

APPLICATION

Study field "Economics" for assessment

Study field	<i>Economics</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "Grāmatvedības un finanšu koledža"</i>
Registration code	<i>3347801774</i>
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Self-evaluation report

Study field "Economics"

College of Accounting and Finance

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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:

Limited Liability Company “College of Accountancy and Finance” (hereinafter - the College) is an educational institution established by legal entities in 2002, which provides persons with obtained secondary education the opportunity to acquire the first level professional higher education and the fourth level professional qualification.

The title of the College in English is “College of Accountancy and Finance”.

In 2007, the Regulations of the College were approved by the LR Cabinet of Ministers. Limited Liability Company “College of Accountancy and Finance was registered in the Commercial Register and in the Register of Educational Institutions in 2001, see Part I Annex *GFK Dokumenti*. The College was accredited in 2006. The College ensures acquisition of high-quality professional higher education in compliance with the regulations laid by in the LR Constitution, the *Education Law*, the *Law on Higher Education Institutions*, the *Law on Vocational Education*, the *Law on Scientific Activity*, other legal acts of the Latvian Republic and the *College Regulations*.

The College is entitled to implement accredited study programs and to grant the State recognized diplomas for obtained higher education on the basis of *Decision No. 3* of the LR Higher Education Council of March 2, 2006.

The College main activities according to the statistical classification of economic activities NACE classification: higher education other than academic NACE code 85.41.

The College acts in the following directions:

- develops and implements the study programmes of first level professional higher education in social sciences, business and law;
- realizes the educational process, promotes students’ personal growth and ensures the opportunity to obtain the first level professional higher education and the fourth level professional qualification;
- provides students with the opportunity to prepare for further education and to obtain the second level of professional higher education and the fifth level of professional qualification.

The tasks of the College are as follows:

- to develop professional study programmes in accordance with the standards of profession and the state standards of professional education and to organize the implementation of said programmes;
- to organize practical training placements in cooperation with employers, to develop the content and methods of examinations and to organize qualification exams;
- to ensure the quality of the study process and examinations and have the professional education and professional qualification obtained in the College recognized in Latvia and abroad.
- to educate and train qualified and competitive specialists theoretically and practically, taking into account the labor demand and supply in Latvia;
- to carry out research according to the study profile and to promote students’ scientific research work;

- to improve the professional qualification of the College specialists;
- to organize events (e.g. courses for general public, lectures, conferences) corresponding to the main activities of the College;
- to cooperate with home and foreign educational institutions and employers in the field of professional education;
- to inform the general public on the activities of the College and opportunities of acquiring professional education in the College;
- to perform other tasks in accordance with the basic directions of the College activities.

The College mainly specializes in the preparation of professionally qualified accountants of the fourth level and business professionals. More than 2322 graduates have already received state-recognized diplomas for the first level professional higher education.

Striving to meet the requirements of the Lifelong Learning Memorandum, the College offers studies as close as possible to students' living quarters.

The place of implementation of the College academic activity in Riga is Lomonosova Street 4, Riga, LV-1003. The place of implementation of the College academic activity in Latgale is Dzelzceļu Street 3, Daugavpils, LV-5401.

The College is a member of the *Association of Accountants of the Republic of Latvia*, a member of the association *Businet*, participates in events and activities organized by the *Association of Latvian Colleges*, implements international and national projects, publishes teaching aids.

The College Mission is:

to maintain and reinforce the College position in the offer of quality education. The strategic priority – to offer professional higher education programs for the development of professional competencies, to provide assessable study process, to create the study environment corresponding to modern international requirements, to meet regional needs and the needs of the labor market.

The College vision is:

to ensure the value and satisfaction of professional knowledge acquisition in interaction with each stakeholder.

The College values are:

personal development, professional knowledge, involvement and responsibility, openness and cooperation.

The College implements the first level professional higher education study programmes in the following study fields or directions(hereinafter – the study field):

1. Economics: study programme “Accounting and Finance”;
2. Management, administration and real estate management: study programme “Business and Finance”.

The study fields of the College academic activity are mutually complementary and form a unified interdisciplinary approach. Within the study field of economics, the College implements one study programme, i.e. “Accounting and Finance” (hereinafter – the study programme), awarding the professional qualification of an accountant since February 27, 2004.

The College has the right to implement its study programmes in branches. Detailed information about the College Latgale branch is enclosed to Annex 1 of the self assessment report *Latgales branch*.

In spite of the level of competition in the sector of higher education, the College has generally managed to maintain a positive record in this respect in recent years, refer to Part I Table1.

Part I, Table 1

Key performance indicators of the College

Indicators	2014	2015	2016	2017	2018	2019
The number of students, in average	245	205	207	203	188	187
The number of graduates	45	36	47	35	20	36
Proportion of external funding attracted to the scientific research from the total amount of research funding per year, %	29	29	28	28	28	27
Proportion of EU funding, the share of total revenue, %	73.8	28.0	36.1	34.5	60.2	78.6
Increase in the value of assets compared to the previous year, %	16.6	9.3	8.8	15.9	21.4	47.0
Proportion of budget revenue growth compared to the previous year, %	(-43.9)	19.5	40.3	5.6	(-3.4)	36.7
Operating profitability, % ^[1]	(-0.8)	11.2	21.7	10.6	8.1	13.2

The latest data obtained for 2020 are summarized in Part II, Section 3.1; Part III, Section 1.2, and in the appendices.

The long-term strategy of the College activities and development for 2016-2021 was developed taking into account the guidelines of education and science development policy set out in European and Latvian policy planning documents: *Lisbon education strategy*, *Key principles of the Bologna process*, *European Commission lifelong learning memorandum*. The strategy complies with the LR legislation.

The College development strategy is available at:

https://www.koledza.lv/download/dokumenti/CAF_Development_Strategy_2016_2021.pdf

The main directions of the College strategy are to direct resources to the fields of knowledge specialization in economics and entrepreneurship, to create innovative processes and services in academic and research work, to cooperate internationally and thus promote the transfer of

competence, and to continuously improve the College internal quality management system.

The College vision of the study field is to provide real opportunities for professional growth to those who are very motivated in higher education acquisition, want to become successful in financial accounting and business financial management, and be persuasive at the labor market.

[1] $(\text{Net profit after tax} / \text{Revenue from tuition fees}) \times 100\%$

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.

Limited Liability Company “College of Accountancy and Finance” is a commercial company founded by a legal entity.

The College fixed capital is 100% owned by “Baltic International Academy”, Ltd.

The College highest governing and decision-making body in strategic, financial and economic matters is the College Board (hereinafter - the Board).

The representative, management and decision-making bodies of the College in matters of studies and research are the College Council (hereinafter - the Council), and the Director of the College (hereinafter - the Director). The Council is a collegial body comprised of the College staff. The Director is a senior official of the College, exercises general administrative and economic management and represents the College without special authorization.

Educational processes, research, organizational, economic and operating performance of the College are realized in its structural units and branches, which are organized, reorganized and liquidated by the Board.

The Director and the Board are responsible for the operation of the branch. The general administrative and organizational management of the branch is carried out by the Director of the College. The coordination and organization of the study process at the branch is ensured by the Director of the branch hired by the College. He / she performs his / her work duties in accordance with the job description.

The Council consists of thirteen members: the Director; Deputy Director for Study Work; two members of the Board; three representatives of the academic staff (persons elected to academic positions); two representatives of the students’ self-government; two general staff representatives; and two representatives of employers or professional organizations. The Council approves study programmes and sub-programmes of the study direction, and changes in them; agrees upon main directions of the scientific research and coordinates them with the Board; authorizes regulations on academic and administrative positions in the College; develops and approves internal rules and implementation procedures; supports and promotes student self-governing body and regulations thereof; approves the College brand mark; and decides on other issues in accordance with the applicable laws and regulations.

The College incorporates academic staff, general staff and students.

The staff at all levels and the students have a duty to facilitate the College performance and to support openness and transparency of its administration. They have the right to influence the

decisions of the management and self-governing bodies, and the internal rules according to the accepted procedure, including the decisions affecting personal interests. They are entitled to attend meetings of the collegial management bodies, to speak up and to be listened out, and to submit proposals on the College activities.

The academic staff consists of: docents; lecturers; assistants. Persons in academic positions are elected in an open competition for 6 years in accordance with the Regulations on academic and administrative positions.

The students of the College establish a self-government body, consisting of five students and operating in accordance with Regulations developed by students and approved by the Council. The students' self-government is entitled to request and receive information and explanations from the College management and decision-making bodies, and heads of structural units on issues that affect students' interests. Representatives of students' self-government participate in the activity of the College decision-making bodies. The College established the procedure of how each student can apply to the student self-government with his / her suggestions, criticisms, recommendations. Information can also be sent to the College official email.

The College general and academic staff stand for and operatively take into account the students' opinions and proposals for the improvement of the study process and the work of the College.

The Study methodological council consists of: elected lecturers of accounting and economics study courses, Head of the study program, Deputy director in issues of study and methodological work.

The main functions of the Study methodological council are:

1. To analyse and advise on changes in the content and form of the study courses, on the improvement of the study process.
2. To evaluate the content of the study programme, the content of the study course programs, their changes or projects.
3. To evaluate the teaching methodological literature, methodological provision of theoretical and practical training by study aids and to recommend methods for their effective use.
4. To provide methodological assistance to new teaching staff for the development of their of pedagogical skills.
5. To review study and methodological materials submitted for publication, to participate in the development of study literature and to promote their publication.
6. To review and approve the tasks for the final examination tests of professional study courses, the questions for the qualification exam, and the sample topics for course and qualification papers.
7. To analyse the results of final examinations.
8. To approve the directions of research work for the study year.

The list of the main internal regulatory enactments and regulations of the College is enclosed in Part I Annex *CAF List of Documents*.

A picture of the governance structure of the College is enclosed in Part I Annex *CAF Structure*.

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 main principle of quality assurance is the focus of the College management on the continuous development of all its activities respecting the requirements and wishes of clients and satisfying the interests of all stakeholders, with the aim to improve the quality of higher education, to support information transparency, to develop cooperation of stakeholders and to ensure regular quality assessment.

In developing the quality assurance system, the College takes into account the requirements of students, staff, employers and cooperation partners to the quality higher education and complies with the demands of the labor market.

The quality of College education is ensured by:

- The College has developed and operated a system of coordination and methodical work management of the study process, involving the staff of the College, including students, employers, Latvian and foreign partners, owners.
- Student surveys are on study organisation, study courses, academic staff teaching methods and relationships with students. The survey is organised regularly. The results of the survey are discussed at study methodological board meetings and at the meetings of the student self-government and study groups.
- The College plans to promote applied interdisciplinary research, publication of professional literature and promotes the financing of scientific research, scientific organisational and publishing activities. The Study Methodological Council cooperates with other universities, partners, coordinates research directions, coordinates joint plans for scientific research work. The study direction board, the study programme leaders are involved in the scientific research activity of the students.
- The College has a system of continuing education of academic staff, which involves the promotion of scientific work, professional qualifications, organisation of seminars on issues of problems, participation in international projects. The newly acquired knowledge and experience are discussed by the lecturers at extended sessions of the study board.
- Quality is also ensured by the level of qualification of the College's academic staff and the electoral system, thus considering the college traditions.
- The College institutions' board meetings regularly analyse the results of study programmes, student success rate, qualification exam assessments, graduate and employer survey results.
- In order to ensure quality, the College is working on feedback with students. The College organises information meetings with each study group and each study course. In everyday life students' problems are solved by the study programme leader and the study department inspector.
- The college has a system of completion of the course of study programme, which ensures control of the results of the study. Attracting employers and independent experts in the development, assessment and qualification of students exams contributes to the achievement of the objectives of the study programme and guarantees the quality of the qualifications obtained by students.
- The College's internal control system ensures that material technical assets, teaching, information and financial means are qualitatively matched to the requirements of the field of study.
- The international cooperation of the College with foreign universities, Businet association, the communication with the Association of Accountants of the Republic of Latvia and other

cooperation partners improves the development and implementation of international projects that contribute to the stability of the study course.

- College cooperation agreements with Latvian universities guarantee college graduates the opportunity to continue their studies at higher stages of study.
- The College's quality management system, which ensures the quality of the study process, promotes its development.
- External control of the College's activities is carried out by the Ministry of Education and Science in cooperation with the Agency for the Quality of Higher Education.

COLLEGE QUALITY MANAGEMENT SYSTEM (QMS) guiding documents:

- Quality policy;
- College description and resources;
- College QMS Development Program;
- QMS process structure;
- Distribution of functions and division of competence among the College staff, job descriptions;
- Structure and composition of major management documents;
- QMS compliance with ISO 9001: 2015 standard;
- Process maps.

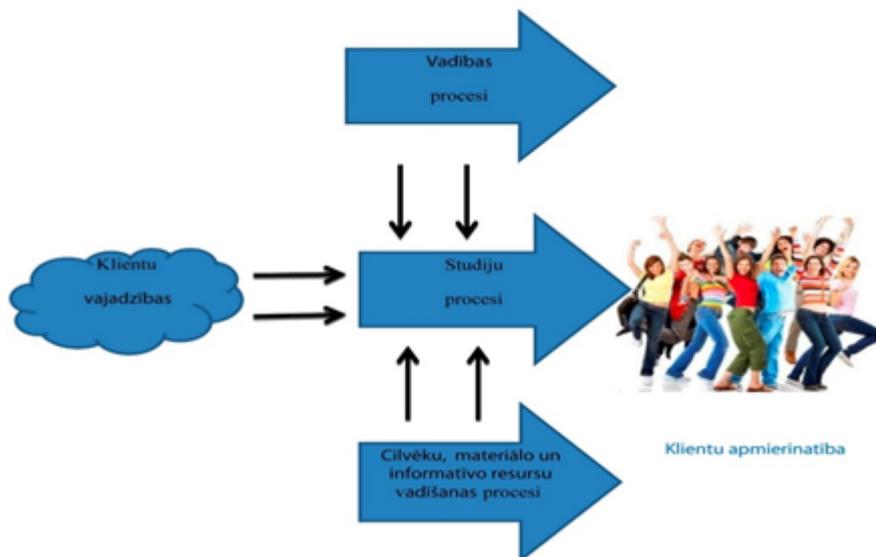
The quality assurance cycle includes stages of planning and developing the study direction, implementation and evaluation, reflection and determination of consequences.

The process of improving the quality assurance system is continuous.

The tasks of the college quality assurance system are the following:

- To provide the assurance of management that all educational processes and management procedures are implemented in accordance with the applicable norms and requirements;
- To continuously improve the quality of educational services by managing processes and taking preventive and corrective measures for elimination of non-compliance;
- To ensure students' confidence that study programmes and study courses correspond to the current norms and requirements and to learners' interests related to professional and personal development;
- To make all staff responsible for the quality of the College performance in all areas of its activities;
- To form partnerships with cooperation partners, graduates and their employers, gaining their trust in the College as a reliable cooperation partner;
- To assure external experts that the College management will maintain the accreditation of the college study programs, will comply with all the requirements to educational institutions in regulatory documents, and with the requirements of ISO 9001: 2015.

The College management and staff accept the main quality criterion as the degree of satisfaction of students' diverse needs, see Part I Fig. 1. Quality assessment means evaluation of the results that students gain from the organization of the study process: whether they have acquired the necessary professional knowledge and skills, achieved the goals of practical training and necessary orientations in research work.



Part I, Fig. 1. Process approach

Management processes // Clients' needs // Study processes // Managing human, material and information resources // Clients' satisfaction

The College has developed the Quality Manual, which reflects the assessment of students' knowledge, skills and competencies, registers the assessment results, accounts and controls the study process and the degree of acquisition in the field of study. This manual is meant for internal use and available for familiarization at the College: Lomonosova Street 4, Riga.

The Quality Manual is updated for each academic year, taking into account changes in the responsibilities of academic and administrative staff, innovations, introduction of new assessment programs, and the College goals and objectives.

The Quality Manual defines the processes required for the use of the quality management system. Part I Fig. 2 shows the relationship between the processes and corresponding performers.

Managing processes of the College quality assurance divide into three groups:

1. General management processes:

- Management reviewing and approval (V-1),
- Development planning (V-2),
- Internal quality audits (V-3),
- Risk management and opportunity identification (V-4),
- College, SD, SP, SM Council activities (V-5),
- Self-assessments of study directions and study program (V-6),
- Cooperation and information sharing (V-7),

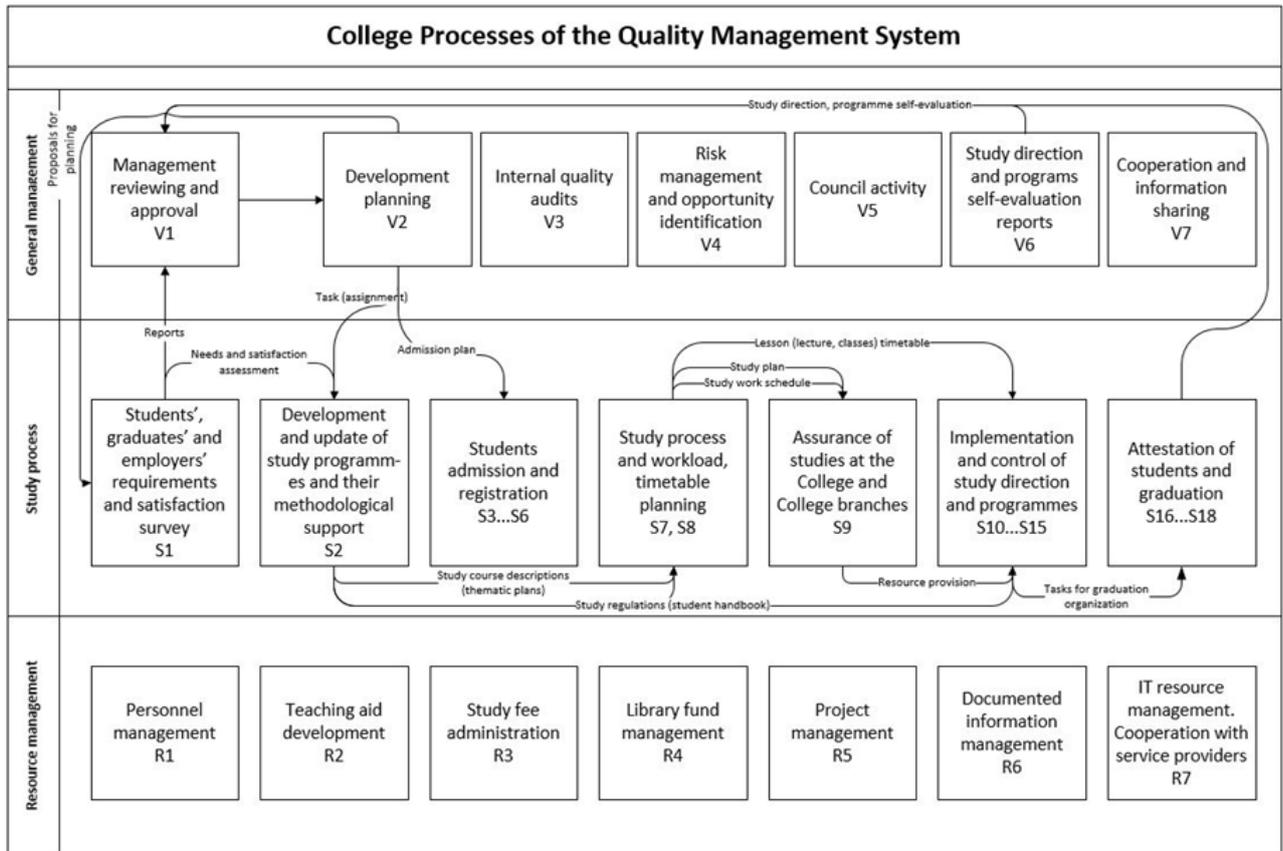
2. Educational services cycle processes (study processes from S-1 to S-18).

3. Managing human, material and information resources

- Personnel management (R-1),
- Development of methodological study aids (Teaching aid development) (R-2)
- Study fee administration (R-3),
- Library fund management (R-4),
- Project management (R-5),
- Documented information management (R-6),

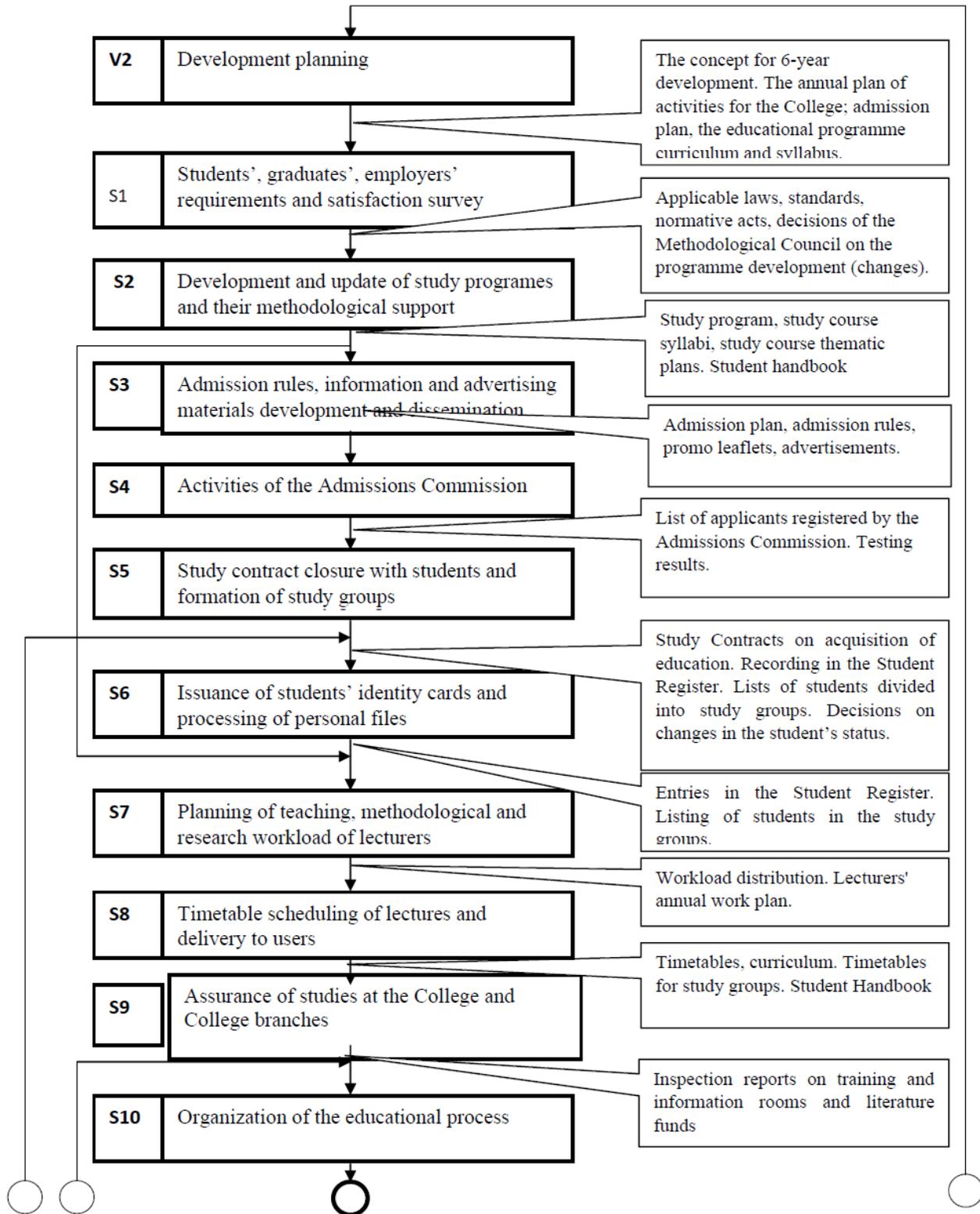
- IT resource management. Cooperation with service providers (R - 7).

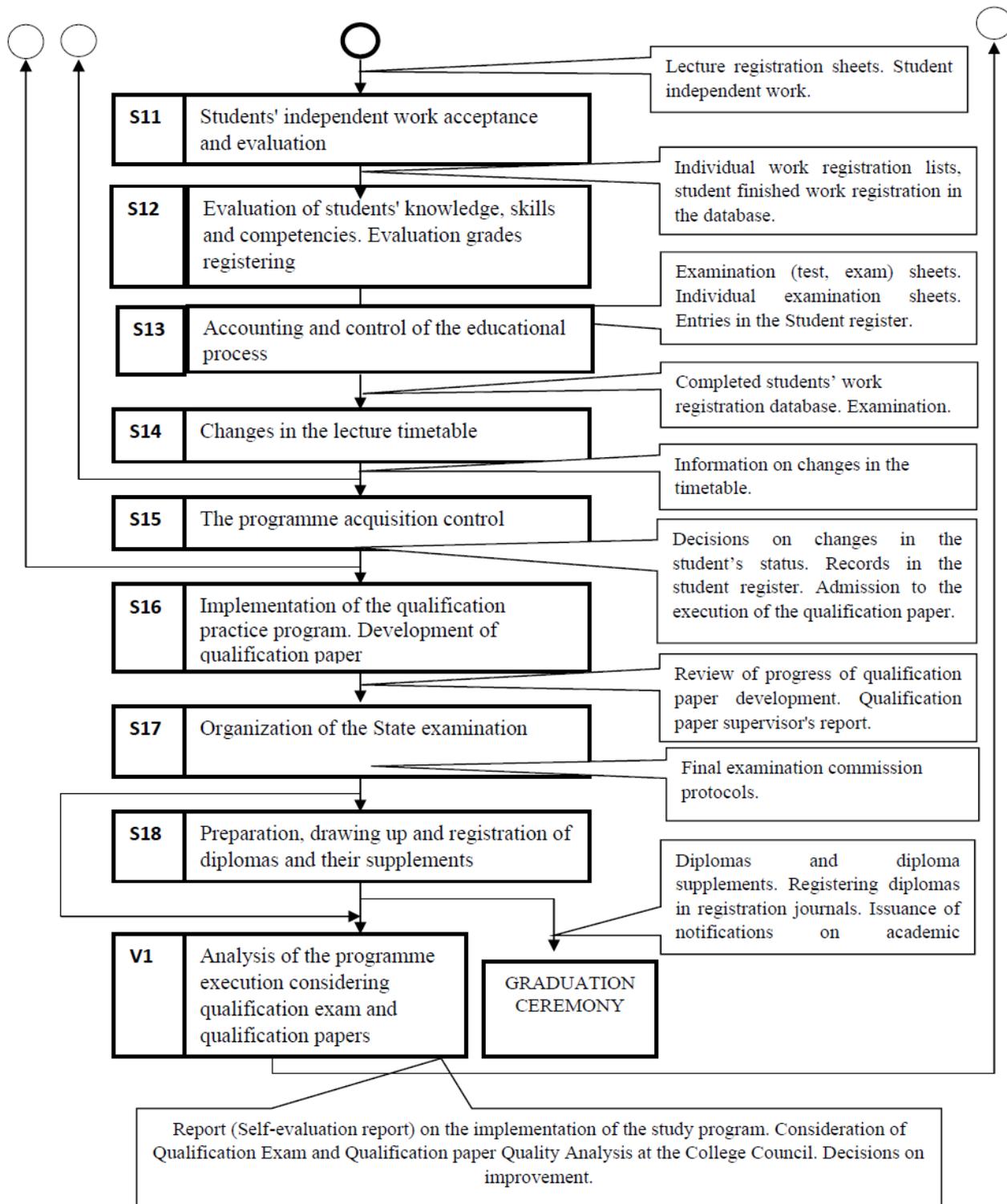
The components and sequence of study processes are shown in Part I Fig. 3.



Part I, Fig. 2. College Processes of the Quality Management System

Educational process (life cycle of educational services)





Part I, Fig. 2. Elements and Sequence of Study Processes

The quality criteria for the realization of this education direction are determined by the goals and objectives of the educational programme, learners' requirements and general principles of quality management, see Part I, Table 2:

1. Quality management of the study content implementation;
2. Identification of learners' requirements, improvement of service quality;
3. Adherence to the principle of continuity of quality improvement;
4. Increasing the level of knowledge of students - analysis of indicators of students' achievement by study groups, study subjects and lecturers.

Study process quality criteria

Quality criteria	Implementing measures	Activities
1. Quality management of study content implementation	<ul style="list-style-type: none"> • Ensuring the quality of the academic staff 	<ul style="list-style-type: none"> • Existence of methodological material when concluding the employment contract with a lecturer; • researching the experience of other higher education institutions in the implementation of similar study programs (visitations; joint events, etc.); • promotion and support of pedagogical education acquisition;
	<ul style="list-style-type: none"> • Improvement of material provision. 	<ul style="list-style-type: none"> • work on projects, courses; • continuous updating and improvement of the information base; • updating of study material in e-learning environment; • renewal and improvement of information technologies; • supplementation of methodological material;
	<ul style="list-style-type: none"> • Students' assessment results analysis 	<ul style="list-style-type: none"> • publication of students' applied research results and presentation at conferences
2. Identification of learners' requirements, improvement of service quality	<ul style="list-style-type: none"> • Sstudents' questionnaires, discussions. • Feedback from graduates' employers. • Opportunity for students to continue their studies at other universities. 	<ul style="list-style-type: none"> • Improving organization of the study process, study environment and conditions according to the college resources; • Development of differentiated methodological material, according to students' abilities.

