higher Education, Cabinet Regulation No. 932 dated 16 November 2000 "Procedure for the commencement of studies in later stages" and the CBA Regulation of the commencement of studies in later stages (approved at the Council of the CBA meeting on 16 February 2018).

Studies at the CBA can be started at later stages:

1. when transferring from another institution of higher education;
2. when transferring to another study program at the CBA;
3. when resuming studies at the CBA after a break.

Recognition of study courses acquired in other institutions of higher education is regulated at the CBA by "Regulation of the recognition of study courses at the CBA" (approved at the Council of the CBA meeting on 16 February 2018). The following can be recognized at the CBA: successfully completed courses at accredited or state-recognized Latvian or foreign higher education institutions, except the final examinations of the study program; Continuing education program courses, if credit points are issued in the Latvian higher education credit point or ECTS system. The study courses recognized are included in the academic commitments performed by the student, replacing the study courses of the compulsory (A), limited choice (B) or free elective (C) part of the study program.

For applicants who start their studies at a later stage, process of recognition is held before the enrolment. Study courses are not recognized if the content or volume of these courses or the acquired knowledge and skills does not meet the requirements of the program. One course of the



CBA study program can be replaced with several study courses and vice versa – several CBA study courses can be replaced with one study course of another institution. By replacing the CBA study course with one or more courses, the total volume of these courses must be equal or greater than the amount of the CBA study course.

The recognition of study courses takes place after reception of application by a student at the Study Support Centre of the CBA. The applicant also appends to the application a certificate issued by the higher education institution, confirming that the previously acquired part of the study program is not less than 40 credit points, or two semesters. For examination an academic statement (original) is accepted with the signature of the relevant official and the stamp of the educational institution. Students who transfer to the CBA from institution of higher education of other countries must submit a relevant translation of the academic statement, which is agreed with the Academic Information Centre (Latvian ENIC/NARIC). The coordinator of the study program submits the application and attachments of the applicant to the program director. The director of the study program, using the current plan of the Study program, decides on the academic recognition of study courses. The Study coordinator, in accordance with the decision of the Director of the study program, registers the results of recognition of the study courses in the Information System of the CBA.

The procedure for recognizing the knowledge, skills and competences acquired outside the study programs is determined by the Regulation "Recognition of the results of previous education or professional experience at the CBA" (approved at the Council of the CBA meeting on 16 February 2018). The Regulation has been developed in accordance with Article 59 of the Law on Institutions of Higher Education and the Cabinet of Ministers Regulation No 36 of 10 January 2012 "Regulation of the Recognition of Learning Outcomes Achieved in Prior Learning or Professional Experience". It determines the procedure for assessing the results of studies obtained in previous education or professional experience, the conditions of the recognition procedure as well as the conditions for the formation of the commission for recognition of study results, their rights and duties.

A person who wants his or her previous education or professional experience to be recognized has to submit an application to the CBA Study Support Centre regarding the recognition of the learning outcomes achieved. The application has to be accompanied by copies of the documents (presenting the original documents) certifying the results of studies achieved in previous education or professional experience. The Director of the program, if necessary, conducts negotiations with the person as a result of which he makes a resolution on the application and makes a recommendation regarding the possible decision to recognize the study results achieved in previous education or professional experience to the Commission for the recognition of study results and informs the Deputy Director of Studies of the application received for recognition of study results of previous education or professional experience.

Decision on the recognition of study results obtained in previous education or professional experience is approved by the Commission for the recognition of study results (hereinafter - the Commission) created by the CBA. The CBA sets up Commissions in the thematic area of education (defined by the Latvian education classification) in which study programs are implemented. The commission consists of five members and the composition is approved by order of the Director of the CBA.

The Commission examines the application and makes a decision within one month after reception of the application. The decision indicates the amount of results achieved in credit points (CP), as well as the title of the study course where the educational results recognized are counted.

The study results achieved in professional experience are recognized:

1. in that part of the study program which consists of internship, in addition, these study results must be achieved in the professional field of activity which corresponds to the thematic area of education of the study program;
2. in the course of study program where practical knowledge, skills and competence are acquired during the studies.

The study results achieved in previous education are recognized if they correspond to the higher education level and are achieved:

1. in continuing education programs which give the possibility to receive the fourth or fifth professional qualification level;
2. individual study course, part of the studies or study module which the person has acquired as a listener;
3. in other forms obtained outside formal education, except for study programs corresponding to the regulated professions (in this case in order to qualify the study results as suitable for the study course of the study program the person has to take the tests specified in the study course).

The study results achieved in professional experience can be recognized only in the amount of the study program specified in Part 5 of Article 59.<sup>2</sup> of the Law on Institutions of Higher Education. In order to recognize the study results achieved in previous education or professional experience, the documents presented by the person must contain clear, unambiguous and complete information about the study results achieved; the previous education of an applicant must meet the requirements for admission to the relevant study program; as well as it must be possible to grant at least one credit point for the study results achieved. One credit point for the study results obtained in previous education or professional experience may be awarded if they have been attained for at least one week (40 academic hours) long education process.

Enrolment and matriculation of students, academic recognition of study courses, recognition of learning outcomes obtained in prior education or professional experience, matriculation of students at later stages of study is organised and put in practice in accordance with the process descriptions developed by CBA (please see Annex).

<https://www.bvk.lv/wp-content/uploads/2019/10/uznemsanas-noteikumi-bvk-2020-2021-studiju-gadam.pdf>

<https://www.bvk.lv/wp-content/uploads/2018/07/studiju-kursu-atzisanas-nolikums.pdf>

<https://www.bvk.lv/wp-content/uploads/2018/07/ieprikseja-izglitiba-studiju-rezultatu-novertesana-un-atzisana.pdf>

**1.6. Assessment of the methods and procedures for the evaluation of students' achievements, as well as the principles of their selection and the analysis of the compliance of the evaluation methods and procedures with the aims of the study programmes and the needs of the students.**

The system of evaluation of achievements and study results of students is defined in several internal legal documents (<https://www.bvk.lv/koledzas-dokumenti/>):

- “Regulation of Studies of the CBA” (approved at the CBA Council of Studies meeting on 14 August 2017);
- “Regulation of Examination of the CBA” (approved at the CBA Council of Studies meeting on 29 August 2016);
- “Regulation of development, implementation and evaluation of Moodle discussions” (approved at the CBA Council of Studies meeting on 08 July 2017);
- “Guidelines for development, evaluation and defending the research papers of students” (approved at the CBA Council of Studies meeting on 08 July 2017);
- “Regulation of the State Examination (qualification paper)” (approved at the CBA Council of Studies meeting on 08 July 2017);
- Regulations of Internships.

The CBA regularly works on improving the process of assessing students' achievements and study results, for example, taking into account the recommendations and criticisms from student surveys. During the reporting period in the framework of the European Social Fund project “Improvement of management processes and quality of study programs at the College of Business Administration” Nr. 8.2.3.0/18/A/005 the audit and improvement of the content of the study courses was carried out in accordance with internationally recognized quality assessment standards for e-study courses (Quality matters). Within the framework of this project activity the system of assessment of the learning outcomes achieved by students in each study course has been improved:

- the results to be achieved have been defined in study course descriptions, there are compulsory examinations in the course, criteria for the evaluation of study results are defined;
- in each study course a document “Results of the study course and the way how achieve them” has been developed, defining the way how to achieve every study result and how it will be evaluated;
- criteria for the intermediate examination and examination have been defined in each study course.

Students have the following forms of examination in each study course:

- Self-checking option - in the E-learning environment (Moodle), self-examination questions are available in a form of a test, where students can assess their readiness for an intermediate or final exam. Self-examination questions are not rated, they are not evaluated by the teacher, they are for self-examination only;
- intermediate examination that facilitate the acquisition of the study course in a high quality. Intermediate examination is organized in forms of tasks and discussions - students have to prepare answers to specific tasks, present them to other students, argue their opinions, answer questions of other students, critically evaluate the responses of other students and ask questions to other students. An intermediate examination is evaluated using a 10-point scale and can comprise up to 50% of the final assessment of the course;
- final examination - this completes the acquisition of the study course. The final examination is a test or an exam. The final examinations are based on tailor-made distance-learning test structures. The final exam is assessed using a 10-point scale and can reach up to 70% of the final grade. The final examinations for study courses are organised remotely in the e-study environment "Moodle".

The internship is a compulsory part of the study program. As a result, the students submit internship reports at the college for assessment, as well as present the results of the internship. The final evaluation of the internship consists of the average assessment of three components: the assessment of the supervisor, the assessment of the internship report and the assessment of the presentation and the ability of the student to answer the questions. The internship is assessed using a 10-point scale. The defence of internships is organised both in person and remotely.

At the end of the study program, a final state examination is compulsory – development and defence of the qualification paper. The final exam is evaluated using a 10-point scale. At the final exam students are assessed by the State Examination Commission. The Head of the Commission is a specialist with an appropriate qualification from another higher education institution or an appropriate professional, and the majority of the Commission is composed of representatives of industry professional organizations or representatives of employers.

All study process regulating documents at CBA are freely available to students on the homepage of the College (<https://www.bvk.lv/koledzas-dokumenti/>). The criteria for evaluation, rules and related procedures are available to students in each and every study course on e-learning platform Moodle.

### 1.7. Description and assessment of the academic integrity principles, the mechanisms for the compliance with these principles, and the way in which the stakeholders are informed. Specify the plagiarism detection tools used by providing examples of the use of these tools and mechanisms.

The basic principles of academic integrity are defined at the CBA (approved at the Council of the CBA meeting on 12 August 2019). They are approved by the Council of the CBA and are available on the CBA website, as well as they are mentioned in the Code of Ethics of the CBA (approved by the Council of the CBA on 25 February 2019), in the Regulation of Studies (approved by the Council of the CBA on 17. December 2018).

At present, particular attention is paid to respecting four basic principles of academic integrity at the CBA (please see Table 4).

Table 4. Basic principles of academic integrity at the CBA.

PRINCIPLE	EXPLANATION	EXPRESSION OF DESIRED BEHAVIOR FOR STUDENTS AND ACADEMIC STAFF	PERSONS RESPONSIBLE TO MAINTAIN THE PRINCIPLE
<b>Interpretation of the concept of academic integrity and related behavioural examples</b>	In any type of interaction in the College environment to talk about academic integrity, explaining it through practical examples, inviting both academic staff and students to recognize behaviours when principles are or are not adhered to.	<ul style="list-style-type: none"> <li>• During methodological seminars</li> <li>• In the process of preparing study materials</li> <li>• Organizing research for students</li> <li>• Compliance with all rules and regulations</li> </ul>	Senior management of the CBA – the Management Board, Director, Deputy Director of Studies

PRINCIPLE	EXPLANATION	EXPRESSION OF DESIRED BEHAVIOR FOR STUDENTS AND ACADEMIC STAFF	PERSONS RESPONSIBLE TO MAINTAIN THE PRINCIPLE
<b>Respect for other's intellectual property</b>	To respect the opinion and performance of any other person	Respect the opinions of colleagues and students. Do not write down or use unauthorized aids. Use accurate references when writing research and study papers.	All the employees of the CBA, academic staff and students
<b>"No" to plagiarism</b>	Not to use the work done by other person using your name	To use correct references using any type of work done by other person or group of people.	Academic staff and students
<b>Correct data and methods in research</b>	To use scientifically sound and relevant data collection, processing and analysis methodology	Do not provide false, erroneous, fabricated data and/or use inappropriate research methodology	Academic staff and students

While implementing these principles on a day-to-day basis, the CBA is constantly updating the concept of academic integrity and is committed to ensuring academic integrity in its activities. The aim of observing the principles of academic integrity is to strengthen the academic culture and integrity within the academic and student environment by promoting a fair and responsible attitude towards the study process and scientific activities.

The commitment of academic staff to the fundamental principles of academic integrity in their attitudes and behaviours, even when faced with challenges, is based on five core values: honesty, respect, justice, responsibility, and courage (please see Table 5).

*Table 5. The core values of academic integrity at the CBA.*

THE CORE VALUES OF ACADEMIC INTEGRITY	DESCRIPTION
HONESTY	<ul style="list-style-type: none"> <li>the behavior of the academic staff is based on the desire to work diligently and to develop the competences of students of the CBA through their work.</li> <li>the academic staff member takes care of his/her self-development, professional development, competence and reputation.</li> <li>the academic staff do not express their personal views as the views of the CBA</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>respect, helpfulness, cooperation, trust and support are at the heart of relationships between the academic staff. He/she treats other people's opinions and performance with respect.</li> <li>the academic staff do not publicly express their negative attitude towards other colleagues, client consultants, management and students of the CBA.</li> <li>the academic staff respect the intellectual property of other people, use correct references when using any form of work other persons or group, and is aware that his or her behavior and actions form the common image of the CBA.</li> </ul>
JUSTICE	<ul style="list-style-type: none"> <li>the academic staff member acts fairly, respecting the equality of persons before the law, without favouring or giving privileges to any of them;</li> <li>the academic staff member use scientifically sound and appropriate data collection, processing and analysis methodology in his/her work, is responsible for the veracity of data and other information;</li> <li>the academic staff member do not use the information obtained as a result of his/her professional activities for his/her own interest.</li> </ul>

<b>THE CORE VALUES OF ACADEMIC INTEGRITY</b>	<b>DESCRIPTION</b>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>• the academic staff perform their jobs responsibly, using their knowledge, skills, skills and work experience to achieve the highest professional results;</li> <li>• the academic staff member is interested in the quality of the knowledge to be transferred, is aware of the importance of the knowledge provided and the consequences of informative activities.</li> <li>• the academic staff member is aware of the consequences of his or her actions or inactions.</li> </ul>
COURAGE	<ul style="list-style-type: none"> <li>• the academic staff member is not afraid to freely express his/her own views and recommendations for the improvement of the work of the CBA;</li> <li>• the academic staff member point out errors in the work process of the CBA personally, without the mediation of third parties.</li> </ul>
RELIABILITY	<ul style="list-style-type: none"> <li>• the academic staff is characterized by actions based on mutual trust with the CBA and students, which prevent conflict of interests, deception and bias;</li> <li>• the academic staff member keeps the promises given, performs his/her duties in a good faith, the academic staff member can always be relied on.</li> </ul>

The student adheres to the principles of academic integrity in the study process. The following, in particular, is considered to be a breach of academic integrity:

- offering any material value, financial or other benefit, for providing/not providing any service in the academic interest of the student or other person;
- participation in violation of academic integrity, incl. transferring one's own work results to others or submitting group work results as individual, if the work was defined as a team work, taking a test for another student, signing for another student on attendance list or other documents, etc.;
- making false statements about oneself and its work;
- unauthorized acquisition of test questions or test tasks;
- unauthorized use of aids in the study process or plagiarism.

Plagiarism is considered to be:

- transforming another work or part of a work into one of its own;
- copying seven or more consecutive words or ideas without using correct reference;
- if the quotation is not separated by quotation marks from the rest of the text (any phrase from the source that contains seven or more consecutive words is considered to be a quotation);
- changing words but copying the source sentence structure and idea without using reference.

In order to prevent plagiarism in works of students, during the European Social Fund project "Improvement of management processes and quality of study programs at the College of Business Administration" No. 8.2.3.0/18/A/005 the participation of the College in the Unified Computerized Plagiarism Control System (VDPKS) is ensured, which also reduces plagiarism in other higher education institutions (VDPKS member organizations) in Latvia. Qualification papers developed by students after they have been submitted to the Study Support Center before the defence are subject to compulsory plagiarism control. Other works (tests or internship reports) are checked in the plagiarism control system as necessary.

The basic principles, values and criteria of academic integrity, the mechanism for observance of these principles are regularly communicated with the academic staff, students, administrative staff of the CBA, and that ensures unified understanding and action of the parties involved in certain situations.

In order to promote the use and acquisition of honest academic practice, during the reporting period for example, a methodological seminar for academic staff on academic integrity (on 17 December 2018) was held, led by Professor Emeritus of University of Latvia Ms Skaidrite Lasmane. Issues of academic integrity are discussed with students on the first day of studies, in the study course "Research Design", during internship introductory seminars, and the introductory seminar on the development of qualification papers. If necessary, these issues are discussed during the study courses. The consequences and actions of the finding of violation of students' academic integrity are described in the Regulation of Studies of the CBA (approved at the Council of the CBA meeting on 17 December 2018), of the academic staff - in the Code of Ethics of the CBA (approved at the Council of the CBA meeting on 25 February 2019).

**1.8. Specify the websites (e.g. the homepage) on which the information on the study direction and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers.**

Information about the study direction and the corresponding study program is published on the college website [www.bvk.lv](http://www.bvk.lv). It is the responsibility of the Director of the College Ms Signe Enkuzena to ensure that the information available on the website of the College corresponds to that available in the official registers.

## **II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)**

**2.1. Assessment of the efficiency of the internal quality assurance system within the study direction by specifying the measures undertaken to achieve the aims and outcomes of the study programmes and to ensure continuous improvement, development, and efficient performance of the study direction and the relevant study programmes.**

The CBA has developed quality policy in line with the EFQM Excellence Model, which integrates ESG internal quality assurance standards and guidelines across all of the strategic priorities of the CBA. In order to create a continuous cycle of development of study programs and to ensure the internal quality policy of the College, the CBA has established core principles of quality management (i.e. achieving balanced results; adding value according to the needs clients; managing with vision, inspiration and integrity; process approach; employee engagement and development; supporting creativity and innovation; building partnerships; taking responsibility for a sustainable future). The Deming Cycle is applied in the implementation of the internal quality system: Plan - Do - Check - Act.

The goal of the quality management at the CBA is to ensure transparency of internal processes and performance of activities in accordance with the regulatory requirements of the Republic of Latvia and the EU. The purpose of maintaining a quality management system at the CBA is to fulfil the

requirements of the quality criteria, to ensure the monitoring of these criteria, and to implement a process of continuous improvement so that the services fully meet the requirements of customers, legislators and supervisors.

The internal quality assurance of the CBA study directions and programs is in accordance with the Description of the Quality Management and Audit Process (approved at the Council of the CBA meeting on 12 August 2019) and the Description of the Study Program Internal Evaluation Process (approved at the Council of the CBA meeting on 12 August 2019).

To ensure the quality of the study direction, study programs and their supervision at the CBA, meetings of the Council of Studies are organized on regular basis, which is regulated by the Regulation on the Council of Studies of the CBA (approved at the Council of the CBA meeting on 28 September 2017), and meetings of the Council of the CBA, which is regulated by the Regulation on the Council of the CBA (approved at the meeting of the Management Board of the CBA on 25 September 2017). Director of the study direction, in cooperation with academic staff, students, graduates and employers, carry out program evaluation. The views of all stakeholders are taken into account and, consequently, the development of study programs in accordance with the requirements of industry specialists and the labor market, as well as the students' views and graduates' experience in starting or continuing professional development is promoted.

The following mechanisms have been put in place to implement the internal quality assurance system at the CBA:

- monitoring of the quality management system;
- student satisfaction survey and analysis of this survey;
- providing feedback to students;
- determining and monitoring the quality of staff performance (annual performance evaluation discussion, student survey results, monitoring lectures);
- graduate satisfaction survey and analysis of this survey;
- internal quality audits (procedures and documentation);
- annual self-assessment of the College;
- annual self-evaluation of study programs/directions;
- annual performance evaluation discussions with academic staff;
- assessment and analysis of student performance.

Indicators such as student satisfaction level, graduate satisfaction level, references from employers, accreditation are accepted as the most important performance evaluation criteria; experience in the re-migration of the Latvian citizens - students of the CBA residing abroad.

Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the Council of the CBA meetings as well as through students' self-government. During the study process the CBA students are regularly surveyed both about the content of studies and the academic staff. The survey is conducted at the end of each study course. Respondents are all students of the study program. As a result of the surveys, direct feedback is obtained on the quality of the study course, evaluation of the particular lecturer, the attitude of students, their satisfaction, the adequacy of the study materials and their correspondence to the topics of the course, as well as there are suggestions of students in a free format about the ways how to improve the selected study course. Student recommendations regarding changes in the study program, suggestions for adding new courses, complaints about course content, if any, are discussed by the Council of the CBA. Along with clearly defined quality assurance principles at the CBA, the internal quality of the study direction is also implemented within this quality assurance system.

The quality assurance system of the study field is considered to be effective and appropriate to the



aim of the development of the study direction because:

- in the surveys students value highly the quality of study courses and the organization of the study process, making useful suggestions for improvement each year;
- graduates give positive feedback about their impressions upon graduation;
- employers' representatives give positive feedback, take part in final examination commissions and participate in the development of new programs and courses, pointing to aspects where improvements are necessary;
- successful experience in re-migration of Latvian students of the CBA residing abroad;
- indicators of quality improvement are continuously identified and monitored on regular basis in accordance with the strategic objective of the College.

**2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.**

The CBA develops new study programs in accordance with the requirements of the Law on Higher Education Institutions, the Regulation on the National Standard for the First Level Professional Higher Education, and the Regulations for Licensing Study Programs. The development of programs at the CBA is organised in accordance with the Description of the New Study Program Design and Approval Process (approved on 12 August 2019) and includes the following steps:

1. Making decision at the Management Board of the CBA on development of a new study program;
2. Elaboration of the study program concept by inviting external experts and representatives of the field;
3. Submission of the study program concept to the Council of Studies of the CBA for evaluation;
4. Making decision on the development of a new study program;
5. Formation of a working group for the development of the study program;
6. Development of the study program in accordance with the normative regulation of the Republic of Latvia;
7. Submission of the program description to the Council of Studies of the CBA for consideration;
8. Making decision on approval of the study program description at the Council of Studies of the CBA;
9. Submission of study program characteristics for evaluation to the Council of the CBA;
10. Making decision on approval of the study program description by the Council of the CBA;
11. Submission of application for licensing the study program and description of the study program to AIKA.

New study programs are developed at the College in accordance with the main goal of the program, which is consistent with the strategy of the College. The programs have clearly defined objectives and expected learning outcomes that are aligned with the requirements of both the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. The structure and content of the program are formed by coordinating the learning outcomes of the

study courses with the study outcomes of the program in accordance with the program objectives.

Employers' representatives, students' representatives, academic staff and administrative staff are involved in the development of the study program. Representatives of employers are also involved in the independent expertise of the study program, assessing the usefulness of the study program and pointing out the major differences between similar study programs of the same level and in the same field of study at the College.

Internal review and evaluation of study programs at the CBA is organized in accordance with the Description of the Study Program Internal Evaluation Process (KVAL 2-04 STUD). In order to develop self-assessment reports of study programs and study direction for the previous study year, a working group consisting of student representatives, academic staff, directors of study programs and the director of the study direction, is established. Self-assessment reports reflect implementation of the program, current events, changes and development process, stakeholder evaluation, including results of student and graduate surveys and employer evaluations.

In addition, internal review of the study programs and evaluation is an ongoing process during the studies. Information about necessary improvements, issues to be solved (e.g. clarification of internship regulations, improvement of quality of study course materials) is received by the program director on a regular basis. Changes in the study program, study plan or implementation of the study process were made twice a year. Study course descriptions are updated and supplemented once per academic year. In terms of content, the program is updated every August.

The main collegial body responsible for the process of revision and improvement of the study programs is Council of studies of the CBA, which consists of the Deputy Director of Studies and directors of study programs, as well as the elected academic staff. The main work and responsibility for the improvement of the study program lies with the director of the study program. The CBA Regulation on the Director of the Study Program (approved at the Council of the CBA meeting on 21 December 2007) defines the responsibilities and duties for the review and improvement of the study program. Meetings of the Council of Studies of the CBA are organized once every two months, the main issues of these meetings are related to the discussion, development and approval of regulations on the quality of study process and content, study plans and study course descriptions.

Aims of the review of study programs:

1. To ensure qualitative acquisition of the content of the first level higher education studies in compliance with the laws and regulations of the Republic of Latvia.
2. To provide a convenient, understandable and accessible learning process for students and lecturers.
3. To improve pedagogical competences of academic staff for successful work in the digital environment.
4. Promote long-term financial stability of the program.

The content and plan of the study program are reviewed once a year at the end of the summer semester and the active study process. Within one month, the program director collects the proposals, discusses them and evaluates them with a panel of experts. Proposals which are assessed as necessary and in accordance with the purpose of the study program revision are included in the documents (changes and additions to the plans, regulations, study course descriptions, etc.). As a rule, a Council of Studies of the CBA meeting is organized at the end of July to approve and integrate the changes at the beginning of the new semester.

As mentioned above, the main responsibility for reviewing the study program lies with the director of the study program and the Council of Studies of the CBA. However, in the review of the study program the following persons are involved on a regular basis:

- Employers - employers representing the industry are invited to the Qualification papers' defence commission. After meetings of each commission, the task of it is to make suggestions on how to improve the process of developing qualification papers, as well as suggest new and current topics for qualification papers.
- Students' Self-Government - Students' Self-Government meetings are held twice an academic year, but there is continuous collaboration between the program directors and the Deputy Director of studies, not only in formal sessions and meetings, but also on daily basis, during informal settings and conversations. The Students' Self-Government consults and makes suggestions to the management of the College and other College institutions on issues affecting the students of the College.
- Advisory Convention - its purpose is to advise the Council of the CBA, the Council of Studies of the CBA and the Director on the development strategy of the College, to raise public awareness in issues of preparing qualified professionals, and to promote the collaboration of the College with state, local, and other (business, arts, etc.) organizations.
- Deputy Director of Studies - performs day-to-day work with the aim to maintain and develop the content and process of studies in accordance with the college and accreditation requirements, ensuring successful implementation of accreditation requirements and work and development of the College in long term.
- Academic staff - course instructors update their courses every year, the job description requires that the course description, content and bibliography be revised and, if necessary, updated each academic year.
- Study support center coordinators - communicate directly with students on a day-to-day basis. If information that is useful for improving the content or implementation of the study program is received during this communication, it is forwarded to the director of the study program.
- E - study coordinator/methodologist and IT specialist - develop course design in line with best practice in distance learning, collaborate with course tutors, continuously improve course design and materials, and teach academic staff to work more effectively in the e-learning environment.

Table 6 shows the feedback mechanism for reviewing and improving the program, the feedback from the stakeholders, and the mechanism, i.e. methods and tools as well as the frequency with which this feedback is provided.

*Table 6. The mechanism for receiving and providing feedback.*

<b>Party involved</b>	<b>Methods and instruments to provide the feedback</b>	<b>Frequency of the feedback</b>
Work with the students	<ul style="list-style-type: none"> <li>● Students' self-government meetings</li> <li>● Student Survey Results - Survey</li> <li>● Student assessment of the implementation of the study course in Moodle environment - survey</li> <li>● Evaluation of joint workshops of students and lecturers - discussions</li> <li>● Evaluation after qualification paper and internship defense - interview</li> <li>● Daily e-communications with the study program coordinator - correspondence</li> <li>● Evaluation of learning performance</li> <li>● Evaluation of research activities</li> </ul>	<ul style="list-style-type: none"> <li>● Twice a year</li> <li>● Once a year</li> <li>● After every study course</li> <li>● 1-2 times per year, post factum</li> <li>● Once a semester</li> <li>● Every day</li> <li>● According to the study process</li> </ul>

Party involved	Methods and instruments to provide the feedback	Frequency of the feedback
Work with the graduates	<ul style="list-style-type: none"> <li>● Results of graduate surveys</li> <li>● Open door days</li> <li>● Promotion of study programs, attraction of new students through contacts of college graduates</li> </ul>	<ul style="list-style-type: none"> <li>● Once a year</li> <li>● 1-2 times per year, as necessary</li> <li>● Once a semester</li> </ul>
Work with the employers	<ul style="list-style-type: none"> <li>● Collaboration with employers on implementation of students' internship, recommendations on improvement of internship regulations, necessity of competences to be acquired, topics of qualification papers - agreements and implementation of internships</li> <li>● Results of employer surveys</li> <li>● Representatives of professional associations in expert assessment of college study programs</li> <li>• Co-operation with the Advisory Convention- changes in the content of the study program, improvement of the courses, recommendations for the recruitment of new academic staff</li> <li>● Representation of employers in qualification papers' defence commissions - new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Once a semester</li> <li>● Once a year</li> <li>● During the ESF project Nro 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration"</li> <li>● Once a year</li> <li>● Once a semester</li> </ul>
Work with the academic staff	<ul style="list-style-type: none"> <li>● Students' assessment of course implementation in the Moodle environment</li> <li>● Seminars for the academic staff to improve pedagogical and research work</li> <li>● Annual performance evaluation and development discussions</li> <li>● Individual consultations</li> </ul>	<ul style="list-style-type: none"> <li>• After every study course</li> <li>• Once a semester</li> <li>• Once a year</li> <li>• When necessary</li> </ul>

**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.**

The CBA has developed the "Procedure for Examining Complaints and Proposals of Students (Clients)" (approved at the Council of the CBA meeting on 16 February 2018). Complaints and proposals are accepted from students in oral, written and electronic format. Students can send complaints and proposals in electronic format directly to their Study Coordinator or to the e-mail: [bvk@bvk.lv](mailto:bvk@bvk.lv). As the CBA has an individual approach and students are using this opportunity and actively and openly communicate with their Study Coordinators, the college does not see the need for possibility to submit anonymous complaints and suggestions. Upon reception of a complaint or

proposal, the Study Coordinators inform the responsible person - the Deputy director of Studies. The responsible person evaluates the complaint or proposal received. If the complaint is related to studies, study courses, provision, content, quality of study courses etc. and / or the quality of work of academic staff, the responsible person investigates the complaint, a group of students can be questioned to determine the validity of the complaint. Additional information is gathered or the activities necessary are carried out to make the decision. The complaint or proposals are always discussed at the weekly meetings of the staff of the CBA and decision is made, and the responsible employee is appointed to execute the decision. The responsible person controls the execution of the decision and informs the author of the complaint or proposal of the decision made. The Students' self-government also plays an important role in providing mutual communication and feedback. Thanks to its active involvement, a number of valuable events for students and staff have been organized. If necessary, a complaint or proposal may be referred to the CBA Council of Studies. For example:

- continuity of study courses and equalization of study load have been reviewed;
- intermediate assignment is included in e-study courses from the beginning of the semester so that students can prepare for it;
- the textbooks were issued immediately after receiving the tuition fee;
- transparency of assessments introduced in the Moodle e-learning environment;
- user manual for the Moodle e-learning environment developed;
- manual for library resource usage developed;
- "Life Opportunity Day" was organized with the aim of finding suitable internship placements or even jobs for students (an initiative of the Students' self-government);
- annual workshop for academic staff and students on the basic principles of scientific writing and presentation (initiative of the Students' self-government).

#### **2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.**

In order to make justified management decisions, the CBA collects and analyses different data on regular basis, which further are used as a base for making and implementing development plan of the study direction, and is an integral part of the internal quality assurance system of the College:

- once a month, **the key performance indicators of the College** are analyzed to assess the current situation if the performance goals set in the strategy are met, and adjust the measures selected to achieve these goals;
- the **profile of the students** is analyzed twice a year. On this basis, innovative solutions are chosen, developed and implemented in the study process, which allow to adapt the forms and content of the studies to the needs of the students and to achieve the intended learning outcomes as effectively as possible. For example, during the reporting period, due to student profile research the structure and content of e-learning environments and courses have been significantly improved, the Personal and Professional Development course has been implemented, a virtual business incubator - Business Greenhouse - has been created and implemented, the internship regulations have been updated, the open door days have been organised, etc. solutions;
- once a week, **data on study process, students' progress (marks) and drop-out**

**rates** are analyzed. These indicators are integrated into the remuneration system of the Study Support Center employees (the aim of the Study Support Center is to have **successful, paying and satisfied customers**) and help to ensure an individual approach to supporting students and provision of necessary support;

- **student satisfaction rates** are analyzed: once a year for satisfaction with the program; at the conclusion of each study course - on satisfaction with the specific study course. The indicators obtained during the survey and recommendations made by students serve as a basis for improvements of the study content, organization and support, and allow to evaluate the solutions implemented in the previous period and efficiency of these solutions;
- **graduate satisfaction rates** are analyzed twice a year. On the basis of these rates, the content of the study program and relevance to the needs of the labor market are evaluated, and the career progression of graduates is observed. They also serve as a basis for evaluating and improving the service provided by the College;
- once a year, **the indicators obtained from employers' surveys** are analyzed with the aim to evaluate the conformity of the content of study program and the achievable results with the development tendencies of the branch and the needs of the labor market.
- the College conducts performance evaluation: once a year with the **administrative staff**, once every 2 years with the **academic staff**.

Surveys at the College are conducted and feedback is provided to all interested parties in accordance with the quality management system process description "Internal review of study programs" (KVAL 2-04 STUD). All information obtained during the evaluation of the customer management process is regularly recorded and analyzed in order to develop proposals for improving this process, incl. improvement of the study direction.

## 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.

Table 7. Characterization and evaluation of ESG Part 1 standards.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Description of the integration of the standards included in ESG Part 1 into the work of the College
1.1. Quality policy	The College has developed and formally documented the <i>Concept of Excellence</i> , which defines quality assurance principles and implementation policies. The quality assurance components defined therein are integrated into processes of the College. The College has defined effective management, operational and support processes in line with the Strategy of the CBA. The processes implemented in the College are described and schematically depicted in process descriptions approved by the Council of the CBA and integrated in the College nomenclature. In addition, the processes that drive the College are closely linked to the strategic development management of the CBA and are an essential cornerstone of the College's internal cultural development that contributes to the College's responsibility and commitment to sustainable excellence ( <i>EFQM Excellence Model</i> ).

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Description of the integration of the standards included in ESG Part 1 into the work of the College
1.2. Developing and approving study programs	Provision of study programs in a high quality plays a central role in the implementation of the mission of the CBA. The College ensures that study programs are consistent with the overall strategy of the College, have well-defined learning outcomes and workloads, and are focused on practical skills and employability. To ensure this process, the College develops existing and new study programs, involving internal and external stakeholders (including students and employers), and evaluates and approves them in response to labor market trends. As well as in the course of the study process, the internal evaluation of the study programs (self-assessment and evaluation of the conformity of the quality culture according to the ESG) and external evaluation according to the requirements of the AIC as the Latvian higher education quality assurance institution are performed regularly.
1.3. Student-centered learning, teaching and assessment	The college provides student-centered learning, teaching, and assessment. During the study process students are provided with an individual approach (remote and face-to-face consultations with both administrative and academic staff), needs analysis (oral and written feedback, including course assessment questionnaire, student satisfaction questionnaire) and a variety of pedagogical methods (classical and innovative) to maximize motivation, give a possibility for self-reflection and provide active participation of students in the learning process. Some examples of a student-centered approach include: the assessment criteria and methods used to obtain the assessment are public, and assessments are made fairly and consistently according to the developed assessment methodology; during the assessment process the students are provided with information on the achievements and progress of their learning outcomes; mutual respect between students, academic and administrative staff is promoted (based on the principles of the internal culture of the College, which is put in practice in written and oral communication, networking and problem solving); review process of complaints/recommendations is ensured; the distance learning process provided by the College facilitates students' autonomy and self-organization with the support of the necessary academic staff.
1.4. Student matriculation, organization of studies, recognition of qualifications and certification	The College has developed policies, regulations and informational guides to provide students with the widest possible information on the study process and progress (including enrollment, content of the study program, assessment and qualification, learning outcomes, mobility, etc.). During the study process information is acquired and analyzed to monitor the progress of studies and identify opportunities for improvement. At the end of their studies, students receive all necessary qualification documents and information on the content, relevance and context of the studies.
1.5. Academic staff	The academic staff have the appropriate education and qualifications appropriate to the content of the study programs, as well as the necessary professional experience to complement their academic competences. The College has developed a staff evaluation system to assess the competence of its staff and to plan future activities. The College regularly evaluates competence of the academic staff and suitability for work, and if necessary, new lecturers are involved in ensuring the study process. The College supports and encourages innovation in teaching methods, the use of new technologies, and self-improvement activities (in-college and out-of-college pedagogical development activities), enabling both students and teachers to develop their competencies.

<b>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1</b>	<b>Description of the integration of the standards included in ESG Part 1 into the work of the College</b>
1.6. Resources for studies and support to students	The College provides a wide range of material-technical and human resources that facilitate the provision of appropriate learning environment and processes based on student needs and diversity, as well as student-centered learning principles. The study resources include college funding that goes to various resources, the study material-technical base, the library - both printed and e-resources. Human resources supporting students on a variety of issues include direct study support (consultations and mentoring), career development support, international mobility consultations, social support opportunities, and support for students with special needs. The College has highly qualified and competent human resources (administrative, academic and support staff) and the College promotes their continuous professional development. The College also regularly provides students with information on the availability of these resources and motivates them to use them.
1.7. Information management	For efficient program management and justified decision-making, the College collects and analyzes data on study programs and other educational activities. Data are collected and analyzed in relation to indicators such as student satisfaction, feedback from employers, graduate satisfaction, accreditation; enrollment rates, successful experience in the re-migration of Latvian students of the CBA residing abroad. Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the councils of the CBA as well as through Students' self-government.
1.8. Information to the public	The College regularly publishes information (through various communication and communication channels) on current developments in the College, including: information on existing and new study programs, various aspects of the learning process (i.e. enrolment, examination, teaching methods, competencies of academic staff, curriculum, career and employment opportunities, mobility, social campaigns, conferences and other educational activities, graduate courses, etc.).
1.9. Monitoring and periodic review of the programs	Meetings of the Council of studies and the Council of the CBA are organized on regular basis to ensure quality and improvement of the study programs as well as supervision at the College, which would facilitate the provision of effective learning environment for students. Directors of study programs, in collaboration with internal and external stakeholders - program lecturers, students, graduates and employers - conduct program evaluation. The views of all stakeholders are taken into account and, consequently, the development of study programs in accordance with the requirements of industry specialists and the labor market, as well as students' views and graduates' experience in starting or continuing professional development is promoted.