Quality criteria	Implementing measures	Activities
3. Adherence to the principle of continuity of quality improvement	<ul style="list-style-type: none"> • Annual review of the study programme content, evaluation, introduction of appropriate changes. • Review of the study programme goals. • Improvement of quality measurements. • Aligning the content of the study programme with the study programmes of the EU 	<ul style="list-style-type: none"> • Clients' evaluation analysis; • activation of international cooperation with universities of other countries
4. Increasing the level of knowledge of students	<ul style="list-style-type: none"> • Analysis of students' achievement indicators in the qualification exam by study groups, courses, lecturers 	<ul style="list-style-type: none"> • Observation of study course teaching methods; • introduction of effective teaching methods; • organizing and convening consultations; • application of differentiated approach regarding students with different work experience

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 goal of the College management is to maintain and strengthen its position in the offer of quality education.</p> <p>The College management and staff considers a high degree of meeting the diverse needs of students as the main quality criteria. Striving to reach this goal , the College provides study programmes and subjects that meet current and prospective requirements of students to the maximum. The College implements the internal quality management system integral with the College quality management.</p> <p>The College establishes the processes and co-ordinates co-operation of the respective work executors, which shows the staff, students and external users how the quality management system is implemented at the College. The College takes into account all necessary information and effectively applies the procedures required by the international quality standard ISO 9001:2015. The College is committed to the continuous improvement of the efficiency of the quality management system. On January 4, 2018, the College Quality Management Policy was approved. The College Quality Management System (QMS) Handbook, developed in 2011, was last updated in 2019.</p>
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<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>	<p>Complies</p> <p>The development and approval of study programmes and changes thereto take place in accordance with the QMS process “Development and updating of study programs and their methodological complexes” worked out by the College. Regulations, developed and approved by A&F College Study direction management, define the procedure of study programme development and approval, their structure, content and principles of management.</p> <p>The College study programmes:</p> <ul style="list-style-type: none"> • are developed in accordance with the objectives of the study direction in line with the College strategy and with the involvement of students and other stakeholders; and clearly define the expected learning outcomes; • apply external expertise and reference points; • reflect the four objectives of higher education recommended by the Council of Europe; • are designed and will be further developed to ensure the unobstructed progress of students in learning; • determine the expected workload of students, using, e.g. ECTS; • include, where necessary, carefully planned practical training opportunities; • are subjected to approval procedures established by the College. In its turn, the supervision and inspection of study programmes take place by activities described in “Implementation and control of study programmes”.
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3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>Evaluation criteria, conditions and procedures are defined in:</p> <ul style="list-style-type: none"> • Study regulation, • Regulation of exam procedure; • Regulation of the qualification exam; • Methodological instructions on the development and defense of course and qualification papers; • Regulation of practical training; • Methodological instructions on Qualification practice; <p>Descriptions of study courses are available to students in the Moodle system.</p> <p>At the beginning of the study course, practice and qualification exam, the students are informed on the criteria, principles and conditions of publication of the achieved study results in the Nexus system. The criteria for students' progress evaluation are defined by the lecturer of a respective study course. The descriptions of study courses are coordinated with the director of the study programme and approved by the Council of the study direction.</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>One of the College strategic objectives is the professional development of the academic staff in their professional fields and introduction of innovative pedagogical methods. The College ensures the enhancement of the academic staff competence in accordance with the objectives of the Human Resource Development Policy and the Academic Staff Policy. The academic staff involvement in EU projects provides support for the development of their professional motivation in lifelong learning. The academic staff cooperation within Erasmus + program ensures the internationalization of knowledge and enhances the results of scientific research. Twice a year, the College academic staff analyzes the performance indicators of their academic and research work and discusses them with the management of the College and the study program directors. Annually by September 1, the College updates the academic staff working load, coordinating remuneration and job descriptions with the load.</p>

5.	<p>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>	<p>Complies</p> <ul style="list-style-type: none"> • At the end of each semester, information on students' progress is collected, analyzed and summarized. Students are given the opportunity to assess the quality of study courses, and organization of the study process during the semester by filling in electronic questionnaires; the obtained results are analyzed once a semester and, if necessary, specific measures are identified for each problem, defining causes and risk mitigation. At the end of each study course, students have the opportunity to evaluate the achieved results in the College Moodle environment. The College management also encourages students to participate in thematic surveys, e.g. on current issues in the professional field, on changes in the study process, or the quality of implementation of the study process in the remote form. The study results of the students' test / exam after each study course and practice defense are analyzed by the lecturers of the corresponding study courses, by directors of study programmes, and discussed at the meeting of the study direction Council. • Graduates provide information on the employment trends in a special questionnaire developed by the College. The obtained data are analyzed once a year. • As part of practical training, the survey of employers is conducted, the obtained results are analyzed once a year. • The academic staff completes regular surveys and conducts lesson peer observation. • The results of the customer satisfaction are analyzed annually in the self-assessment report, the results are taken into account in the College performance evaluation processes.
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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>By observing and fulfilling the requirements of the College quality management system manuals and policies, and internal normative documents (regulations, rules, instructions, orders, etc.), the College guarantees continuous improvement, development and operational efficiency of the study process in the chosen professional field. The A&F College monitors all processes and their results, and compares them to the set goals and requirements. The most important indicators of the College activity are reflected in its self-evaluation reports concerning the study field and study programs.</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.

There are nine educational institutions in Latvia that implement a similar first level professional education study programme. For comparison we selected the study programmes of Rezekne Academy of Technology and the College of Business Administration.

Criteria	College of Accountancy and Finance	Rezekne Academy of Technology	College of Business Administration
Title of the programme	Accounting and finance	Accounting	Accounting and financial planning
Awarded qualification	Accountant (4th level qualification)	Accountant (4th level qualification)	Accountant (4th level qualification)
Scope of the programme	80 credit points	80 credit points	80 credit points
Official period of study in the programme	2 years (full-time) 2 years and 3 months (part-time)	2 years (full-time) 2, 6 years (part-time)	2, 5 years (e-learning)
Matriculation regulations	General secondary or secondary vocational education	General secondary or secondary vocational education	General secondary or secondary vocational education

General education study courses	Mathematics for Economists, Statistics, Business Informatics, Microeconomics, Macroeconomics, Law studies, Document Management, Research Methodology, Civil and Labor Protection	Professional Foreign Language, Civil protection, Sociology, Marketing, Mathematics for Economists, Microeconomics, Research Methodology, Document Management, Environmental Protection, Statistics, Macroeconomics	Information Management; Business English; Business Russian / German; Financial Mathematics, Commercial and Financial Legislation; Record Keeping, Business Correspondence and Archiving; Statistics; Research Design
	<p>Elective courses (optional):</p> Psychology of Personality and Management, Business Foreign Language, Sociology, Business Communication, Person and Environment	<p>Elective courses:</p> -	<p>Elective courses</p> Latvian language culture issues, Digital literacy, Corporate communication, Human resource management, Management, Organizational psychology, Creativity and innovation in business, Training in Personal growth

Professional study courses	<p>Compulsory courses Introduction to accounting; Financial accounting; Course work in Financial accounting; LR Taxes and duties; Introduction to Financial management; Practical training on completion of financial statements; Revision, audit and control; Business Economics; Marketing, Introduction to Management Theory; Finance and Credit.</p> <p>Optional courses: Single entry accounting, Public sector accounting, International financial reporting standards, Accounting in trade and catering, Accounting in construction and woodworking, Project accounting, Practical training in taxation, Insurance, Customs operation</p>	<p>Compulsory courses Basics of Accounting, Introduction to Entrepreneurship, Finance and Credit, Management Accounting, Financial Accounting I, E-Commerce, Project Management, Financial Accounting II, Corporate Financial Management, Business and Labor Law, Revision and Auditing, International Standards of Financial Reporting</p> <p>Optional courses: Single entry accounting, NGO sector accounting, State and municipal accounting, Payment systems in electronic environment, E-solutions in business</p>	<p>Compulsory courses: Communication Psychology, Labor and Environmental Protection, Environmental and Civil Protection, Sociology, Microeconomics, Macroeconomics, Finance and Credit, Audit and Business Analysis, Taxes and Duties, Basics of Accounting, Financial Accounting, Management Accounting I, Management Accounting II, Computerized Accounting and Financial accounting, Financial analysis and planning, Project preparation and management, Marketing, Professional customer service.</p> <p>Optional courses: -</p>
Practice	16 credit points	16 credit points	16 credit points
Qualification paper / project	8 credit points	8 credit points	8 credit points

The following criteria have been chosen for the comparison of effectiveness:

1. The title of the programme;
2. The qualification to be obtained;
3. The scope of the programme;
4. The official period of study in the programme;
5. Matriculation regulations;
6. General education study courses;
7. Professional study courses;
8. Practice;
9. Qualification examinations;
10. Cooperation partners.

Comparing three study programmes of three colleges, one can see that their titles, awarded qualification, program scope and implementation time are similar. Comparing the study courses, one can see that the knowledge acquired in all colleges is identical and this is understandable, because the study programmes provide knowledge in accordance with the requirements of the

profession standard. All study programmes provide the same period of practice and time for qualification paper development.

Comparing the College study programme with the study programmes implemented at the Rezekne Academy of Technology and the College of Business Administration, one can conclude that the programme of the College of Accountancy and Finance is dominated by financial accounting, especially sector accounting, taxation and economics study courses, which ensures a higher level of professionalism in the field of accounting. The range of optional study courses offered by the College of Accountancy and Finance can be noted as a positive feature. It is obvious that the study programme of the College of Accountancy and Finance has more similarities with the study programme of Rezekne Academy of Technology, which corresponds to the title of the study direction "Economics" and substantiates the correspondence of the acquired qualification to the title of the programme. The study programme of the College of Business Administration is more focused on the corporal financial management, which helps to manage the development of an organization or a company and to plan budget.

It would be advisable to the College of Accountancy and Finance to reinforce the study programme module on the integration of digital technologies in accountancy.

The comparison of the three study programmes shows that there is a single understanding among employers, students and colleges of the scope of knowledge and skills required for an accountant, and demonstrates the application of basic principles in the implementation of the first level professional higher education system in the considered study programmes.

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 College implements, the study program "Accounting and Finance" within the framework of the field of Economics.

In the context of globalization and financial risks, the need for highly qualified specialists has grown rapidly, and it is not less important to prepare specialists in shorter period and at a lower cost, at the same time ensuring a sufficiently high quality of education.

With the development of commercial activity in Latvia, the existing companies are expanding, their structures are becoming more complex and the activities are more targeted. We are sure that setting up new companies will have a positive impact on the country's growth.

In order for a business to succeed, it must be efficient and productive, but in the long run it will not be possible to do this if the company does not have a technologically high-level accounting system that would provide true data for assessing financial position, planning and decision making. The bookkeeper's job is also interlinked with legislation and its frequent changes. This means that business and accounting professions require a high level of knowledge and continuous self-improvement, as the financial world is changing rapidly, the ability to work constructively in the professional field using the knowledge, skills and competences acquired.

The College fulfils its main task - prepares specialists for professional activities with a closer focus on ensuring labour market needs.

The study program directions are implemented on the basis of the European Qualifications

Framework (EQF):

<https://europa.eu/europass/lv/european-qualifications-framework-eqf>

describing qualifications as a result of a learning process and defining levels and compliance with the standards of international professional organizations - the four main goals of higher education (personal development, solving problems of development of democratic society and science, meeting labour market requirements, ensuring sustainable development).

In line with the preconditions for creating a European Higher Education Area to enhance the attractiveness and competitiveness of European universities, the College's study programs:

- use the opportunities provided by national legislation and European certification for the recognition of academic and vocational education, so that citizens can effectively use their competences and skills throughout the European Higher Education Area;
- practice a compatible ECTS credit system that provides both transfer and accumulation functions in lifelong learning;
- ensure recognition of foreign diploma and other educational documents in order to provide the opportunity for the student to start studies;
- there is an opportunity to offer students from other countries to acquire full or partial study programs using student and lecturer exchange programs, at the same time getting acquainted with the culture of different European countries and learning languages;
- an integrated approach is applied to change planning and implementation, ensuring unified management and coordination of change between different levels and types of education;
- everyone has been provided the opportunity to obtain high quality life-long education.

Such professions as a surgeon, an anaesthesiologist, an engineer, a lawyer, a pilot and a financial manager occupy the first 25 places in the world. A competent financier, a financial analyst always has a thorough knowledge of accounting, taxation and financial management. Due to this, one of the priorities of the College will be to improve the study programs according to ESCO recommendations.

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By completing the study courses, the staff of the college analyses and respects the opinions of foreign specialists on the latest requirements for the profession of accountant and business specialist.

The College implements professional higher education programs, therefore regular cooperation at different levels with employers is of importance.

The places of practice provide a real feedback, it helps to receive information on the disadvantages of the trainee's theoretical training, if any, and to control the level of practical competence of the program lecturers and the content of the study courses, so that there are included practical issues.

Survey of employers shows that 96% of respondents acknowledge the knowledge and skills acquired in financial and managerial accounting, taxes, computer accounting, financial indicators analysis, laws, business skills. The skills of a specialist to manage the company, the institution's financial system, assess the importance of the investment required, and the importance of loans are highly appreciated by employers. That's why the title of the study programs is "finances". 56% of respondents note that they need knowledge in management theory, employee motivation, and

they must be able to assess market requirements and forecasts.

The implementation of the study program directions will enable the implementation of the Latvian regional development and education mission, which will provide competitive studies, develop research in the field of economics and entrepreneurship, and promote knowledge of economic development processes in Latvia and in international labour markets.

Implementation of the study program will allow:

- To ensure access to professional higher education.
- To involve the social partners in ensuring the quality of the study field.
- To take care of preparing new specialists in conformity with the requirements of labour market, ensuring a high quality and accessible study environment.
- To develop students 'and lecturers' mobility at different levels, integrating into the European educational area; Cooperate with other universities in Latvia, the EU and the world.
- To support the initiative of students, students' self-governments, associations and other public organizations to improve studies, research, social and cultural environment.
- To inform and educate the public on the latest achievements in the study process, research, events in economics in Latvia and in the world.
- Provide opportunities for personal growth and sustainable employment for individuals.

The goals and objectives of the study direction "Economics" correspond to the field of activity and direction of strategic development of the College.

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.

In accordance with the development strategy of the study direction and on the basis of the evaluation of the previous reference period, an analysis of the Strengths and Weaknesses Opportunities and Threats of the study direction has been carried out, the results are shown in the table below:

Strengths	Weaknesses

- Qualitative career guidance and focus of the study programme "Accounting and Finance" according to the name of the programme; the programme has been accredited since 2003;
- High professional qualifications, continuous education and self-improvement of academic staff. Positive assessment of college lecturers in student surveys;
- Stable number of students and student loyalty;
- The efficiency rate is higher than the average education system in Latvia;
- As part of the ERASMUS project, the increase in student mobility and the possibilities of improving staff qualifications. Successful, multi-facet and growing cooperation with foreign universities;
- Targeted and productive cooperation with employers and graduates in the provision of internships;
- Participation in LRGA and BUSINET;
- Development and issuing of training tools;
- A wide-ranging network with universities and close cooperation with the BSA have been established;
- Regular evaluation of the study process implements effective feedback for the development of the study organization and content;
- Favourable and creative atmosphere of the study process;
- The programme offers sectoral accounting;
- Appropriate lessons, individual approach for each student; Possibility to study according to individual study plan;
- Good experience in the attraction of EU funds;
- Lecturers make practical use of digital learning opportunities;
- Competitive tuition fees and flexible payment schedule;
- State-of-the-art material equipment.

- Insufficient knowledge of students in individual courses of study (mathematics, foreign language);
- Programme lecturers are insufficiently active in scientific research conferences organised by universities;
- The level of student fore-knowledge and practical work experience in student groups is different;
- There is no active student life; The proportion of full-time students in the programme is insufficient;
- Programme lecturers are insufficiently active in scientific research conferences organised by universities;
- Students are mediocre involved in scientific and research activities;
- The study programme is implemented only in the Latvian language;
- The organisational structure does not ensure differentiation of the educational product.

Opportunities

Threats

- Maintain and search for opportunities for improving the quality of the study course for the needs and satisfaction of customers, in cooperation with all interested parties;
 - implement mobility activities for academic staff and students with EU support;
 - Wide range of opportunities to continue studies after graduation;
 - Develop modern study methods. Lecturers have the skills to work using new technologies and to look for new innovative teaching methods;
 - Increase the number of publications t.sk. the issuance of training resources;
 - Continue to involve students and lecturers in scientific and research activities;
 - The development of the business environment requires increasingly highly qualified accountants;
 - Opportunities for students to use modern study resources available in Riga as well as branches;
 - Wide range of opportunities to continue studies after graduating from college. College students acquire the opportunity to continue their studies at higher level after graduating from a short cycle programme;
 - Continue to attract professional practitioners to study courses;
 - Opportunities to take advantage of different forms of cooperation with social partners, regional authorities and their graduates, providing solutions to labour market demand and resource development;
 - Develop a modular training system as part of the study direction so that the working specialists increase their professional qualifications or acquire a new, t.sk. in an e-environment;
 - Implement study programmes in English.
- Latvia has an attractive study environment for foreign residents.
- Disadvantaged demographics and migration processes have a negative impact on the number of students;
 - The principles of financing the Latvian education system are not sufficiently thought out;
 - Frequent changes in the laws and regulations of the Republic of Latvia;
 - Increase in competition in the Latvian education area;
 - Unclear sectors of the highly supported, priority economy associated with further development and development of higher education in line with labour market requirements;
 - increase in the cost of implementing study programmes in connection with the economic development of the country;
 - Operational risks due to changes in the status of colleges due to public policy;
 - The branches operated in rented premises and depend on the organizational conditions of the lessee's activities.

The analysis carried out by the SWOT shows that the strengths of the study direction are qualified academic staff, co-oriented students, organisation of the study process, sustainable financial permanence. An internal quality system has been developed and continuously operated. As part of EU-funded projects, skills development opportunities are available both in Latvia and abroad. On the other hand, the main threats and weaknesses have been identified as a precarious number of students, a lack of qualified young teachers, an exacerbation of competition, an adverse demographic situation in Latvia, rapid legislative changes, the burden of academic staff and insufficient research activity, the busyness of students at work, insufficient motivation for young people to carry out research work.

The weaknesses of the study direction are planned to be eliminated by way of better exploitation of the opportunities.

The College has the potential to increase the efficiency, quality and international competitiveness

of studies and research.

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 programme is organized according to the College Regulations, the process of studies and such regulating documents as the study programme itself, its plan, regulations of studies, lecture timetable, study course programs, the schedule of the study process, etc. The programme and the study plan determine the study courses for acquisition, their form, scope, distribution by years, and sequence. The schedule of the study process defines the duration of the academic year and semesters. The programs of the study courses indicate themes, the sequence of themes acquisition, and learning outcomes.

The study process is implemented by way of lectures, practical classes and independent work, and is practice oriented. During studies, such interactive study methods are used as analysis of problem situations (case studies), project development, discussions, role plays, research work, reports and presentations, etc., all of which teach students to think critically and apply theoretical knowledge to practical problem solving. Tasks are accomplished individually and in groups, developing the students' ability to work in a team, to defend their opinions, and to develop communication skills.

Studies are organized according to the programme plan, taking into account:

- Objectives and tasks of the study programme;
- Type of studies: full-time, online learning;
- College IT equipment in study room and computer labs capacity;
- Working load of the academic staff;
- Information obtained as a result of the students' survey;
- Recommendations of employers.

The size of study groups is determined by the founder. Lectures take place for each group separately or for several groups jointly. In practical work, one group may be divided into subgroups as needed. The time and place of lectures is defined by the timetable.

The duration of qualification practice is 16 weeks (semesters 2 and 4). During the qualification practice, the head of the College practice supervisor in cooperation with the head of the study program organizes the student's report on the completed practical training tasks and provides advice on the topics of the qualification practice program, taking into account the specifics of the company's activities.

The Head of the study program organizes practical training, and the lecturers of the College study course "Financial Accounting" provide consultations and give assessments. The College practice supervisor advises students before and during the qualification practice.

Practical training takes place in commercial companies, institutions or at the enterprise of an individual businessperson. Students have the opportunity to choose the place of practice, and the College assists in the selection of the most suitable place. Depending on the features of the place of

practice, the student receives practice assignments. There are thematic plans of practice developed for a commercial company, a state or local government institution, a credit institution, an individual enterprise, an agricultural enterprise or a farm, and for the State Revenue Service. Representatives of the enterprise, company or institution, where practice takes place, participate in determining the goals and objectives of practical training, and in the evaluation of trainees' performance.

Given that most students combine work and study, this combination enhances the compliance of the work performed during the studies with the quality obtained in the educational process. In a way qualification practice becomes an in-service training prior to the award of qualification, thus ensuring that the programme and the acquired education correspond to the requirements of the labor market.

To achieve the expected study results, the Head of the study programme recommends a schedule of stages and deadlines for the development and defense of course and qualification papers, which helps students to consult with the supervisor and conduct research in time. Before defending the qualification paper, the supervisors organize the procedure of pre-defense.

The following persons are involved in the management of the study programme: Director, Deputy Director for studies, Head of the study program, and Study methodological council. The organization and supervision of studies and methodological work is performed by the Deputy Director for Study Issues and the Head of the Study Programme, the Head of the Branch, and further facilitated by the Study Planner, the Inspector of the Study Department, the Chief Library, and the Computer Systems Specialist. The Head of the study field in cooperation with the Head of the program promotes the students' scientific research activities, organizes conferences and ensures the publication of the collection of articles. The Project Manager informs the student about the projects implemented in the College, provides support in the implementation of the Erasmus+ mobility program.

For information on the level of competence of the head of study direction and programme refer to Annex.

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 target audience of the study program are persons with acquired secondary education, or secondary professional education or higher education in another field of study.

The admission of students to the College is the responsibility of the Director. Admission takes place twice a year: in summer and winter according to the regulations of the Cabinet of Ministers effective at the beginning of the term in relation to registration and admission of applicants to higher education institutions in the first year after obtaining secondary education.

The admission of students is organized by the Admission Commission, composed annually by the approval the Director of the College. The Admission Commission operates in accordance with the Regulation of the Admission Commission and procedures of the quality management system "*Student Admission and Registration*". The Admission Commission activity is guided by the

principles of human rights to education, and openness and transparency of all admission procedures. The Admission Commission prepares for the admission of students in advance. It draws out study contracts according to the Minister Cabinet Regulations No. 70 and announces the deadlines, place and responsible persons for concluding contracts. The sample of a study contract is published in the appendices to the Self-Evaluation Report.

With the aim of reinforcing cooperation with the educational institutions of lower levels, the College students and graduates participate in annual education exhibition "School 20XX". There the College promotes and advertises the study program "Accounting and Finance" emphasizing its competitiveness in the labor market and topicality in the current economic situation. Each year, students make presentations on the role of the profession of the Accountant in business and present them at the College Door Open Days.

The College of Accountancy and Finance developed and approved the student admission regulations in accordance with the LR *Law on Higher Education Institutions*, Article 11 of the *Education Law*, LR MC Regulations No. 846 "On Requirements, Criteria and Procedures for Admission to Study Programs". The STUDENT ADMISSION REGULATIONS for the 1st level of professional higher education study programme, academic year 2020/2021, were approved at the meeting of the College Council on November 1, 2019, Records No.1-17/03.

The rights to study at the College are identical for the citizens of Latvian Republic and persons holding a non-citizen passport issued by Latvian Republic, c

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 first level professional higher education diploma for College education, which also confirms the obtained fourth professional qualification level, is awarded to a graduate who has successfully mastered the requirements specified in the education programme and passed the qualification exam with a grade of not less than 4 (almost good) .

The *basic principles* of the evaluation of the first level professional higher education state standards and study programmes are:

- *Openness of knowledge and skills assessment* - in accordance with the set aims and objectives of the study programme, as well as the aims and objectives of the study courses, a set of requirements for positive evaluation of educational achievements has been determined;
- *The principle of summing up positive achievements* - the acquired education is evaluated by summing up positive achievements;
- *The principle of diversity of the types of examination used in assessment* - different types of tests are used in the assessment of programme mastering;
- *The principle of compulsory assessment* - it is necessary to obtain a positive assessment of the acquisition of the compulsory content of the programme;
- *The principle of conformity of assessment* - in the test work it is possible to prove analytical and creative abilities, knowledge, skills and abilities in tasks and situations corresponding to all levels of mastering. The scope of content to be included in the examinations corresponds

to the content specified in the course programmes and the skills and knowledge requirements specified in the professional standard.

According to the basic principles of the study programme, the students are entitled to:

- Receive information on the examination procedure, evaluation content and evaluation criteria;
- Prove their knowledge, skills and abilities, freely demonstrate their competence;
- Receive an objective assessment in accordance with the content of a specific educational programme or study course requirements;
- Receive the substantiation of the competence assessment;
- Equal conditions for the examination;
- File an appeal if a violation of the students' rights is established;
- Receive a free consultation of the lecturer during the consultation period specified before the examination;
- Use the study course program and the aids specified by the lecturer in the examination;
- Receive information about the test results no later than two weeks after passing the test in the Nexus system: https://koledza.lv/_gk/
- Not later than within five working days after the announcement of the examination results, contest the assessment of the lecturer or the examination board, in accordance with the Study Regulations;
- Take the final examination no more than twice in order to receive a sufficiently positive assessment; ask the Director of the College in writing to allow the study course to be repeated again, if an unsuccessful assessment has been repeatedly received in the final examination of the course;
- In case of disagreement, take the examination for the third time in the presence of an examination board established by the head of the department.

The assessment system of college students' knowledge, skills and competencies consists of:

- Student admission rules;
- Requirements for obtaining credit points within study courses;
- Requirements for the implementation of the internship program;
- Requirements for the completion of the written qualification examination program;
- The obtained results in the elaboration and defence of the qualifying paper.

The description of the Study Process S11 - S12 of the Quality Manual reflects the assessment of students' knowledge, skills and competences and the registration of assessment results, as well as the accounting and control of the intended study process and the control of the study programme mastering.

The principles and methods of assessment of knowledge, skills and attitudes of college students are regulated by:

- Student admission rules;
- Study regulations;
- Methodological instructions for the development and defence of term theses and qualification theses;
- Internship regulations;
- Regulations on final examinations.

Students may get acquainted with the assessment criteria, conditions and binding procedures in the College internal regulations published on the College website and in the e-learning environment.

In the study programme, the assessment of knowledge, skills and competencies takes place in accordance with the set aims and objectives of the programme, the aims and learning outcomes of individual study courses, and the requirements set by the professional standard. Learning outcomes are assessed according to two criteria – a qualitative criterion (assessment in a 10-grade system) and a quantitative criterion (credit points, obtaining a positive assessment of mastering of the content of the study course). The test is passed if the grade is not lower than 4 grades.

The basic forms of study course mastering assessment are an exam (with a grade) and a test, which can be differentiated (with a grade) and undifferentiated (pass/fail). Examinations and tests, depending on the specifics of the study course, take place mainly in writing, as well as by presenting and defending one's study theses and internship reports. Lecturers also use the combined examination form, for example, orally and in written, electronic format, computerised.

The College uses the 10-grade scale to assess the learning outcomes in accordance with the state standard of higher education^[1]:

With distinction (10) - knowledge, skills and competence that exceed the requirements of the study programme, indicate independent research and deep understanding of the issues;

Excellent (9) - knowledge, skills and competence fully comply with the requirements of the study programme, acquired ability to use the acquired knowledge independently;

Very good (8) - the requirements of the study programme have been fully mastered, however, sometimes there is a lack of deeper understanding and ability to apply knowledge to the most complex issues;

Good (7) - acquired knowledge, skills and competence generally meet the requirements of the study programme, but at the same time there is an insufficient ability to apply knowledge and skills independently;

Almost good (6) - the requirements of the study programme have been mastered, but at the same time some major shortcomings can be found in the knowledge of theory, the ability to present it or relate it to practice, insufficiently deep understanding of issues;

Satisfactory (5) - the acquired knowledge, skills and competence mostly correspond to the requirements of the study programme, but at the same time there is an insufficiently deep understanding of several important issues;

Almost satisfactory (4) - the acquired knowledge, skills and competence correspond to the minimum level of study programme requirements, insufficient knowledge of theories, as well as lack of skills for independent and correct performance of standard practical tasks;

Almost weak (3) - the issues of the study programme are only partially mastered, there is no ability of practical use, knowledge and skills are insufficient;

Weak (2) - superficial knowledge of the study course issues, lack of knowledge and understanding of them, no ability to perform practical tasks;

Very, very weak (1) - no understanding of the issues of the study course, the student is not able to form theoretical answers, perform practical tasks.

During the study process, lecturers also use the following forms of knowledge assessment: practical tasks, control test, test, student independent work (homework), participation in seminars, preparation and presentation of reports, review, individual discussions, development of mini-projects in a group and presentation of their results, practical task fulfilment in an accounting computer program, self-assessment. The above-mentioned forms of assessment promote smooth

and regular student work during the study course, students' ability to work with study and scientific literature, systematise materials, analyse, integrate knowledge, argue their opinion, present work, demonstrate their understanding, form teamwork, judge, accept decisions in the field of professional choice. Assessment methods are based on criteria-based assessment and are reflected in the description of each study course.

All lecturers have developed requirements and assessment criteria, according to which they work in their study course. Students are informed about the requirements and assessment criteria both orally in the first lessons and in writing, receiving a description of the study courses together with the requirements. Descriptions of study courses are available on the College study website GFK-Moodle: <https://e.koledza.lv/course/index.php?categoryid=42>

In order for the knowledge to be thorough and long-lasting, the students' grades in each course are mainly formed from the work invested in mastering the study course:

- Assessment of student's activity in lectures, practical classes, seminars makes up to 30% of the total assessment,
- Assessment of students' independent work makes up to 30% of the total assessment,
- The test/exam makes up to not less than 40% of the study course total assessment.

Repeated or late examinations are a paid service. If the student does not participate in the examination due to justified reasons (illness, family circumstances, etc.), the student has the opportunity to take the examination free of charge. The decision to take the examination free of charge is taken by the Director.

Practical training is evaluated by a grade (according to the 10 point grading system) taking into account evaluations given by the practice supervisors on the side of the company practice placement provider and on the side of the College lecturer, and the quality of student's presentation at the defense. Practice is evaluated according to the following methodological guidelines, See Part II, Table 3.

Part II, Table 3

The practical training evaluating criteria

No.	Evaluation criteria	Description of criteria	Notes
1.	Accomplishment of the practical training program	Corresponds fully, corresponds partially, and does not correspond to the practical training program.	Practical training supervisor - College lecturer evaluates by sight.

No.	Evaluation criteria	Description of criteria	Notes
2.	Report on practical training is drawn up according to the requirements of qualification practice methodological instruction	The size of the report, the number of supplements, figures, the structure and technical implementation in total.	Practical training supervisor - College lecturer evaluates mathematically and by sight. Qualitative - quantitative accomplishment of the practical training program.
3.	The content of the practical training report	Positive features, shortcomings and imperfections, conclusions and proposals correspond to the content of the report, the quality of supplements.	The evaluation of the College Practical training supervisor - lecturer in 10-grade system.
4.	Presentation of practice, ability to answer the questions of the practice supervisor and the committee MS Power Point presentation	The presentation is logical, convincing, the student can answer the questions on the content and process of practice. A student can answer only some question, reveals the content of practice only partially.	The evaluation committee evaluates oral presentation of the practical training report.
5.	The reference to a student-trainee given at the practical training working place	Evaluation from satisfactory to outstanding. The reference describes the process of practical training implementation, marks any relevant cases of non-observance of working discipline or working rules.	The evaluation of the practical training supervisor on the side of the practice place in 10-grade system.

No.	Evaluation criteria	Description of criteria	Notes
6.	The observance of the practical training report deadlines	Deadlines are observed, not observed.	The College Study department administrator checks the date when the practice report was submitted, which is written on its title-page.

At the end of the study, students elaborate and defend qualifying papers. In the qualifying papers, the company's financial, management accounting, tax payment and financial problems are reviewed, analysed and solved, which confirms the graduate's ability to professionally apply the knowledge and skills acquired at the College. The topics of the qualifying papers are comprehensively and closely related to the study courses of the professional field, the field of activity of the students' place of internship and the research directions of the academic staff.

The list of sample topics for qualifying papers combines more than 130 topics on the organisation of accounting work and accounting of economic transactions, financial analysis, tax policy, the role of management accounting in business development. Assessing the topics, it can be concluded that qualifying papers mainly include aspects of economics and business sciences.

Elaboration and defence of the qualifying papers takes place in accordance with the Methodological Guidelines for the development and defence of term papers and qualifying papers (<https://www.koledza.lv/index.php/lv/studentiem/dokumenti>).

In order to achieve the study outcomes, the head of the study programme offers a schedule for the elaboration and defence of the qualifying papers with recommended work stages and deadlines, which helps students to consult with the supervisor in time and conduct research. Before defending the qualifying paper, the supervisors organise the pre-defence.

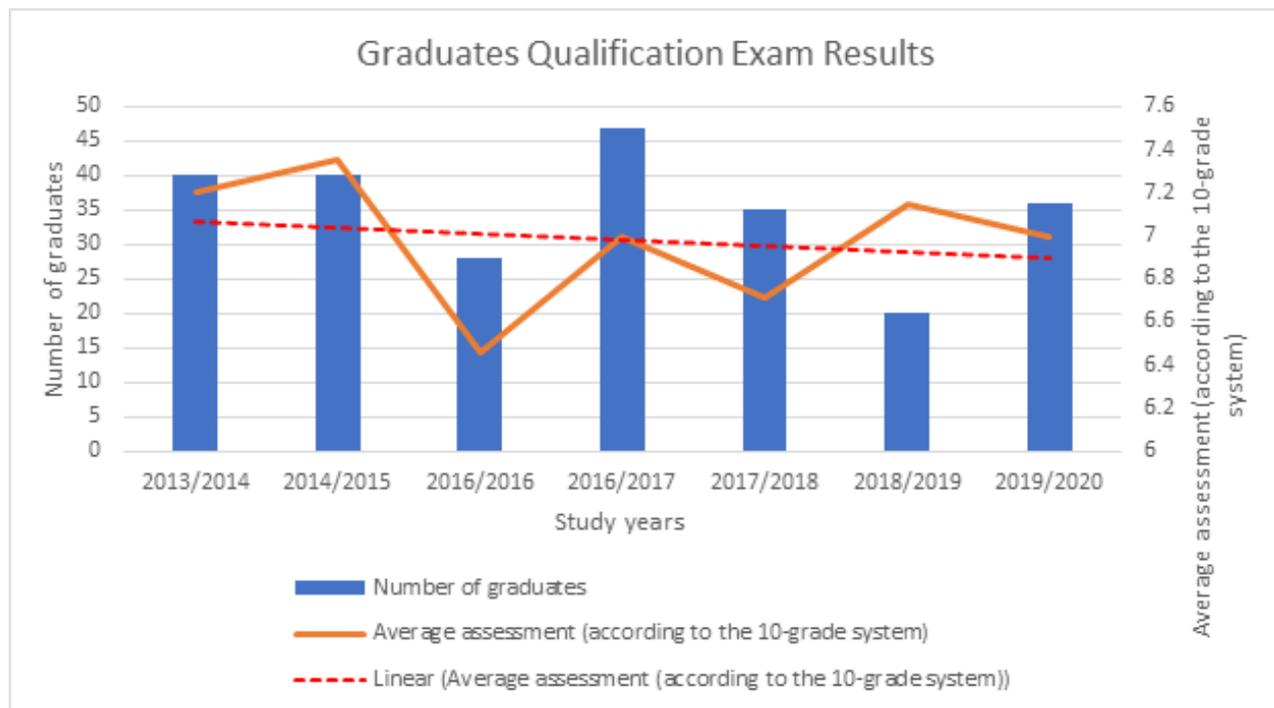
The conformity of students' knowledge to the chosen qualification is assessed by the Qualification Final Examination Board, in which at least half of the employers participate. The Board evaluates students' knowledge and competence, cognitive abilities, ability to present information and skills to apply the acquired knowledge in professional life. The final examination is assessed in the 10-grade system.

When defending the qualifying papers, the assessment criteria of the Board are:

- Content of the qualifying paper: systematisation and compilation of theoretical and practical knowledge, information obtained during the internship; independent use of study and branch literature, laws and regulations, mass media in the acquisition of information, in accordance with the topic of the qualifying paper; ability to solve the research question; analysis of current business and practical issues, development of recommendations; compliance of the qualifying paper with the design requirements set by the College, reviewer's assessment (makes up to 60% of the total assessment);
- Presentation of the qualifying paper (makes up to 10% of the total assessment);
- Topical reasoning skills, wording and accuracy of answers (makes up to 30% of the total assessment).

If a student's paper is recognised as plagiarism, it is not assessed. For more on plagiarism control, see Part II paragraph 1.7.

Given the epidemiological situation in the world, the College's academic staff organises examinations remotely using the BigBlueButton and Zoom platforms.



Part II, Fig.2 Graduates Qualification Exam Results

[1]Cabinet Regulation No. 512 of 26 August 2014 “Regulations on the State Standard of the Second Level Professional Higher Education”

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 College has developed, approved and updated internal regulatory enactments, which set out the principles of academic integrity and responsible conduct, as well as the conditions for their observance: *Student Internal Rules, Code of Ethics, Study Regulations, and College Code of Ethics*, which are all equally binding on students and staff. The College values and internal culture contribute to the behavior of students and staff characterized by objectivity, accountability for one’s actions, mutual respect and trust, with exclusion of deception, fraud and plagiarism.

The agreement on co-operation with the Baltic International Academy provides for the exchange of information. According to it, the College has been able to use the Unified Computer Plagiarism Control System over two last academic years, and thus ensure compliance with the principles of academic integrity. The results of academic work tested in the plagiarism control system confirm the honest attitude of the College students towards the fulfillment of their academic obligations.

If necessary, the provisions of the College Regulation “*On the Academic Arbitration Court*” reduce the risks in controversial issues. The Arbitration Court is a representative institution established for the resolution of disputes between officials, administrative bodies of subordinated structural units, and for the consideration of applications of students and academic staff regarding restrictions and

violations of academic freedom and rights established by the College Council. It should be noted as a positive fact, that such situations have not been found in the College in previously reported years.

Normative documents explaining the principles of academic integrity and obligations for prevention of academic dishonesty are published on the College website:

<https://www.koledza.lv/index.php/en/par-gfk/normativie-akti/ieksejie-normativie-akti>

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 on the College study directions and corresponding study programs is available at:

In Latvian: <https://www.koledza.lv/index.php/lv/par-gfk>

In English: <https://www.koledza.lv/index.php/en/par-gfk>

Olga Ose, the inspector of the study department, is responsible for the compliance of the information available on the website with the information available in the official register.

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.

Ensuring and improving internal quality as a whole is one of the College strategic priorities, thus every standard in the *European Higher Education Area* (ESG 2015) for quality assurance at the College is given increased attention, which is always a challenge.

Based on the experience, the College implements quality assurance according to the principles accepted in the *European Higher Education Area*:

- The College is responsible for the quality of the results of the educational process and of the efficiency of resource management;
- The quality assurance in the College is focused on the first level professional higher education state standard, professional standards and the student-centered process of education;
- Implementing business processes the College promotes the development of the corporate quality culture;
- Implementing its strategies the College respects the interests of all stakeholders.

Internal quality assurance within the field of study actually covers all the functions, processes, internal procedures and routine of the College. The efficiency of the internal quality assurance of the study field “Economics” is ensured by the College Internal Control System, which is to improve the College activities by systematically checking and evaluating the legality, efficiency, quality, proficiency and compliance with customer interests.

The system of internal control provides the assessment of:

- the efficiency of the College activities and compliance with the set goals;
- the reliability and sufficiency of records and other information;
- the compliance of the activities of all structural units with the regulatory enactments and the strategy developed by the College;
- the specified functions and the approved action plans;
- resource efficiency and effectiveness; the adequacy of control on the use of resources.

The main tasks of internal control are:

- Systematically check the operation of the College processes, provide an assessment and recommend necessary improvements;
- to organize the updating of internal regulatory enactments;
- to promote the involvement of students, academic staff, general staff, cooperation partners, employers, graduates in ensuring the quality of the College services in order to gain confidence in the development of the quality culture in the College;
- to evaluate the results indicators of the College cooperation with service providers;
- in accordance with the previously mentioned actions, to submit recommendations to the College Director and Board on the implementation of necessary measures and deadlines; to inform the Council of the College, all structural units, and the students’ self-government on the pace of implementation of provided recommendations.

The responsible officials constantly monitor the operation of the controlled object and its progress, compliance with the requirements of regulatory enactments, the College objectives, ensuring continuous compliance, suitability and operational efficiency. Quality control takes place in three stages: planning, acquisition and analysis of facts and data, development and presentation of recommendations.

The responsible official performs the internal control according to the College internal control plan, which is compatible with the College annual working plan. The plan includes such measures as document review, questionnaires analysis, lesson peer observation, opinions of other specialists, assessment of the labor market needs in specialists, students’ progress results analysis, etc. At least once a year the responsible person informs the College management on the results of internal control, e.g. the identified discrepancies in the operation of the controlled object, suggested improvements, corrections, etc.

Not less than once a year the responsible official shall inform the person in charge of the internal control system operation on the identified discrepancies in the operation of the controlled object.

The report on the results of performed control should include suggestions for improvements in the operation of a particular facility, proposals, their variants, assessment of necessary changes and necessary resources. The facts and data to be included in the report should be saved for future reference. The system of internal control is connected with the internal quality audits. If in the course of the audit of the study field, non-compliance or recommendations for the improvement of the process are established, then the Director of the College makes a decision on further action, appointing the responsible person and deadlines.

The study direction is evaluated within the framework of the College internal quality assurance system.

The opinion of students and graduates is one of the most important factor taken into account in ensuring the quality of the study programme.

The academic staff of the College systematically and continuously performs the updating of the content of the study courses, study material and examination tasks in the professional field, taking into account amendments to the regulatory enactments introduced into implementation of accounting work and tax policy.

The College controls tuition fee income and changes in the number of students every month, the study program implementation in the student groups twice a year. There are control objects that the College does not control regularly, but whenever necessary, e.g. the development of regulatory documents, publicity, etc. Within the study direction, there are control objects, which inspection is performed as risk assessment, e.g., usefulness of certain activities, technical provision of the College online learning system in the event of force majeure.

The Director of the College is responsible for the process of management, and the College Council and Board are responsible for compliance monitoring. The process of internal quality assurance assessment of the study field is basically stipulated in the College Process No. V6 - *Self-evaluations of study direction and study programmes*. Responsible officials are Director of the study direction and Director of the study programme. Collegial institutions involved are Study direction council and Study methodological council. The person responsible for control is Deputy Director for Studies. Rules for implementation: LR Minister Cabinet regulations, Academic Information Center guidelines.

Efficiency criteria: Study direction and programmes accreditation maintenance.

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 quality management system of the College includes Process No.S2 - *Development and update of study programmes, and their methodological complexes*.

The process map stipulates that the development of new study programmes takes place in accordance with the implementation of the strategy and aims of development of the College and the study direction. No less important factor is the analysis of requirements to the study process on the part of students, graduates, employers and their satisfaction thereof. Efficient resource management is the key factor. The College management responsibly evaluates opportunities and challenges of the College internal and external environment, and consciously decides on the development and introduction of new study programmes, and on changes thereto. The decision to start the implementation of new study programs and terminate the existing ones is made by the College Board.

The first level professional higher education study programme includes all the requirements for

obtaining professional qualifications according to the 4th professional level (PKL) and the 5th level of education according to LQF (Latvian Qualifications Framework), providing students with professional knowledge, skills and competencies and making them fully prepared for the labor market according to current industry trends.

When the College responsible officials, i.e. the Director of the study direction and the Deputy director for study issues, develop and submit a new study programme for approval by the College Council, the study programme should be checked on compliance with the following regulatory documents:

- Law on Higher Education Institutions;
- Vocational Education Law;
- Law on Scientific Activity;
- Cabinet Regulation No. 795 of 11 December 2018 “Regulations Regarding Licensing of Study Programmes”;
- guidelines developed by the Academic Information Center (AIC) “Development of Licensing Characteristics of a Study Programme”;
- criteria developed by the AIC for the assessment of the licensing requirements to a study programme;
- Cabinet Regulation No. 793 of 11 December 2018 “Regulations for Opening and Accreditation of Study Fields”;
- Cabinet Regulation No. 141 of 20 March 2001 “Regulations on the State Standard of First Level Professional Higher Education”;
- the requirements of the relevant Profession Standard;
- specific norms of the corresponding field;
- College regulations.

Before approving the study programme by the College Council, the responsible persons should receive the directive of the Study direction council and recommendations of the Study methodological council on the goal of the study programme and planned study results after its acquisition, planned study courses, study modules and methods of study. Prior to the approval, an independent inspection of the programme should be conducted on the subject of whether there is a verification of the usefulness of the study programme implementation, and indication of significant differences from similar study programmes implemented by the College or realized by other higher education institutions in Latvia of the same level and in the same field.

With the decision of the College Council on the introduction of a new study programme, the Director of the study program is appointed, and the financial and technical support of the program are determined. The preparation of amendment proposals is organized by the Director of the study programme.

The Director of the study programme and the Director of the study direction are responsible for the study programme updating. Changes in study programmes may be proposed by the College staff, as well as students and partners. The Director of the study programme proposes amendments and organizes elaboration of amendment proposals, which then are evaluated at the meeting of the Study direction council and the Study methodological council. The College Council makes a decision on making changes in the respective study program. If the proposed amendments are related to the amendments (changes) named in the valid study field accreditation regulations of the LR Cabinet of Ministers, and their admissibility was confirmed by the AIC Study Quality Commission, then within 30 days after the approval of the changes to the programme, the College Council submits an application to the AIC Study Quality Commission with the request to allow the amendments to the study programme.

The process of development, approval and amendments of study programmes in the College is regulated by a special document: *Procedure for development, approval and acceptance of changes and amendments to study programmes*:

https://koledza.lv/download/dokumenti/procedure_development_study_programme.pdf

Analysis and evaluation of the results of surveys of students, graduates and employers, their use in the improvement of the quality of the study content of the study direction are described in Part III, Para. 2.6. The mechanism for obtaining and providing feedback in the College is subject to regulation by the Quality management system Process No. S1- *Students', graduates' and employers' requirements and satisfaction survey*.

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 procedure for the submission and review of students' complaints and proposals is provided by the College Quality Management System Process No.V4 "Risk Management and Opportunity Identification". The College has developed Work Instructions, which are used for risk assessment, analysis of non-compliance in the provision of educational services and organisation of prevention. The College Director is responsible for developing corrective and preventive actions and ensuring their effectiveness.

In the College, every student has an opportunity to freely express dissatisfaction and proposals. Proposals or complaints can be submitted individually or by groups of students (including student self-government), regardless of the study programme or form of study.

The *Procedure for Submission and Review of Students' Applications and Proposals* determines the procedure by which College students may submit proposals or complaints regarding the quality of the study process, improvement of technical support, lesson planning and other issues can be found at:

<https://www.koledza.lv/index.php/en/studentiem/dokumenti>

Students can submit proposals or complaints electronically to the college e-mail gfk@koledza.lv, to the administration e-mail, in the E-learning environment or in person at the College Study Department.

The College has developed the forms of the Application Form, which help to quickly find out the reasons for non-compliance, analyse the facts and take the necessary action.

Students' proposals and claims (written and oral) are accepted by the Inspector of Study Department and registered in the *Non-compliance Log* in electronic form. Correspondence regarding the claim is registered there. The responsible person explains orally or in writing to the College Director the essence of the claim. Within five days, the Director makes a decision on the validity of the claim and notifies the student of the necessary actions to satisfy the claim. The record of the decision made is entered into the *Non-compliance Log*. The corrective action required

to resolve the complaint is discussed in consultation with the College staff/staff in charge for the process or resolution of the situation, as well as with the persons named in the complaint.

If the complaint can be resolved immediately, but not later than within five working days, without further investigation, with or without the involvement of College staff, the solution to the complaint may be: oral agreement, information e-mail, apology, face-to-face or remote explanation of the problem (electronically or by telephone). The recipient of the complaint registers the adopted solution in the *Non-compliance Log* and makes the relevant note in the Application.

If the complaint and proposal require time and in-depth investigation, the recipient of the application informs the person in charge of the College about the relevant process within three working days. For example: solutions of the Head of the Branch, Computer System Administrator, Head of Library, Erasmus Program Manager, Study Planner to the situation that has arisen. The person in charge, together with the other parties involved, seeks solutions and discusses a plan for resolving the complaint. When assessing the nature of the complaint and the significance of the consequences, the person in charge for the resolution of the complaint may request written explanations from the persons mentioned in the complaint in order to fully clarify the situation. The recipient of the complaint sends the adopted decision electronically to the applicant within 30 days from the day of registration of the application in the *Non-compliance Log*. The decision is registered in the *Non-compliance Log* and the relevant note in the Application is made. The recipient of the complaint transfers the examination and acceptance of the necessary changes to the relevant institution of the College (Study Direction Council, Study and Methodology Council, etc.), as well as the examination of the effectiveness of corrective actions.

The effectiveness of the management activities performed is analysed in discussions. The results of the analysis are recorded in protocols.

Answers to officially submitted written submissions are provided in writing, in accordance with the requirements of laws and regulations.

Students have an opportunity to express their proposals and dissatisfaction, if any, during meetings with the College administration and Board members. Often students choose to solve their interesting or problematic issues by discussing with lecturers, the Head of Study Programme or by contacting the Study Department. The management of the College is open and available to students for solving and developing any issues related to the study process.

The samples of students' application forms in Latvian are enclosed in the appendix.

Entries in the *Non-compliance Log* may be made by the College Director, Deputy Director for Studies and Inspector of Study Department.

Students also have an opportunity to appeal the assessment. This procedure is determined by Section IV of the Study Regulations *Assessment of Students' Knowledge*. There have been no appeals from the College.

The submission and proposal procedure does not provide for the examination of proposals and complaints which: have already been examined and a decision has already been taken, are anonymous, unjustified and misleading, not explicit, do not provide substantiated arguments, specific facts and sources of information, if any applicable to the activities, omissions, processes or procedures of the College.

The proposal and complaint may also be submitted by the College's academic and administrative staff, as well as by a group of staff or structural unit.

It is prohibited to publish information about the submitter of a complaint or proposal in the College

without the consent of the submitter. Disclosure of information revealing his/her/their identity without the consent of the proposal and complainant submitter is prohibited, except where the College is required by law to disclose such information. If the submitter of the proposal and complaint does not wish the facts mentioned in the proposal and complaint to be disclosed, he or she indicates this in the submission. If the submission does not contain an indication regarding the prohibition to disclose the facts referred to therein, the College is entitled to disclose them in compliance with the requirements of laws and regulations.

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.

The College systematically collects, stores and analyses statistical data, as well as develops compiles and submits statistical information to users in accordance with the Law on Higher Education Institutions, Cabinet Regulation No. 348 of 2 May 2006 "Procedures for Submitting Information Regarding Activity by an Institution of Higher Education and College to the Ministry of Education and Science". The College is included in the list of companies surveyed by the Central Statistical Bureau of Latvia. The information data submitted by the College are objective.

The College is obliged to submit, within a specified time limit and in full, high-quality and true statistical information prepared in accordance with regulatory documents approved by the Central Statistical Bureau or in coordination with the Ministry of Education and Science.

The College also uses independently the necessary informative and statistical data of other institutions to analyse the field of education, demand in the labour market, performs comparative analysis, forecasts the College's budget, activities and ensures student satisfaction with learning outcomes. Systematic processing of statistical information on economic, demographic and social phenomena and processes in society strengthens the research work of colleges.

The College statistics are based on the results of student, graduate, employer and staff satisfaction surveys obtained through questionnaires. Such research is also provided for in the College Quality Management System Policy. For the procedure of filling in and compiling the questionnaires and using the obtained information for the improvement of the study direction refer to III. Part 2.6. The College regularly evaluates the results of students' knowledge assessment by study courses and academic years, as well as the results of the qualification exam and the results of students' progress in the defence of qualifying papers. The College quarterly analyses financial budget execution. Once a year, the College collects data on staff professional development results and publications. The prepared statistical data help the College management to make strategically important decisions

On the information to be submitted by the College to state institutions and the College Board refer to Part II, Table 5.

Part II, Table 5.

Types of statistical data to be provided

Type of information	Recipient of information	Deadline for submission
College report at the beginning of the academic year, CSB No. 1 - University, College	Central Statistical Bureau; Ministry of Education and Science; College Board, Director	Once a year until October 15
College summary of scientific work	Central Statistical Bureau; College Board, Director	Once a year until March 18
In accordance with the Cabinet Regulation No. 348 "Procedures for Submitting Information Regarding Activity by an Institution of Higher Education and College to the Ministry of Education and Science"; College information on the number and composition of enrolled students, the number and composition of persons who have obtained professional qualifications, as well as information on study opportunities.	Ministry of Education and Science GFK Director, College Board, Director	Once a year until September 1
College information on the previous year's budget revenue and its use	Ministry of Education and Science College Board, Director	Once a year until April 1
An overview of the circulation of diplomas and diploma forms in the period from 1 January to 31 December	Ministry of Education and Science Director	Once a year, 01.01.
College information on persons for whom education has been paid	State Revenue Service	Once a year until February 1
Data on the study mobility of graduates of the current academic year	Ministry of Education and Science Director	Once a year until August 31
Information on the status of College students and changes in the academic staff	State Education Information System Director	10 working days from the time of change

Type of information	Recipient of information	Deadline for submission
Report on Erasmus + project partners, project duration, project participants (including project participants' reports) and funding used;	State Education Development Agency College Board, Director	Within the framework of each project until October 30 of the reporting year
GFK interim report on Erasmus + project partners, project duration, project participants (including project participants' reports) and budget spent.		Within the framework of each project until January 10 of the reporting year
Student survey	College Director, Head of Study Programme and Study Direction	At the end of each study semester
Graduate survey	GFK Director, Head of Study Programme and Study Direction	Every 1-2 years after the diploma is granted
Employer survey	GFK Director, Head of Study Programme and Study Direction	During internship and once every 1-2 years

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.

Ensuring and improving internal quality is one of the College strategic priorities, thus every standard in the European Higher Education Area (ESG 2015) for quality assurance at the College is given increased attention, which is always a challenge.

Based on the experience, the College implements quality assurance according to the principles accepted in the European Higher Education Area:

- The College is responsible for the quality of the results of the educational process and of the efficiency of resource management;
- The quality assurance in the College is focused on the first level professional higher education state standard, professional standards and the student-centered process of education;
- Implementing business processes the College promotes the development of the corporate

quality culture;

- Implementing its strategies, the College respects the interests of all stakeholders.

Part II, Table 6

Description and assessment of the integration of the standards set forth in Part 1 of the ESG

Standards and guidelines for quality assurance in the European Higher Education Area (ESG) 2015.	Challenge	Increased attention
<p>1.1. Quality assurance policy</p> <p>Policy and procedures are key cornerstones of a consistent quality assurance system that create a cycle of continuous improvement and promote responsibility of colleges. This system supports the development of the culture of quality in which all internal stakeholders take responsibility for quality and engage in quality assurance at all levels of colleges/ HEIs. In order to promote this, the College has developed a quality management policy, in line with the requirements of ISO 9001-2015 standard and the guidelines for quality assurance in the European Higher Education Area. The College quality management policy can be consulted in person or visiting the College website.</p>	x	x
<p>1.2. Design and approval of programmes</p> <p>Study programmes play a central role in the College’s study process mission. The programmes provide students with both academic knowledge and skills including transferable skills that can influence students’ personal development and can be used in their careers. The study programmes are designed and approved according to the procedure “Design and Updating of the Study Programmes” developed by the College.</p> <p>The College study programmes:</p> <ul style="list-style-type: none"> · Were/will be developed in accordance with the overall goals of the programme which are in line with the College strategy and have clearly defined expected learning outcomes; · External expertise and reference points were/will be used; · Reflect the four higher education objectives recommended by European Council; · Were/will be designed to ensure that students progress in their studies without obstacles; · Determine the expected workload of the students, using LR credit points and ECTS; · Include carefully planned practice opportunities; · Are subject to the College-defined approval procedures. 	x	x

1.3. Student-centered learning, teaching and assessment

x

Student-centered learning and teaching play an important stimulating role in student motivation, self-reflection and involvement in the learning process.

Implementation of the student-centered learning and teaching at the College:

- Takes into account and respects the diversity of student body and their needs in developing appropriate learning pathways;
- Takes into account and uses, as far as possible, different ways of implementing the programme;
- Uses a variety of pedagogical methods as appropriate;
- Regularly assesses and applies ways of teaching and pedagogical methods;
- Promotes student's disposition to independence, while providing guidance and support of the academic staff;
- Promotes mutual respect in student-teacher relationship.

In view of the importance of evaluating knowledge, skills and competences for advancing students in studies and future professional development, the quality assurance procedures for evaluating students shall take into account the following:

- the evaluators are familiar with the testing and examination methods and receive support for developing their skills in this area;
- the evaluation criteria and methods, as well as the criteria for setting up marks, have been published in advance;
- Evaluation gives students an opportunity to show the extent to which they have achieved the expected learning outcomes. Students receive a feedback which, if necessary, provides advice on the learning process;
- where possible, the evaluation shall be carried out by more than one examiner;
- evaluation is consistent, fair to all students and is carried out in accordance with approved procedures;
- procedures to deal with student complaints and appeals have been introduced.

1.4. Student matriculation, course of study, recognition of qualifications and certification

x

Create such conditions and support for students to succeed in their academic careers, which each student, programme, college and education systems are the most interested in. The College provides admission, qualification recognition and study completion procedures that meet goals, including situations when students are mobile both within the higher education system and among education systems.

Admission regulations, matriculation procedures and criteria are implemented in a transparent and consistent manner. Introductory information about the institution and study programme is provided.

The College has developed the procedures and defined the tools for collection and compilation of information and monitoring of student progress.

Fair recognition of higher education qualifications, study period and previously acquired education, including the recognition of non-formal and informal learning, are essential elements in ensuring the progress of student's course of study, encouraging mobility. Appropriate procedures for the recognition of qualifications are based on:

- The College's practices for the recognition of qualifications which are in line with the principles of *Lisbon Convention on the recognition of qualifications*;

- Cooperation with other HEIs/ colleges and national ENIC/NARIC center to ensure coordinated recognition of qualifications across the country.

Graduation is the end of the entire study period for students. Graduates of the College are granted a diploma explaining the qualifications obtained, including the learning results achieved, as well as the context, level, content and status of the studies acquired.

1.5. Academic staff

x

The role of the academic staff is essential in creating high quality student benefits and facilitating the acquisition of their knowledge, competences and skills. Diversification of the student body and emphasis on learning outcomes determine the use of student-centered teaching, which means that the role of the academic staff is changing.

The College is responsible for the quality of its staff and for providing a staff-supportive environment that enables staff to perform their work effectively by:

- Establishing and maintaining clear, open and fair procedures for staff recruitment and working conditions that confirm the importance of teaching;

- Providing opportunities and encouraging academic staff to develop their professionalism;

- Promoting scientific research activities thus strengthening the link between education and science;

- Promoting innovations in teaching methods and use of modern technologies.

1.6. Study resources and student support.

x

x

To ensure a successful higher education environment, the College provides a wide range of resources to ensure student learning: both physical resources such as libraries, study equipment and IT infrastructure, and human resources such as academic staff, study consultants and other advisors.

When planning, allocating and dividing learning resources and support to students, the College takes into account the diversity of student body (e.g., students with life experience, part-time students, working and foreign students, as well as students with special needs), and the progress towards student-centered learning and flexible use of teaching and learning styles.

Support activities and equipment are organised in different ways within the context of the College. However, the internal quality assurance system ensures that all resources are suitable for intended purpose, that they are available and that students are aware of the services available to them.

Support and administrative staff play a key role in providing support services, therefore, the College staff is qualified and the College supports Professional competence development activities.

1.7. Information management.

x

Reliable data is essential both for making substantiated decisions and for knowing what is being done well and what needs attention. Effective acquisition of information on the study programmes and other College activities and the analysis of this information is included in the internal quality assurance system. The information to be collected depends to some extent on the mission of the College. Essential are:

- Key indicators of the College performance;
- Profile of the student body;
- Study progress, success and drop-out rates;
- Students' satisfaction with the programme;
- Available teaching aids and student support;
- Careers of the graduates.

Questionnaires involving students, staff, graduates and employers will be used for gathering and analysing information.