To ensure quality management and excellence, special emphasis is placed on quality management criteria such as leadership and strategy, process approach (ESG Part 1, points 1.1 and 1.2), product and service development (ESG Part 1, points 1.2, 1.9, 1.3) human resource management (ESG Part 1, point 1.5), partnership building and effective resource management (ESG Part 1, points 1.6 and 1.7), customer and employee satisfaction, and sustainable business results. At present, none of the ESG Part 1 standards is considered to be a challenge as quality management system measures are implemented in a systematic, structured and sound manner.

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



**3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.**

The College is funded by its founder, taking into account the minimum cost per student to realize a study program defined by the Cabinet of Ministers. The College is a privately owned higher education institution and its source of funding is income from economic activity. All matters related to the allocation and planning of resources, financial and material resources for the study direction and study programs are decided by the Management Board, which is the highest management body of the College in strategic, financial and economic matters, notifying the Director of the College of Business Administration.

The tuition fee and other fees associated with the study process are set by the Management Board of the CBA. The bulk of the budget income of the College, in accordance with the Regulation of the CBA, consists of tuition fees, which are covered by personal funds of the students, their relatives, funds of students' employers, student loans with state guarantee, commercial credits, funds of sponsors. The amount of the tuition fee and the payment procedure for each academic year is determined and approved by the Management Board of the CBA. Students can choose individual payment schedule according to their financial capabilities. The marketing and sales strategy of the College is to offer tuition discounts and carry out various promotions to help to increase student enrollment according to the prognosis. This strategy can be considered a business secret of the company and is therefore agreed with the Board. The College also derives income from various additional paid services, the pricing of which is available in the pricelist, or, in cases where the cost of the additional event is not known during the planning period, it is clearly stated before providing the service.

**The main income positions are:** tuition fee, deferred payment fee, tuition administration fee (enrollment fee, re-examination fees). As the total number of students in the College grows, the amount of these income grows as well. Since the capacity of all study programs at the College is not significantly different, because the College does not have significantly different (in terms of material basis) study programs, the budget of the College is planned together for all programs, for a total period of 3 years, and it is annually revised and supplemented. The CBA follows the same principle in financial and resource planning for study programs, as the whole study process is planned according to groups with relatively equal number of students, and additional costs for group administration does not occur. Marketing, advertising, sales and administrative costs are also calculated together.

**The main expenditure positions are:** salaries, paying outsourced services in the study process, marketing activities, rental fee for premises, royalties, recruitment costs, study materials, administrative expenses, etc.

For the day-to-day operation of the College, funding is being provided for: the development and continuous improvement of study materials, applied research, the equipment of the premises, the recruitment of academic staff and the training of staff.

The total expenditure items of the direction "Law" and the dynamics by years for the provision of the study process from year 2017 till 2021 can be seen in Table 8 below. As there is only one study program in the study direction, Table 8 shows at the same time the expenses for the study program (they are identical to the expenses of the study direction).

*Table 8. Actual and planned expenses for the implementation of the study direction/study program, years 2017-2021.*

Expenditure position	2017			2018			2019			2020		
	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student
Provision of the study process												
Total EUR	9 367	30,07%	323	15 996	30,07%	186	29 008	38,85%	259	35 224	38,85%	259
Administrative expenses												
Total EUR	16 965	54,48%	585	29 068	54,48%	338	35 952	48,19%	321	43 656	48,19%	321
Advertising and marketing activities												
Total EUR	3 828	12,27%	132	6 536	12,27%	76	5 936	7,98%	53	7 208	7,98%	53
Investments												
Total EUR	841	2,70%	29	1 462	2,70%	17	3 136	4,24%	28	3 808	4,24%	28
Other taxes and expenses												
Total EUR	145	0,47%	5	258	0,47%	3	560	0,73%	5	680	0,73%	5
<b>Total (EUR)</b>	<b>31 146</b>	100,00%	1 074	<b>53 320</b>	100,00%	620	<b>74 704</b>	100,00%	667	<b>86 088</b>	100,00%	633
	* students in 2017		<b>29</b>	* students in 2018		<b>86</b>	* students in 2019		<b>112</b>	* students in 2020		<b>136</b>

Comparing net turnover in 2017 and 2018, we see an increase of 27.99%. Table 8 shows that the CBA has maintained the same trend in 2019, when net turnover increased by 24.24% compared to 2018. According to the **Operational Profit and Loss Statement**, the revenue of the College of Business Administration in 2019 is EUR 721786.76.

*Table 9. Net turnover of the CBA, years 2017-2019*

Year	Sum, EUR	% against the previous year
2017	<b>453903</b>	
2018	<b>580941</b>	27.99%
2019	<b>721787</b>	24.24%

In 2019, the net turnover increases with a similar trend as the number of students (in comparison

with 2018): 878 in 2018, 1050 in 2019, i.e. 16.38% more.

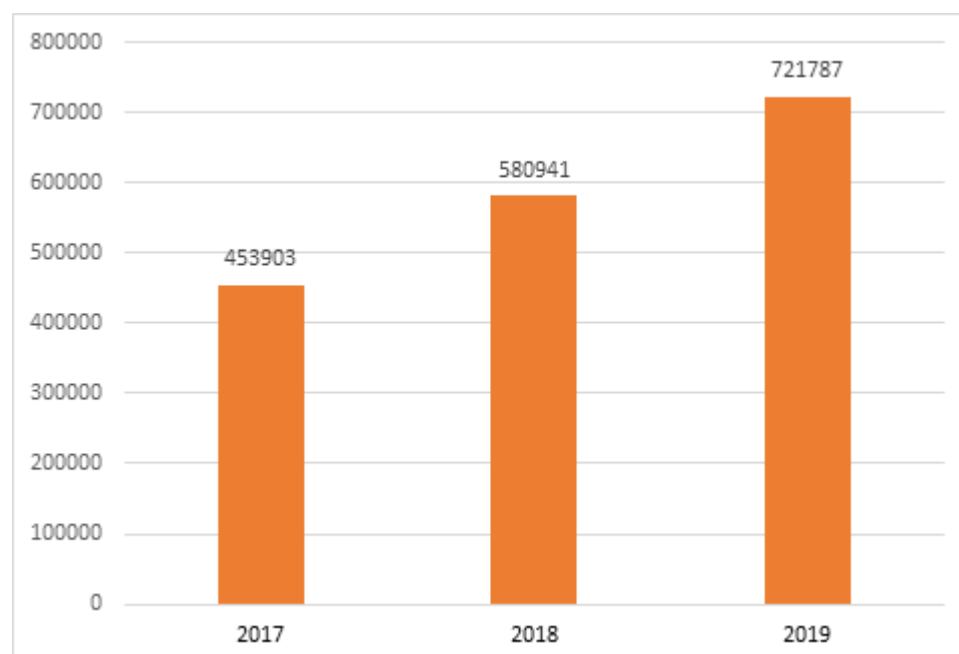


Figure 4. Income from the tuition fee (EUR).

Production costs or costs directly attributable to the provision of services have also increased in 2019, please see Table 10:

Table 10. Dynamics of the production costs

Expenditure positions	2018	2019	% change
1. Production costs of products sold EUR	243 987	313 148	28.35
2. Cost of administration EUR	262 998	308 171	17.18
3. Cost of sales EUR	43 459	54 637	25.72
4. Other costs EUR	27 074	27 677	2.23
<b>Total EUR</b>	<b>577 518</b>	<b>703 633</b>	

In 2019 compared to 2018, the cost of production increased by 19.44% on average while the increase of the total cost was 18.37%.

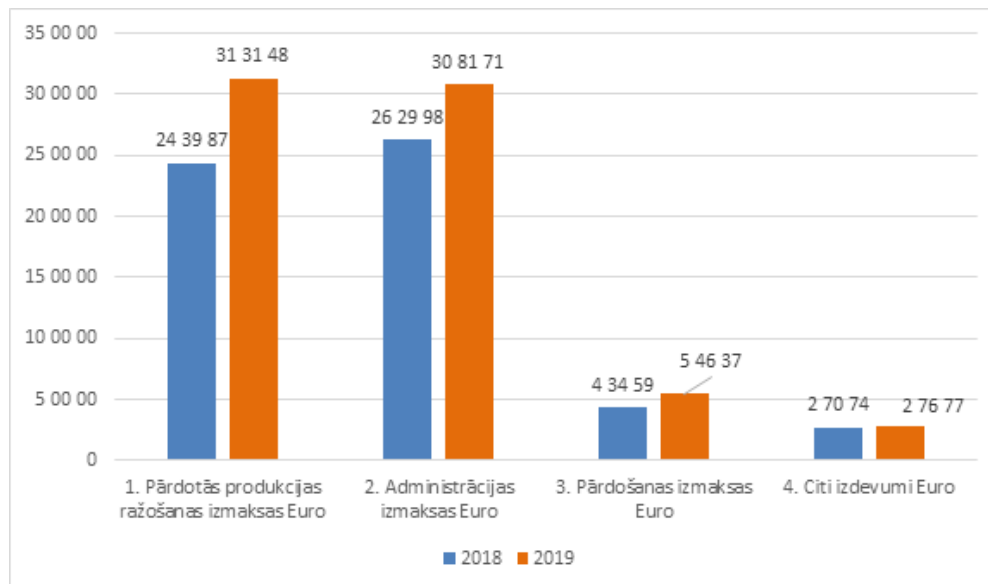


Figure 5. Expenditure positions (EUR) (1. - Production costs of products sold; 2. - Costs of administration; 3. - Costs of sales; 4. - Other costs).

Taking into account that in 2019 the number of students has increased by, the position of costs has increased accordingly.

The full tuition fee till the academic year 2019 (autumn enrollment) is set at 1390 EUR, while the full tuition fee is 3475 EUR. Starting from the winter enrollment in academic year 2019/2020, the tuition fee is set at EUR 1590 per year and the total tuition fee is EUR 3975.

By analyzing the total budget cost lines illustrated in the Figure above, the cost per student is calculated. The table 11 below shows the cost per student and dynamics of this cost over the years according to the general planning principle described above.

Table 11. Costs of provision of the study process per one student, 2017 - 2021 (EUR)

Costs per one student per year (EUR)				
2017	2018	2019	2020	2021
1074	620	667	633	566

To stimulate the provision of additional resources, the College's administration has attracted additional funding in 2019 from the European Union (150,000 EUR), which is invested in the development of the study process and program content till the end of 2020.

Overall, fulfilling the currently approved forecast of income, based on forecasted number of students and past experience on average earnings per student, positive cash flow is projected, as well as profit which outperform national growth rates. This criterion can be seen as a strong positive signal that the funding is sufficient.

It has been stated above that the planning of the expenses of the study direction and the program included in it is carried out jointly with the other study directions implemented in the college. Vertical analysis of budget cost items shows that the biggest items of expenditure are administration, rent of premises and marketing costs. Given the specifics of the studies, it is acceptable that the largest cost item is directly related to providing support and services to students, as this is considered to be an essential condition for the success of the College. The administrative cost line, which occupies a large part of the budget, directly unburdens the academic

staff by minimizing their involvement in the course administration process.

Rent of premises and other technical maintenance costs, which form the second largest position of expenses, is regularly reviewed and optimized, prioritizing a student-friendly and enjoyable study environment both on-site and remotely, and therefore these expenses may be considered optimal. Providing student growth is the strategy of the College, therefore marketing and sales costs are considered appropriate.

Salaries and royalties paid to academic staff for teaching courses and maintaining study content also account for a large percentage of funding. This position is comparatively lower than in other institutions of higher education, but is considered appropriate to the specifics of the College. In addition, the major contribution to creation of video content is worth mentioning. The choice of this format is in line with the strategy of the College and offers significant advantages in the study process, allowing students to adjust the speed of learning to their abilities, thus not burdening the academic staff and efficiently utilizing the resources available.

Students' self-government activities are financed from the budget of the CBA in accordance with Article 53 of the Law on Higher Education Institutions. Funding is available for all student activities, but as a result of practice is coordinated with the study administration and budgeted according to the past experience. The amount of this item will be reviewed in the budget when the requested amount will change.

The most significant increase of expenses is in the positions - remuneration and external services. This is related to the implementation of the strategic plan of the College. Work is being done to improve study programs in accordance with the latest trends in education, and innovations and IT solutions have been introduced in the study process. Automated internal study support management and administrative processes. Increase in administration costs – it consists of staff salaries, taxes, expenses for business trips, rent of premises for on-site classes. The number of enrolled students continues to increase in the academic year 2019/2020 at the College of Business Administration. Net turnover in 2019 increased by 24.24% compared to 2018. In 2019, costs directly related to production or provision of services have also increased by 18.17%.

The company closed the tax year 2019 with a net profit of EUR 11014.00. Overall, the cost structure is judged to be optimal and in line with the Strategy put forward by the College. The financial indicators of the CBA indicate a stable financial situation, the management of the College improves the quality of resources on regular basis and increases the amount of available resources depending on development priorities, which in turn depend on education and labor market requirements.

**3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).**

The study process at the CBA is organised in the form of distance learning, using two types of learning: blended learning (face-to-face and distance learning) and asynchronous (only distance learning), meaning that for some students the learning process is implemented both remotely and

directly with the course instructor, but for some –only remotely (for a detailed description of the implementation of the study process, please see Part II, Section 3.3. of this Report)

The College has functional premises for the implementation of the study direction. The premises of the College (administration, library, consultation rooms and study auditoriums) are functional, well-equipped, aesthetically designed, clean, cosy and attractive, thus ensuring the implementation of the study process in conditions that are safe for health and living for students and employees. Sufficient lighting and normal temperature is provided at all premises, and sanitation is carried out every day in accordance with sanitary and hygienic standards. The physical environment of the College is highly appreciated by both the academic staff, students and guests. The layout and area of the premises are appropriate to the specifics of the work, and a rental agreement has been signed with the Riga Graduate School of Law, which leases study auditoriums with modern technical equipment necessary for the study process - whiteboards, computers, software, projectors, screens, presentation boards and internet connection. The premises lease agreement is available at the Accounting division of the CBA. The use of the premises is rational and corresponds to the specifics of the study process, the internet connection in the premises of the College and classrooms is freely available, there are certain procedures for the use of premises (libraries, study auditoriums) and technical equipment, which employees, academic staff and students are informed about. Workplaces of the employees are comfortable, ergonomic and adequately lit. Each employee has a touch screen desktop computer.

Improvement of the college premises is planned and organized purposefully, but IT infrastructure and software are essential for the implementation of the distance learning process. Three information technology systems are used to perform the functions successfully:

- Education Process Administration System (IS) - IPAS - collects data on the College of Business Administration staff, academic staff and students. All the documents regulating the study process are executed - including orders on the change of student status, evaluation protocols, orders on internships and minutes of state examination commission meetings. It is the duty of the employees to observe accuracy and protection of personal data.
- Customer Relationship Management System (CRM) BITRIX, the purpose of the system is to provide a support function in working with stakeholders, academic staff, students, course listenerse, and college partners. Using this system, the Study support center coordinators:
  - provide students with quick feedback by answering the questions submitted;
  - performs study process support functions - informing students about semester schedules, sending out reminders about study activities;
  - student payment control, work with debtors;
  - it is the responsibility of the study coordinators to ensure efficient flow of information about each student - any coordinator should have access to information on cooperation with each student.
- Learning Management System (LMS) - MOODLE. System features:
  - availability of study materials of each semester electronically;
  - provision of electronic study process.

State-of-the-art materials and latest technologies (such as Wacom Intous PRO digital tablets, ActivePanel Touch interactive screens, ActivInspire software, laptops) are used efficiently during the study process, to provide a modern, innovative learning process and differentiated learning approaches for students. The CBA ensures appropriate teaching aids, organizing joint methodological seminars for the academic staff and working individually with the lecturers. At the office of the CBA the following items are available for the academic staff - photocopiers, scanners, modern smartphones, computers. The academic staff members have constant access to library resources. Study materials are being improved and technical support is being updated.

The general budget provides funding for the promotion of scientific research activities of the academic staff, payment for publications, attendance and organization of conferences and seminars, experience exchange activities as well as international cooperation activities and membership fees at professional organizations.

The College plans a budget each year for organization of a scientific-practical conference and organization of methodological seminars for the academic staff. Other research activities are supported at individual request of lecturers, reviewing and approving the application by the College Director and providing financial support. In line with the priorities set out in the strategy of the College, reward system has been put in place to motivate the academic staff to facilitate their pedagogical and applied research activities.

Acquisition of the textbooks published by the CBA, buying supplementary teaching aids, scientific literature and updating library resources is subject to the consideration of proposals submitted by the academic staff, the amount is decided by the Management Board of the CBA and the Director.

**3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study direction by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study direction, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and options for the subscription to the databases.**

The CBA improves methodological and informative provision on regular basis in line with the development priorities, which in turn depend on education and labor market requirements. Improvement of teaching aids, scientific literature and library funds takes place after consideration of the proposals submitted by the academic staff, directors of the study direction and study programs. Necessary improvement measures are discussed during the meetings. The extent and implementation thereof is decided on the basis of the annual budget by the Director of the CBA in agreement with the Management Board of the CBA.

The College plans every year to provide sufficient funding for the development of methodological and informational provision, as it is critical to providing a modern and effective distance learning process.

Digital environment is used in the distance learning process - the Moodle system, which is updated annually to the latest version available, which increases its functionality significantly.

Taking into account the specifics of the form of distance learning, the College provides students with the necessary resources for their studies. In each study course:

- distance learning materials (books published by the academic staff of the CBA), which are created according to the distance learning method developed by the CBA and students can keep them after the acquisition of the program;
- by authorizing in a distance e-learning environment - Moodle, students have access to methodological, content and organizational support online. There are both study materials

and audio and video recordings developed by the lecturers in the Moodle environment.

The CBA employs methodologist, who is subordinate to the Director of studies and who ensures that the content and format of the methodological materials is in line with international quality standards (*Quality matters*). Significant support for the development of methodological was provided by the European Social Fund project no. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration". Within this project, the study environment and the structure and content of study courses have been audited and improved with the aim to evaluate and improve the quality and competitiveness of study programs in the national and international market.

The distance learning materials developed within the study courses are one of the advantages of the CBA library funds. The CBA library facilitates the study process and scientific activities, as well as provides information services to students and academic staff. The work of the library is regulated by the "Regulation on the library of the CBA" and the "Working regulation of the library of the CBA". Library premises in Riga, Alberta Street 13 occupies 16.7 m<sup>2</sup> and is equipped with 6 workstations. Students have access to computers with free WiFi.

The CBA collaborates in the provision of library resources and has signed an agreement with Riga Graduate School of Law, which is located in the same building, for free access to library resources and use of resources for the students and academic staff of the CBA.

Using the library information resources are free of charge. The library offers the following services:

- to receive complete information on the composition of the library stock, information retrieval system and possibilities of using the EBSCO database;
- to receive the necessary literature for studies, upon prior agreement with the librarian taking into account the deadline set by the library, the term for use of literature may be extended either by coming in person to the library or by e-mail: biblioteka@bvk.lv;
- if the textbook required is in one copy, it can only be read in the reading room of the library;
- Interlibrary loan and International Interlibrary loan are available at the library;
- previous years' qualification papers and internship reports are available at the library.

To ensure study process in a high quality, the electronic database EBSCO has been purchased and used. The use of the EBSCO National e-Resource Package Database is subject to annual subcontracting with the Cultural Information System Center under the Electronic Publications for Libraries of Latvia program. Students are also aware of open source resources useful in their studies - databases, e-journals, e-books, as well as e-libraries, including links to legal information resources.

The also subscribes to two magazines, both electronically and in print: "iFinances" and "Jurista vārds".

Each year, in cooperation with the Cultural Information System Center (KISC), the CBA offers its students various pilot databases such as Britannica Academic edition, SAGE, Taylor & Francis - eBooks, Library PressDisplay, BiblioRossica Eurionitor International, Scopus, Ebrary, Passport GMID, ScienceDirect, RUBRICON, ProQuest, EBSCO eBook and more.

According to KISC statistics on the EBSCO databases show positive dynamics (please see Table 12), which is a good indicator that indirectly indicates a change in habits and development of research skills of the students through implementation of the study course "Research Design".

*Table 12. Number of Registered Searches in the EBSCO Databases (2016-2019).*



	2016	2017	2018	2019
Number of registered searches	1317	3292	6512	19182

The students of the CBA also have the opportunity to use the databases offered by libraries of other universities (LU, RTU, RSU, EKA, etc.). The working hours of the library are corresponding to the needs of students. Twice a week on weekday evenings the library is open until 20.00, and it is open to students on the 2nd and 4th Sunday of each month when the on-site learning process is being implemented. The collection of the library is updated on a regular basis as the curriculum develops. The procedure for updating the collection of the library is the following:

- the budget of the library includes funds for purchasing or subscribing to books, press, e-resources;
- the library collection corresponds to the study process of the programs. The library collection is compiled in cooperation with directors of study programs and academic staff;
- in order to order books, it is necessary to write an application for the purchase of books, this application must be signed by the program director and submitted to the Library. The library manager reviews the applications received and places orders, coordinating it with the Management Board and the Director;
- outdated, worn out and lost items are written off;
- at the end of each semester (winter, spring) the qualification papers are handed over to the library and are stored there for one year and archived after that.

The College finances the creation of authors' works (books for studies), and that point to applied research in the context of the educational institution, as well as the production of methodological materials that are included in the annual reports on scientific activity. In this way the College plans to provide sufficient funding each year to promote applied research among faculty and students.

The College also funds indirect research support through annual scientific conferences. The Annual Conference of the CBA and its collection of articles is a support and stimulating mechanism that helps to promote research results and promotes scientific collaboration. Over time, it is planned that the funding necessary for the conference will be raised during the organization of the conference, thus adding to the number of sources of income.

### **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.**

The process of recruitment and employment of the elected academic staff (including vacancy announcements, recruitment, election procedure) is regulated by the "The Regulation of academic and administrative positions of the CBA" and the "The Regulation of competition on academic positions of the CBA" (approved with updates at the Council of the CBA meeting on 10 February 2020). Requirements for the elected academic positions are reviewed and updated every two years taking into account changes in external regulations, the labor market, and the content of study programs. The requirements of regulations are respected and the application of the requirements in election procedures and competitions has not been contested so far.

In addition to recruiting the elected staff, the College also hires and selects course lecturers. The attraction of the lecturers is topical mainly in the following cases:

- when it is decided to create a new study course and the competence or capacity of the existing academic staff is inadequate for the specific course;
- when current lecturer terminates the employment relationship;
- when the performance of the current lecturer does not meet the requirements of the CBA.

Despite the fact that these lecturers are usually recruited with a fixed-term contract, these applicants are also carefully evaluated. In addition to education and pedagogical experience, the **professional experience** and **achievements** of the lecturer **in the relevant field** (e.g.: courses in Administrative law and Administrative procedure law are taught by Scientific Adviser at the Supreme Court of Latvia, expert of Administrative law Mr Aleksandrs Potaicuks, several Civil law study courses are taught by attorney, Civil law expert Ms Jolanta Dinsberga), as well as his/her own **attitude** towards the teaching process, **desire** to learn and share experiences with students are very important. Feedback from management of other higher education institutions is also evaluated.

<https://www.bvk.lv/colleges-documents/>

**3.5. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualification (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.**

The CBA has established a common procedure for ensuring the qualification and work quality of the academic staff. A number of CBA quality management processes help to maintain this order. Provision of studies is described in 22 procedures in the CBA quality system. Examples of procedures: "Description of the General Organization of the study process at the College of Business Administration" (KVAL 2-11 STUD); "Description of the process of study schedule preparation at the College of Business Administration" (KVAL 2-12 STUD); "Description of organization, management, reviewing and defence of internships at the College of Business Administration" (KVAL 2-16 STUD).

Joint workshops are organized three times a year (in August, December and March) for academic staff, part of the time in these workshops is devoted to administrative and methodological issues, and other part – to training and exchange of experience between the members of academic staff. Most of support and training for academic staff members is provided individually:

- about the organization of the study process – by the administrative staff of the College,
- about the development of the course content – by the directors of study direction and study programs;
- about the methodology of teaching the course and about the technical issues in the Moodle environment – by the methodologists;
- about performance appraisal and remuneration – by management.

Along with the study process, the academic staff is involved in the implementation of applied research projects in the framework of development of student internships and qualification papers

(e.g.: cooperation with the Insolvency Control Service in implementation of organization research, cooperation with the Court Administration for research of length of court proceedings, etc.), promoting scientific publications and student scientific activities (e.g.: annual workshops aiming for the supervisor and the student to prepare a publication for the annual Collection of articles of the CBA; participation of the academic staff at the annual international student scientific practical conference organized by the CBA), the academic staff participates in maintaining and developing cooperation with employers (eg: focus groups of employers to develop contents of the study program "Law"; assistance of academic staff in collaboration and signing Collaboration Agreements with Employers and professional associations), academic staff is involved in making the content of annual activity "Life Opportunities day" (e.g. students meeting with entrepreneurs and employers). The College of business administration organizes, on average three times a year, joint visits of cultural events or field trips where the choice to participate is voluntary.

The CBA supports financially the improvement of qualification of the elected academic staff: expenses for participation in relevant conferences are covered, and a supplement is paid for the preparation and publication of scientific articles. From 2020 onwards, thanks to the ERASMUS Charter, mobility of academic staff will be pursued with the aim of not only providing guest lectures at the cooperating institution, but also developing professional and pedagogical competence of the academic staff.

In addition to the above-mentioned material support, regarding employees to whom the CBA is the principal work place, the CBA approved a procedure in 2018 that defines how the performance of all college academic staff is evaluated, ensuring that remuneration is linked to the strategic goals of the CBA, performance as well as integration of scientific work. The evaluation takes place every two years, from August to September. The assessment period is the previous 2 years, which end in July. As a result of the evaluation, the performance of each academic staff member is evaluated in points, while a certain amount of points corresponds to a certain hourly rate. The lecturers of the CBA have 3 academic hourly rates: basic, medium and high. The rate applied to the lecturer after performance appraisal is applied to all his/her work for a period of two years. Therefore, it stimulates the lecturers to work to get the maximum score possible. The Regulation on Performance Appraisal of the Academic Staff and Course Lecturers (approved at the Council of the CBA meeting on 14 October 2019) is available to all academic staff member and the Director is open to questions throughout the assessment period.

It is difficult to assess precisely the added value of the opportunities provided by the CBA academic staff members for the implementation of the study process and the quality of studies. Analyzing the overall performance of the CBA over the last three years, it can be concluded that the motivation and responsibility of the academic staff is high, that the opportunities offered to the academic staff have facilitated their performance, increased student satisfaction and play an important role in the positive popularity of the CBA image among higher education institutions.

**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.**

Highly qualified academic staff with long practical experience is involved in the implementation of the study direction. The qualification of the academic staff corresponds to the qualitative provision of the study direction and implementation of the goals and tasks of the CBA.

In total, 22 members of academic staff are involved in the implementation of the study direction, for 6 of them (2 assistant professors and 4 lecturers) the CBA is the basic institution of election. Changes in the qualitative composition of the academic staff are reflected in the Table 13.

*Table 13. Qualitative composition of the academic staff involved in the implementation of the study direction.*

No.	Indicators	PhD		Master's Degree	
		Before	Now	Before	Now
1.	Number of academic staff	4	5	17	17
2.	Proportion of the academic staff (%)	18	23	82	77

During the reporting Dr.iur. Aleksandrs Potaicuks was elected as lecturer at the CBA and several new academic staff members were hired: Mg.iur. Ieva Liepina, Mg.iur. Kristīne Zubkāne, Mg.iur. Edgars Pundurs, Mg.sc.soc. Madara Mara Irbe, Dr.philol. Dīte Liepa, Mg.sc.soc. Jekaterina Čerņenko, therefore ensuring development of study contents in several study courses.

As the current legislation of the Republic of Latvia does not stipulate that colleges should carry out scientific activities in first level professional higher education programs, the academic staff of the CBA devotes 100% of their academic time to their academic duties: teaching courses, correcting students' tests and exams, developing distance learning materials according to the distance learning methodology, supervise and review Qualification papers, develop various methodological materials and regulations, participate in commissions. The CBA signs a contract of employment with all elected academic staff members using hourly rate. Currently, the College is working on the development of a performance management system for the academic staff and linking it to remuneration in accordance with the Strategy of the CBA 2018-2024 (updated version approved at the Council of the CBA meeting on 10 February 2020) and the Plan for development of professional competencies of the academic staff 2018-2024 (approved at the Council of the CBA meeting on 16 February 2017).

During the reporting period the mobility of academic staff was not realized at its maximum capacity at the CBA. This is partly explained by the form of distance learning. Outgoing and incoming mobility of academic staff is defined as one of the development priorities of the study direction. Therefore, in 2019, the CBA repeatedly worked on the project application for the ERASMUS Charter 2014-2020 and received it with high recognition, fulfilling all the prerequisites for obtaining it. Similarly, in February 2020, the CBA submitted an application for the ERASMUS + program project "Mobility of higher education institutions' staff". With the support it receives, the College plans to:

- to improve staff (administrative and academic) knowledge by learning from the experience and good practices of foreign partners, as well as improving the skills required for current work and professional development;
- attract academic staff from other European countries and foreign guest lecturers from

companies to enable students to broaden their knowledge and experience. Within the framework of ERASMUS + program cooperation agreements have been signed with Siauliai State College (Lithuania), Marijampolė College (Lithuania), Karsh Engineering and Economic Institute (Uzbekistan), University of Social Sciences in Lodz-Spoleczna (Poland), Alanya Alaadin Keykubat University (Turkey), Prigo University (the Czech Republic), Valencia University (Spain).

During the reporting period, the CBA has used its own resources to attract foreign academic staff:

- Lecturer Ruta Stabina from the University of Oregon (Canada) regularly and actively participates in the organization of methodological seminars and professional development for the academic staff. In the academic year of 2017/2018 Ruta Stabiņa has conducted the following methodological seminars during at the CBA:
  - “Standard, Working Methods and Techniques for the Development of Methodical Materials for Distance Learning Courses”;
  - Compliance of the CBA e-learning course structure and content with internationally recognized “Quality Matters” standards.
- In the academic year of 2018/2019 lecturer Travis Luckey from the University of Oregon (Canada) gave a presentation “Business Sustainability Review” at the students’ scientific practical conference of the CBA.
- In the academic year of 2018/2019 guest lecturer Frans Marten from Avans University of Applied Sciences (The Netherlands) gave a guest lecture “Data Analysis for Personnel Management”.

The attraction of foreign lecturers within the study direction is based on individual contacts. Foreign lecturers are attracted to the fields where such involvement allows students to get acquainted with the latest research results and practical methods. Incoming and outgoing mobility of the academic staff will be encouraged in future by using the opportunities offered by the ERASMUS + program.

### **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 CBA has developed “Customer Relationship Management Standard”, which provides a unified approach to customer service, incl. in providing support. The standard sets out the basic requirements and responsibilities of each employee in customer service, describes support tools for customer relationship management, describes customer service standards as well as criteria and development of evaluation of customer relationship management.

In March 2019, the CBA introduced a new customer service system Bitrix (formerly, SCORO since 2014), and during the European Social Fund project no. 8.2.3.0/18/A/005 “Improvement of management processes and quality of study programs at the College of Business Administration” in September 2018 work on the development and implementation of a comprehensive educational process administration system (IPAS) was launched. IPAS will assist all those involved in the processes, including college administration, education process administrators, academic staff, and students, giving the possibility (according to the defined access rights) to use, monitor, analyse etc. relevant educational data within a single system, providing fast and high quality document circulation and feedback.

Throughout the all study period, each student is provided with an individual approach and feedback through the CBA distance learning support tools as well as original distance learning materials. Figure 6 shows the distance learning process and its supporting tools.

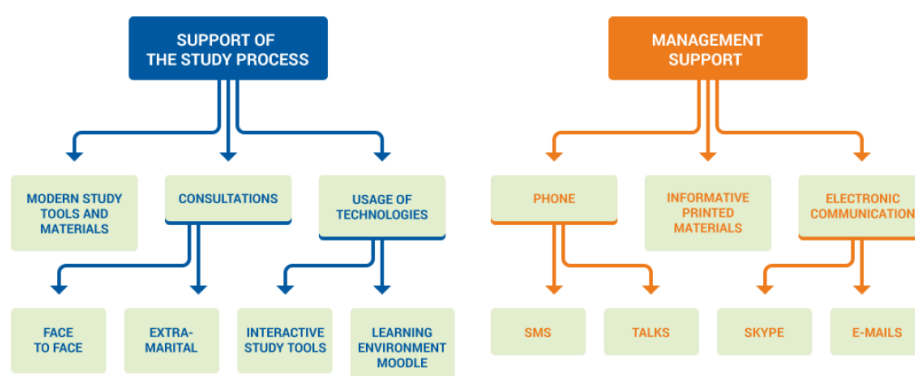


Figure 6. Support tools for the distance learning process.

The function of the distance learning study support tool is the following: using the Internet connection, the student has the opportunity to use the information included in the website ([www.bvk.lv](http://www.bvk.lv)) (news, study programs, study courses, etc.). The student has a possibility to receive information on the content and formal organization of the study process via e-mail, skype or phone. Using individual access code, the student has access to the electronic learning environment (Moodle) - the content of the study courses - course descriptions and programs, the list of recommended literature, electronic study materials, tools (control questions, self-control tests, worksheets, tests, etc.), discussions, examinations, documents regulating the work of the College, up-to-date information and grades received in study courses, communication possibilities with the course mates and lecturers. Group consultations and testing are scheduled in semesters and are available in the Moodle E-learning environment, which allows the student to plan their time. Individual consultations (on-site, distance - skype) by mutual agreement provide the student with an individual approach.

The college provides aesthetic, functional, safe and personality-friendly environment (during consultations, College and Students' self-government events, conferences, workshops, projects, everyday working situations, electronic learning environment) for the implementation of the study program. In order to ensure the study processes, student support and the implementation of a unified, cyclical learning system, the CBA has developed, implemented and regularly updated instructions, regulations, work and study regulations, methodological guidelines, guidelines and manuals. For example, some of them:

- "Regulation of Examination of the CBA" (approved at the CBA Council of Studies meeting on 29 August 2016);
- "Regulation of development, implementation and evaluation of Moodle discussions" (approved at the CBA Council of Studies meeting on 08 July 2017);
- "Guidelines for development, evaluation and defending the research papers of students" (approved at the CBA Council of Studies meeting on 08 July 2017);
- "Regulation of the State Examination (qualification paper)" (approved at the CBA Council of Studies meeting on 08 July 2017);
- Regulations of Internships;
- "Regulation of Studies of the CBA" (approved at the CBA Council of Studies meeting on 14 August 2017);
- "Study Guide".

Guidelines, instructions, procedures, regulations and other documents play an important role in the effective organization of the learning process. The CBA respects the interests and time of students and academic staff, which is why a number of instructions are supplemented with video clips, audio recordings, infograms and images, which reduce the amount of readable information and ensure higher implementation, understanding and use. These documents form an integral part of the quality management system assurance provided by CBA.

The College has created and operates a Life Opportunity Center to support:

1. **Provision of internship placements:** the CBA establishes and develops cooperation with employers representing different fields and can offer internships to students according to the profession acquired in the study program. Employers providing internships are aware of the CBA internship tasks and these tasks have been developed in cooperation with employers. Therefore, the internships of the CBA study programs develop practical skills for students necessary in the labour market.
2. **Unlocking Work and Career Opportunities:** the CBA prepares specialists in demand for the labour market, and our graduates are competitive and in demand. As a result, many of our students begin their careers during their studies. Employers approach the College with their own needs for human resources, and the College passes this information on to the students. At the beginning of the academic year, the CBA organizes a Life Opportunity Day to let the employers meet with potential employees and students with their potential employers.
3. **For Starting Your Own Business:** the CBA has created and implemented virtual business incubator "**Business Greenhouse**", which is unique because it is the first virtual business incubator in Latvia. It is available to students of all study programs and gradually supports the student in developing his/her business plan over the course of the year. More than 30 students were enrolled in the Business Greenhouse in 2020, a unique number compared to the number of participants in incubators in programs of other higher education institutions.
4. **For Personality Growth:** as an additional benefit, the CBA offers Personal Growth Practice to all college students, and this practice runs through the study process throughout all five semesters. Jānis Stabiņš, founder of the College of Business Administration, came up with the idea of implementing the Personal Growth Practice at the College of Business Administration based on analysis of experience of successful and happy people and research on maintaining life balance. The practice integrates knowledge from management science (e.g. leadership, management psychology, creativity, etc.), as well as from other fields, to encourage students to acquire a wider range of knowledge in practice. The aim is to discover, use and consolidate the wealth of knowledge, training and techniques available to us, while respecting the human being as one being spiritually, mentally, bodily, and socially. Through this practice, the College of Business Administration motivates students to achieve a work-life balance by facilitating students' personal growth.

The College of Business Administration is open to students with special needs. We offer distance learning studies that open up opportunities to study from anywhere in the world, including from home. In case of visit of the College, the entrance to the College of Business Administration is available from Strēlnieku Street 4k-2 through the building of the Riga Graduate School of Law for clients who move in a wheelchair, as well as for visitors with baby carriage. The building is equipped with ramps and an elevator.

## 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 accordance with the Cabinet of Ministers Regulation No. 141 of 20 March 2001 the implementation of the first level professional higher education programs focuses on preparing students for a particular profession, as well as gaining specific knowledge, skills and competencies to get a professional qualification (please see Article 2 of the Regulation). Currently there is no rule in the legal acts of the Republic of Latvia that colleges should carry out scientific activities at the first level professional higher education programs.