Standards and guidelines for quality assurance in the European Higher Education Area (ESG) 2015.	Challenge	Increased attention
<p>1.8. Informing the public.</p> <p>The information on the College activities is useful both to current and prospective students, graduates and other stakeholders, and the public. This is why the College provides information on its activities, including:</p> <ul style="list-style-type: none"> · The study programmes offered and the selection criteria for admission; · Expected learning outcomes of the programmes; · Qualification to be awarded; · Teaching, learning and assessment procedures used; · Minimum successful grades (or requirements); · Learning opportunities available to students; · On the employment of the graduates. 	x	
<p>1.9. Programme evaluation and regular review.</p> <p>The College regularly inspects, evaluates and reviews the study programmes to ensure proper performance and to create a supportive and effective learning environments for students.</p> <p>During the evaluation and review process, the following points are assessed:</p> <ul style="list-style-type: none"> · Contents of the programme, taking into account the results of latest research in the particular field, thus ensuring the relevance of the programme; · Changing needs of society; · Student study load, study progress and graduation; · Effectiveness of student performance assessment procedures; · Student expectations, needs and their satisfaction with the study programme; · Study environment, support services and their relevance to the aim of the programme. <p>The programmes are regularly evaluated and reviewed with the involvement of the students and other stakeholders.</p> <p>Summarised information is analysed and the programme is improved to ensure it is up to date.</p> <p>The results of the study programme evaluation are published.</p>		x
<p>1.10. Cyclic external quality assurance</p> <p>The College participates in a cyclic process of external quality assurance, which takes into account the requirements of its legal framework, in terms of the organisational levels: college, study programmes, study directions.</p> <p>The college takes into account the findings of the previous external quality assurance process, which helps prepare for the next one. The process of ensuring college quality is continuous.</p>		x

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 budget of the study direction „Economics” is included in the budget of the College, the income of the study direction makes 97% of the College budget.

The financial resources of the study direction are:

- Tuition fees;
- Financing from international funds and funding of public budget projects;
- Own income from commercial activities and other income.

The college's top management body and decision-making body on strategic, financial and economic matters is the Board. Studies at the College are going for a fee. The amount of tuition fees and other paid services is determined by the Board. The director of the college, together with the accountant, draws up a draft budget for the calendar year. After discussing the amount of funding for studies and research activities, the Director submits the budget to the College Board for approval. The College Board determines the amount of the study fee, observing the minimum costs for the implementation of the educational programme specified by the Cabinet per student.

Monthly tuition fees and own income from commercial activities constitute the largest part of the income of the study direction. The analysis of the budgets for the reporting period shows that income from tuition fees is between 53% and 87%. The income structure is shown in Part II, Table 7 and Annex *CAF Income_Expenses*.

Part II, Table 7

College income structure, years 2014 - 2019, %

No.	Income type	Financial year					
		2014	2015	2016	2017	2018	2019
	Total income	100	100	100	100	100	100
1.	Financing from tuition fee	90.6	96.8	96.6	94.7	92.4	62.3

2.	Financing from EU structural funds for scientific research activities	6.4	1.4	1.5	2.1	3.8	7.0
3.	Other income	3.0	1.8	1.9	3.2	3.8	30.7

Annex *CAF Projects* summarises information about the projects implemented by the College and their financing sources.

The income structure of the study direction for the provision of core activities in studies and research is stable and will be maintained, but the task is to create a balanced financing structure by years.

Financial means from tuition fee are used by the College for:

- Personnel salaries and wages and material incentive;
- Motivation of students;
- Scientific research activities;
- Purchase of study aids and modernisation of information system;
- Positioning of the College at the market and its development.

The types and structure of the College expenditures see in Part II, Table 8 and Annex 1.

Part II, Table 8

The structure of the College expenditures, years 2014 - 2019, %

No.	Type of expenditures	Financial year					
		2014	2015	2016	2017	2018	2019
	Total expenditures	100	100	100	100	100	100
1.	Salaries and wages	45.8	45.5	47.7	47.4	44.9	46.8
2.	Compulsory social security contribution, social benefits and compensations paid by the employer	11.1	10.9	11.8	11.7	11.5	7.5
3.	Goods and services	24.8	31.1	28.6	22.5	20.6	13.5
4.	Purchase of equipment and modernisation costs	0.8	1.6	1.8	1.8	1.4	1.4

5.	Other, in accordance to EU funds project requirements	17.5	10.9	10.1	16.6	21.6	30.8
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The college's own funding for research in the reporting period is not high, see Part II, Table 9. In 2014, it represented only 26.2% of the College's total funding for research activities, 39.8% in 2018 and 21.4% in 2019. EU funds and public budget funding for science increased by 25% in 2014-2019 (from EUR 9890.00 to EUR 12348.00), but growth was not steady over the period. EU funds significantly exceed the College own funds in 2014 and 2019. Most of the international external financing in 2018 and 2019 is funded by the College ESF Project, the project ID No. Is 8.2.2.0/18/A/024, see Annex *CAF Projects*.

Part II, Table 9

The College financing for the development of scientific research activities, EUR

	2014	2015	2016	2017	2018	2019
EU funds and public budget funding	9890	1771	2140	2870	4769	12348
Own financing	3503	4546	3798	5448	3158	3358
Total	13393	6317	5938	8318	7927	15706

The activities of the Student Parliament are financed by the College in the amount of 1/200 from its year budget.

The College has developed a number of by-laws and policies governing the College study processes, resource management processes, general management processes and on the basis of which the management ensures the allocation of financial resources in accordance with the requirements of regulatory enactments. For example, the By-law on the College of Accountancy and Finance Academic Staff Working Time and Pay, the By-law of the Admission Commission, the Rules on Competitions to Budget Places, the Regulations on Employee Business Trips, Discounts of Tuition Fees, Charges for College Paid Services, the By-Laws on the Procedures of the Recognition of Study Results acquired in Previous Studies, Outside Study programmes or Achieved in Professional Experience, By-Law of the Student Parliament, Accounting Policy, Branch By-Laws, Regulations on the Procedures for Mobility in the Erasmus + Programme, Procedures for Organising Procurement and Market Studies, etc.

The Student Parliament is funded from centralised funds in accordance with Section 53 of the Law on Higher Education and includes 1/200 of the College budget.

The amount and structure of the College expenditures per one student, see Part II, Table 10 and Annex *CAF Expenditures 2019*.

Part II, Table 10

Study programme budget allocation and utilizing in 2019

Expenditures	Expenditures (EUR)	Expenditures (%)	Expenditures per one student (EUR)
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Expenditures	Expenditures (EUR)	Expenditures (%)	Expenditures per one student (EUR)
Programme expenditures	165171	100	885
Salaries and wages	77432	46.79	414
Academic staff	55726	33.67	298
Administrative staff	13238	8.00	71
Other staff	8468	5.12	45
Compulsory social security contributions, social benefits and compensations paid by the employer	12483	7.54	67
Business trips and work-related journeys	730	0.44	4
Services	18289	11.05	98
Communication services	273	0.16	2
Rental of premises	6840	4.13	36
Maintenance of information system	2178	1.32	12
Other services	8998	5.44	48
Inventory, study aids, materials, books, journals and stationery goods	3345	2.02	18
Equipment purchase and modernisation	2276	1.38	12
Other expenditures	50926	30.78	272
According to EU funds Project requirements	50926	30.78	272

The financial situation of the study direction is stable, the financial resources to ensure the implementation of the direction of study are sufficient. The costs of the study direction and the study programme are consistent with the needs and conditions of implementation of the study programme, the sources of funding of the study programme are identified and financial resources ensure the implementation of the study programme to achieve the results of studies and the sustainability of the study programme. The funding system implemented by the study direction is effective and ensures effective coordination of financial resources in line with the strategy of the study direction. The College management purposefully and rationally manages financial, material and personnel resources.

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 level of the College infrastructure in Riga and Latgale branch, its accessibility to students and academic staff corresponds to the goals of implementation of the study direction and the corresponding study programme. The College students and academic staff have access to a new, functionally convenient and modern study infrastructure: auditoriums with stationary multimedia equipment; 7 computer classes with the latest technologies, library fund and reading rooms in Riga and branches; Wi-Fi; parking lot; student cafes; if necessary - an opportunity for students and academic staff to live in a dormitory. Every year the College continues to develop the material and technical support necessary for studies. New equipment and apparatus for the needs of the study field are purchased within the framework of the College's technical development plan.

The following basic directions were determined in the development of the material base of the study field:

- Purchase of teaching and scientific literature and periodicals, as well as development of teaching aids;
- Modernisation of computer systems and acquisition of technologies
- Improvement of the digital environment, including the development of online study system;
- Purchase and maintenance of computer equipment and office equipment;
- Repair and maintenance of the equipment of study premises, including ensuring accessibility for people with special needs.

Every year, the College Board plans the financial budget for the development of the infrastructure and material and technical base, as well as makes efficient use of the EU funds.

The full-time study process of the College takes place in the study and research premises rented at the Baltic International Academy:

1. In Riga: at 4 Lomonosov Street and 1/4 Lomonosov Street with a total area of 400 m² in accordance with the Non-residential Premises Lease Agreement No. 2/NL of 01 October 2012;
2. In Daugavpils: at 3 Dzelzceļu Street in accordance with the Non-residential Premises Lease Agreement No. 3/NL of 1 September 2018.

The study process on site is provided in well-equipped and technically provided auditoriums, having

- Visual presentation equipment (multimedia video projectors; TV / DVD / VHS equipment);
- Computer equipment and multifunctional devices;
- Audio and video equipment that supports teleconferencing and video lectures.

Students and academic staff have a constant opportunity to work on the Internet, in the organisation of digital environment studies and conferences in the systems: BigBlueButton and Zoom.

BigBlueButton system features:

- Video camera connections (up to 100 cameras at one point) with a relatively high resolution of 768x576 (PAL);
- Conversion of several video signals - PAL, NTSC, SECAM;
- Possibility of audio and video signal recording, including with high accuracy: according to the timer signal;
- High recording speed (up to 400fps);
- Maintenance of communication protocols TCP / IP, ISDN, X-25;
- Two-level system of self-control;
- Multifunctional tuning system;

- Various picture modes, including user defined.

The TV-bridge system is used in the implementation of the study direction programmes. Media Bridge is additionally equipped with multimedia technical means (projectors, video cameras, etc.). There are large auditoriums in Riga with tables for up to 120 people. The College's digital study environment systems allow you to organise the study process, conferences, seminars, experience exchange events with cooperation partners remotely in real time.

Digital environment study systems increase the effectiveness of the study process and expand the possibilities to organise classes of highly qualified lecturers and guest lecturers at the same time for a wider audience of listeners and provide an opportunity to provide feedback in three directions: lecturer - student; student - lecturer; student - study group.

WEB Meetings or teleconferencing is the most important element in a Blended delivery system. The TV bridge system consists of equipment for receiving and transmitting audio and video signals, to which several video cameras and multimedia projectors are connected, which allow you to conduct (lectures) in real time over the Internet, with the participation of one lecturer and listeners' auditoriums located far from each other. The system allows you to record controlled TV bridges and burn CDs when converting. The speed of the Internet connection in the branches connected to the TV bridges satisfies the requirements and does not interfere with the operation of the TV bridges. As a result of operation, the system has achieved high image resolution and sound synchronisation.

The teleconferencing system is provided with specially developed teaching methodological packages, which include teaching aids and tests (both in paper and electronic form), as well as presentation materials in Power Point format, using the College's website.

Provision of used software:

Operating system: Microsoft Windows 10.

Office applications: Microsoft Office 2016, Microsoft Office Viewers with Compatibility Pack, OpenOffice 3.0-3.3, Proofing Tools, Adobe Acrobat Reader 9/10, DJView, Cognitive Technologies Cunei Form 12, CD Burner XP Pro 4, 7zip 9, Mozilla Thunderbird 3.1, Microsoft Outlook Express, Skype 3.5-5.1.

Browsers: Mozilla FireFox 3.6, Opera 10, Google Chrome, Microsoft Internet Explorer; Microsoft Edge.

Multimedia apps: VLC, WinAMP, Windows MediaPlayer, Ffdshow, Qtime, Macromedia Flash Player, Macromedia ShockWave player.

Graphical apps: Microsoft Paint.NET, Gimp, Inkscape.

Other software: KAV 6, RealVNC, Java RE, etc.

Additional software to be used in Riga:

Operating systems: Windows Vista/7/Server 2003/Server2008, Unix FreeBSD, CentOS, MacOS

Office apps: Abby FineReader, Nero.

Browsers: Safari.

Graphic apps: Adobe Creative Suite, Corel DRAW, Macromedia Studio, Final Cut, Adobe Premiere.

Design accessories: Autodesk 3DMAX, Autodesk AutoCAD, BCAD, ArhiCAD.

Other software: Tilde Jumis, OpenProject, GNU Octave with MATLAB; Audacity, NVU, Tilde Jumis, Trados, Amadeus, iScala, Parallel Desktop, FoxPro, Virtual PC, GNU C ++ compiler, Lazarus,

Polynomial, Octave, MASM, Xilinx WebPack.

The implementation of the study course “Financial Accounting” is ensured by the accounting programs Tildes Jumis and 1C.

The Nexus program is an electronic database of students, which allows you to fully compile academic and financial information about each College student, prepare academic transcripts and diploma supplements, as well as statistical reports on study groups.

Students have the opportunity to keep track of their financial and academic commitments on the College's website. The College has created an e-learning environment in the Moodle system.

The College has an operational internal and external flow of information, constant updating of the information base. The time of students, lecturers and employees is saved, as well as misunderstandings that the student did not know the real situation or did not receive information on time are eliminated. There is more responsibility for the students to plan study and payment opportunities.

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 successful course of the study process is facilitated by a wide collection of methodological and scientific information resources regularly supplemented with the latest literature. The number of books in English has been significantly increased.

The College collection of information carriers includes printed works, electronic publications, hard copy publications, teaching aids, etc. and scientific databases. The collection is located on the premises of the Scientific Library of the Baltic International Academy (hereinafter - the Library).

Replenishment and acquisition of methodological and informative resources for studies is stipulated in the Quality System resource management process No.R4.

The aim of cooperation between the College and the Library is to ensure the availability of a wide range of information resources and services for students, academic and general staff in accordance with the directions of the College study and research work, and the study programme requirements.

The library of Baltic International Academy (presented in the Library Register of the LR Ministry of Culture since January 15, 2004) is a member of the Latvian Academic Library Association (LATABA). This membership provides access to library funds of all LATABA association members, i.e.: the library funds of BA School of Business and Finance, Turība University, Daugavpils University, Liepāja University, Latvian University, Latvian University Academic Library, Jazeps Medīns Latvian Academy of Music, Latvian Academy of Culture, Latvian University of Life Sciences and Technologies, Latvian

National Library, Latvian National Defense Academy, Latvian Academy of Sport Education, LR Intellectual Property Information Centre, Riga Graduate School of Law, Rezekne Academy of Technology, Riga Graduate School of Economics Stockholm School of Economics in Riga, Riga Teacher Training and Educational Management Academy, Riga Stradins University, and European Union Information Agency (ESIA). The operation of the library is regulated by the Library Law^[1].

The BIA library divides into central part and two branches: in Daugavpils and in Liepaja (Liepaya). The library in all its parts provides access to literature, periodicals, electronic databases, and other resources necessary to students and academic staff. The central part of the library is located at Lomonosova Street ¼, Riga.

The College collection of information resources is funded by the College.

The Library address in Riga: Lomonosova Street 1/4, Riga, LV-1003;

The Library address in Daugavpils Branch: Dzelzceļu Street 3, Daugavpils, LV – 5403.

The College has developed and published *A&F College information resources terms of usage* at:

<https://www.koledza.lv/index.php/en/studentiem/biblioteka>

The College administration regularly replenishes and updates the information resources collection in cooperation with the academic staff and the Chief Librarian, provides students and academic staff with:

1. Necessary information resources for studies, academic, research and methodological activities.
2. Suitable environment and workplaces for independent studies, writing research papers and professional development of academic staff.
3. Free access to the latest information technologies.
4. The opportunity to improve the quality of learning and studying by using the research and study experience accumulated in study papers, qualification papers and practice reports produced by previous generation of students.

The College students, academic and general staff may use the College and Library information resources without restrictions. The use of the Library information resources is free of charge.

The Library allows the College students, academic and general staff to use publicly accessible computers, electronic information resources and the Internet and to print out documents free of charge.

The Library users have the opportunity to receive printed matter, documents or their copies from the collections of other libraries, if the College Library does not have these resources.

The description of the library as a whole is summarized in Part II, Table 12.

Part II, Table 12

The Library of the Baltic International Academy and the College of Accountancy and Finance

General Information

- The BIA / College library is granted accreditation status.
- The library is a member of LATABA and the Consortium of Legal Libraries and Information Centre Specialists.
- The library is organized and operates in accordance with the legislation of the Latvian Republic on the activities of scientific libraries.
- All BIA / College programmes use joint library funds, which were completed taking into account research and professional interests of all study programmes.
- The library is scientific, it serves all users and concentrates information resources necessary for the study process and teaching staff, ensures their availability, cooperates with study programme directors and specialists in the field of information provision and provision of library services, and participates in user training.
- The library is open 50 hours a week, including Saturdays, with longer working hours on Saturdays during exam session time.
- Users have the opportunity to contact the library by phone and e-mail, order books at branches, and attend any of the ten reading rooms.
- The library has 153 reading places, incl. 97 in the central library in Riga.
- The library users have access to 41 (21 in Riga) computers with the Internet connection and a possibility to record information on USB or CD media, or print out.
- Free Wi-Fi is available for users on the library premises.
- The library has photocopiers, printing devices and scanners (printing out is for free to library users).
- Users have access to the electronic joint online catalogue, where they can find and order necessary information resources.
- Part of the library collection is included in the electronic catalogue.
- In the library, users can get acquainted with the qualification, bachelor, master and doctoral theses written by the students of previous years, and with the publications of the academic staff.
- The library has its own website, where information on new acquisitions is regularly updated.
- At the beginning of each academic year, first year students receive information on the library working procedure, available information resources and how to use them.
- The librarians serve each student individually; help to find the necessary source of information in the catalogue, on the shelf or in databases.
- If the required edition is not available e.g. at the branch, one can order it at the central library in Riga, or scan the necessary part of the book.
- Upon request of a student, the librarians can prepare the collection of titles according to the presented list, if it is necessary for the study course, course paper or qualification work.

Printed collection together (Riga + branches)**Total number of books, teaching aids, brochures and journals as of 30.11.2020.**

Items	Number of items
In Latvian	32 197
In English	4 229
In Russian	87 314
Total	123 740

Distribution of printed matter collection between the library in Riga and branches	Books and teaching / study aids in total	Distribution of library collection by language		
		In Latvian	In English	In Russian
Collection in Riga	67 667	15 323	3 221	49 082
Collection in Daugavpils	37 694	11 426	638	25 630
Collection in Liepaja	18 420	5 448	370	12 602
Journal and newspaper subscriptions	1. Bilance; 2. iFinances; 3. iTiesības (iLaw); 4. Grāmatvedība & ekonomika; (Accounting & economics) 5. Вопросы государственного и муниципального управления (Issues of state and municipal management); 6. Деньги и кредит (Money and crediting); 7. Экономика образования (Economics of education); 8. Экономический журнал ВШЭ (Journal of Economics published by Higher School of Economics, Moscow)			

In Parts 33 of Universal Decimal Classification UDK (Economic science, Finance) and 657 (Accountancy), the library funds (Riga + branches) total number of printed matter items is 39 266, including in Riga - 20 044, in Daugavpils - 12 624, in Liepaja - 6 598.

The library collection is compiled upon requirements and requests of the study programme directors and lecturers, taking into account the lists of compulsory bibliography of the academic staff and the supply and demand of books in the market. The number of purchased books is proportional to the number of students. Since 2014, the library has supplemented its collection with 1,467 items (for Riga and branches) on the total amount of EUR 22,933.02, of which 614 items in Latvian and 301 items in English.

The balance value of the library collection is shown in Part II, Table 12.

Part II, Table 12

Library collection value

on 31.12.2020, in EUR (for Riga and in branches together)

2015	2016	2017	2018
386 591	388 286	389 455	390 549

The library collection for the College study programme “Accounting and Finance” is presented in Part II, Table 13.

Part II, Table 13

Number of titles in the library printed collection as on 01.11.2020.

№	Study course title	Language		
		LV	ENG	RUS
1.	Microeconomics	12	5	36
2.	Macroeconomics	10	9	31
3.	Mathematics for Economists	24	2	57
4.	Statistics	2	-	12
5.	Business Informatics	10	-	4
6.	Law Science	99	31	361
7.	Methods of Applied research	5	2	55
8.	Civil and Labor Protection	12	3	43
9.	Document Management	7	3	-
10.	Financial English for Accountants	6	63	37
11.	Business Economics	32	7	28
12.	Introduction to Accounting	18	10	41
13.	Financial Accounting	16	9	11
14.	Marketing	41	34	145

№	Study course title	Language		
		LV	ENG	RUS
15.	Finance and Credit	12	4	50
16.	General Management Theory	75	105	489
17.	Taxes and Duties in Latvian Republic	31	-	27
18.	Introduction to Financial Management	4	7	42
19.	Audit and Control	9	3	30
20.	Practical Training in Preparation of Financial Statements	2	-	-
21.	Psychology of Management and Personality	60	37	204
22.	Sociology	24	20	173
23.	Business Communication	28	21	150
24.	Business English	6	63	37
25.	Person and Environment	7	23	104
26.	Insurance	10	2	39

№	Study course title	Language		
		LV	ENG	RUS
27.	Customs Operations	9	-	20
28.	Accounting in Trade and Public catering	2	-	44
29.	Accounting in Construction and Woodworking	25	-	47
30.	International Financial Reporting Standards	2	6	14
31.	Public Sector Accounting	3	4	16
32.	Single-entry Accounting system	2	-	-

For subscribed databases available for students and lecturers for research and studies refer to Part II, Table 14.

Part II, Table 14

Library electronic databases

Database	Description
EBSCO http://search.ebscohost.com	Multidisciplinary database, several full-text and review databases in the humanities, social sciences and exact sciences

LNB Digital library http://gramatas.lndb.lv/	Collections of digitized newspapers, maps, books, sheet music and sound recordings
HeinOnline + FILR http://www.heinonline.org	An extensive network of journal resources in law
Financial Times www.ft.com	Electronic version of the newspaper "Financial Times", with archives
SCOPUS http://www.scopus.com	Bibliographic and citation information database of multidisciplinary scientific publications, containing almost 20,000 journals of about 5,000 publishers and 4.6 million conference proceedings
ScienceDirect www.sciencedirect.com	The publishing house Elsevier database in natural and technical sciences, medicine, humanities and social sciences
Latvijas Vēstnesis http://www.lv.lv	The electronic version of Latvian Republic official publisher "Latvijas Vestnesis" with archives
Letonika www.letonika.lv	Server and encyclopedic resources about Latvia in the official language
LURSOFT www.lursoft.lv	Extensive collection of Latvian newspapers, publications and news agency BNS on the Internet

RUBRICON http://www.rubricon.com	A universal database of full-text reference editions, which successfully combines search engines in more than 60 major Russian encyclopedias, dictionaries, manuals and related Internet resources (in Russian)
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УИС РОССИЯ http://uisrussia.msu.ru	Database on research in the humanitarian sciences (in Russian)
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Интегрум http://www.integrum.ru	Russian information-analytical agency
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Of all the Library electronic databases EBSCO is currently the most popular and most widely used foreign database. In 2018 there were about 3,500 accesses, in 2019 - 19,173, and in 2020 - 24,322. The second place according to the number of accesses belongs to HeinOnline - there were 956 accesses in 2018, 1686 accesses in the first half of 2019.

Subscription to the databases is performed via Cultural Information Systems Center, the Consortium of Libraries of Law Schools and Business Information Agency, and is also provided by participation in EU Projects, which offer DB SCOPUS and Science Direct subscriptions. In turn, the subscribed databases and electronic platforms belonging to the Latvian National Library (LNL) are available to all LATABA members online. To fill in the questionnaire and receive the individual username and password from the LNL is possible at: <https://www.lnb.lv/lv/tiessaistes-abonetas-datubazes/datubazu-izmantosana-arpus-lnb-telpam>

The lecturers of the study courses are encouraged to focus on the identification of the latest literature and to inform the Head of the study program and the students. The Head of the study program, in cooperation with the Head of the Library, identifies and evaluates the latest sources in order to recommend the titles to the College management and thus enrich the Library collection. The responsible persons pay attention to the compliance of literature, scientific databases, and periodicals with the needs of the field of study.

For assurance of the study process, the Library collects information for students in the electronic form how to access the scientific literature, and thus promote the availability of high-quality up-to-date information for the study courses acquisition. The Library regularly briefs on the latest publications and open access databases. Students, starting from the first semester, have opportunity to attend informative seminars on information access proficiency organized by the College Library independently and in cooperation with the Latvian National Library. Events clarifying how to use the electronic environment for searching, extracting and applying information take place regularly. The Library explains procedure by which students can turn for help in case of difficulties in finding information, and indicates the contact persons for help in case of uncertainties. Students have access to face-to-face tutorials with the lecturers of the study course, the Head of the study program, and the opportunity to contact a library employee with a request to help in finding a solution. Students, when developing their independent and research studies, should use

the latest recently published sources for the references.

The Library has the catalogue published at: http://biblio.bsa.edu.lv/default_lv.html

The Library databases: <https://bsa.edu.lv/bibliotekas-datu-bazes/>

New acquisitions of the library: <https://bsa.edu.lv/zinatniskas-bibliotekas-jaunieguvumi/>

Every academic year and in cooperation with the Latvian National Library (LNL), the College organizes training tours and remote training seminars for students and academic staff, in which LNL specialists explain and develop skills in working with scientific databases, introduce the latest literature in economics, finance and accounting, teach modern methods of working with LNL information collections.

The management of Baltic International Academy and College of Accountancy and Finance follow the development of new information technologies and innovative processes in higher education, and finance their acquisition and implementation in the study process. The library staff regularly attend professional development courses, following changes in the field of library services, publications of new books, providing updated information to students and faculty.

[1]Library Law.(Adopted: 21.05.1998., came into force: 23.06.1998.) <https://likumi.lv/doc.php?id=48567>

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 selection and employment of the academic staff is the subject of the College Quality System resource management process R1 - *Personnel management*. The education management process is the subject of the process S7 - *The workload planning for teaching, methodological and research activity of the academic staff*.

The criteria of the efficiency of the processes are the compliance of professional qualification of the academic staff with the goals of the study direction; lecturers' satisfaction with the work organization, information flow and workload planning; execution of the workload and suggestions for improvements.

Regulatory documents for processes R1 and S7 applied by the College are:

- Human resource development program;
- Academic staff development plan;
- Regulations on elections to academic positions;
- Internal rules of procedure;
- Job descriptions, work instructions;
- Regulations on teachers' salaries, etc.

The College *Human Resource Development Program* and the principles of the *Academic Staff Development Plan* are based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG 2015), together with the analysis of internal and external factors, existing and planned financial resources. The human resource development program is associated with the College development strategy. It determines the rights and responsibilities of the academic and general staff, selection procedure, basic principles of the remuneration policy, priority development of immediate goals of tasks, as well as the corporate values of the College

and as far as possible their positive development, see Annexes "*Academic Staff Policy*" and "*Human Resources Policy*".

Persons whose academic education and professional qualifications meet the requirements of the relevant field of science for teaching and research work at the College, and who speak the state official language, are eligible for elections in academic positions at the College both full-time and part-time. Elected academic positions at the College are docent, lecturer and assistant.

The process of selection of academic staff at the College is comprehensible, transparent and complies with the norms of the *Law on Higher Education Institutions*, the *Official Language Law* and the *College regulations*.

The lecturers elected to academic positions at the College and invited guest lecturers implement the study process at the College. When selecting a lecturer for a study course, the College takes into account not only the appropriate education and scientific degree, but also his /her professional experience: work experience in the corresponding field of science, pedagogical experience, scientific and research activities.

The academic staff involved in teaching specific study courses and modules may work at the College on a contractual basis. The College highly appreciates opportunities to cooperate with lecturers from foreign universities as well.

For details on requirements to applicants for academic positions, procedure for election of academic staff, voting procedure, submission of an appeal for violations of the election procedure refer to the Regulations on Elections to Academic Positions, Annex "*Regulations on Elections to Academic Positions*".

The management of the College regularly organizes feedback from the academic staff asking to analyse the work environment, existing technologies and organizational culture (transparency, ability to work without obstacles and to influence processes, etc.). The College management encourages the academic staff to express their opinion on not only job satisfaction, the content of their working activities, remuneration and management, but on the improvement of the College processes as a whole.

The academic staff may challenge administrative acts or actual actions produced by high education institution in the academic arbitration court. If the decision of the academic arbitration court does not satisfy the appellant, he / she may further appeal this decision in higher court in accordance with the procedures specified in the *Administrative Procedure Law*.

There is a section on the College website for advertising vacant academic positions:

<https://www.koledza.lv/index.php/en/par-gfk/vakances>

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 members of the College academic staff have scientific and academic degrees and sufficient practical experience and meet the requirements of the LR Law on Higher Education Institutions for employment in the lecturer position.

Every year the College provides budget for the professional development of the academic staff. For some of these activities, the College attracts funding from the European Union structural funds and support programs.

The level of professional, pedagogical and research activity of the College academic staff is increased by cooperation with other HEIs in Latvia and abroad, business representatives, and professional organizations.

The College has a unified approach to the development of the academic staff qualifications and assurance of the quality of work. The qualification of the academic staff most directly affects the quality of studies and scientific work, as well as other College activities: provision of the necessary infrastructure, development of international cooperation, study direction and study program implementation and scientific research. Professional development of the academic staff is both a means of improving the quality of studies and research, and a process that includes the determination of the necessary competencies, organization of events for professional development, motivation and performance evaluation of the academic staff.

The Academic Staff Development strategic objectives:

- Academic staff that provides professional, knowledgeable and humane implementation of study programs.
- Academic staff open for further education, innovations in profession and pedagogy and scientific research activities.
- Motivating qualitative activities of academic staff.

The Academic Staff Development tasks:

- To encourage and support lecturers' professional and pedagogical development, participation in research and project work.
- Attract foreign lecturers.
- Involve more lecturers with doctor's degree in the study process.
- Motivate the lecturers for research work and publications as well as publishing of results.
- Encourage each lecturer's opportunities to continue lifelong quality education, according to the investigative interests, abilities, knowledge and skills, college programs and priorities of the country's economic development needs.
- Encourage and support academic staff qualification including English and doctoral studies.
- Support academic staff involvement in further education of College's and other educational and professional development programs and projects.
- Attract young lecturers who could eventually replace the retired lecturers.
- Attract lecturers, who have practical experience in accounting and related fields, preferably PhD and teaching experience, to the study programme professional field study courses related to specific accounting competencies.
- Encourage the further education of academic staff by establishing contacts with partners for the internship of lecturers.
- Support the development of IT skills of the academic staff and innovative approach to the implementation of the study process.
- Regularly evaluate the academic staff's work in accordance with the College's quality system and carry out the monitoring of the performance of the ASDP.

To ensure the use of modern, interactive methods in teaching, the College together with the Baltic

International Academy organizes training seminars for lecturers on the latest technologies in education, and methodological seminars, which take place once a month and focus on innovative teaching methods. Within the framework of the academic staff development program, the College is motivated to increase the number of lecturers with scientific degrees. In cooperation with the Academy, the College provides financial support to doctoral students, partially covering the tuition fees for doctoral studies and participation fees in scientific conferences, as well as supporting the inclusion of scientific articles in internationally recognized and cited publications.

Complying with Article 16 of Cabinet Regulation No. 569 of 11 September 2018 *On Education and Professional Qualifications for Teachers and Procedures for Improving the Professional Competence*, the College provides support to academic staff in the development of professional competence. In 2019/2020, four College lecturers acquired the professional development program on innovations in the sphere of higher education in the amount of 160 academic hours (including 60 contact hours).

The College academic staff actively participates in professional development activities, incl. in-service training with employers. For full information on the professional development of the College academic staff in 2013-2019, refer to the Annex *CAF Professional Development of Academic Staff*.

The procedure for selecting the academic staff for academic positions according to scientific directions of the College is described in Part II, Item 3.4.

The College developed and introduced the order and criteria for evaluating the academic staff qualification and working performance.

Both the elected College lecturers and guest lecturers are subject to the performance analysis of the academic staff. In case the quality of the lecturer's work is not adequate, necessary improvements in professional activity are discussed and proposed. At the end of the semester, after exams, the students complete a survey, where they provide their assessment of the lecturer's work, and all information on the results of lecturers' activities is processed. The data on the professional development of the academic staff is analyzed at the end of each study year. For information on surveys and their results application to the improvement of studies, refer to Part III, Item 3.6. All the obtained information is analyzed, and based on its results, the Director of the College and the Head of the study field evaluate the lecturers' working performance and coordinate the results with the tasks of professional development.

3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

The academic staff of the study direction "Economics", realizing the study programme "Accounting and Finance", is notable for scientific and academic degrees and sufficient practical experience meeting the requirements of the *LR Law on Higher Education Institutions* for work as a College lecturer.

The qualification and composition of the academic staff correspond to the implementation of the tasks of the study programme and achievement of study results.

The recruited academic staff required for the study direction ensures the implementation of the planned study programme, lectures, practical classes, seminars, students' research work and other pedagogical and scientific activities.

Twenty five (25) lecturers realized the study process in 2019/2020 academic year. Seven (7) of them take elected academic positions at the College and mostly deliver study courses of the professional sector, which makes more than 70% of the total credit points provided in the whole study direction (excluding credit points for practice and supervision of qualification papers). The College approves only elected lecturers as practical training supervisors.

Part II, Table 15 shows the structure of the academic staff of the College study direction according to the level of education.

Part II, Table 15

Academic staff scientific and academic degrees

Indicators	Lecturers with scientific degree	Lecturers with master's degree	Specialists with higher education
Number of lecturers	10	14	1
Proportion of the total number of lecturers (%)	40, 0	56, 0	4, 0

In total, the study program employs nine (9) lecturers with a doctoral degree, fifteen (15) with a master's degree (four [4] of them completed the theoretical course of doctoral studies), and one (1) lecturer with higher education. Two (2) lecturers with master's degree are in process of conducting research for the doctoral thesis. The lecturer with higher education is notable for more than 20 years of professional experience in accounting. It should be marked, that in the reporting period the absolute and relative numbers of lecturers with scientific degrees in the College study direction increased, and three new lecturers were elected in the College academic positions, i.e. Laila Kelmere, Ingūna Strautiņa and Aelita Strelča. Lecturer Ingrīda Jespere in academic year 2020/2021 is guest lecturer at the College. In 2019, the College invited Dr.oec Aurelija Kustiene from Lithuania to become a guest docent and BIA doctoral student Renāte Zujeva to become a guest lecturer to teach at the College. In academic year 2020/2021 Aurelija Kustiene and Renāte Zujeva continue their academic work at the College. In academic year 2020/2021, guest lecturer Mg.oec. Gunta Luriņa started pedagogical work at the College.

The *Curriculum Vitae* of the College academic staff are enclosed in the *Annex Academic Staff CV*.

Until 2019 the College realized the study process in 2 languages of instructions: Latvian and Russian, and the number of lecturers per student delivering the study programme in Riga and Latgale branch was not very large. As shows Table 1, although in the reporting period the number of students per lecturer slightly decreased, no significant changes per elected lecturer took place. Thus, as of 01.10.2014, the number of students per elected lecturer was 28.4, but in 2019/2020 it was 26.4 students. According to the methodology of calculation practiced at the College (actual physical number of lecturers) in 2019/2020, there were 25 lecturers per 185 students, or 10.3 students per lecturer. If this number is calculated for one full-time lecturer position, then in 2020 the College had 7 full-time lecturer positions, and 21 students for each one of them. Taking into account that part-time students made 90.8% and full-time students 9.2% of all College students, then the current number of students and the amount of workload rate per lecturer's position can be considered as optimal.

When selecting academic staff for study courses, the College pays attention not only to the appropriate education and scientific degree, but also to the lecturer's professional experience: work experience in the field of the delivered study course, pedagogical experience, scientific and research activities.

The College lecturers, being experienced practising specialists and elected in academic positions, deliver study courses of the professional sector.

Docents and professors of the Baltic International Academy and other higher education institutions deliver general education study courses as guest lecturers.

Prior to the beginning of each academic year, the College Board approves the procedure for remuneration of the academic staff, taking into account the number of College students, the lecturer's position, the lecturer's planned workload according to norms of working hours and the minimum hourly rate set by the state (EUR per 1 academic hour). The College lecturers have a fixed salary for working time, in accordance with the norms of pedagogical working time: classroom work (lectures, practical classes, seminars, informative classes); additional teaching time (consultations, course and qualification work supervision, reviewing, practice supervision and reviewing of practice reports, work in research defence commissions, examination of students' independent work, evaluation of exam and test papers); methodological activity (development and updating of teaching and methodological material, observation of lectures, work in the study methodological council), scientific research and innovative work (writing scientific and thematic articles, preparation for publication of new textbooks or collections of practical tasks, involvement in projects, supervision of students' scientific research, organization and management of conferences, popularization of the College image). The annual workload of a pedagogue, which corresponds to one monthly salary rate, is 1000 academic hours.

The College lecturers continuously increase their professional and pedagogical excellence, participate in the development and implementation of international projects, conduct research work, and regularly publish the obtained results. They also conduct in-service training seminars for professional accountants, and provide proposals for amendments to statutory regulations in the sphere of accounting.

The description of the academic staff delivering the College study programme is given in the appendix "*Academic staff of the College study programme*".

The list of main scientific publications and study aids produced by the academic staff implementing the study programme for the reporting period is given in the appendix "*Scientific publications of the academic staff in 2013 - 2019*".

Data on the mobility of the College academic staff are given in the appendix "*Participation of the academic staff in projects / international programs 2013-2019*".

Academic staff mobility withing the Erasmus+ programme

for the study direction "Ecomomics"

Academic year	Number of mobilities		
	Outgoing	Incoming	Total
2013/2014	4	-	4

2014/2015	2	-	2
2015/2016	1	2	3
2016/2017	2	1	3
2017/2018	3	-	3
2018/2019	2	5	7
2019/2020	(implementation)	4	4
Total for 2013 - 2020	14	12	26

Every year the students of the study programme highly appreciate professional qualification, pedagogical work and attitude towards them of the College academic staff. In the surveys, students note that their lecturers prepare them for practical working life in the best way, apply excellent training methods and willingly share practical experience in discussions of real life professional situations.

The mutual relations between the College academic staff and students have the features of mutual trust and respect, democracy, openness and honesty.

One of the main competitive advantages of the College is the professional qualification of the academic staff, the lecturers' willingness to share experience; their up-to-date knowledge and loyalty to the College.

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 support available to College students can be assessed as individual, good and purposefully organised. Already in the admission process, interviews are held with each applicant individually to clarify study interests, professional experience and level of education. The students of the College are mainly residents of the Republic of Latvia. The average age of a student is 34 years. Over 25% of students are people with tertiary education. Due to this, the psychological support program is less important. At the same time, students receive support in mastering study programmes, choosing internship places, developing research papers, presenting research papers, Erasmus mobility. It should be noted that the planning and implementation of student support takes place during the study process in close cooperation with group leaders, student self-government, with each group of students, lecturers, finding out students' needs, listening to recommendations,

collegially agreeing on solutions. Issues on which students more often consult with the study programme management and the administrative staff of the College include the settlement of academic obligations, distance learning and financial obligations. Every student is heard and promptly receives professional support.

Within the framework of each study course, students are provided with lecturers' consultations outside the classes, which help students without prior knowledge in accounting or without experience in the higher education process to successfully achieve study results.

Every student has the opportunity to receive information about studies in person, by telephone, through correspondence and in the digital environment by contacting the College's study website Moodle. An e-mail is created for each group of students for operational communication:

<https://koledza.lv/index.php/en/studentiem/nodarbibu-saraksts>

Significant informative support for both full-time and part-time students is provided by the College Study Department Inspector and the Head of Study Programme, Head of Branch. The Study Department also monitors the communication of the academic staff with the students on a daily basis to help ensure continuous feedback. Students also always receive technical advice related to distance learning. The College administrative staffs ensure communication with the students seven days a week.

The College learning environment is adequately equipped and suitable for students with disabilities. The study buildings in Riga have elevators, almost all auditoriums and library premises are suitable and easily accessible for people with special needs.

The College has established procedures by which students can participate in the activities of the College and in the improvement of the quality of the study process.

Quality management system process No.V4 - Risk management and opportunity identification and the *Procedure for Submission and Review of Student Applications and Proposals* follow the implementation of the principles of student-centred education in the College.

The business communication between the students, between the students and the academic and administrative staff is characterised by trust, supportiveness, openness and cooperation, which creates a favourable and attractive corporate culture of the College.

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).

Scientific research is one of the main directions of the College activities implemented by the College academic staff, students and administrative staff.

According to the regulations of the College, the task of scientific research is to conduct research in

accordance with the study profile and to promote students' scientific research activity.

The College implements scientific research activities in accordance with the Law on Higher Education Institutions, the Law on Scientific Activities, and the Code of Ethics for Scientists, Regulations and development strategy of the College, and other binding regulatory enactments. Scientific research activities at the College are regulated by the Regulations of Scientific Research.

According to the Law on Scientific Activities, the College understands scientific research activity as a creative activity, which includes science, research and innovation.

The College Council approves the main research directions of the College and the themes of scientific and practical conferences for the respective year.

The College academic staff has a duty to engage in scientific research, thus promoting the improvement of the quality of students' applied research, and rights to freely choose research methods, evaluate and publish research results.

The tasks of the College management are: to promote research and innovations in accordance with the priority goals of the study direction; to provide financial resources; to maintain the continuous compliance of the educational process in the College with the c

hanging requirements of the labor market; to increase the research capacity.

The administrative staff also actively participates in international conferences and seminars.

In accordance with the College strategy and the development plan of the study direction "Economics", the Methodological Council of Studies organizes and the Director of the study direction coordinates the scientific-research work in the College. The Study Methodological Council determines the priority direction for the research of the College and the study field, plans the research work for the academic staff and students, promotes the development of lecturers' scientific qualification and international cooperation in education and science, defines the conference themes, evaluates and summarizes research findings.

The research base primarily relates to the economic development of Latvia. Scientific topics mainly relate to research in economics, accounting and finance and correspond to the goals of the College and of the field of study. For the members of the teaching staff that represent another field of science and deliver study courses in their field, the themes of the research work correspond to the aims and tasks of the study courses that they deliver.

The College priority research directions are specified and reviewed every three years in compliance with the priority research areas set by the Republic of Latvia and the research directions supported by European Union.

To ensure qualitative improvements in the field of study, the College determined the following directions of scientific research:

- creating scientific publications in accordance with international standards;
- conducting research in accordance with the needs in accounting and finance;
- assisting in the development of specialized books and teaching aids;
- developing students' involvement in research;
- holding scientific and practical conferences;
- ensuring the transfer of knowledge and technology in the innovation process;
- increasing staff activity in the development and implementation of research projects.

The types of recognized scientific publications are: articles in scientific journals included in internationally indexed databases; articles in scientific journals published in Latvia and other

countries with ISSN code and editorial board; conference papers; publications in conference proceedings; books; patent applications.

For the performance indicators achieved during the reported period in the College research activities refer to appendices to Part II, Section 4.4, 4.5 and 4.6.

For data on the financing of the College study direction "Economics" scientific research activities refer to Part II, Section 3.1.

One of the main tasks of publishing the results of scientific research activity is the exchange of current professional information, activation of students' research work, and improvement of graduates' competence.

The main directions of College research work are the following:

1. Theoretical and practical problems of accounting in Latvia.
2. Professional competencies of an accountant today and tomorrow.

During the study year, the College supports activities of the academic staff in pre-defined research areas. The research directions of the academic staff are comprehensively and closely related to the corresponding study courses and the themes of students' qualification papers, see Part II, Table 16.

Part II, Table 16

Academic staff scientific research themes

Lecturer's name, surname	Directions of scientific research
Julija Bojarenko	Preparation of financial statements in accordance with the requirements of international standards in accounting.
Ingrida Jespere	Economic operators' revenue and expense recognition, micro-enterprise tax.
Laila Kelmere	The impact of the accountant's competence on economic development.
Leonīds Krilovs	Keynesian and post-Keynesian macroeconomic theories and concepts. Neoliberal economic thought: structure, representatives, ideas.
Aelita Streļča	Influence of the LR regulatory enactments on the economic activity of outsourced accounting companies.
Ingūna Strautiņa	Communicative approach in foreign language teaching for special purposes.
Angelina Tjurina	LR tax system and problems of the shadow economy

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.

One of the tasks of the study programme “Accounting and Finance” is:

- To form and develop economic thinking and a complex approach to solving accounting, economic and business problems.
- To promote students’ skills for conducting independent applied research and practical application of the obtained results.

In the process of knowledge acquisition through the study courses, students become motivated to learn in depth the interconnections of various economic processes in the interaction of accounting and bookkeeping theories and sub-sectors of financial sciences. This way of knowledge acquisition provides a multidimensional understanding of modern business environment, fundamental concepts of economics, customer needs, innovation trends, and technological development for the benefit of the society, etc. Within the study courses, students have opportunities to analyze problem issues in accounting; to assess the impact of new regulatory enactments on the financial performance of businesses; to synthesize the advantages of digitalization in the implementation of accounting services. In applied research, students develop conclusions and formulate practical proposals for their employers with an aim to improve financial, management and tax accounting. To stimulate students’ interest in research, the College lecturers introduce students to the latest discoveries in economics, to their own research projects and engage students in research work. This gives the latter opportunities to get involved in challenging stages of research processes. The lecturers engaged in research projects also involve students in scientific communication activities, which allow them to develop and manage various academic events in the College, which is a part of the students’ practical assignments in the study modules.

Every year, universities - members of Businet network - organize international events for students from different countries and in different fields of study. The College students have the opportunity to meet foreign students and together learn to solve business management problems, put forward their ideas and find support. In March 26 - 29, 2019, the 2nd and 3rd year College students participated in the International Week of Intercultural Management Project in Kaunas. The aim of the Project was to offer students the opportunity to gain real life experience, expand knowledge and skills and build understanding, which is important for successful business abroad. In performing various tasks, solving business-related problems, the participants had to use their professional and personal knowledge and skills. During the week, the students got acquainted with the peculiarities of business in Lithuania, as the Project tasks related to various Lithuanian companies. As a result of communication and exchange of ideas, the students of the College concluded:

Arturs: “The event was good, people were responsive and kind. I’m glad I was there, and it’s my first experience of its kind. It was interesting; I learned a lot more about the culture of other countries. ”

Laura: “The project was really successful, I really liked it, and I would like to participate in a similar project! I believe that this is a good opportunity for students to strengthen their communication, leadership and thinking skills. I really liked it! ”

The College pays significant attention to the problem statement of study and qualification papers / projects, giving preference to problem-oriented interdisciplinary research, covering the research of topical issues of the sub-sectors in economics and business management science. The students’ duty is to present their research results at scientific research results defense events and conferences.

The study methods and ways used by the academic staff promote the students belief that the

excellence and competitiveness of accounting services ensure tax revenue, as well as consumption and increase of public welfare. The College graduates form an educated workforce focused on creating new products, innovative processes, improving and perfecting the existing ones, which is a fundamental basis for progress of the humankind.

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.

The lecturers of the study field regularly participate in various international projects. Being aware of the importance of practical experience gained through such projects, the lecturers involve the students in the implementation of projects. The College has successfully implemented EU fund projects, which gave experience in acquisition of EU funds, as well as skills to advise students and provide information to the general public.

The College publishes information on the international project activity on its website, in the social network Facebook and e-study environment, e.g., on the College website in section "Projects":

<https://koledza.lv/index.php/en/par-gfk/projekt/publikacijas>

For information on the College international projects refer to the table "Projects implemented by the College of Accountancy and Finance", in the appendices to Part II, Section 3.1. The College regularly organizes conferences with foreign universities; see the appendices to Part II, Section 4.2 Annex *CAF Conferences*.

Within the framework of the ERASMUS + program, the academic staff of the College study field does internships and deliver lectures in foreign universities, which objectively helps to understand the requirements to the quality of education and study programme implementation methods in the European Higher Education Area, and promotes cooperation. Lectures delivered by foreign lecturers at the College are a great support for students in achieving good study results.

The cooperation agreements with Latvian and foreign universities also include the aspect of scientific research. Opportunities to cooperate with lecturers of these universities in scientific research have been identified.

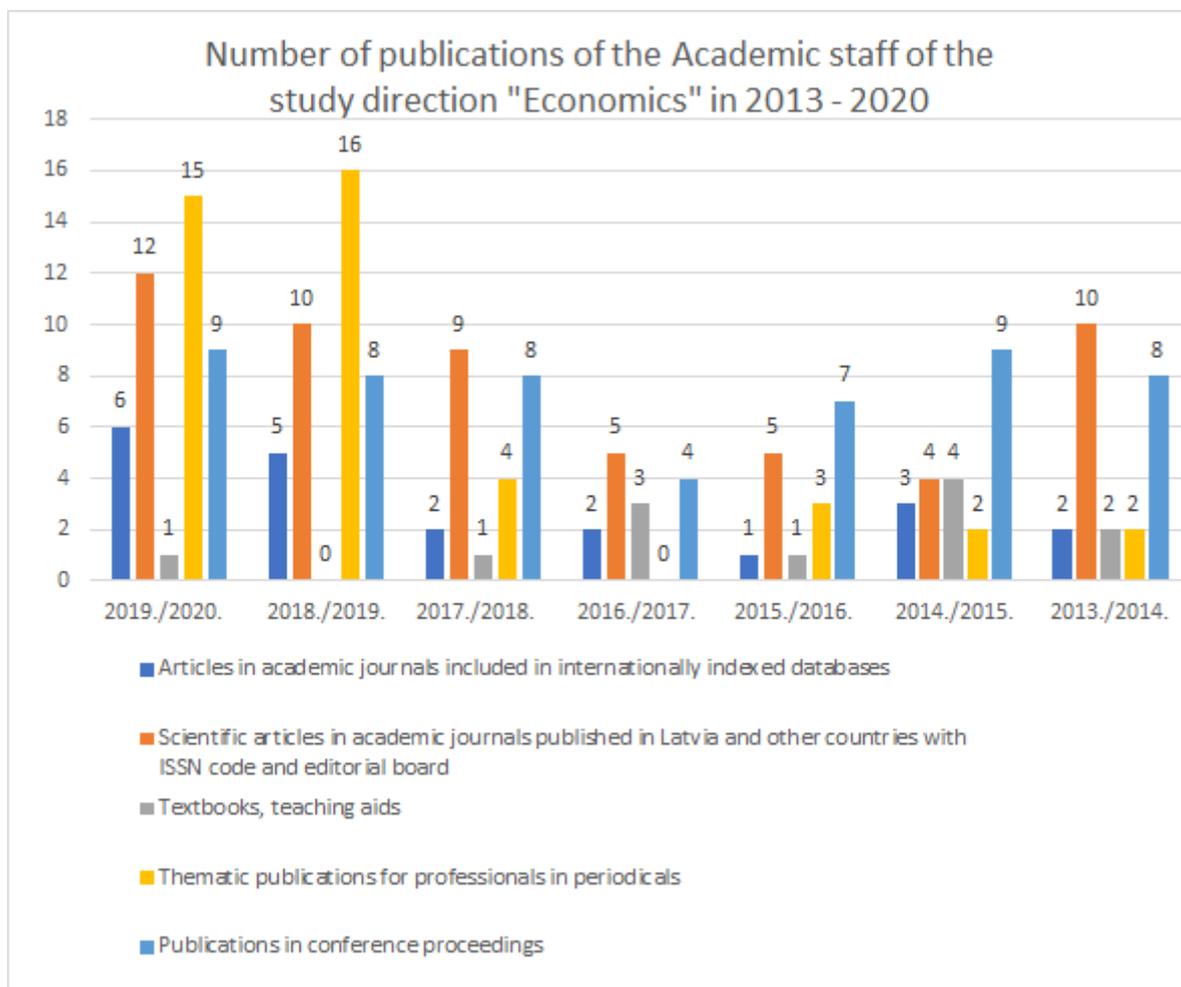
A description of the College international research activities is provided in Part II, Section 5.1.

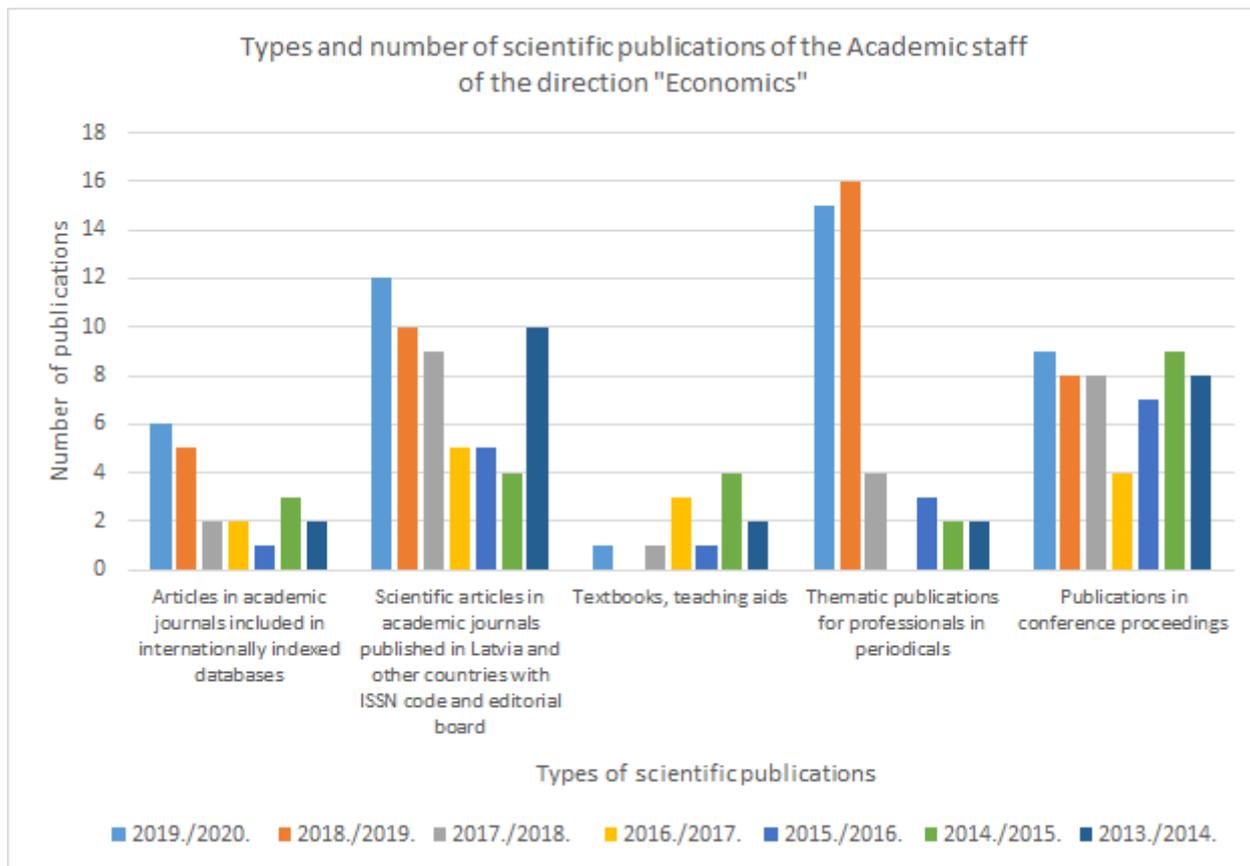
4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic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

The academic staff involved in the implementation of the College study direction “Economics” ensures sufficient capacity for scientific activities in economics for the study programme of LQF 5th level. During the reporting period, lecturers regularly published books and produced teaching aids, placed articles and research results in scientific journals of various professional journals and collections, actively participated in forums of various professional associations, conducted seminars and courses for professional accountants, ensured implementation of various projects.

Lecturers of professional study courses provided a qualitative scientific supervision of students’ qualification works. Every year, the College organizes international scientific research conferences, where the College lecturers make presentations, report on research findings and publish in conference proceedings.

Quantitative data on the relevant scientific research activities of the College lecturers in the reporting period are summarized in the table and figures.





The contribution of the academic staff to the scientific research activities of the College study direction and the achieved results are summarized in the Part II appendices:

CAF Teaching Staff Publication;

CAF Teaching Staff Conferences;

CAF Qualification Papers and Themes.

4.5. Specify how the involvement of the students in scientific research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the relevant study direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

The aim of the students' scientific research activity is to promote the professional development of the College students in parallel with the acquisition of the theoretical material of the study courses.

The tasks of students' scientific research activity are the following:

- to improve their skills in research methodology, choose appropriate research methods, compile theoretical findings, perform practical research, obtain, analyze and interpret research data;
- to develop students' ability to process the obtained research results by formulating logical conclusions and proposals;
- to promote students' scientific research creativity, thus reinforcing the link between studies, practice and scientific research;

- to promote students' motivation to constantly improve and expand their knowledge;
- to promote cooperation between the College and other universities.

The content and scope of students' scientific research depends on the content of the study program and the goals set for the study direction.

Types of students scientific research activities:

1. Study research activity:
 - 1.1. Research projects within the framework of separate study courses
 - 1.2. Course paper/ project
 - 1.3. Qualification paper/ project.
2. Participation in scientific conferences and preparation of publications.
3. Activities in international projects.

See Part II Annex *CAF Conferences*.

The students acquire the basics of scientific research within the framework of the study course *on scientific research methodology*; in the study process itself, where elements of research work are widely used, in the development of study papers, practice reports, and business plans according to the study level. Students attend training seminars in the College Library and LNL, and the defense of qualification papers of other students, in which way they can learn how to present a performed scientific research, and gain practical experience in defending and developing papers.

The College organizes academic competitions of student research papers, which correspond to the approved directions of scientific research. For the purpose of academic competition, students can submit only their own research work implemented during the study process, or specially developed for the competition.

The aim of the first level professional higher education is to ensure in-depth acquisition of knowledge and skills in the specific sector of the national economy, therefore the study process at the College pays special attention to applied research in the professional direction.

Every year, during the last semester of their studies, the College students do applied research. According to the research directions of the academic staff, the students choose the theme for their own research, which later they develop as a qualification work and successfully defend at the last stage of their studies.

The structure of qualification work thematics according to the classification accepted in accounting is shown in Part II Table 17. The problems and features of accounting in various companies as analyzed in qualification papers comply with Latvian legislation and regulations of the Cabinet of Ministers. Applied research involves financial and management accounting, tax system and financial indicator analysis of real life companies. All qualification papers reflect their authors' involvement and growth in the professional field together with the experience gained through practical training in the company which activity was studied. As a rule, the focus of qualification papers is on financial flows, accounting of receivables and payables, valuation of fixed assets and calculation of depreciation, accounting of revenues and expenses, recognition of tax payments in the company accounting, organization of inventory accounting, accounting and calculation of mandatory state social insurance contributions.

The list of sample topics for qualification papers includes more than 130 topics on the organization of the accountant's work and accounting of economic transactions, analyses of financial activities, tax issues, the role of management accounting in the development of business activity, etc. The list

of qualification papers topics is published at:

<https://www.koledza.lv/index.php/lv/studentiem/dokumenti>

Scientific advisers and themes of qualification papers are shown in the table of Part II, Section 4.4 Annex *CAF Qualification Papers and themes*".

Full versions of qualification papers are available for reference in the College Library.

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

The College successfully uses innovations in all directions of its activities, applies product, process, marketing and organizational innovations that promote innovations in teaching methods and applications of new technologies for balanced academic and economic development.

The College conducts regular evaluations of the study courses comprising the study programme "Accounting and Finance" and updates the content, especially of the professional study courses. The College ensures the introduction of new elective study courses in accordance with the modern competencies of an accountant in the labor market. The academic staff regularly develops and updates teaching aids and sets of tasks for the study course "Introduction into Accounting" and "Financial Accounting", introduces new specialized books in the field of accounting. The College implements the study programme in branches, where professional study courses are provided by lecturers from Riga. The tasks of the internship program can be implemented in two stages: at the end of the 2nd semester and in the 4th semester. The College invites anyone interested with previously acquired appropriate education to acquire new skills and competencies as attendees or to supplement and further develop already acquired knowledge. Attendees can attend study courses and pass academic requirements together with the students of the first level professional higher education study programme. For students who want to obtain a second higher education, the College provides studies according to individual condensed plans with a tuition fee discount. The innovation of the College is also the involvement of highly qualified specialists in achieving the goals of the study programme.

Rapid development of technologies in Latvia, student migration processes, in connection with the performance of their work duties, encouraged the College to increase the application of the College e-learning materials for the implementation of the study programme. The study materials placed in the College Moodle system make it much easier for students to learn, because they do not have to make so many lecture notes, and the materials make it easier to prepare for study tests. The global epidemiological situation motivated the College to provide the full-time study process in a remote format, incl. lectures and classes, defense of applied research papers, provision of tests in online video and audio format via BigBlueButton and Zoom platforms.