However, taking into account the current trends in higher education, ESG standards and the fact that students need research and analytical skills and competencies in the labour market more and more, the CBA puts more emphasis on promotion of research activities of lecturers and students each year and understands the importance of that in provision of quality of study contents and strengthening competitiveness of the College.

Directions of scientific research in the study direction "Law" are approved at the CBA. The main directions of research work are chosen taking into account that the College is basically focused on offering business education. The main directions of scientific research are the following:

- "The role of law in business";
- "Regulation of Labor Relations in the 21st Century";
- "Issues related to property rights";
- "Current issues and problems in the regulation of family law in Latvia";
- "New Challenges for Administrative Law";
- "The Role of International Law and Organizations in Business";
- "Criminal Law and Entrepreneurship";
- "Practical application of Civil procedure law";
- "Topicalities of application of Liability law";
- "Problems of Work Organization of Law Enforcement Institutions in Latvia".

On the basis of these scientific research directions, topics of qualification papers are developed and are offered to students in each study program, and these topics are updated annually. The defined topics of qualification papers do not exclude possibility of other research topics.

The organisation of research work at the CBA is based Priority 3.4. "Promotion of applied research: promoting cooperation between students, lecturers and employers (internships, qualification papers, funded projects) for applied research, development of successful business. Promote the good practice of research outcomes in student and academic staff conferences, forums, publications" of the Strategy of the study direction "Law" for the period 2018-2024. The strategy also includes a plan for implementation of the priority, in particular, the director of the study direction, together with the Director of the CBA, have to organise annual participation in a practical research, as well as participation in conferences and forums at local and international level, and each third year – the preparation of international publications on current issues of the sectors relevant to the study program. Starting from the year of implementation of the Strategy, the



participation of academic staff in conferences is ensured on regular bases (please see Chapter 4.4. for more details), as well as participation in applied research. For example: in cooperation with the Insolvency Control Service, our academic staff and students have conducted research on the organisation. In 2020 the cooperation with the Court Administration of Latvia was started, current problems of court system are being researched, e.g. length of court proceeding at first and second instance courts.

#### **4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.**

Scientific research is integrated all study programs of the study direction as a process of development of qualification papers in the 5th semester. Qualification papers must be scientific research papers with a professional orientation, students must use scientific research methods in their qualification papers. The development of qualification papers is regulated by the "Regulation of the State Examination (Qualification Paper)" (approved at the Council of the CBA meeting on 8 July 2017) and the Guidelines for the development, evaluation and defence of students' research papers (approved at the Council of the CBA meeting on 8 July 2017). The Guidelines stipulate that the quotes from original publications of authors, articles in scientific journals, materials from databases and the web in at least two languages have to be used in the students' research papers. Before the development of the qualification papers a special Introductory seminar is organised, where students are taught to use scientific research methods, to select information in databases of scientific articles. Preliminary defence is organised at the end of the qualification papers' development process, and it is a possibility to give suggestions to improve the qualification papers. Taking into account the recommendations received in the previous accreditation, since 2019 this introductory seminar for law students has been held separately from other CBA study programs, it has a content specially adapted for law students.

Academic staff members and students are encouraged to present their papers (and, in some cases, internship reports) at scientific conferences. Every six months, the Deputy Director of the CBA submits to the academic staff a summary of conferences where it is possible to participate.

Implementing Priority 3.4. of the study direction "Law" and in order to promote the scientific activities of the academic staff and students, the CBA organizes annual scientific and practical conference for the academic staff and students. On April 14, 2018, the CBA in cooperation with the College of Law organized a scientific-practical conference for academic staff and students "Business Challenges in 100 years' anniversary of Latvia", on April 27, 2019 the CBA organized an international scientific-practical conference "Integral Approach to Business Sustainability", on 26-28 August 2020 the CBA organized international scientific-practical conference "Today's experience for business tomorrow". In all of these conferences there was a specific Law section where students, graduates and academic staff members of the study direction "Law" participated. After the conferences, collections of articles were published. Such conferences are organized at least once a year.

The CBA promotes and develops the scientific activities of the academic staff (please see Chapter 4.4 for details). The results of the academic staff scientific activities - research and publications - are used in the study process, e.g. the lecturers include the results of their research in the study materials of the respective study courses. Several academic staff members of the study direction

are PhD students (e.g. Aleksandrs Potaicuks, Jolanta Dinsberga, Janis Supe), and they use the latest information from their research in the study courses. It ensures that students receive up-to-date and evidence-based information, the latest research findings, and helps to achieve the ESG goal of improving the quality of higher education.

**4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.**

International co-operation in scientific research at the college level is not a requirement of the legal acts of the Republic of Latvia. However, in order to enable students and academic staff to gain international experience and follow the global developments, the CBA implements international co-operation in scientific research.

In 2019 and 2020 the CBA organized international scientific and practical conferences which were attended by speakers from abroad (Canada, UK, Finland), as well as academics from foreign higher education institutions participated in the scientific committee of the conference (Finland, UK, USA).

On May 2-3, 2019, the CBA academic staff members Signe Enkuzena, Jana Roze and Janis Supe presented the research "The Impact of Types of E-Learning on College Students' Academic Achievements" at the 3rd International Congress on Technologies in Education in Paris.

The CBA learns from the experience of the most developed countries in the world to develop its activities and the study direction. Therefore, participation in education (including distance learning) and business development conferences and transfer of best practices, as well as networking with foreign universities and companies, have become an integral part of the work of CBA administration and academic staff. For example, from May 19 to May 22, 2019, the management of the CBA participated in the International Conference and Exhibition organized by the Talent Development Association in Washington, DC, and on May 6 to May 9, 2018, at the same conference in San Diego, CA, USA. In October 17 to October 19, 2017, the Director of the CBA attended the 27th International Conference on Open and Distance Education held in Toronto, Canada.

The CBA will continue to develop international cooperation in scientific and applied research, both through organising regular international scientific and practical conferences and through cooperation with international companies (in the provision of internships, development of applied research, etc.). It is planned to strengthen cooperation with foreign higher education institutions, where similar law programs are implemented. The planned international cooperation in 2020 has been hampered by the Covid-19 pandemic, but the CBA is currently developing virtual international cooperation opportunities.

**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.**

In order to promote scientific activity of the academic staff, the Plan for development of professional competencies of the academic staff 2018-2024 has been approved. (approved at the Council of the CBA meeting on 16 February 2018). With the approval of this plan, the CBA is committed to promoting the pedagogical excellence of its academic staff by developing the competencies necessary to ensure the quality of distance learning - both transversal competencies: consulting, moderation, feedback, professional communication in foreign language, motivation, encouragement and coaching, as well as technical competencies: digital literacy and information management. The CBA is also committed to promoting the research competence of the academic staff by developing cooperation between lecturers, students and employers (internships, qualification papers, funded projects) for the implementation of applied research and successful business development. The plan includes specific activities and deadlines for implementation of the activities. Implementation of the Plan in 2018-2019 is evaluated positively because 5 methodological seminars have been held for the academic staff, the academic staff is involved in the implementation of the ESF project "Improvement of management processes and quality of study programs at the College of Business Administration ", information about participation in conferences is sent to the academic staff on regular basis, the CBA has been represented with reports at three international conferences, the scientific practical conference is organized at the CBA every year.

The academic staff of the CBA are both professionals in the field and lecturers working in the academic and scientific field. During the reporting period, the following academic staff members of the study field "Law" have been active in scientific research (the following are the main achievements and the list of publications of the academic staff during the reporting period is attached in annex):

- Mg.iur. Jolanta Dinsberga - 11 scientific publications in peer-reviewed journals; presentation at 21 scientific conferences, including international;
- Mg.sc.soc. Lolita Kostjukova - 1 presentation at a scientific conference;
- Dr.psych. Anita Lasmane - 1 scientific publication, presentation at 1 conference;
- Mg.philol. Dite Liepa - presentation at 6 scientific conferences, including international; researcher in National Research Program projects; 4 scientific publications;
- Mg.psych. Līga Rože-Reimate - presentation at 1 scientific conference;
- Mg.oec. Ilze Rubene - presentation at 1 scientific conference;
- Mg.sc.administr. Jānis Supe - 1 scientific publications; presentation at 3 international scientific conferences;
- Mg.iur. Aleksandrs Potaičuks - 4 scientific publications, presentations at 3 scientific conferences.

In most cases, the academic staff of the CBA have engaged in research activities in projects of other higher education institutions. This is logical, because implementation of scientific research is required at higher education institutions and universities by legal acts, and they have also resources from the State. Several CBA lecturers are studying in PhD programs, therefore they do their scientific activities at the universities where they study for their PhD degrees, but students of the CBA gain from these research activities. It is planned that in the coming years, by implementing

the Plan for development of professional competencies of the academic staff 2018-2024 actively, the scientific activities of the lecturers will continue to increase and the research activities carried out within the framework of the CBA (and under the name of the CBA) will increase significantly.

Annex contains a list of the scientific publications of the academic staff related to the study program during the reporting period.

**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.**

To promote student involvement in scientific research, the CBA has approved "The Strategy for Improvement of Scientific Research Activities of Students for 2018-2024" on 16 February 2018, and this strategy aims to promote scientific research activities of students - independent, purposeful, creative and reflective activities of a student in co-operation with fellow students, study course instructors, internship supervisors at the College and at the internship organization, and supervisor of the qualification paper. The strategy clearly defines the structure of the collaborative process for the promotion of students' research work during the development of internship reports and qualification papers, as well as for research activities to participate at conferences and in projects.

In order to illustrate the importance of applied research in entrepreneurship and to teach students to carry out valuable and methodologically sound research for their own professional development, the course "Research design" by Ms Līga Rože-Reimate was introduced and implemented as a compulsory course the program. Since the College has implemented this course, there has been a significant improvement in the quality of student research papers and almost 10-fold increase in the number of registered searches in the EBSCO databases between 2016 and 2019. As already mentioned, students are involved in scientific research, firstly by writing their qualification papers, and secondly by participating in scientific conferences. 13 students of the CBA presented their reports at the conference "Business Challenges in the Latvia's 100 years' anniversary" in 2018 organized by the CBA in collaboration with the College of Law, 10 students of the CBA participated at the international conference "Integrated Approach to Business Sustainability" organized in 2019, and 14 students of the CBA participated at the international conference "Today's experience for business tomorrow" in 2020. To help college-level students produce high-quality, good-level scientific publications, the CBA has been organising an annual scientific research workshop since 2018, where PhD Elīna Miķelsone teaches students, including from the study program "Law", how to do research and write publications. In line with the strategy of the CBA, student engagement in scientific research will increase every year. This will be ensured, firstly, by actively inviting and preparing students for participation at the annual scientific and practical conference of the CBA, and secondly, by offering opportunities for applied research in collaboration with employers.

Since 2020, lecturers and students of the study direction have been actively involved in the e-learning platform LEED established by CEPOL (European Union Agency for Law Enforcement Training), integrating its international content into the learning process (both in the content of study courses and research).

**4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

During the reporting period, the College intensively worked on improving the quality of management processes and study programs. A complex set of activities was implemented, based on application of internationally recognized methods and transfer of good practices, as well as the involvement of professional organizations. This allowed for several innovations in college management and content of studies as well as technical performance. The innovations implemented during the project:

1. **Improvement of Management Model: Improvement of organizational and management structure and quality management system in accordance with EFQM Excellence Model**, organizational structure is developed and implemented that performs transparent and effective engagement and support of foreign students, is able to operate strategically and in a coordinated manner; internal arrangements are made for attraction of foreign students to the higher education institution.
2. **Development and implementation of education process administration system, including membership of the College in the Unified Computerized Plagiarism Control System (VDPKS)**. The new, modern system for managing and administering educational processes provides opportunities for all those involved in the processes, including college administration, education process administrators, academic staff, and students, giving the possibility (according to the defined access rights) to use, monitor, analyse etc. relevant educational data within a single system. Participation in the VDPKS will reduce plagiarism in all member organizations (currently LU, ViA, LLU, DU, LiepU, EKA, RISEBA, RSA, RA).
3. **Audit and improvement of E-studies environment and contents according to international standards, including adjusting contents of study programs to the needs of job market and industry**. This is necessary to evaluate and improve the quality and competitiveness of the study programs in the national and international market.

As a result of the audit carried out by an independent international expert:

- the e-learning environment was improved, including making the e-learning environment more user-friendly and accessible - customized appearance of the e-learning environment, introduction of common standards for the appearance of the e-learning environment in all study courses; the "Student Guide" developed and placed in an e-learning environment to provide students with information on the learning process, technological requirements, and communication etiquette; where possible, lectures available in the e-learning environment were divided into shorter fragments and matched to the topics of the classes, ensuring compliance with e-environment usability standards; grade book introduced;
- the content of e-study courses was improved, including: the objectives and achievements of the study course and its lessons were adjusted, a matrix was developed and implemented in each study course, which allows the student to track the acquisition progress of the study course, examination types and achievements; communication and feedback possibilities between students and academic staff were ensured;
- **Audit of content of the study programs and collation with the results of the study programs, profession standards, study results set in the Latvian Qualification**

**Framework and the European Qualification Framework.** The audit was carried out by external experts and representatives of professional organizations. This, together with the audit results of individual study courses, helped to make the study process more results-oriented, productive and student-cantered.

4. **Creation and development of an innovative study course in E-studies environment-Virtual Business Incubator ("Business Greenhouse").** The Business Incubator is a tool for strengthening the entrepreneurial skills of every student and graduate of the College in the context of college study programs, promoting the development of professional skills of business incubator participants and successful integration of the participants into the labor market.
5. **Innovative solution for improvement of professional skills already from the 1st day of studies** - study course "Professional and personal development", which is implemented with the aim to develop real professional skills and personality competencies for ever higher work and personality performance.
6. **Technology innovation** - BITRIX, electronic data collection and monitoring system for potential stakeholders and students was customized and implemented, the system helps to keep track of the progress of the interested persons, communicate with them and help them to become students. Implementation of this system has facilitated sales and marketing efforts and improved sales results as demonstrated by matriculation results.
7. **Marketing innovation** - The College has a very strong marketing and sales department, taking advantage of the opportunities offered by digital marketing. A sound customer relationship management standard has been implemented.
8. **Innovative solutions for cooperation between students, employers and academic staff** - the event "Life Opportunity Day" was organised with the aim to find suitable internship placements or even jobs for students (initiative of the students' self-government) and annual workshop about the principles of writing and presenting scientific articles (initiative of the students' self-government).

Some of the innovations have been implemented with the support of the European Social Fund project No: 8.2.3.0.18/A/005.

## **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.**

Following current developments in Latvian, European and global higher education, the CBA has embedded the development of cooperation and internationalization in the strategy of the CBA and the strategy of the study direction "Law" from 2018 to 2024 (approved with updates at the Council

of the CBA meeting on 10 February 2020). The CBA cooperates with various institutions and professional organizations, other higher education institutions. Co-operation is based on mutually agreed co-operation agreements as well as on long-term collegial and friendly relations. The College is working intensively on the involvement of employers in the development of the College's curriculum, the development of professional competencies, and the preparation of competitive labor market participants (employers, employees); improvement of cooperation with universities and professional organizations in Latvia and abroad.

The development of international cooperation and the expansion of partner organizations helps the CBA to strengthen its capacity, which in turn provides the ability to face future challenges and achieve its strategic goal.

Within the study direction "Law" and the study program "Law", it is possible to cooperate with related study directions/programs in other higher educational establishments/colleges of Latvia. The CBA has signed cooperation agreements with *Alberta College*, *Turība University*, *College of Law*, *Baltic International Academy* (please see the contracts signed in Annex). During the moment of preparing the Self-assessment report, signing agreement with Riga Stradins University is in process. Cooperation with RSU already took place in 2020 while organising the international scientific conference.

Co-operation with higher education institutions and colleges of Latvia also takes place by participating in events of the Association of Colleges of Latvia, where exchange of experience takes place, as well as up-to-date information is obtained.

The CBA has signed agreements also with other higher education institutions in Latvia, e.g. University of Applied Sciences EKA, RISEBA University of Business, Arts and Technology, ISMA University of Applied sciences, Rezekne Academy of Technologies, College of Accounting and Finances (please see the agreements in Annex). Although they do not offer related fields of study, there are wide opportunities to develop mutual cooperation by mutually supporting conferences and methodological seminars organized by the partner, interdisciplinary applied research and creative activities, implementation of scientific and creative projects, organization of summer schools and camps, promotion of students' career development.

The CBA has signed a cooperation agreement (please see Annex 7) with Lithuania Business University of Applied Sciences (Lithuania), which also implements college-level programs. The management of HEIs has agreed on mutual experience exchange visits in the academic year 2020/2021 to discuss and develop a specific plan of cooperation.

The CBA has signed a cooperation agreement with the Lithuanian Business University of Applied Sciences (Lithuania), which also implements college-level programs. Cooperation with other higher education institutions abroad is also being established and started. In order to implement joint ERASMUS+ program projects, the CBA has signed several cooperation agreements (see the list in Annex).

The CBA has established good co-operation with various professional organizations: Sector Expert Council, Judicial Council, Latvian Association for People management, Association of Business Consultants of Latvia, attorney offices etc.

The College cooperates actively with employers, main areas of cooperation: participation of employers at the Advisory Convention of the CBA, the Council of the CBA, provision of internship placements, participation of employers in guest lectures and scientific practical conference organized by the CBA, teaching study courses, supervising and reviewing qualification papers, work at the state examination commission, as well as project development and implementation, and open discussions with the CBA management on the relevance of study content to labor market

needs and employment of students. Various mechanisms are used to involve the employers - employers where students perform internship tasks are approached for cooperation, the largest and most important employers in the field of law in Latvia are addressed (e.g. Court Administration).

During the reporting period, employer representatives delivered the following guest lectures at the CBA:

1. "Elaboration of legal acts for the Implementation of the Interests of Public Groups", Inga Vanaga, Chair of the Latvian Trade Union of Education and Science Employees (LIZDA);
2. "Fundraising", Vita Brakovska, Innovation and Creativity Expert at the association "ZINIS";
3. "Acquisition of Export Markets", Mārtiņš Zemītis, long-time entrepreneur and investor, founder and CEO of "Materia Bikes";
4. "Social Entrepreneurship", Liene Reina Miteva, Director of the Social Entrepreneurship Association; etc.

Employers are also happy to participate at the scientific practical conferences " organized by the CBA. The following speakers presented their papers at the CBA conferences during 2018-2020:

1. "New Keys - the Need for Education", Ligita Rozentāle, Mg.iur., Director of the Law Study Program at Riga Stradins University;
2. "The role of the state in crisis management - institutions, procedures and companies ", Mg.iur. Solvita Harbaceviča, Head of the Secretariat of the Judicial Council of Latvia;
3. "Cross-border administrative act and its role in the field of education", Mg.iur. Aleksandrs Potaičuks, Scientific and Analytical Adviser to the Supreme Court; u.c.

Representatives of professional organizations advised the CBA in the preparation of application and work program for the European Social Fund project Nr. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration".

Cooperation with employers is also taking place within the framework of the "Life Opportunity Day" organized by the Students' self-government of the CBA, which was introduced as an annual tradition in the academic year of 2019/2020. It will promote cooperation between employers, academic staff, graduates and students. It gives participants the opportunity to find internship placements, or even job, while learning about employers' needs.

One of the permanent forms of cooperation with employers is the organization of pre-qualification internships and the defence of qualification papers. The Regulation of Internships are attached in Annex 6. Students choose internship places independently, if necessary - with the help of the CBA mentor in finding a placement, as the College believes that finding internship placements independently develops the student's purposefulness and competencies such as communication, sales and persuasion, and result orientation, which are necessary for the student to integrate into the labor market after graduating the College. The CBA always signs a contract with the organization chosen by the student for the internship placement. In case the student is unable to find a place for internship, the CBA provides it. The CBA has signed agreements on cooperation in provision of internship placements with the following organizations: Court Administration, State Police, several individual companies, law firms, individual lawyers.

During the internship, the internship supervisor from the CBA cooperates with the internship supervisor from the Company in order to ensure maximum involvement of the student and fulfilment of internship tasks in a high quality, which would promote development of students' knowledge, skills and competencies. Internship supervisors value the knowledge, skills and competencies of the students by providing feedback on their work.



**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.**

During the reporting period, foreign students did not study in the study direction, because of the specificity of the implemented study form (part-time distance learning), the attraction of foreign students is ineffective. During the reporting period, the CBA has used its own resources to attract foreign academic staff (please see Part II, Section 3.6. above).

At the end of 2019, the CBA has obtained the ERASMUS Charter 2014-2020, fulfilling all the prerequisites for obtaining it, as well as applied for the ERASMUS+ program project "Mobility of Higher Education Personnel". With the help of the support, the College plans to:

- improve staff (administrative and academic) knowledge by learning from the experience and good practices of foreign partners, as well as improving the skills required for current work and professional development;
- attract academic staff from other European countries and foreign guest lecturers from companies to enable students to broaden their knowledge and experience. Within the framework of ERASMUS + program cooperation agreements have been signed with several higher education institutions abroad (please see the Annex).

**5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**

The plan of the study program 'Law' includes internships in the amount of 16 credit points. Internship is an essential part of a professional study program as it strengthens and improves the knowledge, skills and competencies acquired during the implementation of study courses. The College of Business Administration forms and develops cooperation with employers representing different fields and can offer internship placements to students according to the profession they are studying. Internship companies are aware of the CBA internship tasks and these tasks have been developed in consultations with employers. Therefore, the programs of the CBA internships develop current and practical skills for students necessary in the labor market. The General Regulation of Internships of the College of Business Management (approved with updates at the meeting of the Council of the CBA on 10 February 2020) defines the common organization of internships at companies. The regulations of internships in the study programs are developed in accordance with the form of part-time and distance learning studies. This means that the student has access not only to clearly defined goals and objectives of the internship, but also to the internship regulation which contains a detailed plan for the implementation of internship. The internship implementation plan specifies the activities/tasks to be performed during the internship, detailed description of these tasks, expected result and documents to be attached to the internship report, as well as the exact deadline for implementation of the activity/task. The internship regulations are available to students two months before the start of the internships. Internship regulations are included in the appendix "Study course descriptions" of each study program. The administrative personnel of the CBA and internship supervisors are introduced and work in accordance with the quality

management process “Description of the process of provision, management, reviewing and defending the internships at the College of Business Management” (KVAL 2-16 STUD).

At the commencement of the internship, the college organizes internship introductory seminars, where study program directors and internship supervisors introduce students to internships, sharing ways and methods to find best internship placements. Since the internships at the CBA are managed by Ieva Liepiņa, a consultant of the Department of Administrative Cases of the Supreme Court, the quality of internship reports prepared by students has significantly improved. One of the tasks of the student is finding and choosing a suitable place for the internship, making contacts and concluding an agreement on the implementation of the internship. In this task students develop a number of transversal competences and create experiences in a real-world work environment.

It is important for the College that students implement internships in organizations that are interested in enrolling and training the students, and not only in fulfilling their own requirements, but also those of the CBA. Therefore, the study coordinators check the placement contract organizations and inform the director of the study program if they suspect that they will not be suitable for the student. The director of the study program communicates with the student and jointly finds a suitable placement for the student, using signed cooperation agreements with employers on the implementation of internships, as well as through professional associations, other employers' organizations and personal contacts.

Students have access to support of the internship supervisor at the College and at the internship place throughout the internship process. Consultation with the supervisor is possible both electronically: in the Moodle environment and by e-mail, by telephone, Skype and as face-to-face meetings with prior agreement of the internship supervisor.

Internship regulations with exact indications and expected results, developed according to the methodology corresponding to the form of distance learning, are appreciated by both students and employers. Since the introduction of this form of internship regulations in 2018, students' success in implementing internships has increased.

As an additional benefit, the College of Business Administration provides all college students with a course on Personal and Professional Development that goes through all the five-semester study process. The aim of the course is to discover, use and consolidate the wealth of knowledge, training and techniques available to us, while respecting the human being as one being spiritually, mentally, bodily, and socially. Jānis Stabiņš, founder of the College of Business Administration, came up with the idea of such study course based on analysis of experience of successful and happy people and research on maintaining life balance. The course is implemented in such a way that each month (for two years) the student is assigned to do two tasks: one for professional development and one for personal development. Jānis Stabiņš implements the personal development part, while the director of each program, according to the qualification to be acquired, - the professional development part. The practice integrates practical tasks from management science (e.g. leadership, management psychology, creativity, etc.), as well as from the professional field, to encourage students to acquire a wider range of knowledge in practice. Through this course, the College of Business Administration motivates students to achieve a work-life balance by facilitating students' personal development. Description of this study course is included in the appendix “Study course descriptions” of each study program.

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by**

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

***(Not applicable)***

## **II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)**

**6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study direction, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study direction and the relevant study programmes.**

All recommendations provided by experts in the previous accreditation have been taken into account, discussed and implemented in the work of the CBA. The recommendations were justified and their purposeful implementation has significantly improved the work and image of the College of Business Administration in general. This is evidenced by the growing number of students and matriculated students every year. The implementation of the recommendations has had a positive impact both on the quality of studies and on the improvement of processes in the study direction and the corresponding study programs.

The deadline for several recommendations has been longer than indicated in the initial implementation plan of the recommendations, the deviation from the deadline was caused by the impact of the Covid-19 pandemic.

Please find detailed information about the implementation of recommendations in Annex. Short overview about the implementation of recommendations:

1. It is recommended to develop a strategy for the direction of studies, including performance indicators in a more detailed manner - This issue has been discussed in college management and board discussions, as well as this issue has been discussed with employers. It has been concluded that the goals and indicators set in the study direction strategy are appropriate and do not need to be changed, but some clarifications have been made in the strategy and it has been approved with amendments at the beginning of 2020.

2. It is recommended to develop a more detailed and accurate SWOT analysis involving all stakeholders in the process - The SWOT analysis was performed taking into account the views of students, graduates, lecturers, employers' representatives and college staff / management. SWOT analysis, after listening to all involved parties, was performed by the director of the study field Jānis Supe.

3. It is recommended to clarify the functions of all persons/bodies involved in the study direction/program management and the decision- making process, also the terms of study program revision - Within the framework of the project "Improvement of the management processes and study program quality of the College of Business Administration", the responsibilities of all persons

involved in the management of the study field, as well as the decision-making process are clearly defined. All the processes of development, implementation and changes of the main study program are described.

4. CBA management should keep an eye on the quality standards implemented and crosschecked with the EFQM with the ESG standard, probably using EQUIP project which provides information, training, consultation possibilities and Webinars on the criteria and ways of implementation of ESG 2015 - The CBA, when implementing the quality management system in accordance with the EFQM model, has ensured that the ESG standards are observed and integrated into regulatory enactments throughout the process. Dārta Akmens, the CBA quality manager, is responsible for this.

5. It is recommended to improve constant critical self- evaluation and feedback mechanisms, in particular, conduct of surveys (amount of surveys should be adequate and representative), which should be a useful tool for the development of the study program - A survey of students and graduates is conducted every year. Students are also interviewed separately about the implementation of each study course. The results of the surveys are regularly analyzed by the director of the study program and the management of the college, based on the students' criticism and recommendations, improvements are made in the work of the college.

6. It is necessary to expand library resources, including electronic books and data basis - During the reporting period, the legal library of the college has been significantly supplemented by purchasing new textbooks in accordance with the information included in the descriptions of study courses. Students also have access to the extensive library of the Riga Graduate School of Law.

7. It is recommended to improve Moodle platform by designing the communication between students and lecturers not only in the discussion area, but also for the students to add their homework, analysis of practicums, essays, study work as well as an option to view assessment and commentaries given by a lecturer - Within the framework of the ESF project improvements have been made in the Moodle system, incl. new communication opportunities have been introduced - students have the opportunity to communicate with lecturers in the Moodle system throughout the semester. Students submit their homework (practical work, problem solutions, essays, videos, etc.) to the Moodle system, which is evaluated by the lecturers and students are provided with individual feedback.

8. It is recommended to continue the initiative of organizing scientific conference for lecturers and students - The tradition of holding an annual scientific conference of students and lecturers is continued.

9. It is recommended to establish International cooperation in scientific research activities - International cooperation is being implemented, for example, in 2019 and 2020, the CBA organized international scientific conferences with a separate Section of Law. In summer 2020 delegation from Šiauliai College visited the CBA.

10. It is recommended to follow up the comments and recommendations of the ECHE Evaluation Committee and make ERASMUS+ workable for CBA - In 2019, the CBA obtained the ERASMUS+ charter, in 2020 the CBA ERASMUS+ project was approved, allowing to ensure the mobility of lecturers in the field of Law.

11. It is recommended to appoint a responsible person taking charge of International Affairs - In 2019, Ieva Antone, International Cooperation Coordinator, was appointed to the position at the CBA.

12. It is recommended to step up language courses - The content of the study course "Professional English I and II" has been revised in order to improve students' language skills. A new lecturer, lawyer-linguist has been hired for the study course "Professional Russian I and II".
13. It is recommended to install English language courses - Work has been started on the development of several study courses in English. From the autumn semester of 2020, students are offered a study course in English "European Union data protection law".
14. Student's self-governance has to be sufficiently financed - The amount of funding specified in the Law on Higher Education Institutions is provided to the students' self-government.
15. It is recommended to set long-term interdisciplinary research directions and prepare a research program to implement those directions - In 2019, the research directions of the study program were updated. The CBA is working on a research program in cooperation with employers.
16. Since study direction is "Law", it is advisable to motivate students to join European Law Student's Association of Latvia (ELSA) - The students' selfgovernment is informed about the possibility of involvement in the activities of ELSA. In the autumn semester of 2020, a meeting with representatives of ELSA Latvia was organized for law students.
17. It is recommended to revise the division of academic hours, corresponding to the real situation and professional qualification to be acquired, to complement the study contents with the practical aspect - The director of the study direction, in cooperation with the management of the college, has reviewed and recalculated the amount of credit points and the distribution of academic hours in the study program, it corresponds to the real situation. In several study courses, practical tasks have been revised and updated.
18. It is recommended to bring into order the matter related to students' internship that include the ensuring of meeting all the requirements as concerns the internship - In 2018, immediately after accreditation, the 4th semester Internship in Court was replaced by Legal Internship, the Regulations of Legal Internship were approved at the meeting of the Study Council (approved on 10.02.2020 at the meeting of the Study Council in the latest, amended version).
19. It is recommended to improve the requirements for the development of qualification paper - Developed and approved "Regulations for Development and Design of Research Papers for Law Students".
20. It is recommended to assess with employers, graduates and students, in the framework of SWOT analysis the question why they study programme is selected by people, whose purpose is not to work as lawyers - During the meetings, this issue was discussed with students and graduates. It has been concluded that some students plan to work after studies in the profession of legal assistant, or in another position, which is not called "legal assistant", but where similar functions and legal knowledge are required.
21. It is recommended to use more of interactive learning methods in the study process including mutual communication between students and lecturers - Within the framework of the ESF project improvements have been made in the Moodle system, incl. new communication opportunities have been introduced.
22. It is recommended to create policy for retention of academic personnel - A plan for the development of professional competencies of the academic staff is developed and implemented. A motivating academic staff evaluation system has been introduced.

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

***(Not applicable)***

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List_of_CBA_legal_documents.pdf	BVK_normativo_dokumentu_saraksts.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	Structural_scheme_of_CBA.pdf	BVK_strukturshema_struktūra_virziena_struktura.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Strategy_of_study_direction_ENG.pdf	Studiju_virziena_attistibas_strategija.pdf
Management structure of the study direction	Management_structure_of_study_direction.pdf	Studiju_virziena_parvaldibas_struktura.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	List_of_Academic_Staff.xlsx	Macibspeki.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CVs_of_academic_staff_eng.zip	Macibspeku_biografijas_LV.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Mobility_of_Academic_staff.pdf	Macibspeku_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	Academic_staff_publications.pdf	Macibspeku_publikacijas.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	List_of_cooperation_agreements.pdf	Sadarbibas_ligumu_saraksts.pdf
Statistical data on the teaching staff and the students from abroad	Number_of_foreign_students.pdf	Statistikas_dati_par_arvalstu_studejosajiem.pdf
Statistical data on the mobility of students (by specifying the study programmes)	Statistical_data_on_student_mobility.pdf	Statistikas_dati_par_studejoso_mobilitati.pdf
Description of the organisation of the traineeship of the students	12_General_regulations_of_the_internship.pdf	BVK_prakses_nolikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	List_of_cooperation_agreements.pdf	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	Implementation_of_recommendations.pdf	Rekomendaciju_izpilde.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.	Confirmation_on_state_language_knowledge.pdf	Apliecinajums_par_valodas_zinasanam.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		

Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <a href="http://www.europass.lv">www.europass.lv</a> ), 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	ADMIN 6-01_2020_88_Application_EN.edoc	ADMIN 6-01_2020_88_iesniegums_LV.edoc



## Other annexes

Name of document	Document
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# Law

Title of the higher education institution	<i>Law</i>
ProcedureStudyProgram.Name	<i>Law</i>
Education classification code	<i>41380</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Jānis</i>
Surname of the study programme director	<i>Supe</i>
E-mail of the study programme director	<i>janis.supe@bvk.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>To prepare high-level Legal assistants in accordance with the profession standard, using the advantages of distance learning form and providing students with a general theoretical practical knowledge base in legal science, which enables them to understand the structure of rights, the principles of law and current problems, gives them opportunity to orient in the application of legal norms, and use the acquired knowledge, skills and competencies to ensure an effective operation of an enterprise or institution.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide students with knowledge, skills and competencies in law science according to the profession standard of Legal assistant.</i></li> <li><i>2. To provide students with knowledge, skills and competencies in basics of entrepreneurship.</i></li> <li><i>3. To strengthen students' knowledge, skills and competencies during two study internships.</i></li> <li><i>4. To develop scientific research and analytical skills of students during preparation of the qualification paper.</i></li> <li><i>5. To provide consecutive acquisition of study courses in high quality.</i></li> <li><i>6. To carry out internal quality control on regular basis with aim to ensure and improve the Study program.</i></li> <li><i>7. To collaborate with employers and other institutions of higher education in Latvia and abroad to create internship and research possibilities for students.</i></li> </ol>

Results of the study programme	<ol style="list-style-type: none"> <li>1. Students implement and apply Latvian and international legal norms and principles of law under the guidance of a lawyer.</li> <li>2. Students draft independently projects of legal acts.</li> <li>3. Students deal with specific legal issues, using a methodology for resolving legal issues, including debate, argumentation and other methods under guidance of a lawyer.</li> <li>4. Students prepare proposals for solving specific legal problems independently.</li> <li>5. Students are able to analyse documents independently, determine legal force of the documents and compliance with requirements for preparation of documents, are able to organize a document management process.</li> <li>6. Students demonstrate knowledge and understanding, a professional approach to the fulfillment of their duties independently.</li> <li>7. Students can work in a team and individually, prepare precise and accurate research documents, reports, take responsibility and initiative.</li> <li>8. Students demonstrate communication, organizational and planning competencies, are able to take responsibility for the results of their work and analyse them, understand the ethics of a lawyer.</li> <li>9. Students are able to communicate with the community and the colleagues in the field of law.</li> <li>10. Students are able to motivate their choice for further law studies and further education.</li> </ol>
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	92
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	Legal Assistant

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IELA 13, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1010

### 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

Since the previous accreditation of the study direction, the duration of studies has been specified - 2 years 5 months (previously 2 years 6 months). It has been done because of calculation of the volume of all study courses, based on the recommendation by the previous accreditation group of experts.

During the reporting period, a new study plan has been prepared, which will enter into force after accreditation. For some study courses in the reporting period, not only the content but also the title was reviewed and updated. Table 1 in the left column shows the courses of the previous accredited study program and in the right column the information on what changes have affected these courses, while the new study program plan is attached.

*Table 1. Changes in the study courses*

<b>Title of the study course during the previous reporting period</b>	<b>Changes made and justification</b>
<b>General education study courses (Part A)</b>	<b>General education study courses (Part A)</b>
Information management	Updated content of the course
Entrepreneurship	Updated content of the course
Finance accounting	The study course has been removed from the study plan, giving more space for field study courses. Study course "Basics of Accounting" included in part C
Communication psychology	Updated content of the course
State and law history of Latvia	Updated content of the course, the amount of the study course has been changed from 3 CP to 2 CP, giving place to other important field study courses
State and legal theory	Updated content of the course
Document management, business correspondence and archiving	Title of the course changed to "Document management", updated content of the course
Law enforcement institutions	Updated content of the course

Legal analysis, writing texts and legal rhetoric	Updated content of the course
Research design	Updated content of the course
<b>Field study courses (Part B)</b>	<b>Field study courses (Part B)</b>
Civil Law. General part	The title of the study course has been specified in accordance with regulatory enactments: "Civil Law. General Part" and the amount has been changed from 1 CP to 2 CP.
Constitutional Law	Updated content of the course
European Union Law	Updated content of the course
Administrative Law	Updated content of the course
Administrative Law Process	Updated content of the course
Family and Inheritance Law	The study course (3 CP) is divided into two separate study courses "Family Law" and "Inheritance Law", each course in the amount of 2 CP. Decision was made after consultations with employer representatives and Riga Stradins University.
Criminal Law and Criminal Procedure Law	The study course (3 CP) is divided into two separate study courses "Criminal Law" and "Criminal Procedure Law", each course in the amount of 2 CP. Decision was made after consultations with employer representatives and Riga Stradins University.
Labour and Social Law	Updated content of the course
Commercial Law	Updated content of the course
Civil Procedure Law	Updated content of the course
Civil Law. Liability Rights	Updated content of the course
Civil Law. Property Law	Updated content of the course
International Public Law	The amount of the study course has been reduced from 3 CP to 2 CP, giving space to other important field study courses
Project Management	Study course moved to Part A
Civil and Environment Protection	The amount of the study course has been increased from 1 CP to 2 CP

Professional English I and II	Updated content of the course
Professional Russian/German I and II	Updated content of the course
<b>Optional study courses (Part C)</b>	<b>Optional study courses (Part C)</b>
Basics of Professional Ethics	Updated content of the course
Private International Law	Updated content of the course, course is provided also in English
Tax and Finance Law	Updated content of the course, updated title of the course "Latvian and EU Tax Law"
Insurance Rights	Study course removed from the plan due to low demand.
Data protection Law	Updated content of the course, updated title of the course "EU Data Protection Law". Study course provided also in English
Business Etiquette	Updated content of the course
	New study course "Cultural issues of Latvian language" included in the plan to improve the writing skills of students
	New study course "Personal and Professional Development Practice" included in the plan in order to improve the readiness of students for the labour market.
<b>Internship</b>	<b>Internship</b>
Internship at court	The title has been changed to "Legal Practice", the content of the practice and the regulations have been changed to comply with the relevant regulations of the Cabinet of Ministers
Prequalification internship	Regulation of internship updated
<b>Qualification paper</b>	<b>Qualification paper</b>
Qualification paper	Topics of papers updated

**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.**

Number of students in the study program "Law": in 2018/2019 there were a total of 112 students in the study program, including 42 students matriculated; 9 students obtained the qualification of a legal assistant. All CBA students study at their own expense. Data on students over three study years reflect several trends (please see Figure 1).