The College offers differentiated tuition fees for Riga regions, and a wide system of discounts. For the reported period, the College cooperation with graduates has been intensified, which ensures the recognition of the study programme in the Latvian education market. The academic staff of the College actively promotes the College study programme, delivering lectures to professionally active accountants in refresher courses and preparing professional articles for specialized publications.

The College organizational innovations include new management methods through service contracts with suppliers. The College participates in the development and implementation of EU-funded projects that strengthen international cooperation and the implementation of new ideas and developments in the College activities.

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

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

In order to promote the development of the College activities, and to ensure the availability of information to various groups of the society, the College cooperates with other organizations within the study direction "Economics", e.g. Latvian and foreign universities / colleges and schools; employers; employers' organizations; members of the public and non-governmental organizations. This cooperation is carried according to the aims of the study process, needs of international labour market and the strategy of regional development.

Participation of the community in the implementation of the College goals is regulated by the quality management system process No. 7 "Cooperation and information sharing".

Inside the boundaries of the implementation of the study direction and the programme "Accounting and Finance", the College continues cooperation with Latvian and foreign colleges and universities, which deliver similar study programmes. The academic and administrative staff of the College regularly meets and discusses implementation of study programmes, related problems and solutions with colleagues, also at scientific-practical conferences. The aim of cooperation is to acquire the best professional and pedagogical experience, to promote the introduction of new forms and methods in the study process, and to contribute to lifelong learning.

Special attention is paid to cooperation with other Latvian higher education institutions in order to provide students with the opportunity for further education by continuing their studies in the 2nd level higher education programmes.

Communication other universities takes place e.g. in the form of arranging guest lectures delivered by the academic staff invited from the Baltic International Academy, Latvian University, Daugavpils University, Latvia University of Life Sciences and Technologies (previously Latvian University of Agriculture), Rezekne Academy of Technology, Institute of Transport and Communications, School of Business Administration Turība and other universities. The members of the College academic staff also support colleagues from partner universities in the same way, and give lectures on financial accounting and taxes in several study programmes of other universities, which allows the College to gain more experience in the implementation of the College study programme.

In case of termination of the implementation of the College study programme “Accounting and Finance”, the students have the opportunity to continue their education in another educational institution in the respective study programme, which is ensured by signed agreements with five higher education institutions. For samples of copies of contracts refer to Part II, Annex “CAF Agreement”. The College has also concluded cooperation agreements on the possibilities of students to continue their studies at the 2nd level of higher education with eight other higher education institutions. The list of institutions with which cooperation agreements have been concluded is shown in Part II, Annex “CAF Cooperation Agreements”.

The study plans (study courses syllabi and credit points) have been agreed with higher education institutions in order to allow students and graduates to continue their studies at the same level or at a higher level.

The main cooperation partner of the College is the Baltic International Academy. The College and the Academy actively cooperate in the educational process, research, information exchange, development of library collection and IT infrastructure, promotion of study programs and other areas that provide the College and the Academy with positive benefits in the education market position.

The staff of the College has real opportunities to start cooperation with the cooperation partners of the Baltic International Academy network, see:

https://bsa.edu.lv/wp-content/docs/Partner_organizations.pdf

Cooperation with the European Union and other higher education institutions that ensures the mobility of students and lecturers, organization of seminars, conferences, summer schools, development of research projects is reflected in Part II, Annex “CAF Projects”.

The College actively cooperates with the Association of Latvian Colleges, maintaining stable partnerships with a number of other colleges.

The College maintains cooperation with schools. The College staff members and students visit secondary schools, presenting there study opportunities at the College. Prospective students are invited to attend the College Door Open Days. In order to reinforce the cooperation with the educational institutions of the secondary level, the College academic staff and students actively participate in the educational exhibition “School 20xx”.

The College international cooperation is concentrated in four directions:

1. Cooperation of academic and administrative staff and student mobility within the framework of the ERASMUS + program.
2. Cooperation with European colleges and universities through the BUSINET network.
3. Cooperation with foreign universities through organization and participation in scientific research conferences.
4. Cooperation with partners in neighbouring countries within the framework of the EU project.

Internationally, the College is a member of the European Business Colleges Association and the network BUSINET: <https://www.businet.org.uk/list-of-members>

Cooperation with these platforms allows the College to regularly coordinate study programmes with colleges throughout Europe, gaining the examples and experience of good practice. In the course of their studies students also have the opportunity to participate in Businet projects.

The College cooperates with non-governmental professional organizations and agencies of state institutions such as:

1. Association of Accountants of the Republic of Latvia (LRGA);
2. Education Center of Latvian Association of Sworn Auditors (LZRA Education Center);
3. State Education Development Agency (VIAA);
4. Central Agency of Finance and Contracts (CFLA);
5. State Employment Agency (NVA).

Thanks to cooperation with the LR Association of Accountants since 2017 and within its competence the College participates in the development of accounting regulations, formulates its interests and expresses opinion on the required level of education for the profession of the Accountant. Information about cooperation partners of the Association of Accountants of the Republic of Latvia:

<http://www.lrga.lv/en/about-us/cooperation-partners>

The lecturers of the College accounting and tax study courses actively cooperate with the LZGA in the program of certification of accountants.

In 2019, the College started to cooperate with the Education Center of Latvian Association of Sworn Auditors (LZRA). Within the framework of the Project *"Increasing the value of academic staff - conditions, necessity of planning and strategy of measures"* the internship program with sworn auditors was organized for the College academic staff in the College study direction. The lecturers in the subjects *Financial accounting* and *Auditing* successfully mastered the professional development program "International Financial Reporting Standards (IFRS) at the LZRA Education Center.

The LZRA Education Center regularly invites the College lecturer Julija Bojarenko (Yulia Boyarenko) to lead practical seminars for accountants - the LZRA Education Center trainees.

The College, in cooperation with VIAA, has been implementing the Erasmus program very successfully for many years. From 2009 to 2020, 49 students gained from the experience of international work and education within the Erasmus program. The College Erasmus code: LVRIGA43.

The College started to successfully cooperate with CFLA within the framework of the 2018 ESF project *"Increasing the value of academic staff - conditions, necessity of planning and strategy of measures"*. Information on the progress of the project is published on the College website:

<https://www.koledza.lv/index.php/en/par-gfk/projekt/193-increasing-the-value-of-academic-personnel-conditions-planning-necessity-and-strategy-of-actions>

In 2011, the College joined the SEA (NVA) project *"Training of the Unemployed Persons and Persons Seeking Employment"*. The cooperation within the frames of this projects continues, for details refer to: <https://koledza.lv/index.php/en/kursi>

Information on joint projects with cooperation partners is summarized in Part II, Annex "CAF Projects".

For many years the College has been in cooperation with the Business Information Agency, journal *"Bilance"*, *iFinances* and professional journal *"Grāmatvedība & Ekonomika"* ("Accounting and Economics"). The College docents Laila Kelmere and Yulia Boyarenko (Jūlija Bojarenko) regularly publish and review articles for these journals. Laila Kelmere is the author of the *iFinance* article series on the establishment of the accounting system of a company and other financial and management accounting issues.

The College continues cooperation also at the level of lecturers, inviting highly qualified practitioners to lead seminars and read lectures on current topics in the field of accounting and finance. Thus, in the autumn semester of 2020, four guest lectures were organized for students and

lecturers of the College in Riga and its Daugavpils. On October 9, 2020, Ilze Palmbaha, Member of the Board of LRGA, Head of Tax Administration and Accounting Department of *PricewaterhouseCoopers, Ltd.*, delivered a lecture for the Baltic International Academy and the College of Accountancy and Finance. Her open lecture "Digital Accounting Horizons" was dedicated to the development of the profession of accountant and financier in Latvia, the future of accounting and financial data analysis technologies, and the norms of the new *Law on Accounting*. On October 31, 2020, Inga Pumpure, the accounting and tax consultant, director of the educational institution for accountants "*KIF Biznesa kompleks*", Ltd., the author of numerous articles, conducted a workshop for College students "Corporate income tax". On November 28, Jadviga Neilande (Yadviga Neilande) remotely delivered a lecture "Money laundering prevention: requirements to outsourced accountants" for the College students. Jadviga Neilande is a certified tax consultant, a member of the Latvian Association of Tax Consultants, author of articles in the magazines "*iFinances*", "*Praktiskais Latvietis*", "*LV portāls*", and books. On December 5, Nadezda Nadina Sersta (Nadezhda Nadina Shersta), a guest lecturer at the College and accountant of "*LATVIJAS PROPĀNA GĀZE*", Ltd., engagingly shared her knowledge and skills on the basic principles of creating a successful presentation.

The college cooperates extensively with employers. Trends in the Latvian economy create a need to assess the adequacy of the education supply and the labor market. Globalization, the development of information and communication technologies and the creation of a knowledge-based society affect the work of the College. In this context, it is important to consolidate with potential employers the learning outcomes and competencies that graduates acquire after graduating (part of the Bologna process). In cooperation with employers, firstly, the term "*competences*" was defined as action competency, which is described as an opinion on how to act in order to do one's job well, and secondly, as functional competency - what a professional specialist needs to know and do in order to do one's job well.

Based on this understanding of competencies, regularly, at least once a year, the College organized round table discussions with employers. The College co-operates with the Latvian Confederation of Employers and Job Providers, and its sectoral associations.

As the College implements professional higher education programmes, regular cooperation with employers in the following directions is of special importance:

- improvement of the study direction and creation of new study programmes, clarification of labor market requirements and evaluation of demand;
- organization of student practical training;
- formulation and evaluation of study results;
- implementation of joint projects;
- development of the College strategic goals.

Regularly conducted employer surveys show that about 90% of respondents consider knowledge and skills in business economics, law, and accounting skills - the ability to read and evaluate the balance sheet, analyze the results of economic activity - to be very important. The skill of a financial specialist to orientate in the financial system of a company / organization, to evaluate the necessity of investment or a loan, is highly appreciated by employers. This is why the title of the study programme includes the word "finance". Almost half of the respondents note that knowledge of management theory and employees' motivation are also important, besides a specialist working with money needs to be able to evaluate market requirements, make and read forecasts.

In discussions, the employers acknowledge that the College is able to successfully combine theoretical knowledge with the acquisition of practical skills. For this purpose, the College pays great attention to the organization of student's practical training, definition of specific practical

tasks, and the conclusion of contracts with the companies – providers of practice placements. In addition to acquiring practical skills during practical training, students study in depth one or another aspect of entrepreneurship activity of a particular company, so that by combining practical knowledge with theory, later they can successfully prepare and defend a qualification paper.

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.

Internationalization is one of the main aspects of the College activity.

The College values and develops further cooperation with foreign academic staff. The opportunities of the Erasmus program have a significant impact on attracting foreign lecturers to the College.

The College is registered for the European University Charter, which allows making full use of the opportunities of the cooperation program ERASMUS+. In May 2020, the College submitted an application to the European Commission for the next period of the Extended ERASMUS University Charter 2021 - 2027. An agreement has been concluded with the State Education Development Agency on Erasmus+ mobility in academic year 2020/2021.

The mobility of students and academic staff develops international cooperation with universities and business partners of other countries, increases motivation to study, and improves the quality of learning at the College, promotes development in the common higher education space of the European Union.

In recent years, the College has established close cooperation with colleagues from Lithuania: Siauliai State College, Panevezys College, Kaunas College, Klaipeda State College, which openly share their experience with the College students.

At the beginning of 2019, an associate professor, auditor from Lithuania, Dr.oec. Aurelia Kustiene was invited to teach at the College. She delivers subjects *“Audit and control”* and *“Methodology of applied research in social sciences”*. Aurelia Kustiene, representing Aleksandras Stulginskis University in Kaunas and Klaipeda State University of Applied Sciences, performed a comparative analysis of the study programme *“Accounting and Finance”* with similar programmes in Lithuania. The aim of the analysis was to provide suggestions for improving the quality of the programme.

For details on the mobility of foreign teachers and students from 2013 till 2020 year refer to Part II, Annex *CAF Erasmus*.

Until 2020, the College implemented study programmes in 2 languages: in Latvian and Russian as the languages of instruction. This allowed 7 CIS citizens to complete the college study program.

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 College implements a professional higher education programme, so the organization of student practical training is of particular importance.

The College together with the company that provided the place of practice and the student collectively participate in the organization of practice. The practice is organized by the Director of the study program "Accounting and Finance" in cooperation with the Director of the study field, and the Study methodological council. The student's practical training is supervised by the practice supervisor appointed by the order of the Director.

The College ensures the course of students' practice in accordance with the QMS process No. S16 - *Implementation of the qualification practice program. Development of qualification papers*. The College has developed Practice Regulations, see Part II, Annex *Internship Regulations*.

The duration of practice is 16 weeks (16 credit points) and it takes place in the 2nd and 4th semesters. The practice schedule is subordinate to the schedule of the College study process.

Obligations of the student are: to carry out practical training tasks in accordance with the program of practice and adhere to the place of practice rules of procedure, to do the work qualitatively and within the prescribed period, to comply with practice supervisor's guidance, to follow occupational health and safety requirements, to treat the practice inventory with care, not to disclose confidential information, to formalize practice documents (to write the practice report) and submit them to the College by the set deadline.

The College developed Methodological regulations for Qualification practice in the study programme "Accounting and Finance": <https://koledza.lv/index.php/en/studentiem/dokumenti>

The methodological regulations were reviewed and approved at the meeting of the Study Methodological Council of the College of Accounting and Finance.

Procedure of the student's practical training according to the Quality Management System:

- Practical training regulations and methodological instructions for qualification practice are updated;
- The practice program is upgraded and approved at the meeting of the Study Methodological Council, individual assignments are coordinated;
- The College informs the student on the details of practical training, explains the tasks of the program before the start of practical training period.
- The College informs the student about the organization of practice;
- The students report to the study program director about their choice of the place of practice, which they choose at their own volition. If the student already works in the relevant occupation, he / she can choose his / her work place as a place of practice. The choice of practice placement should be defined by the potentiality to complete practice assignments and develop the qualification paper. The choice of practice placement must be agreed with the study programme director.
- The College prepares and concludes a tripartite agreement "On Student Qualification Practice", see Part II, Annex *CAF_Agreement_Qualification_Practice* with the company of practice placement and the student. The agreement defines the place where practice will take place, duration and the duties and rights of the parties. The practice program is an integral part of the agreement.
- The practice placements and practice supervisors are approved by the order of the College Director.
- The student works at the company - the place of practice, completes the practice programme

and / or individual assignments, and prepares the practice report. Practice assignments are carried out in a commercial company, an individual agricultural enterprise, a municipal or budgetary institution.

- Control over practical training is conducted by the approved practice supervisor - the College lecturer, who was elected for delivering professional study courses.
- The Study Department organizes preliminary defense of practice.
- After completion of practical training and within a specified time the student submits his / her practice report to the College with attached characteristics of him/ her as a trainee signed and approved by the practice supervisor on the side of the company practice provider.
- The practice supervisor on the side of the College evaluates the practice report, prepares a written reference and questions for the defense.
- The study department organizes the defense of the practice.
- The practice supervisor from the side of the College prepares a report on the study group qualification practice and results, and submits it to the study program director.
- The results of practical training are evaluated at the session of the Study Methodological Council.

The College supports students in choosing a practice placement and provides them with the list of companies where practical training can be carried out. In 2015 the career portal was created on the College website in cooperation with Riga Technical University: <https://koledza.lv/index.php/en/>

In the reporting period three student - graduates within Erasmus+ program completed practical training abroad in the companies of Lithuania and Estonia, see Part II, Annex *CAF_Erasmus*.

In cooperation with employers and professional organizations the program of practical training is updated according to the regulatory acts governing the organization of accountant's work, requirements of professional qualification, the level of information technologies, and lines of development in accounting theory.

Employers and members of the Latvian Association of Accountants are responsive, collaborate willingly with the College staff and engage in the process of study programme development, ensuring the contribution of knowledge acquisition to labor market.

In Part II, Annex *CAF Placements* shows examples of practice placements for 2017-2019.

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.

Nav attiecināms

II - Description of the Study Direction (6. Implementation of the

Recommendations Received During the Previous Assessment Procedures)

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

The study programme “Accounting and Finance” developed by the College study direction “Economics” meets basic requirements of the Classification of Occupations of the Republic of Latvia to the group of professions that includes specialists in accountancy (fourth level qualification), is based on specialist demand, labor market research, national economic development assessment, Latvian and foreign college study programs of similar profile, and takes into account the recommendations of Latvian Association of Accountants.

The College develops the study programme, selects academic staff, provides high-quality study infrastructure, replenishes the library collection, offers innovative learning and teaching methods so that students have the opportunity to acquire knowledge and professional education in accordance with the level of scientific development, and in a concrete and didactically proper way.

The College provides such examinations, requirements to examinations and procedure that allow the obtained diploma and professional qualification to be recognized both by Latvian and foreign universities. The College provides a timely feedback on course work and exam evaluation as well.

In cooperation with foreign partners, the College is involved in international projects that promote the development of the study programme.

The advantages of organization of the College study programme are flexibility and adaptability to the requirements of volatile labor market.

The graduates of the College study programme are competitive in the Latvian labor market and capable of further professional growth.

After granting the diploma, the College study programme provides its graduates with opportunities to study bachelor’s programs of other universities, to develop at personal and professional level acquiring new skills and abilities.

The academic and general staff of the College provides support and advice to students in resolving issues and / or referring them to specialists or colleagues as appropriate.

The College academic staff is highly qualified professionally and plays a leading role in the improvement of study courses, research and development of the study programme.

The College professional higher education qualification granted after acquisition of the study program “Accounting and Finance”, its material, technical and financial provision, and professional qualification and performance of the academic staff meet the quality standards of the European Higher Education Area.

Considering that the expert evaluation given within Project no. 2011/0012/1DP/1.1.2.2.1/11IPIA/VIAA/001 “Evaluation of Higher Education Study Programmes and Proposals for Quality Improvement”, , was conducted in March 2012, but the decision on

accreditation of the study direction "Economics" was adopted by the Study Programme Accreditation Commission of the LR Ministry of Education and Science in June 2013, the College had fulfilled the expert recommendations before the decision on accreditation was taken. The measures taken to improve the quality of the study programme "Accounting and Finance" by June 2013 are reflected in the Appendix.

A copy of Decision No. 220 of the Study Accreditation Commission of the LR Ministry of Education and Science of 26 June 2013 "On Accreditation of the Study Direction" is enclosed. The Commission acknowledged that the resources and abilities of the College of Accountancy and Finance for the implementation of the study direction "Economics" comply with the requirements of regulatory enactments. The decision of the Commission was to accredit for 6 (six) years the "College of Accountancy and Finance", Ltd. study direction "Economics", which corresponds to the first level professional higher education programme "Accounting and Finance" implemented by the College, study programme code 41344; degree to be awarded or professional qualification after mastering the study programme - Accountant.

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).

Nav attiecināms

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	CAF_List of Internal Regulations.pdf	GFK_Dokumentu_saraksts.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	Latgale_Branch.pdf	Latgales_filiāle.pdf
Management structure of the higher education institution/ college	CAF_Structure.jpg	GFK_Struktūra.jpg
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Development_plan of study_direction.pdf	Studiju virziena_attīstības-plāns_LV.pdf
Management structure of the study direction	Study_program_director_EN.pdf	Programmas_vad_LV.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	Academic Staff of the Study Directions.xlsx	Studiju virziena akadēmiskais personāls.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Teaching Staff CV.zip	Docētāju CV.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	CAF_Erasmus_mobility_EN.pdf	GFK_Erasmus_mobilitāte_LV.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	CAF_Teaching_Staff_Publication.pdf	GFK_Docētāju_publicācijas.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	CAF_Cooperation_Agreements.pdf	GFK_Sadarbības_ligumi.pdf
Statistical data on the teaching staff and the students from abroad	GFK_Erasmus_mobility_incoming_EN.pdf	GFK_Erasmus_mobilitāte_ienākošā.pdf
Statistical data on the mobility of students (by specifying the study programmes)	GFK_Erasmus_mobility_EN.pdf	Erasmus_mobilitāte.pdf
Description of the organisation of the traineeship of the students	Internship Regulations.pdf	Prakses_nolikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	CAF_Placements.pdf	GFK_Prakses_vietas.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	Decision Accreditation of the Study Field Program.pdf	Par studiju virziena akreditāciju_2013.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.	GFK_Cert_Offic.language.pdf	GFK_Apl_valsts.valoda.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)		Studiju programmas plāni.pdf
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		

Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	GFK_lesniegums_Ekonomika_2020_EN-1.edoc	GFK_lesniegums_Ekonomika_2020_LV-1.edoc

Other annexes

Name of document	Document
Konference_LV.pdf	Konference_LV.pdf
Conferences_EN.pdf	Conferences_EN.pdf
Prof.pilnveide_LV.pdf	Prof.pilnveide_LV.pdf
Prof.development_EN.pdf	Prof.development_EN.pdf
GFK_Latgales_filiāle	GFK_Dokumenti_Latgales_filiāle.pdf
CAF_Latgales_branch	CAF_Documents_Latgales_branch.pdf
GFK_Sadarbības_līgums	GFK_RTA_Sadarbības_līgums.pdf
CAF_Branch_By-Laws	CAF Branch By-Laws.pdf
GFK_Filiāles_nolikums	GFK Filiāles nolikums.pdf
GFK_Prakses_nolikums	Prakses_nolikums.pdf
CAF_Projects	CAF_Projects.pdf
GFK_Konferences	GFK_Konferences.pdf
GFK Akadēmiskā personāla prof.pilnveide	Akadēmiskā personāla prof.pilnveide.pdf
GFK_Prakses_līgums	Prakses_līgums.pdf
CAF_Agreement_Qualification_Practice	Agreement_Qualification_Practice.pdf
GFK Budžeta vietu nolikums	GFK_Budžeta vietu nolikums.pdf
CAF Regulations for Budget Places	Regulations for Budget Places.pdf
GFK_Ieņēmumi_Izdevumi	GFK_Ieņēmumi_Izdevumi.pdf
CAF Professional Development of Academic Staff	Professional Development of Academic Staff.pdf
CAF Development Strategy	CAF_Development_Strategy_2016-2021.pdf
GFK Attīstības stratēģija	GFK_Attīstības_stratēģija_2016-2021.pdf
CAF Academic Staff Policy	Academic Staff Policy.pdf
GFK Akadēmiskā personāla politika	Akadēmiskā personāla politika.pdf
CAF Human Resources Policy	Human Resources Policy.pdf
GFK Cilvēkresursu politika	Cilvēkresursu_politika.pdf
GFK Akadēmiskā personāla politika	Akadēmiskā personāla politika.pdf
GFK Cilvēkresursu politika	Cilvēkresursu_politika.pdf
CAF Academic Staff Policy	Academic Staff Policy.pdf
CAF Human Resources Policy	Human Resources Policy.pdf
GFK_Docētāju_mobilitāte	GFK_Docētāju_mobilitāte.pdf
CAF Teaching Staff Mobility	CAF_Teaching_Staff_Mobility.pdf
GFK_Docētāji_konferences	GFK_Docētāji_konferences.pdf
CAF_Teaching_Staff_Conferences	CAF_Teaching_Staff_conferences.pdf
GFK_Kvalifikācijas_darbu_tēmas	GFK_KVD_vadītāji_tēmas.pdf
GFK_Projekti	GFK_Projekti.pdf
GFK_Izmaksas_2019	GFK_Izmaksas_2019.pdf

GFK Uzņemšanas komisijas nolikums	Uzņemšanas_Komisijas_nolikums.pdf
CAF Regulations of the Admission Commission	Regulations_of_the_Admission_Commission.pdf
CAF_Internship_Regulations	Internship_Regulations.pdf
Academic Staff of the study programme	Academic Staff of the study programme.pdf
Studiju programmas akadēmiskais personāls	Studiju programmas akadēmiskais personāls.pdf
CAF_RTA_Cooperation_Agreements	CAF_RTA_Cooperation_Agreements.pdf
GFK_Dokumenti	GFK_Dokumenti.pdf
Programmu salīdzinājums	Programmu salīdzinājums.pdf
Comparison of Study Programs	Comparison of Study Programs.pdf
Kvalitātes procesi	Kvalitātes procesi.pdf
Quality processes	Quality processes.pdf
Qualification Exam Test Work	Qualification Exam Test Work.pdf
Kvalifikācijas eksāmena uzdevumi	Kvalifikācijas eksāmena uzdevumi.pdf
CAF_Income_Expenses	CAF_Income_Expenses.pdf
CAF_Expenditures_2019	CAF_Expenditures_2019.pdf
CAF_Conferences	CAF_Conferences.pdf
GFK_Konferences	GFK_Konferences.pdf
CAF_Conferences	CAF_Conferences.pdf
GFK_Projekti	GFK_Projekti.pdf
CAF_Projects	CAF_Projects.pdf
GFK Līgumu paraugi	GFK_Līgumu_paraugi.pdf
CAF_Agreement	CAF_Agreement.pdf
Lēmums par studiju virziena akreditāciju	Par studiju virziena akreditāciju_2013.pdf
On Expert Recommendation	Par studiju virziena akreditāciju_2013.pdf
CAF Qualification Papers and Thems.pdf	CAF Qualification Papers and Thems.pdf
Latvia_Lithuania_EN	Latvia_Lithuania_EN.pdf
Latvija_Lietuva_LV	Latvija_Lietuva_LV.pdf
Studentu_ierosinājumi.pdf	Studentu_ierosinājumi.pdf
Profesionālās pieredzes_atzišana	Prof.pieredze.pdf
Procedure for recognition of study results	Iepriekšējās_izglītības_rezultātu_atzišana.pdf
Iesniegums_studiju_virziena_novērtēšanai	GFK_Iesniegums_Ekonomika_2021.edoc
Iesniegums_studiju_virziena_novērtēšanai	GFK_Application_Economics_2021.edoc
Studiju programmas_pilnveide 2012_2013	Pilnveide_2012_2013_LV.pdf
Study programme_improvement 2012_2013	Study_programme_improvement_2012_2013.pdf
GFK_Expenditures_per_one_student_2020	GFK_Expenditures_per_one_student_2020.pdf
GFK_Izmaksas_uz_vienu_studējošo_2020	GFK_Izmaksas_uz_vienu_studējošo_2020.pdf
GFK_Programme_Income_Expenses_2020	GFK_Programme_Income_Expenses_2020.pdf

GFK_Programmas_ieņēmumi_izmaksas_2020	GFK_Programmas_Ieņēmumi_izmaksas_2020.pdf
GFK_Income_Expenditure	GFK_Income_Expenditure.pdf
Iesniegums_studiju_virziena_novērtēšanai	GFK_Iesniegums_Ekonomika_2021.pdf
Iesniegums_studiju_virziena_novērtēšanai	GFK_Application_Economics_2021.pdf
Kvalifikācijas darbu tematu saraksts	Kvalifikācijas darbu tematu_saraksts.pdf
The list of qualification papers topics	Kvalifikācijas darbu tematu_saraksts.pdf

Accounting and Finance

Title of the higher education institution	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Accounting and Finance</i>
Education classification code	<i>41344</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Laila</i>
Surname of the study programme director	<i>Kelmerē</i>
E-mail of the study programme director	<i>laila.kelmerē@gmail.com</i>
Title of the study programme director	<i>Mg.oec., zinātniskā grāda pretendente</i>
Phone of the study programme director	<i>+371 67 338 021; +371 29 366 193</i>
Goal of the study programme	<i>To prepare competitive accountants for the labour market, according to the 4th level of qualification of the Standard of Profession and the first level professional higher education requirements, able to organize and manage the accounting system of a business entity, to perform complete accounting of all financial operations and prepare documents according to the stages of accounting in compliance with the norms of professional ethics and requirements of normative acts, to prepare financial statements, calculate and analyze financial performance of a company, and to manage other accountancy personnel, focusing on further advancement in education and development of personal competence.</i>
Tasks of the study programme	<i>To provide the opportunity to acquire the up-to-date knowledge, skills and competences that an accountant needs in the performance of his / her professional duties in a changing environment; To form and develop economically efficient thinking and holistic approach to solving accounting, business and economic problems; To promote students' skills for carrying out independent applied research and practical implementation of its results; To promote comprehensive professional practical training opportunities by developing students general and specific skills; To develop students' adherence to international accountant ethics; To ensure high quality methodological and technological study process; To direct students towards further professional education and development of personal competence.</i>

Results of the study programme	<p><i>Knowledge: acquisition of the study programme makes one appreciate the importance of theoretical knowledge in economics, business management, public and private finance, mathematics and statistics, foreign languages, auditing and law for a specialist with higher education; makes one knowledgeable in the methods of research work; specifics of varieties of accounting; able to detect the effect of economic regularity on business development.</i></p> <p><i>Skills: acquisition of the study programme makes one able to apply knowledge gained in theoretical studies to practical work; to plan and organize the accountant's work; to apply external regulatory acts to development and updating internal accounting regulatory acts; to perform complete recording of business transactions based on general accounting principles and in compliance with regulatory requirements; to calculate taxes; to use IT for preparing accounting documents, statistical reports, and for filing tax returns; to prepare financial statements and interpret economic and financial performance indicators; to use accounting terminology in English; to evaluate the performance of other accountants and provide advice for improvement; to develop communicative skills.</i></p> <p><i>Competences: acquisition of the study programme allows one efficiently and independently apply the knowledge gained in studies; responsibly and analytically substantiate and solve accounting problems in their organization; evaluate recent trends in accounting and tax legislation; to take responsibility; to develop cooperation with colleagues, clients and public institutions; to advance purposefully in the development of their personality and social and professional competence; to create a positive image of the accountant's profession in the society.</i></p>
Final examination upon the completion of the study programme	<p><i>Acquisition of the programme is concluded by completion of the qualification examination, which is evaluated on the 10-point scale, and a part of which is the defence of the qualification paper.</i></p>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>General secondary education or vocational secondary education or education corresponding to the requirements of the study programme obtained previously and recognized in Latvia</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>-</i>
Qualification to be obtained (in english)	<i>Qualification of an Accountant in accordance with the fourth level of professional qualification</i>

Places of implementation

Place name	City	Address
College of Accounting and Finance	RĪGA	LOMONOSOVA IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003

Part time studies - 2 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	3
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>General secondary education or vocational secondary education or education corresponding to the requirements of the study programme obtained previously and recognized in Latvia</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Qualification of an Accountant in accordance with the fourth level of professional qualification</i>

Places of implementation

Place name	City	Address
College of Accounting and Finance	RĪGA	LOMONOSOVA IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of College of Accountancy and Finance	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

Part time extramural studies - 2 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	3
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>General secondary education or vocational secondary education or education corresponding to the requirements of the study programme obtained previously and recognized in Latvia</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Qualification of an Accountant in accordance with the fourth level of professional qualification</i>

Places of implementation

Place name	City	Address
College of Accounting and Finance	RĪGA	LOMONOSOVA IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of College of Accountancy and Finance	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

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

In the period from 2014 to 2020, some parameters of the College study programme "Accounting and Finance" changed:

The College closed its branches in Gulbene and Ventspils, due to the existing difficulties in recruiting academic groups in the mentioned locations. The College stopped implementing the study programme in Valmiera, but in case of favourable conditions return, the College plans to continue implementation of the study programme in Valmiera, fulfilling the requirements of regulatory enactments.