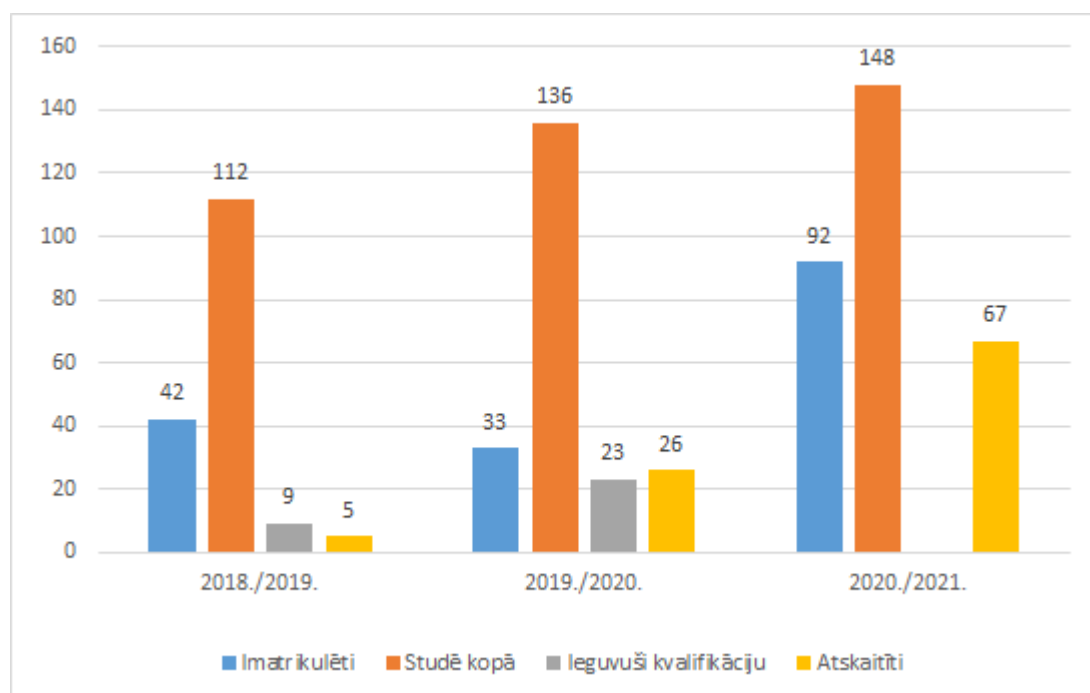


Figure 1. The study program "Law": number of matriculated students (blue), current students (orange), graduates (grey) and expelled students (yellow) in the academic years 2018/2019 - 2020/2021.

First of all, the tendency observed in the previous accreditation period that the total number of students increases every year (from 112 students in the 2018/2019 academic year to 136 students in the 2019/2020 academic year and 148 students in the 2020/2021 academic year). Second, the number of matriculated students is growing (from 42 students in the 2018/2019 academic year to 92 students in the 2020/2021 academic year). Total of 32 students received the Legal Assistant qualification from study year 2018/2019 till study year 2020/2021. At the beginning of the academic year of 2020/2021 the drop-out rate has increased. The reasons are mainly related to long-term financial problems, which could not be solved with the flexible payment schedule conditions offered by the College. The College continues to communicate with all expelled students, periodically addressing them with an offer to return to their studies.

### 1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

The title of the study program "Law" is related to the name of the study field and corresponds to the acquired professional qualification - legal assistant. The title of the study program reflects and accurately shows that in the study process students will learn various branches of legal sciences -

legal theory and history, civil law, criminal law, state law, etc. The title of the study program is harmonized with the Cabinet Regulation of 23 January 2018 No. 49 "Regulations on Latvian Science Sectors and Sub-Sectors". The content content and degree of the study program are harmonized with both the Cabinet Regulation of 23 May 2017 No. 264 "Regulation on the Classification of Professions, basic tasks corresponding to the profession and basic qualification requirements" (the requirements specified in the separate group of professions "Lawyers and specialists of related professions") and the professional standard of a legal assistant (approved at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 15 April 2009, is valid in accordance with the Cabinet of Ministers Regulations of 9 October 2018 No. 626 "Regulation on the List of Mandatory Applicable Professional Standards and Professional Qualification Requirements and the Procedure for Publication of Professional Standards and Professional Qualification Requirements Included Therein", point 4.22.; professional standard available here: <https://registri.visc.gov.lv/profizgltiba/dokumenti/standarti/ps0215.pdf>).

The aim of the study program "To prepare high-level Legal assistants in accordance with the profession standard, using the advantages of distance learning form and providing students with a general theoretical practical knowledge base in legal science, which enables them to understand the structure of rights, the principles of law and current problems, gives them opportunity to orient in the application of legal norms, and use the acquired knowledge, skills and competencies to ensure an effective operation of an enterprise or institution" corresponds to the acquired qualification of a legal assistant. The study content is designed to ensure the achievement of the goal of the study program.

The results of the study program are aligned with the tasks, goals and qualification of the study program. The tasks and results of the study program are developed in accordance with the professional standard of a legal assistant - upon completion of the study program, graduates are able to provide assistance to representatives of legal professions in a high quality, prepare legal documents and reports, advise on legal issues. The standard and essence of the legal assistant profession stipulates that legal assistants do not provide legal assistance independently, but provide support to qualified lawyers - the tasks and results of the study program are also aimed at this.

Admission requirements are also designed in accordance with the aim, tasks and results of the study program - in order to enter this study program, applicants must have completed secondary education. It meets the requirements of the Latvian education system.

### **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 director of the study direction and course lecturers are responsible for the topicality of the content of the study courses and compliance with the needs of the field. Course lecturers together with the director of the study director once a year review and evaluate the content of all study courses, if necessary, the study materials are updated.

All descriptions of study courses have been updated in the first half of 2020, including the latest information and current trends (see attached descriptions of study courses). The descriptions of the study courses have been updated by the lecturers of the study courses in cooperation with the director of the study direction. In order to ensure the compliance of studies with the needs of the labor market, the recommendations of employers have been taken into account when updating the descriptions of study courses. The suggestions of the students have also been taken into account. The content of the study courses has been created by experienced academics and professionals. In order to ensure the compliance of the study courses with the needs of the field and scientific tendencies, the descriptions of the study courses include the latest literature, which is provided to the CBA library as far as possible.

In addition, the evaluation of the compliance of the study program with the real market requirements takes place by collecting data on the progress of graduates and their opinion on the compliance of the content of the study program with the latest development trends in the field, as well as surveying students. In general, the survey data of both students and graduates show that the establishment of close cooperation with employers in the implementation of the study program and the development of the necessary competencies relevant in the labor market is positively assessed.

In turn, compliance with the requirements of science and improving the content of study courses in accordance with current events in science is ensured by the participation of lecturers in international scientific and practical conferences and the publication of research in scientific journals. Students also participate in scientific and professional conferences, respectively developing the skills and competencies required in the labor market.

When updating the contents of the study program, the following issues are taken into account:

1. results of external and internal quality assessment of study programs (alignment with achievable results of the study program, requirements of the profession standard "Legal Assistant", achievable study results defined by Latvian Qualifications Framework (LKI) and European Qualifications Framework (EKI) and the strategy of the study direction;
2. results of the latest applied and scientific research in the field of law;
3. recommendations of employers, respecting the development tendencies of the sector (recommendations and feedback of internship supervisors at the internship companies, results of employer surveys);
4. recommendations of the supervisors of qualification papers and members of the State Final Examination Commission on the topics, development process and results of the qualification papers; correspondence of course content and form to distance learning methodology;
5. compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program. The following field professionals have been involved in development and implementation of the contents of the study program: sworn advocate Valts Nerets, Head

of the Secretariat of the Judicial Council Solvita Harbaceviča, Prosecutor of the Department of Protection of Persons and State Rights of the General Prosecutor's Office Uvis Kozlovskis, Director of the Personnel Management and Legal Department of the Court Administration Inese Linča, and others

Independent expert audit of the study program was carried out (during ESF project No. 8.2.3.0.18/A/005) by representatives from the professional organizations of the field, including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the current needs of the labor market and the learning outcomes defined by the LKI and EKI and the profession standard of Legal assistant. Both the audit and the resulting recommendations, and regular internal and external quality control processes of the study program were important factors not only for improvements of the study program in accordance with the requirements for the first level professional higher education study programs, but also for more purposeful strengthening of the competitive advantage of the study program.

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

Taking into account the recommendations of the previous accreditation commission, in the reporting period the BA has updated the plan of the study program of Law (approved at the meeting of the Study Council of BVK in August 2020),

The study courses are arranged in a logical order - first the general education and general law courses are acquired, the courses to be acquired become more specialized each semester. The courses included in the study program sequentially designed to achieve the expected study results. For details please see the Mapping of study courses.

The study courses included in the study program correspond to the aim of the study program: firstly, the program includes all compulsory study courses provided for in the profession standard of legal assistant, secondly, the program includes general education courses to promote students' business competencies and research and analysis skills. In each study course, a goal matrix is created and available to the students, which shows exactly what activities the student must take to achieve the course results (e.g. what books to read, what tasks to complete, what lectures to participate, etc.).

Each study course included in the study program has a specific goal and results to be achieved (knowledge, skills and competencies that the student acquires upon completion of the study course). These goals and the results to be achieved correspond to the overall goal and results of the study program. The student achieves the goal and results of the study program if he/she successfully completes all the courses provided in the study program (achieves the goal and results of each individual study course).

**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.**

This study program is implemented in the form of part-time extramural studies - distance learning, choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar "Academic staff in the distance learning process", where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

2nd methodological seminar "Promoting the Quality of Distance Learning" which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rd external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar "Standard of making course description and development of distance learning course", where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

1. Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
2. Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
3. Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
4. Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
5. The College has established procedures for resolving student complaints - "Procedure for Reviewing Complaints and Proposals of Students (Customers)" (approved at the Council of the CBA meeting 16 on February 2018);
6. Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the "Description of the Accounting and Control of the Study Results Process" (KVAL 2-17 STUD) and "Regulation of Examination at the CBA" (approved at the Council of the CBA meeting on 29 August 2016).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination – qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

The students have two internships during the Study program – Legal Internship and Pre-qualification internship. The content of the internships is designed to strengthen the knowledge, skills and competencies acquired during the study process.

Legal internship helps students to achieve the following results of the Study program:

- Students independently prepare suggestions for solving specific legal problems;
- Students are able to analyse documents independently, determine legal force of the documents and compliance with requirements for preparation of documents, are able to organize a document management process.
- Students demonstrate knowledge and understanding, a professional approach to the fulfilment of their duties independently.
- Students can work in a team and individually, prepare precise and accurate research documents, reports, take responsibility and initiative.
- Students demonstrate communication, organizational and planning competencies, are able to take responsibility for the results of their work and analyse them, understand the ethics of a lawyer.
- Students are able to communicate with the community and the colleagues in the field of law.

Pre-qualification Internship helps students to achieve the following results of the Study program:

- Students implement and apply Latvian and international legal norms and principles of law under the guidance of a lawyer.
- Students draft independently projects of legal acts.
- Students deal with specific legal issues, using a methodology for resolving legal issues, including debate, argumentation and other methods under guidance of a lawyer.
- Students prepare proposals for solving specific legal problems independently.
- Students are able to analyse documents independently, determine legal force of the documents and compliance with requirements for preparation of documents, are able to organize a document management process.
- Students demonstrate knowledge and understanding, a professional approach to the fulfilment of their duties independently.

- Students can work in a team and individually, prepare precise and accurate research documents, reports, take responsibility and initiative.
- Students demonstrate communication, organizational and planning competencies, are able to take responsibility for the results of their work and analyse them, understand the ethics of a lawyer.
- Students are able to communicate with the community and the colleagues in the field of law.
- Students are able to motivate their choice for further law studies and further education.

Table 2 shows the main aims of both internships:

*Table 2. Aims of the internships of the study program "Law*

<b>Legal Internship</b>	<b>Pre-Qualification Internship</b>
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<ol style="list-style-type: none"> <li>1. To promote the acquisition of competencies of the next profession by applying theoretical knowledge in practical work.</li> <li>2. Gain experience in solving legal issues.</li> <li>3. To deepen the knowledge about the necessity to observe the ethical norms of a lawyer and their practical application.</li> <li>4. To improve skills to prepare legal documents.</li> <li>5. To deepen and strengthen basic knowledge of court cases, court proceedings, administrative and public activities of courts.</li> <li>6. To develop an in-depth understanding of the application of the legal principles included in the Law "On the Judiciary", the Administrative Procedure Law, the Civil Procedure Law and the Criminal Procedure Law in court proceedings.</li> <li>7. To improve knowledge in the development of research papers, including describing and analyzing the functions and operational objectives of the specific institution of internship.</li> <li>8. To improve the skills of preparation and presentation of academic documents (internship reports).</li> <li>9. To improve communication skills and abilities, as well as work discipline, taking into account the set deadline for the performance of specific tasks.</li> <li>10. Check suitability and training level for the chosen profession.</li> </ol>	<ol style="list-style-type: none"> <li>1. To promote the strengthening and development of theoretical knowledge, professional skills and abilities, as well as to carry out the necessary research for the development of a qualification paper.</li> <li>2. To enable to acquire practical skills in the application of legal theory and history, civil law, administrative law, criminal law or international law.</li> <li>3. To deepen the understanding of the application of substantive and procedural legal norms.</li> <li>4. To deepen the understanding of the organization and operation of the judiciary, public administration institutions or commercial companies.</li> <li>5. To deepen knowledge about the rights and work of courts and related institutions, the course of court proceedings, administrative and public activities of courts.</li> <li>6. To promote the acquisition of competencies of the next profession by applying theoretical knowledge in practical work.</li> <li>7. To promote understanding of the ethics and professional responsibility of a lawyer as a participant in the judicial system.</li> <li>8. To improve the skills of organizing and conducting research, as well as communication skills.</li> <li>9. To improve skills in preparation of court documents.</li> <li>10. Check suitability and training level for the chosen profession.</li> </ol>
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During the implementation of the internship, the CBA has several support instruments in place:

1. a precise, detailed Internship regulation has been developed in accordance with the form of distance-learning;
2. introductory internship seminar takes place in which the students are introduced with the internship;

3. if necessary, the director of the study program together with the student find a suitable internship placement for the student, using the concluded cooperation agreements with employers regarding the implementation of the internship;
4. the staff of the Study support center advise on the issues of the internship;
5. the support of the supervisor of the internship at the College is available to the students during the entire period of the internship; it is possible to consult with the internship supervisor at the College about completing internship assignments in the Moodle environment and via email, telephone, Skype or face to face meetings;
6. the support of the supervisor of the internship at the internship company is available to the students throughout the implementation of the internship, who advises the student in person both on the fulfilment of the internship tasks and the actual processes in the company.

In order for students to complete their internship assignments in a high quality, they alone or with the internship supervisor at the College, look for and select only such an internship company where they can fully perform all the tasks set out in the Internship Regulation.

Students of the CBA study program “Law Sciences” choose various companies and institutions where legal functions are performed as internship placements, such as Court Administration, Supreme Court, State Police, State Border Guard, National Armed Forces, various municipalities, law firms, individual practicing lawyers offices, as well as various private companies (e.g. AS Akvedukts, SIA Apranga, Luminor banka, etc.).

Both internships included in the studies are essential for the achievement of learning outcomes and are an integral part of the study process as they strengthen and improve the knowledge, skills and competencies acquired during the implementation of the study courses.

In turn, the tradition of Life Opportunity Day created by the CBA provides opportunities for employers, academic staff, graduates and students to work together to find internship placements or even a job, as well as students of all programs to apply for the “Business Greenhouse”, a virtual business incubator start your own business and share (listen to) success stories.

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

Students choose the topics of the final theses (qualification paper) based on their professional and research interests, then the topics are coordinated with the potential supervisor. Students choose topics following, as far as possible, the research directions approved by the college in the field of law.

The range of topics chosen during the reporting period is wide. Five students have chosen to conduct research for the qualification paper in labor law - on the establishment of legal employment relations, employment contracts and collective agreements, non-discrimination, employment of third-country nationals in the Republic of Latvia. Several papers have been done in the field of civil law - on the regulation of divorce, regulation of relations between children and parents. Several papers have studied the topics of criminal law - the problems of re-socialization in prisons, escorting of detainees, etc. Current topics on data protection, the new legal framework of administrative liability, insolvency issues, and the peculiarities of land registry cases have also been studied in the qualification papers. Certain sectors have also been studied, e.g. legal aspects of construction, legal



regulation of used car trade sector. All the mentioned authors of the qualification papers have successfully passed the final examination and obtained the qualification of legal assistant. As can be seen, students have chosen more topics related to commercial law and labor law - this can be explained by the college's specialization in business and entrepreneurship education. In recent years, the range of topics chosen by students has expanded - if in previous years students conducted more research in civil law, then now research is also being conducted on current topics in other fields.

During the reporting period, 5% of the final papers received a grade of 10, 22% - a grade of 9, 30% - a grade of 8, 17% - a grade of 7, 22% - a grade of 6, 4% - a grade of 5. All papers allowed for defence have received a successful grade. Almost 60% of the final theses have received a grade of 8 and higher, thus it can be concluded that the quality of the theses is good. With each semester, the average evaluation of qualification papers improves.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the "Description of the internal evaluation process of the study program" (KVAL 2-05 STUD).

In the summer of 2020 the survey of students was conducted, including a survey of students of the study program "Law" (n=73). Assessment of the study program by students can be seen in Figure 2.

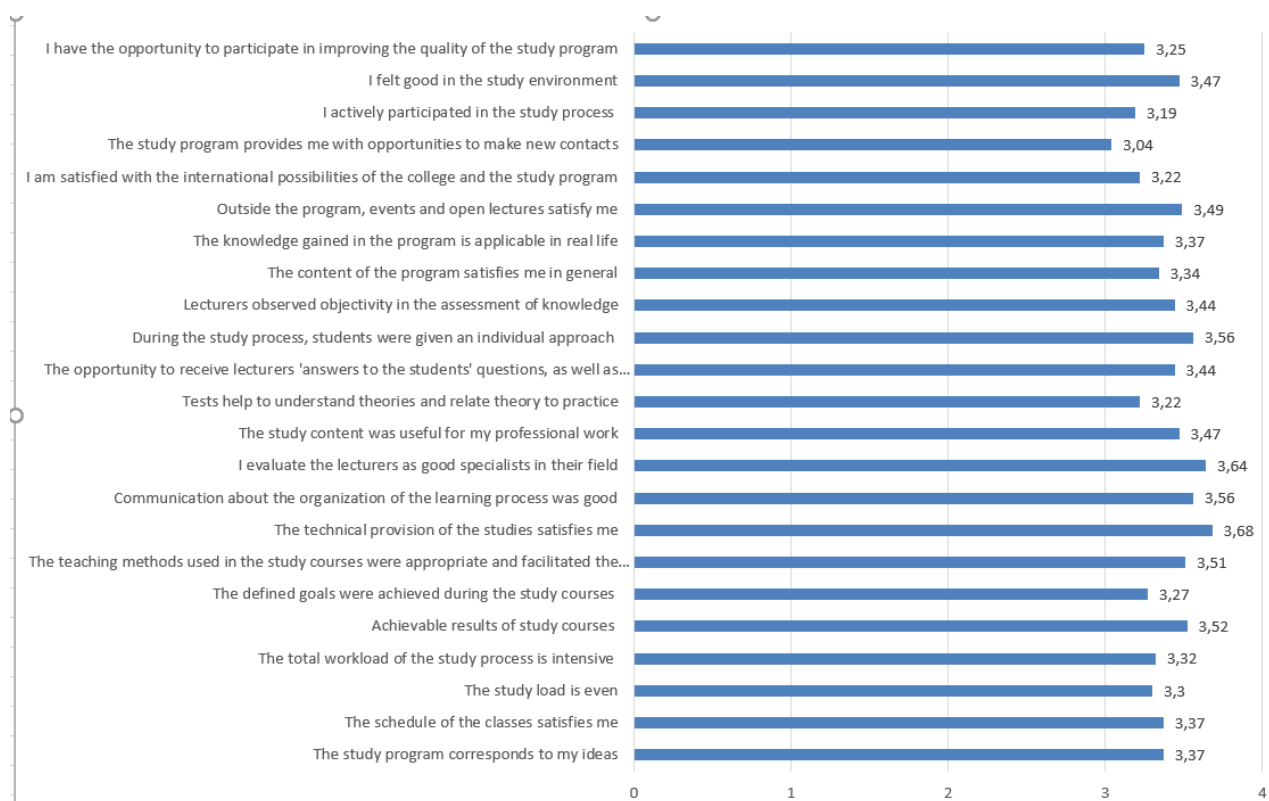


Figure 2. Evaluation of the study program "Law" by students.

The results of the student survey show that the students evaluate the criteria "Study technical

support satisfies me" (average: 3.68 out of 4 points) and "I evaluate lecturers as good specialists in their field" (average: 3.64 out of 4 points). It is also close to the maximum assessment - "Students were given an individual approach in the study process" (average: 3.56 out of 4 points), "Communication about the organization of the study process was good" (average: 3.56 out of 4 points) and "Study Course results to be achieved "(average: 3.56 out of 4 points). In general, it should be noted that the evaluation obtained in all survey criteria ranges from "more agree" (3 points) to "strongly agree" (4 points), with an average of 3.40 points on a 4-point scale for all criteria.

As the strengths of the CVBA and the study program, the students have indicated: well-thought study plan, contents of Moodle discussions, study internships, professional academic staff, transparent and high quality study materials, interesting lectures. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" to the quality of the study process.

As aspects to be improved, students have indicated the following: show grades in the Moodle, digitize exams, provide distance communication between lecturers and students for the feedback.

The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments during the semester; exams are digitized, remote correspondence possibility with academic staff is provided in the Moodle environment and via email.

In the summer/autumn of 2020, surveys and telephone interviews of graduates of the study program "Law" were carried out.

The graduate survey was completed by 27 respondents. The results of the survey (please see Figure 3) show that graduates evaluate the implementation of the study program mainly as good and excellent, the highest evaluation of the work of the Study Support Center and the support provided to students (average: 3.76 out of 4 points), attitude towards students and study environment (average: 3.74 out of 4 points) professionalism and knowledge of the academic staff, their application in the study process (average: 3.76 out of 4 points).

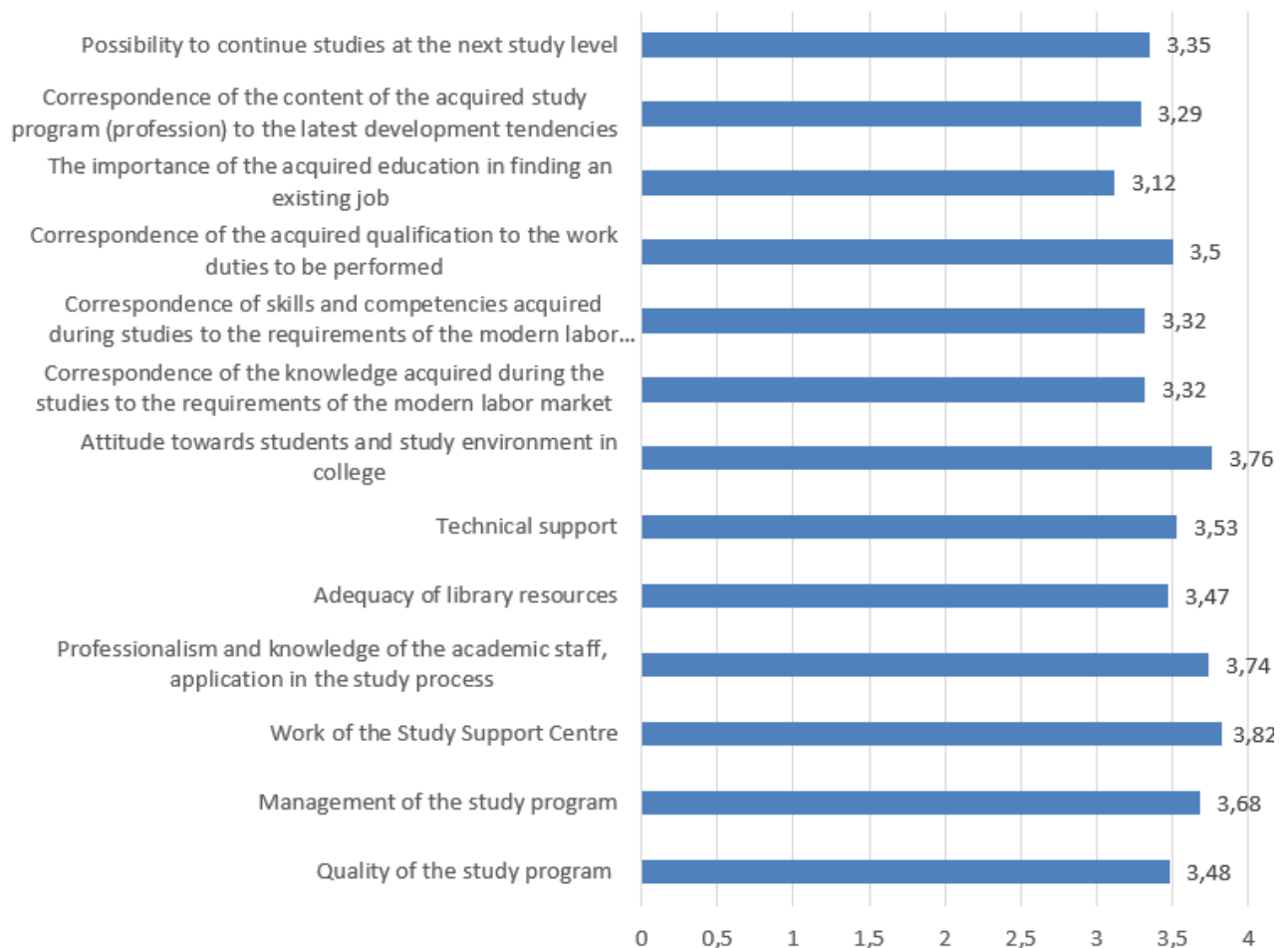


Figure 3. Evaluation of the implementation of the study program "Law" by graduates.

Graduates of the study program have indicated the following benefits after graduating from the study program:

- the possibility to keep the existing position / job is provided (3 respondents),
- work in a job that suits you best (12 respondents),
- work in a better paid job (8 respondents),
- opportunity to continue studies at the next level of higher education (2 respondents),
- other: receive a promotion (1 respondent).

All 34 respondents would recommend the study program "Law" to relatives, friends and acquaintances because:

- studies increase self-confidence and career opportunities,
- the study program is relevant in today's labor market,
- studies can be easily combined with work and other activities.

17 graduates who graduated from the study program in 2018 and 2019 participated in the telephone interview.

Telephone interviews show that graduates are satisfied with their studies. Several graduates (11 respondents) indicate that their education has helped them to develop a career by getting a better job (or a better job in their current job) and a higher salary. Several (7 respondents) who do not currently work in the legal profession plan to do so in the near future.

The most positive things almost all graduates mention:

- the positive and welcoming attitude of the college staff (especially the Study Support Center);

- opportunity to plan training at a time convenient for you.

As the most difficult thing, almost all graduates mention the last semester - it was very difficult to write an internship report and a qualification paper at the same time (or attend study courses and write a qualification paper), suggesting that more support and help is needed. Several also highlighted as a difficulty the first semester, when there are more general education study courses - it is difficult to start and want something from the sciences at once.

The management of the study program has analyzed the answers provided by the graduates and reacted to them:

1. At the college level, starting from the summer of 2020, in order to facilitate the adaptation of 1st semester students to the study process, "Start semester" has been introduced, during which students are prepared for studies: get acquainted with learning environment, employees, their responsibilities, learning process, etc.
2. A decision has been made, which is already being implemented: the director of the program in cooperation with the Study Support Center and practice / qualification supervisors closely monitors the progress of 5th semester students, communicates with each student once a month about the progress of the work and the necessary support from the college , motivates to complete the practice report and qualification work.
3. The study course "Personal and Professional Development Practice" has been introduced, during which students acquire knowledge and skills related to the profession from the 1st semester.

The survey of employers of graduates of the CBA study program "Science of Law" included the questions recommended by the Academic Information Center.

A total of 25 representatives of employers were addressed, of which 17 representatives filled in the survey, each of whom employs 1 graduate of the study program "Law". None of the surveyed employers' representatives participated in the development or improvement of the study program "Law". All (100%) employers noted that the CBA graduates have good theoretical and practical training, they are able to immediately perform their work duties independently. When assessing the compliance of the CBA graduates with the study results defined by the European Qualifications Framework (EQF), 75% of employers believe that graduates are fully able to demonstrate comprehensive and specialized knowledge, understanding of facts, theories, regularities and technologies. 35% of employers believe that graduates are more able to demonstrate comprehensive and specialized knowledge and understanding of facts, theories, regularities and technologies relevant to the field.

On the statement whether the CBA graduates are able to perform practical tasks in the relevant profession, based on an analytical approach, demonstrate skills that allow creative solutions to professional problems, discuss and argue practical issues and solutions in the relevant profession with colleagues, clients and management, with appropriate independence. degree to further develop their competencies, 100% of employers answered that this skill has been fully achieved.

All (100%) surveyed employers stated that the CBA graduates are able to evaluate and improve their own and other people's activities, work in collaboration with others, plan and organize work to perform specific tasks in their profession, perform or supervise work activities that may have unpredictable changes.

On the statement whether a the CBA graduate is able to formulate, describe and analyze practical problems in his/her profession, select the necessary information and use it to solve clearly defined problems, participate in the development of the relevant professional field, show that they understand the place in the wider social context, 100% replied in the affirmative, "fully achieved".

In general, the results of the survey show that employers highly value the knowledge, skills and competencies of the CBA graduates acquired within the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

### **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.**

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program “Law” takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the

study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Section 3.3. In addition the CBA also provides its students and academic staff with electronic access to electronic version of journal "Jurista vārds", which is the most popular journal for legal professionals in Latvia and which students actively use during their studies.

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

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

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

During the reporting period, several academic staff members have changed. The employment relationship with the CBA has been terminated by the lecturers of the study courses in the field Mg.iur. Arnis Āboliņš, Mg.iur. Valts Nerets and Mg.iur. Nikolajs Ozolins. Instead of these lecturers, new, professional and qualified lecturers have been hired:

- 1) Mg.iur. Kristīne Zubkāne - teaches Constitutional Law, State and Legal Theory, works as an assistant judge at the Constitutional Court;
- 2) Mg.iur. Edgars Pundurs - teaches Legal Analysis, text writing and Legal Rhetoric, works as a lawyer for AirBaltic, previously worked at several law firms;
- 3) Mg.iur. Ieva Liepiņa - manages Legal Internship and Pre-Qualification Internship, works as a consultant at the Department of Administrative Cases of the Supreme Court;
- 4) Mg.sc.soc. Jekaterina Čerņenko - lawyer-linguist, teaches Professional Russian I and II, works at a law firm.

During the reporting period, one of the lecturers - Aleksandrs Potaičuks - obtained a doctoral degree in law.

The CBA concludes that these changes have had a positive impact on the quality of studies - firstly, it has been possible to balance the workload and find a suitable lecturer for each study course, secondly, new professionals from various legal fields and extensive previous experience have been involved in teaching the CBA study courses. Attracting new lecturers has allowed to improve the quality of the respective study courses, as well as to give students more knowledge based on the previous professional and academic experience of the lecturers.

### **4.2. Assessment of the compliance of the qualification of the teaching staff members**

**(academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The implementation of the study program is ensured by 22 academic staff members, of which 2 are assistant professors, 4 - lecturers, and 16 - guest lecturers (please see Table 3). During the reporting period, there have been qualitative changes in the composition of the academic staff. Changes in the composition of the academic staff have had a positive effect on the quality of studies, as evidenced by the results of the survey of students and graduates, providing a positive assessment of the lecturer's work.

*Table 3. Scientific and academic degrees of the academic staff (including guest lecturers)*

No.	Indicator	PhD		Master's degree	
		Before	Now	Before	Now
1.	Number of academic staff members	4	5	17	17
2.	Share of the number of academic staff (%)	18	23	82	77

The qualification of the academic staff involved in the implementation of the study program corresponds to the content of the study program. All lecturers who teach field courses in law have appropriate education: two lecturers have a doctoral degree in law, one lecturer is a candidates for a scientific degree in law (passed the theoretical part), five lecturers have a master's degree in law. All of these lecturers also have relevant professional experience that complements their academic competencies, for example, one lecturer is a attorney, two lecturers work full-time at the Supreme Court, several lecturers work as lawyers in the private and public sectors.

Lecturers who teach the general education study courses included in the program (which are not exactly courses in the field of law, but have, for example, business competence module courses in accordance with Cabinet Regulation No. 141) also have appropriate education in each profession - all lecturers have a master's degree, three lecturers has a doctor's degree, lecturers have extensive practical experience in their field.

The CBA regularly evaluates the competence and compliance of lecturers with the work, and if necessary, new lecturers are attracted to ensure the study process.

The College's policy is to ensure that all study courses are taught by qualified, scientifically and methodically trained teachers who use modern teaching methods, which is especially important when implementing distance learning and developing its materials. Most lecturers, including lecturers of specialized courses, have significant practical experience in the relevant field of

activity, thus ensuring the compliance of the specialized knowledge, skills and competencies acquired in the study program with the acquired qualification and use in further professional activities. The main criteria for the selection of lecturers are education (degree), professional experience, research and creativity and communication skills. The knowledge of the state language of the academic staff employed in the study program complies with the regulations on the amount of knowledge of the state language and the procedure for testing the state language proficiency for professional and official duties and allows full-time teaching in the state 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.**

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. At the international scientific conferences organized by the CBA, the lecturers of the Law program have presented the results of both their research and the research developed in cooperation with students, for example,

- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Balancing the interests of the dominant and serving real estate owners in the process of establishing a road easement"; "Real Estate Encumbrances and Their Impact on Business Development", Jolanta Dinsberga;
- "Solutions for the quality and competitiveness of medical services", Renāte Fila-Roķe,



- "Recognition of cross-border administrative acts in the field of finance", Aleksandrs Potaičuks etc.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Several lecturers are actively engaged in scientific research (e.g., Jolanta Dinsberga, Renāte Fila-Rože, Aleksandrs Potaičuks, Jānis Supe, etc.) - participate at international conferences, publish research results both at the national and international level. College students benefit from it, because the results of the latest research are integrated into the study contents.

Since 2020, lecturers and students of the study direction have been actively involved in the e-learning platform LEED established by CEPOL (European Union Agency for Law Enforcement Training), integrating its international content into the learning process (both in the content of study courses and research).

Please see the scientific publications of the academic staff in the Annex.

**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 collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both 2018 and 2029, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of academic staff to students is 13:87.

# 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	Data_on_students_in_the_program.pdf	Statistikas_dati_par_studejosajiem_studiju_programma_Tiesibu_zinatnes.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	Compliance_with_state_education_standard.pdf	Studiju_programmas_Tiesibu_zinatnes_atbilstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance_with_profession_standard.pdf	Studiju_programmas_Tiesibu_zinatnes_atbilstiba_profesijas_standartam.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	Mapping_of_study_courses.pdf	Studiju_kursu_kartesana_Tiesibu_zinatne.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Study_plan.pdf	Studiju_programmas_Tiesibu_zinatnes_plans.pdf
Descriptions of the study courses/ modules	Descriptions_of_study_courses_ENG.rar	Studiju_kursu_apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Example_of_the_diploma.pdf	JS_lzniedzama_diploma_un_diploma_pielikuma_paraugs.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	Confirmation_on_possibilities_to_continue_studies.pdf	Apliecinajums_par_studiju_turpinasanas_iespejam.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	Contract_of_studies_compensation.pdf	Studiju_ligums_zaudejumu_kompensacija.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.	Confirmation_on_foreign_language_knowledge.pdf	Apliecinajums_svesvalodas_zinasanam.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Contract_of_studies.pdf	Studiju_liguma_paraugs.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.		