Since January 1, 2019, students are admitted to the College study programme with the language of instruction in Latvian. Since 2021, the College implements the study programme only in Latvian. Students, who studied in Russian and failed to meet the requirements of the study programme at the scheduled time, the College will provide an opportunity to complete their studies in the initiated program and defend qualification papers in the respective language by June 30, 2021.

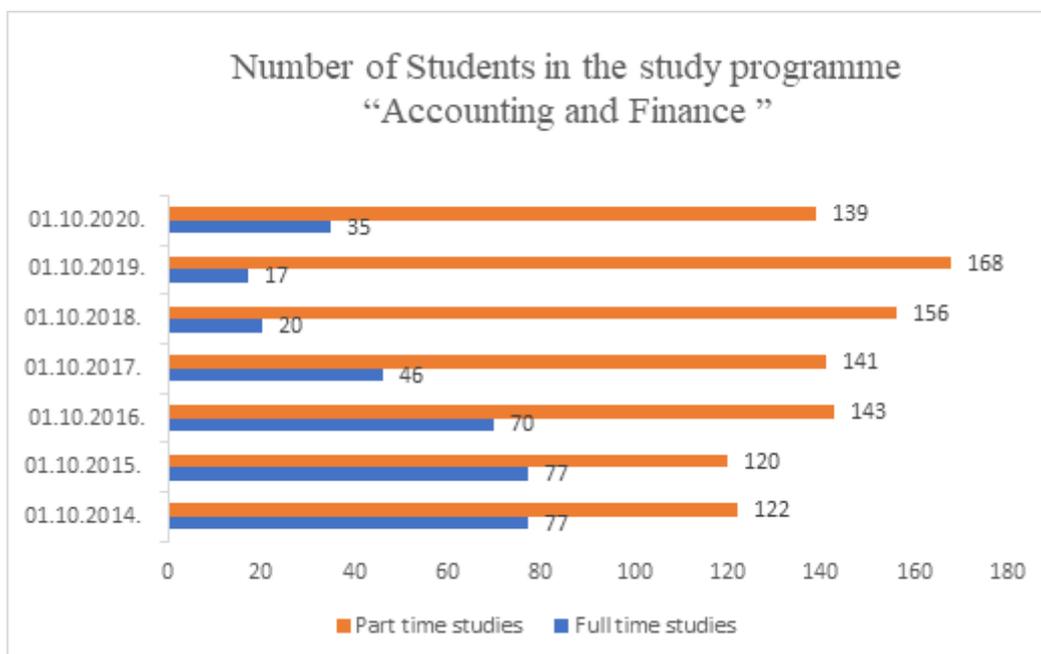
After this date, other students of groups with the Russian language after amendments to the study contract will be offered the opportunity to continue their studies in Latvian.

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.

College students are motivated to gain the necessary knowledge, skills and abilities for further independent professional work or professional growth, as well as for the continuation of studies in Bachelor's programmes, using the latest academic and practical knowledge achievements in Latvia and Europe.

Studies in the study programme take place at the expense of natural or legal persons. At the same time, the College is planning some free study places in its budget.

Information on the number of students matriculated in the first year, graduates of the study programme, as well as the dropout of students is reflected in Part III, Section 1.2 in the Annex to the chapter *Statistical data on students and graduates*. Indicators 1.2.1, 1.2.3 and 1.2.4 are presented in the Table as of 01.10.2014, which is the statistical reference point. Indicators 1.2.2, 1.2.5 and 1.2.6 in the Table show data on academic years.

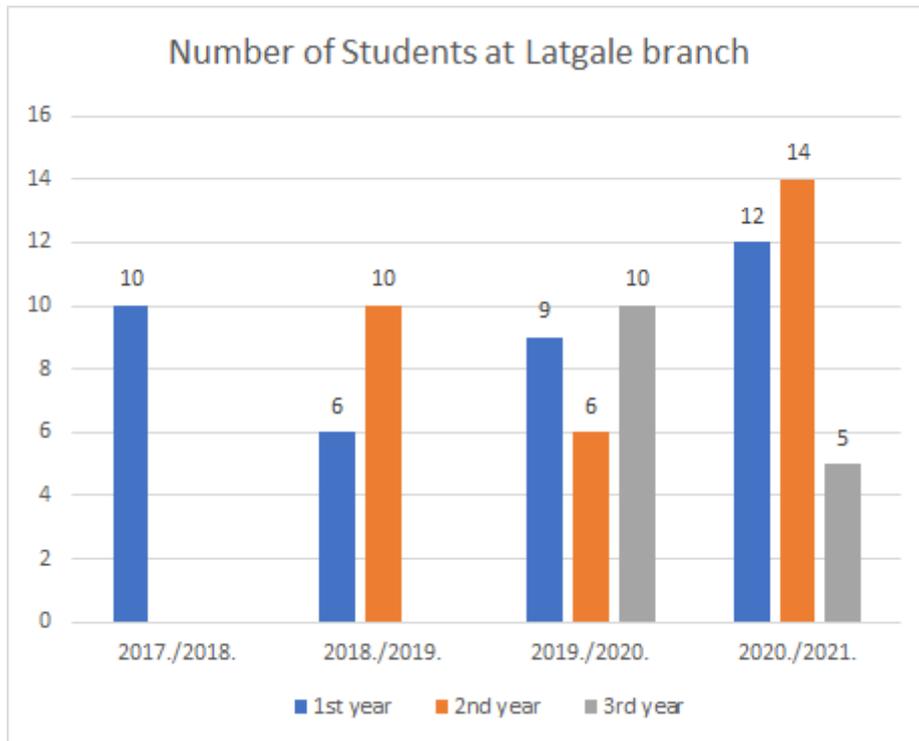


Part III, Fig. 1 *Number of students in the study programme “Accounting and Finance”*

The number of students in the study programme, starting from the 2014/2015 academic year, is almost even and has stabilised. A small increase in the number of students in the 2019/2020 academic year compared to the 2018/2019 academic year as of 1 October can also be noted as a positive factor. This leads to the conclusion that the College will be able to maintain its market position in the training of professional accountants in the local market.

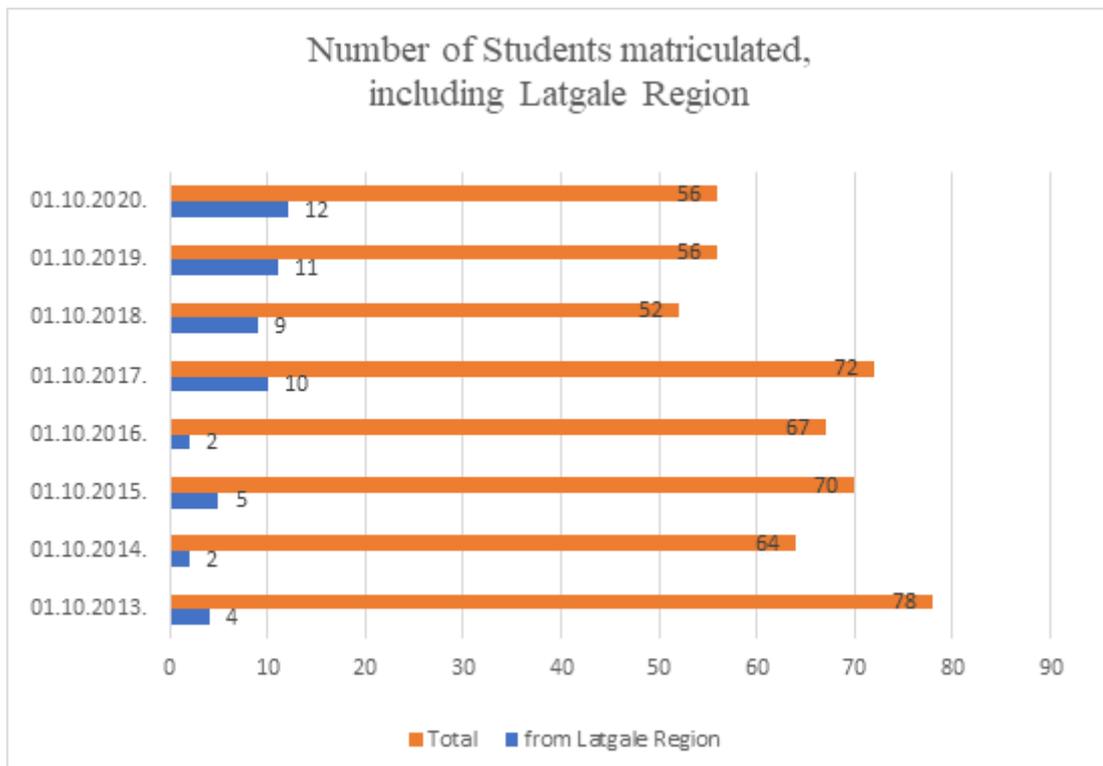
In addition, data on the number of students for the last 6 years show a decrease in full-time students in the programme, which negatively affects the total number of students in the programme. Figure 1 shows that on 1 October 2019, 185 students studied in the study programme, of which 17 or 9.2% in full-time studies and 168 or 90.8% in part-time studies. Compared to 2014/2015, the ratio of academic years between the number of full-time and part-time students has changed significantly. The number of full-time students in the programme has decreased by 29.5 percentage points.

It should be noted that the total number of students during the last three years has shown an increase in the number of students in the Latgale branch, which convinces of the need to develop the study programme in this region. College policy is generally prudent in the development of full-time study at the branch. Of the total number of students on 1 October 2019, part-time students in Latgale branch are 14.29%, see in Table 1.2.2 in the Annex *Statistics on Students and Graduates* of Part III, Section 1.2.



Part III, Fig. 2 Number of students in the study programme “Accounting and Finance” at Latgale branch

At the same time, the number of matriculated and total students by academic years in Latgale branch has been stable in the last 3 years. Students of Latgale branch demonstrate the ability to successfully fulfil the academic and financial requirements of the study programme in accordance with the official duration of the programme. The drop-out rate of students is minimal, see Table 1.2.3 of the Annex *Statistics on Students and Graduates* in Part III, Section 1.2.

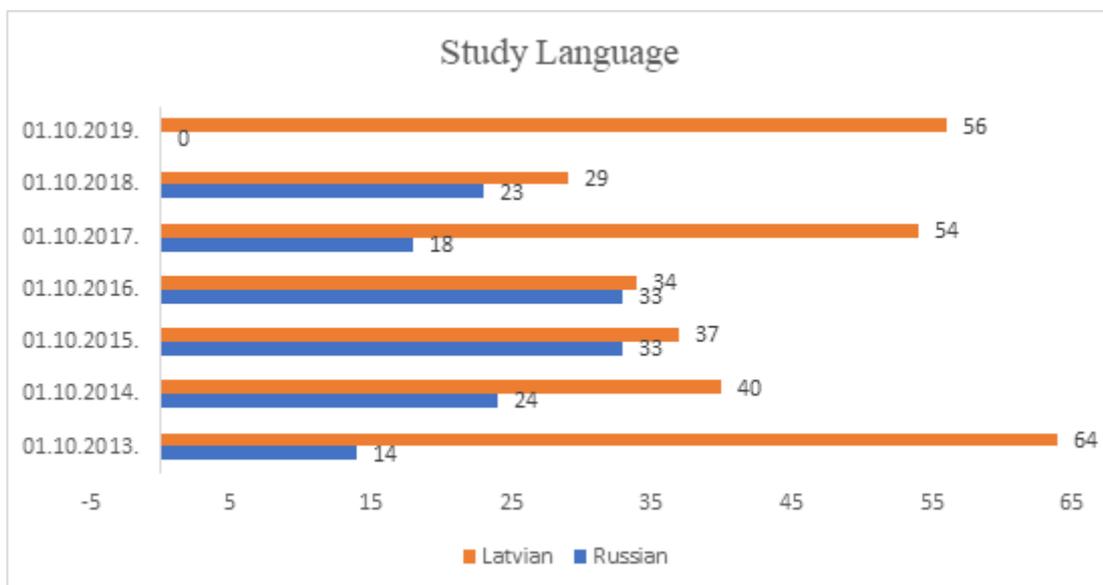


Part III, Fig. 3 Number of students matriculated, including Latgale Region

Figure 3 shows the number of matriculated students from 1 October 2013 to 1 October 2020.

The number of matriculated students varies from year to year - see Table 1.2.4 in the Annex *Statistics on Students and Graduates* in Part III, Section 1.2. The domestic macro-demographic environment is generally relatively unfavourable and there are risks to the stability of student numbers. At the same time, the solvency of Latvian households continues to improve. In the global world, information technologies are rapidly developing, which will always offer new impetus for studies. Understanding of the role of the accounting profession in economic growth is in the development cycle. It is likely that in the near future the requirements for the accountant's competencies will be increased, which in the configuration with rapid changes in regulatory enactments will encourage the working accountant to improve academic and professional education and as a result have a positive impact on the number of matriculated students in the program. There is already a slight increase in the number of matriculated students in the program as of October 1 - by 7.69% from 2019 to 2018. Starting from 2013, the number of matriculated students from Latgale region continues to increase and in 2019 their share has increased to 19.64%.

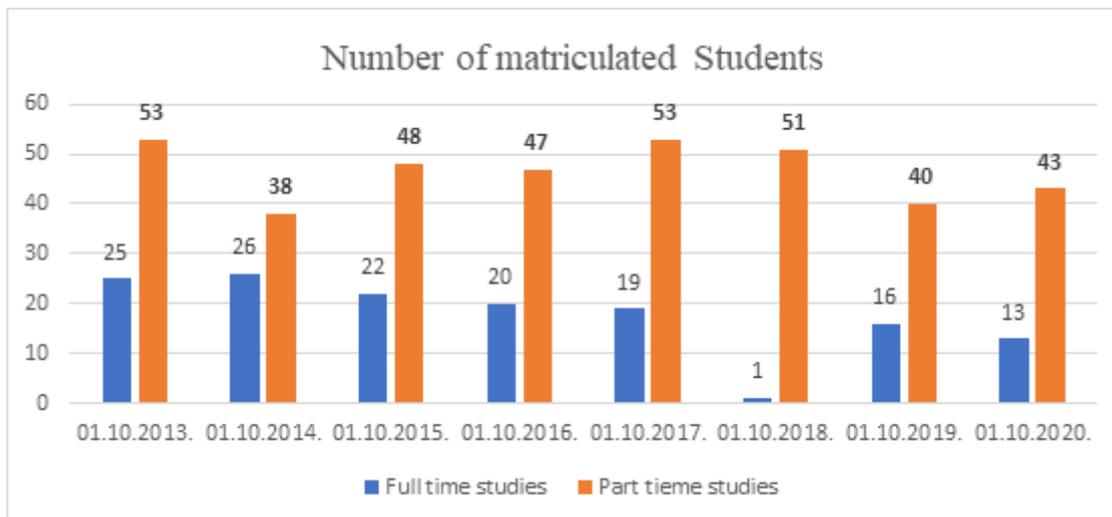
One of the positive indicators is the increase in the number of matriculated and students in the Latvian language of instruction - see Figure 4. Thus, in 2019, an increase is 1.4 times compared to 2014 - see Table 1.2.3 in the Annex *Statistics on Students and Graduates* in Part III, Section 1.2. During the reporting period, a sufficiently large proportion of students with previously acquired higher education remains. Of the total number of matriculated students in 2019, 41% in the study programme "Accounting and Finance" had tertiary education.



Part III, Fig. 4 *Study language of matriculated students*

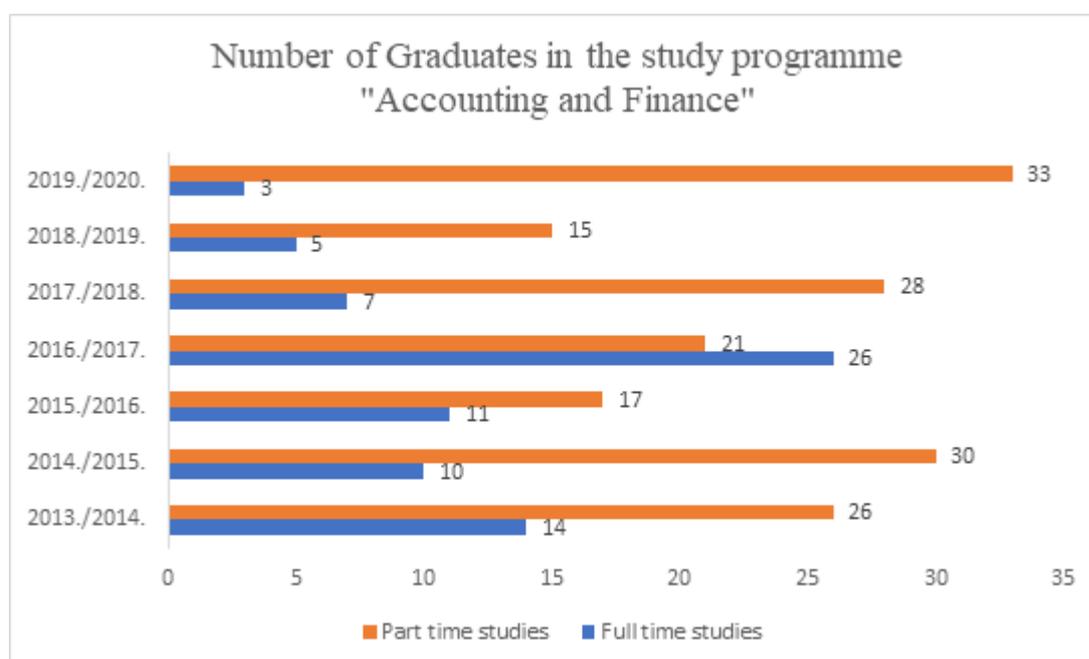
However, in general, the results of admission in 2013 have not been achieved - see Table 1.2.3 in the Annex *Statistics on Students and Graduates* in Part III, Section 1.2.

As can be seen from the data of Figure 5, the most requested type of studies is part-time studies.



Part III, Fig. 5 Number of matriculated students in the study programme "Accounting and Finance"

The indicators of the number of graduates of the study programme conclude that working students do not always manage to combine studies with work schedule and workload, especially when starting studies in full-time studies. Uncertainty about the number of graduates is also based on a short study cycle, which on the one hand is attractive and at the same time requires a great deal of self-discipline and coordination of interest priorities from the students. The migration balance of the Latvian population is still negative. Nevertheless, the changes in the number of graduates compared to the previous period and the total number of students are positive in the 2019/2020 academic year - see Table 1.2.5 of the Annex *Statistics on Students and Graduates* in Part III, Section 1.2. The number of second-year full-time students and third-year part-time students has a significant impact on the number of graduates by year.



Part III, Fig. 6 Number of graduates in the study programme "Accounting and Finance"

The number of graduates is also affected by the drop-out rate of students by years, which is described in detail in Table 1.2.6 of the Annex *Statistics on Students and Graduates* in Part III, Section 1.2. The major factors are: non-fulfilment of academic and financial obligations of the study contract (due to non-fulfilment of study and financial obligations) and students' own desire to

terminate studies due to family, health and working conditions. The dropout rate in full-time and part-time studies is similar. After 2-3 years, a small number of ex-matriculated students renew their studies with the aim to graduate from the College and obtain a 4-level professional qualification of the accountant.

Data compiled by the Central Statistical Bureau in 2020* show that at the end of 2018, 91% of the College graduates of 2017 were employed in the labour market, while the national average was 81.4%.

2017. gada absolventu nodarbinātības rādītāji 2018. gada nogalē



*https://lvportals.lv/dienaskartiba/317177-gadu-pec-augstskolas-pabeigšanas-strada-cetri-no-pieciem-absolventiem-2020?fbclid=IwAR0mIXQd9ftEFze39124J1vX8RoY1mrlwa9fXXqTndJA_gvPxKX9urwXenM

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 study program “**Accounting and Finance**” is established and implemented in accordance with the Law on Higher Education Institutions of the Republic of Latvia, the Law on Vocational Education, which regulates the content of vocational education, and the regulatory documents of the Republic of Latvia which include European and global experience in vocational higher education

and the specifics of accounting and calculation theory.

Based on the Cabinet of Ministers of the Republic of Latvia Regulations No. 141 of March 20, 2001 "On the State Standard of the First Level Professional Higher Education", Cabinet of Ministers Regulations No.322 "Regulations on the Classification of Education in Latvia" and Cabinet of Ministers Regulations No. 264 "Regulations on the Classification of Occupations, Basic Tasks and Qualifications Appropriate for the Occupation", as well as according to the 4 main goals of higher education (personality development, solving the tasks of democratic society and science development, meeting labour market requirements, ensuring sustainable development) the study programme aims, tasks and study results are formulated.

The definition of study results also takes into account the fourth level qualification, the Accounting Profession Standard, which was last updated and agreed at the meeting of the Tripartite Cooperation Subcommittee on Vocational Education and Employment on December 14, 2011 and the suggestions of the College's academic staff which were developed and submitted to specialists of the Ministry of Education and Science of the Republic of Latvia and the specialists of State Centre for Education on February 4, 2019 (see Annex 1).

The aims and tasks of the study programme are clear, achievable and verifiable and are in accordance with the goals and tasks set by the College, the formulated study results allow to form an effective evaluation system.

The content, structure, study methods and practical and creative experience of the academic staff enable the student to acquire a high level of comprehensive and professional knowledge, understanding, skills and competence to be able to perform the duties of an accountant, work in cooperation with others, plan and organise work, define and solve practical problems in their profession.

Aim of the study programme:

Prepare competitive accountants for labour market in accordance with the 4th level professional standard and first level professional higher education requirements, who are able to set up an enterprise, institution accounting system and complete accounting of financial operations, prepare accounting organisational documents and to carry out successive stages of accounting work following professional accounting ethics and regulatory requirements, prepare financial statements, calculate and analyse the indicators of financial performance of the company, manage other accounting staff as well as focus on further professional development and development of personal competence.

Tasks of the study program:

- Provide the opportunity to acquire the current knowledge, skills and competences that an accountant needs in the performance of his or her professional duties in a changing environment;
- To form and develop economic thinking and complex approach to solving accounting, economic and managing problems;
- To encourage students' skills for carrying out independent applied research and practical application of its results;
- To encourage comprehensive professional internship opportunities by developing students' generic and collaborative skills in the field;
- To develop students' respect for international accountant ethics;
- To ensure high quality methodological and technological study process;
- To orient students towards further vocational education and development of personal competence.

In the separate group 3313 of the Classification of Occupations (<https://likumi.lv/ta/id/291004-noteikumi-par-profesiju-klasifikatoru-profesijai-atbilstosiem-pamatuzdevumiem-un-kvalifikacijas-pamatprasibam>) accounting specialists, the basic qualification requirements and the tasks relevant to this group of occupations are classified.

Extract from the Classification of Occupations:

".. 447. Basic qualification requirements for the small group "331 Financial and mathematical specialists" and for the professions of the separate groups referred to in item 446 of this classification:

447.1. *knows*: theoretical basics of the assigned work, methods and techniques of analysis and synthesis, operating principles and rules of the use of technical means used in the work, sequence of execution of interrelated work processes, their rational organisation, working modes, cost formation of products, services and other activities, field terminology, sector-specific legislation and standards, labour and environmental regulatory requirements, employment legal relationship rules, basic principles of professional ethics, and codes of conduct;

447.2. *can*: to apply and continuously improve theoretical knowledge in practice, to use information technologies, to self-educate, to develop professional skills and abilities;

447.3. *responsible for*: the results of his/her professional activities, the progress and results of the assigned work, the decisions he/she has made, the tools and objects entrusted to him/her, the safety of other persons involved in his/her activities, compliance with labour protection instructions and work discipline;

447.4. *education*: higher education or vocational secondary education.

...

"3313 Accounting specialists"

452. Employees of separate group "3313 Accounting Specialists" carry out full accounting of financial operations in companies and check the correctness of document processing, monitor the state of bank's financial resources, ensure accounting of foreign exchange transactions, perform all types of document settlements in international trade.

453. **Occupations of the separate group "3313 Accounting specialists" and corresponding basic tasks:**

- keep a complete record of the company's financial operations under the guidance of accounting experts; ensure collection, processing and calculation of financial information; to analyse the financial performance of the company; prepare financial statements and tax returns; to compile, plan and control the distribution of financial resources; to make proposals for improving the financial performance of the company; keep a complete record of the company's financial operations; to control the accounting operations of currency transactions, to make documentary settlements in international trade; to verify cash payments, receipts and the correctness of documentation for other financial transactions; list long term investments and stocks, list mandates and creditors; control and calculate pay; prepare financial statements; advise accountants on the use of the accounting program; Provide general information to existing and potential clients; maintain deposit and current accounts; to execute cash operations and simple currency operations; to keep records of financial operations; to perform payment and securities settlement operations related to foreign reserve management transactions, monetary policy transactions, as well as servicing of customer transactions; ensure the circulation of information with correspondent banks and other banks; record and verify documentation of payment and transaction confirmations; to perform accounting and control of transactions of foreign correspondent accounts; to perform settlements and functions of a government financial agent in servicing government funds, to prepare reports on servicing government funds.

No.	Name of the profession	Profession code
453.1.	ACCOUNTANT (<i>fourth level qualification</i>)	3313 01
453.2.	Currency transaction ACCOUNTANT	3313 02
453.3.	Securities ACCOUNTANT	3313 03
453.4.	Currency operations ACCOUNTANT	3313 04
453.5.	Financial SPECIALIST	3313 07

..”

QUALIFICATION CRITERIA FOR ACCOUNTANT

Profession	Accountant	Basic requirements of profession and education
Classification of professions	3313 01	Carry out complete accounting of company financial operations under the guidance of accounting experts; ensure collection, processing and calculation of financial information; to analyse the financial performance of the company; prepare financial statements and tax returns; to compile, plan and control the distribution of financial resources; to make proposals for improving the financial performance of the company; keep a complete record of the company's financial operations; to control the accounting operations of currency transactions, to make documentary settlements in international trade; to verify cash payments, receipts and the correctness of documentation for other financial transactions; list long term investments and stocks, list mandates and creditors; control and calculate pay; prepare financial statements; advise accountants on the use of the accounting program; record and verify payment and transaction confirmation documentation. https://likumi.lv/ta/id/291004-noteikumi-par-profesiju-klasifikatoru-profesijai-atbilstosiem-pamatuzdevumiem-un-kvalifikacijas-pamatprasibam
Profession standard	4th level of qualification	Theoretical and practical training to enable the execution of complex executive jobs as well as the organisation and management of other professionals. The accountant performs a complete record of the company's financial operations; ensure timely collection, processing and calculation of financial information; analyse financial performance of the company; prepares financial statements and tax returns; collect, plan and control the distribution of financial resources; develops proposals to improve the financial performance of the company; ensure compliance with the laws and regulations of the Republic of Latvia and international legal norms in the field of accounting; organise and manage other employees. https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0071.pdf

Profession	Accountant	Basic requirements of profession and education
Education qualification	5. LKI and EKI level	<p>First-level professional higher education (fourth-level professional qualification), to be completed after completion of general or vocational secondary education. Duration of full-time studies is two to three years.</p> <p>The graduate is able to demonstrate a comprehensive and specialised knowledge and understanding of the facts, theories, regularities, and technologies appropriate to the professional field.</p> <p>Able to carry out practical tasks in the profession based on an analytical approach, demonstrate skills enabling creative solutions to professional problems, discuss and reasonably discuss practical issues and solutions within the profession with colleagues, clients and management; competencies.</p> <p>Ability to evaluate and improve one's own and others' activities, work in collaboration with others, plan and organize work to accomplish specific tasks in one's profession, perform or monitor work activities that are subject to unpredictable changes.</p> <p>Students are able to formulate, describe and analyse practical problems in their profession, to select the necessary information and use it for solving well-defined problems, to participate in the development of the respective professional field, to show understanding of the profession in a wider social context.</p> <p>https://likumi.lv/doc.php?id=291524</p>
Educational requirements	1st level professional higher education	<p>The diploma of the first level professional higher education, which also confirms the acquired fourth level of professional qualification, is awarded to the student who has completed the program and passed the qualification examination. Qualification exam, which is graded on a 10-point scale and includes the defense of a qualification paper.</p> <p>https://likumi.lv/ta/id/6397-noteikumi-par-pirma-limena-profesionalas-augstakas-izglitiba-valsts-standartu</p>
Law on Accounting	In an enterprise, bookkeeping is done by a person competent in accounting matters - an accountant or an outsourced accountant	<p>All business transactions of the company, as well as any fact or event that causes changes in the state of the assets of the company (hereinafter - business transactions) shall be accounted for in accounting. Accounting shall be such as to enable a third party qualified in accounting to have a true and fair view of the financial position of the enterprise at the balance sheet date, of its results, of its cash flow for a specified period and of establishing and tracking the beginning of each economic transaction.</p> <p>Accountant is an individual whose qualifications correspond to the fourth or third level qualification of an accountant specified by the Cabinet of Ministers and whose competence is evidenced by a relevant education document (diploma or certificate), as well as an individual whose competence in relevant accounting matters responsibilities.</p> <p>https://likumi.lv/ta/id/66460-par-gramatvedibu</p>

The task of the study program “Accounting and Finance” is to provide the accounting profession with the appropriate knowledge, skills and competences for stable professional activities in the Latvian labour market and growth, as well as for further studies in professional bachelor study programs. Knowledge, skills and competences are acquired through the development of basic studies.

Expected results of the study program:

Knowledge: knows and understands the importance of theoretical knowledge in economics, business management, public and private finance, mathematics and statistics, foreign languages, auditing and law in higher education; methods of research work; peculiarities of sectoral accounting; can show the effect of economic regularity on business development.

Skills: can apply knowledge gained in theoretical studies in practical work; plan and organise the organization of accounting work; apply external regulatory enactments to develop and update internal accounting regulatory enactments; keep a complete record of business transactions based on general accounting principles and comply with regulatory requirements; calculate taxes for financial accounting and tax purposes; use IT for preparing accounting documents and statistical reports, as well as for filing tax returns; prepare financial statements and interpret economic and financial performance indicators; to use accounting terminology in English; evaluate the work of other accountants and provide consultations for its improvement; develop communicative skills.

Competences: able to use independently the knowledge gained in studies; in a responsible way analytically substantiate and solve accounting problems in their organisation; evaluate recent trends in accounting, tax legislation; to take responsibility; develop cooperation with colleagues, clients, public institutions; purposefully improve the development of one's personality, social and professional competence; to create a positive image of their profession in society.

During the study process, students progress from one level to the next, gradually acquiring the necessary knowledge, skills and competences. Each study course description includes defined learning outcomes to be achieved. This approach serves the interests of employers - as there is a

clear ability to perform certain tasks.

With clearly formulated learning outcomes in each study year students also have greater opportunities to engage in discussions about the future development of the study program and the relevance of the study courses to the proposed learning outcomes.

The usefulness and volume of the study courses included in the study program is evaluated at the meetings of the program council, considering the contribution of the subject to the achievement of the overall study results of the program. Expected learning results are oriented towards the outcomes expected from the majority of students, but not minimum or maximum standards. This means that the study program is designed to ensure the achievement of general and occupational learning results.

The College's Quality System operates to assess quality with a goal to determine whether and to what extent the study programme is achieving its objectives.

Requirements when starting the study program

The target group of the study programme is persons with secondary education, secondary vocational education or higher education in another field.

The criteria for student selection are set out in the Student Admission Rules, which are published on the College's website. Student enrollment regulations in the academic year 2020/2021 are available at: https://koledza.lv/download/dokumenti/Uzn_noteikumi_20_21.pdf

The level of knowledge and motivation of the applicants to study in the given study programme is evaluated by the Admissions Committee, in mutual discussions with each individual.

Applicants must have passed a centralised examination in foreign language and mathematics if they have completed their secondary education after year 2004.

Applicants are entitled to full information on admission rules, admission procedures and admission procedures at the College. This information can be obtained from the Admissions Commission in Riga and other branches. Information on admission rules and admission procedures is available on the College's website: <https://koledza.lv/index.php/lv/uznemsana>

Starting from 2011, you can apply for studies electronically on the College's website: <https://koledza.lv/index.php/lv/uznemsana/pieteikuma-anketa>

Applicants with work experience in accounting are offered part-time studies as well as evening and e-studies. Full-time students are mainly matriculated persons without prior knowledge in accounting.

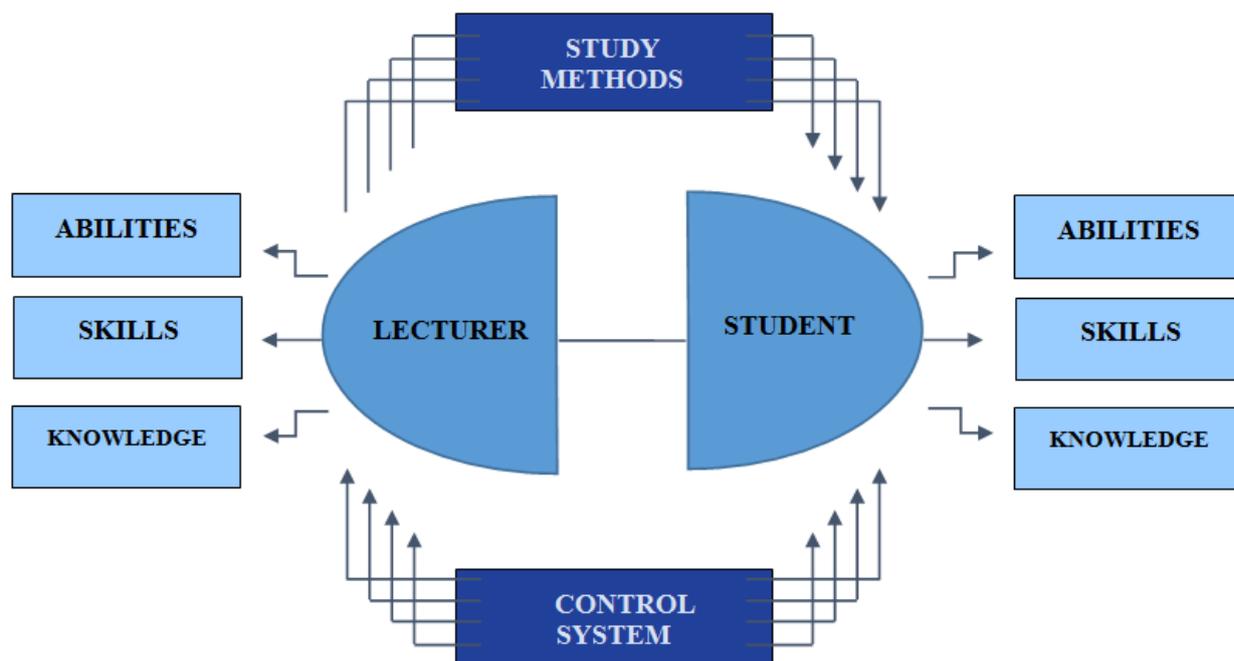
The College offers special regulations for students in their later years of study in accordance with the College's "Regulations on the Procedure for Recognition of Learning Results Achieved in Previous Education Outside of Study Programmes or in Professional Experience", for graduates of secondary vocational institutions for graduates in accounting or business field, and for students from Latvian regions.

Regulations on the recognition of learning results achieved in previous education outside study programmes or professional experience have been elaborated in accordance with the Law on Higher Education Institutions, Cabinet Regulation No. 932 of November 16, 2004 "Procedure for Starting Studies in Later Stages of Studies", and Cabinet Regulation No. 505 of August 14, 2018 "Rules for the Recognition of Competences Outside Formal Education or Professional Experience and Learning Results Achieved in Prior Education".

The aims, tasks and study results of the study programme correspond to the strategic goals and

objectives of the study field “Economics”, they are oriented towards the preparation and development of qualified specialists, taking into account students', employers' and professional organisations' viewpoint, public interests and guidelines for the process of creating a single European learning area.

The title of the study program, the professional qualification to be obtained, the objectives, tasks, learning outcomes and admission requirements are interrelated and relevant.



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 College study programme “Accounting and Finance” (hereinafter - the Study programme) provides an opportunity to acquire the necessary knowledge and skills, and transform them into competences, for the performance of the basic tasks and work duties of the accountant’s professional activity.

The competitive advantage of the study programme is determined by a graduate who has in-depth practical knowledge in financial, management and tax accounting and is able to perform a

complete accounting of financial operations of an enterprise in various sectors of the economy, and to ensure the requirements of an enterprise to organization of accounting work and efficient management of financial resources.

The Study programme provides the appropriate knowledge, skills and competences for the accountant's profession, Code 3313 01 in the Classification of Occupations, for stable professional activity and growth in the Latvian labor market.

The Study programme meets the requirements of the fourth professional qualification level (4th PQL) of an accountant. The professional standard of an accountant (fourth level qualification) was agreed on 14 December 2011 in the Tripartite Cooperation Sub-Council for Vocational Education and Employment.

The goals, objectives and expected study results of the Study programme correspond to the knowledge, skills and competences of the fifth level of the European Qualifications Framework specified in the Latvian Education Classification.

The content and structure of the Study programme, admission requirements and requirements for obtaining credit points, correspond to the State standard of the first level professional higher education and allow further studies in professional bachelor's study programmes.

Successful acquisition of the Study programme gives the right to work as a professional accountant, implementing accounting procedures of an undertaking and providing accountant's services to clients in accordance with the requirements of the LR Law "On Accounting".

Descriptions of study courses of the study programme "Accounting and Finance" are summarized in Appendix of the self-evaluation report.

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

The study programme provides professional higher education according to professional qualification of the 4th level, which corresponds to the 5th level of Latvian Qualifications Framework, i.e. theoretical and practical training that provides opportunity to obtain the qualification of an accountant.

According to the state standard of the first level professional higher education, the volume of the study program is 80 credit points (CP) or 120 ECTS and its components are reflected in Part III, Table 1.

Part III, Table 1.

Study Programme Structure

Study programme structure	Credit points (CP)	ECTS	%
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Study courses	General education study courses	Compulsory study courses	18	27	22, 5
		Optional study courses	2	3	2,5
		Total:	20	30	25
	Professional sector study courses	Compulsory study courses	30	45	37, 5
		Optional study courses	6	9	7, 5
		Total:	36	54	45
Qualification practice			16	24	20
Qualification paper			8	12	10
Total in the study programme:			80	120	100

The structure of the study programme determines the parts of the study programme plan, which corresponds to the aim and tasks of the study programme.

The academic year divides into 2 semesters. Lesson planning takes place according to the study process schedule. The logical sequence of study courses acquisition in full-time and part-time forms of study and forms of assessment are reflected in the appendix to Part III, Section 2.5. *Study programme plans*.

The comparison of the study courses of the study programme according to the knowledge, skills and competencies included in the Professional Standard of the Accountant PS 0071 of December 14, 2011 is reflected in the appendix to Part III, Annex *Study programme compliance with the Professional standard*. The Professional standard is available only in Latvian.

Professional standard: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0071.pdf>

Expected results of the study programme and evaluation system for an **accountant**

Expected results	Evaluation system
<p><i>Acquired general skills in the field:</i></p> <ul style="list-style-type: none"> · to prepare the documents of the accounting organization; · to register economic transactions in appropriate primary documents; · to systematize and group transactions; · to select or create analytical accounting registers corresponding to accounting objects; · to compare the amounts of analytical accounting with the data of synthetic accounting; · to choose a computer program corresponding to the corporate accounting; · to be able to trace transactions from their presentation in accounting documents to the financial statements; · to be able to perform financial analysis and interpret changes in indicators; · to ensure data protection and confidentiality; · to record economic transactions in chronological and systematic accounting registers; · to measure economic transactions in monetary units; · to prepare reports of operational management, finance and statistics; · to prepare tax declarations; · to be proficient in application of the Republic of Latvia normative acts and laws in one's professional work; · to produce content reports; · to find and analyze the necessary information. 	<p>Within the study courses, organization of discussions, seminars, practical progress checks, incl. by application of accounting computer programs. Assessment of students' knowledge (exams and tests, defense of papers and projects). Course paper / project. Report on the fulfilment of integrated practical assignment. Practice overview. Feedback from the supervisors at the place of practice.</p>
<p><i>Acquired specific professional skills in accountancy:</i></p> <ul style="list-style-type: none"> · ability to apply specific Republic of Latvia regulatory enactments and international accounting standards in the performance of accountant's work duties; · ability to set up an accounting system and prepare accounting documents; · ability to register economic transactions and perform their inspection; · ability to calculate taxes and keep records of tax settlements; · ability to calculate the salary; · to recognize current assets and control them; · to account for equity, provisions and liabilities; · to make an inventory of balance sheet items; · to prepare the corporate annual report; · to perform management accounting; · to perform statistical reports; · to represent the organization in financial and control institutions. 	<p>Practical solution and analysis of problem situations. Project development and evaluation. Presentation of research results. Interpretation of business data using IT technologies. Participation of students in scientific and research activities: conferences, projects of international level, publications, etc. Practice reports. Qualification paper / project. Feedback from the supervisors at the place of practice. Employer surveys. Graduate surveys.</p>

Expected results	Evaluation system
<p><i>Developed or improved general skills:</i></p> <ul style="list-style-type: none"> · to observe the principles of professional ethics; · to independently plan the performance of one's professional duties within a certain term; · to perform professional duties independently; · to organize and manage other employees; · to be able to work in a team and cooperate with representatives of other professions; · to be able to solve problem situations; · to be proficient in working with modern information technologies; · to express one's opinion in a reasoned manner; · be able to communicate in at least one foreign language; · to comply with occupational safety and hygiene requirements. 	<p>Students' independent works. Organization within the study courses of discussions, seminars, group practical work and projects. Discussion of thematic tours, overviews and reports. Participation of students in guest lecturer seminars. Assessment of students' knowledge (exams and tests). Surveys of employers and graduates.</p>
<p>The acquired education and professional qualification provide an opportunity to build a successful career in the chosen professional field and contribute to the development of the country.</p>	<p>Employment of graduates in the profession. Graduate surveys. Employer surveys.</p>
<p>Graduates are ready to continue their studies in the 2nd level higher education programmes.</p>	<p>The number of graduates who continue education in the 2nd level higher education programmes, the number of graduates of these programmes.</p>

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

The content of the study programme consists of general education and professional study courses, optional study courses, term paper, qualification practice, written qualification exam, elaboration and defense of a qualification paper. Individual study work and creative group work envisage such study methods as lectures, practical classes, seminars, study tours, exchange of experience, progress checks, video material, situational model demonstrations, self-study, instructive conversations, dialogue and discussions, project development, problem situation analysis, report presentations, consultations, practical work with accounting data entry computer programs, practice, course and qualification papers / projects. When these ways of studies interact, thinking, cognitive and decision-making skills develop, integrating information and knowledge in the course of searching for solutions. In the study process itself lecturers widely use visual aids and handouts,

multimedia technical devices and whiteboards.

The College Moodle e-system has the integrated BigBlueButton program, which provides high-quality online studies in video and audio mode with Microsoft Office and OpenOffice document and PDF image presentation from both the side of a lecturer and from the side of a student. The college also has a Zoom Cloud platform to simultaneously provide video conferencing for a large number of participants.

The College academic staff operatively acquired and improved their skills in the use of digital technologies in the study process. The College lecturers constantly increase their professional and pedagogical skills in order to choose a more effective combination of diverse study methods in accordance with the objectives of the study course and the expected study results. The results of the students' surveys on the study methods used by the lecturers are positive.

Every month, the lecturers plan individual face-to-face or online consultations, and students have the opportunity to communicate with their lecturers electronically.

At the end of the study course applying various study forms and methods, the students pass tests and exams organized in writing or in the form of presentations and discussions.

The distribution of tests / exams planned in the study program by semesters is shown in Part II, Table 2.

Part II, Table 2

Number of examinations planned in the study program

Form of control	Number				Total
	1st study year		2nd study year		
	1st semester	2nd semester	3rd semester	4th semester	
Exam; OEWP	5	5	4	1	15
Differentiated test	4	2	4		10
Test	2		1		3
Course paper (defense)			1		1

Practical training (defense)		1 (le)		1	2
Qualification paper (defense)				1	1
Total:	11	8	10	3	32

During the study process not less than 50% of all study courses are implemented in practice oriented way, which is provided for in the programs of the study courses. However, in order to ensure acquisition of professional skills in the acquired qualification, and in accordance with the state education standard of the first level professional higher education, qualification training is provided for after successful completion of all study courses.

Each study group opens its own e-mail box through which students may send questions to lecturers, receive answers and additional explanatory materials for studies.

The College students have all opportunities to acquire knowledge, develop intellectual abilities and specific professional skills, as well as the ability to study independently and to acquire skills of working with modern IT technologies, which all together ensures the achievement of the goals of the study courses and of the study programme in a positive and student-oriented learning environment.

Great attention in the implementation of the program is paid to the integration of practical and theoretical knowledge in practice; therefore the practical training course implemented in the program plays an important role.

The student who has mastered the study program and obtained the necessary assessment of knowledge and skills in all study courses and practical training, defended the qualification practice and passed the final examination - professional qualification exam - receives the diploma of the first level professional higher education.

The study programme ensures the acquisition of knowledge, skills and competence specified in the standard of the accounting profession, on which the study results are based.

Recording of the College video lesson is enclosed.

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.

Acquisition of professional qualification determines **the goal of practical training**, which is to

reinforce and supplement theoretical knowledge of students, provide them with practical skills and competences appropriate for the study programme, which will allow students to perform basic tasks of the accountant's professional activity, collect necessary information for elaboration of the qualification paper and conduct research work.

In the course of practice the student:

- obtains a systematized understanding of the types of accountancy work organization and accountant's duties;
- acquires practical working skills in drawing up and processing accounting documents, calculating taxes and drawing up declarations , in preparation and evaluation of financial statements;
- participates in valuation of material values;
- gains experience in application of computerized accounting software;
- develops the ability to think creatively and rely on own initiative;
- facilitates the ability to carry out the accountant's duties in an accurate and qualified manner;
- develops the ability to formulate a problem and synthesize suggestions for improving organization of accounting work;
- gains the experience in assessing and describing the compliance of the work process with regulatory requirements in a particular organization;
- develops teamwork skills;
- gains the experience to provide independent analysis of information and process it for the use by others;
- acquires the skills to use modern applied technologies;
- gets acquainted with modern methods of work organization;
- reinforces the knowledge of regulatory enactments governing the accountant's work;
- collects information and materials for writing the qualification work and develops skills for carrying out applied research.

The practice report is a document produced by the College student who completed practical training in accordance with the study programme. In case of failure to submit the practice report students will not be credited for practice. Students can get acquainted with the samples of practice reports at the College.

The report shall be drawn up in accordance with the programme of practical training. In there, the author of the report presents all the points of the practice program in sequence and analyzes the accomplished work. Particular attention is paid to the description of what has been done and what has been learned in the period of practice. At the end of the report (before the appendices) conclusions are drawn on the main outcomes learned during practice and suggestions for the management of the company that provided the place of practice. Appendices must be accompanied by completed authentic documents or their copies according to each theme of the practice program. The report may not consist solely or predominantly of copies of relevant documents. It is advised to attach the copies to the practice report as appendices.

The practice report should be at least 25-35 pages long.

The layout and execution of the report must conform to the generally accepted rules for the processing and composition of research work.

The defense of practice takes place according to the study schedule and lecture timetable. The defense of practice report is accepted and the practice evaluation is conducted by a commission approved by order of the College Director. The commission shall consist of at least two lecturers,

one of whom shall be the practice supervisor. The procedure of practice defense starts with the student presenting his/ her report, no longer than 10 minutes, using PowerPoint presentation materials. In the process of the defense, the student must substantiate the purpose and tasks of practical training, summarize the content of the report, appendices and results obtained, present conclusions and suggestions. When presenting at the defense, the student may answer the questions of the practice supervisor. After the student's presentation, the commission members may ask the student questions about the topics of the practice program and certain accounting documents.

Practical training is evaluated by a grade (according to the 10 point grading system) taking into account evaluations given by the practice supervisors on the side of the company practice placement provider and on the side of the College lecturer, and the quality of student's presentation at the defense, see Refer to Part II, Section 1.6.

The practice program is enclosed in Part III Annex *Content of Practice*.

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

The final examination of the study programme is a qualification exam, which consists of two parts - written part of qualification exam (40%) and elaboration and defense of the qualification paper (60%).

The final written exam includes theoretical questions and tasks in 3 modules:

Module I - Financial Accounting (provides 80% of the total evaluation);

Module II - LR Taxes and Fees (provides 10% of the total evaluation);

Module III - Fundamentals of Financial Management (provides 10% of the total evaluation).

A sample of the qualification written exam (Qualification exam test work) is enclosed (see Supplement 2.5.1).

The requirements for the written part of the qualification exam, the procedure and evaluation of students' knowledge are regulated by the College internal instruction and are organized by the study program manager.

Upon completion of the study programme, students develop and defend a qualification paper. In the qualification paper the student examines, analyzes, and solves the accounting, tax, and financial issues of a company, demonstrating his / her ability to apply the knowledge and skills acquired at the College in a professional manner.

The College encourages research work in pre-defined areas of research in which the College academic staff is also involved. The themes of qualification papers are comprehensively and closely related to the respective study courses and research directions of the academic staff (see Tables 2.5.1 and 2.5.2).

The list of topics for qualification papers consists of more than 130 items on accounting work organization and business accounting, financial performance analysis, tax issues, the role of management accounting in business development, etc. See table 1.11.2.

Main directions of research are:

1. Problems of accounting theory and accounting practice in Latvia.
2. Tax recommendations for small and medium business in Latvia.
3. Analysis of financial reports of a capital company for the development of economic activities.

Considering the topics, one can conclude that the qualification papers cover aspects of economics and entrepreneurship.

The College management believes that in the future it would be desirable to focus on the labor market research in relation to the accountancy profession:

- number of working accountants;
- the current level of education and qualification of accountants;
- real requirements of the labor market for specific levels of professional qualification of accountants, etc.

The elaboration and defense of qualification papers shall be carried out according to the Methodological Guidelines for the Development and Defense of Course Papers and Qualification Papers: (<https://www.koledza.lv/index.php/lv/studentiem/dokumenti>)

The lecturers supervise the students' scientific research work that should correspond to their own research directions.

In order to achieve the expected study results, the study programme director offers a schedule for elaboration and defense of qualification papers and defines work stages and deadlines, which allows students to arrange consultations with their scientific supervisors and conduct research in a timely manner. Prior to the defense of the qualification paper, the supervisors organize a preliminary defense.

The qualification papers evaluation committee includes employers who participate in evaluating students' knowledge and competence, cognitive abilities, abilities to present information and demonstrate skills of application the acquired knowledge to real life situations.

Defended qualification papers are evaluated according to the following evaluation criteria:

- the quality of systematization and compilation of theoretical and practical knowledge and information gained during practice;
- self-dependent use of study and specialized literature, legal regulatory documents, means of mass media for information acquisition according to the theme of the qualification paper;
- ability to solve a researched problem;
- analysis of current business and practical problems, formulation of recommendations;
- compliance of the qualification paper with the requirements of the College;
- qualification paper presentation skills and pertinent defense skills.

The conformity of the students' knowledge with the chosen qualification is evaluated by the final qualification exam committee, one half of which should consist of the employers. The final exam is evaluated in 10-point grading system.

Evaluations of qualification papers in the final exam tend to be higher compared to the results of the written qualification exam. In study year 2018/2019 evaluations of the study program qualification exam were - 7 (good).

In the period from February of academic year 2013/2014 to February 2019/2020, 242 qualifications were defended in this study programme.

The College keeps the collection of student's research papers in the electronic form at https://www.koledza.lv/download/biblioteka/Studentu_krajums_2020.pdf) where the student's best qualification papers are published. The published qualification papers contain analyses of the problems and specific features of accounting in different companies according to the LR legislation and regulations of the Cabinet of Ministers. They include the results of the applied research on financial accounting of real companies, taxation system and analysis of financial ratios. Each work reflects the author's interest to grow in the professional field stimulated by the experience gained in practice training in the company as an object of research. The qualification papers contain investigations of financial flows, accounts receivable and payable, valuation of fixed assets, accounting of income and expenses, recognition of tax payments in the accounting system of companies, accounting and calculation of state social insurance contributions, and other objects of accounting.

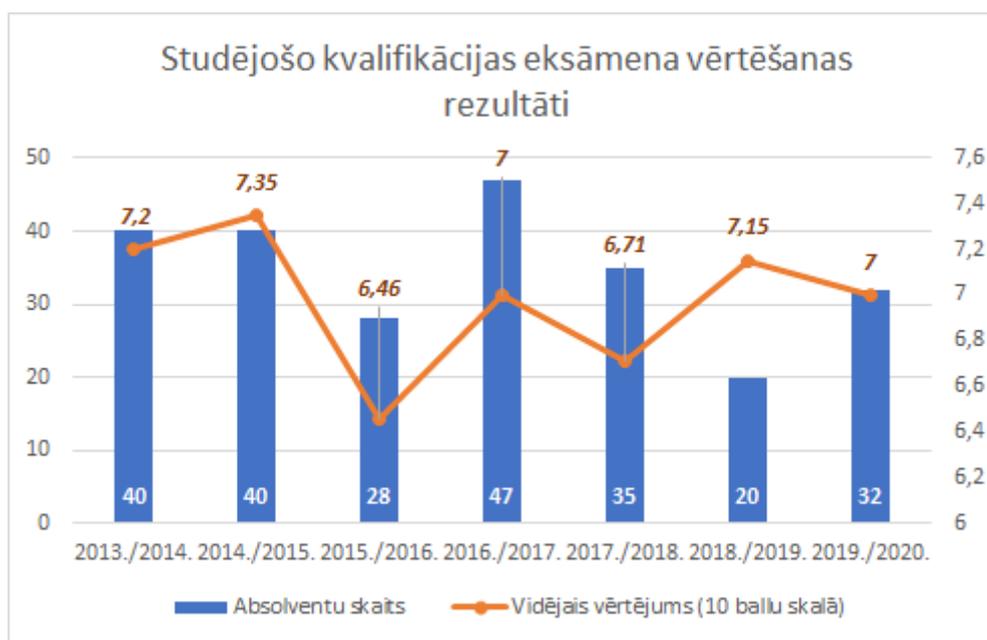


Figure 2.5.1 Results of qualification papers defense

Average grade for qualification paper defense in 2013/2014 academic year was 7.2, which is slightly higher compared to 2019/2020 academic year - 7.0 (see Figure 2.5.1).

Part II, Table 17

Qualification papers / project themes

N	Graduates qualification papers theme
Financial Accounting	
1.	Annual Report compilation at "GOLF ESTATE INTERNATIONAL", ltd.
2.	Construction contractor's revenue and expense accounting
3.	Features of fixed assets accounting and calculation of depreciation on farms "AULI" un "BRAKI"
4.	Equity accounting and analysis at JSC "Rigas piena kombinats"

N	Graduates qualification papers theme
5.	Accounts receivable and their presentation in the company accounting at "R GRUPA", Ltd.
6.	Revenue and expense accounting in a construction company in Latvia and the Aland Islands
7.	Investigation of trade receivables in three economically equivalent, non-competitive companies
8.	Recognition of company liquidation in accounting
9.	Accounting of receivables and payables in company "A", account settlement efficiency analysis
10.	Accounting of account receivables and credit policy in account settlements with buyers and customers at "KONSTANTA TVIS", Ltd.
11.	Cash flow statement compilation at "MEDICINAS CENTRS ELITE", Ltd.
12.	Fixed assets accounting and depreciation calculation for financial accounting and tax purposes on farms
13.	Accounts receivable accounting and control at company "X"
14.	Current problems in the valuation and accounting of biological assets
15.	Accounting of work and rest time and calculation of wages
16.	Accounting in a simple entry system for self-employed persons
17.	Comparison of the procedures for preparation of annual reports of the company "KODOLI", Ltd. and the association "CERIBU CENTRS"
18.	Accounting of personal payment costs at "TELE2 SHARED SERVICE CENTER", Ltd.
19.	Inventory accounting, evaluation and efficiency of use at "PROZERPINA", Ltd.
20.	Features of inventory accounting and related problems in the production process of the company "VEGA STIVIDORS", Ltd.
21.	Valuation, control and accounting of the company "EKO Reverss" inventories as a component of current assets
22.	Accounting and sistematization of the fixed assets in the company "KREISS" Ltd., the efficiency of applied method of depreciation
23.	Problems and solutions in fixed assets accounting of Koceni district council parishes before and after local government reforms
24.	Cash accounting, control and analysis in the company "ART DEPARTMENT", Ltd.

N	Graduates qualification papers theme
25.	Accounting and management of doubtful and bad debts in "JELGAVAS KOMUNALIE PAKALPOJUMI", Ltd.
26.	Forest plantation and forest land inventory analysis at "NESY FORESTRY", Ltd.
27.	Inventory, procedure for establishment and reflection in the company "L", Ltd. accounting
28.	Financial report of the company in liquidation
29.	Accounting and analysis of revenues and expenses in the society "RADOSO DOMU UN DARBU CENTRS "SVETELIS""
Tax accounting	
30.	Comparison of taxes payable by an employee and by a performer of economic activity when doing equal work
31.	State social insurance problems in the conditions of economic crisis
32.	Simple entry accounting and taxes on the farm "LIDUMNIEKI"
33.	Corporate income tax, its processing in the State Revenue Service and analysis of the most common mistakes
34.	Value added tax and features of its application in house management
35.	Value added tax, its calculation and accounting in a woodprocessing company
36.	Value added tax calculation and accounting at "SKINEST LATVIJA", Ltd.
37.	Application of taxes in transactions with buyers and customers in the company "NAMU SERVISS", Ltd
38.	State social insurance contributions, their accounting and the effect of changes on the social budget
39.	Impact of taxes on the operation of company "X".
40.	Wage accounting organization in state budget institutions and commercial firms
41.	Value added tax, its application and calculation procedure at "OFTALMOLOGIJAS SABIEDRIBA", Ltd.
42.	The impact of taxes on the choice of the legal form of a company
Management accounting, financial management	
43.	Finished product accounting organization, profitability and circulation analysis

N	Graduates qualification papers theme
44.	Cost accounting and pork cost calculation in the company "N", ltd.
45.	The financial strategy and implementation in the company "SETS", ltd.
46.	The analysis of the company "UDENS", ltd. economic activity
47.	"DONA", ltd. financial report and analysis of financial activities
48.	Shopping centre investment project: evaluation and accounting
49.	EU structural funds acquisition for the Institute of Solid State Physics

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.

In order to evaluate the effectiveness of the study program, to provide the lecturers with information that would help to improve the implementation of the study courses and the quality of the study process, according to the Quality Manual, the College conducts regular questionnaire surveys on programs, administration work, organization of the study process, and written interviews of graduates and employers. Following the recommendations of the respondents, the College staff improves the study process and the quality of the study program.

Students can realize their participation in the improvement of the study process directly by expressing their suggestions to the lecturer of the study course, the director of the study program, the inspector of the study department, the director of the college or through the student self-government.

The College electronic survey on the quality of the study program and the professional skills of the lecturers takes place twice at the beginning of each new study semester in the Nexus system. The survey is organized for both 1st and 2nd year students. Students answer 10 questions for each study course and make suggestions for improvement of the study process.

Results of the student survey conducted in 2013 - 2019 can be seen in the Figures. With the highest average grade in the 5-point system, students graded with 4.64 the question - "Favourable attitude towards students". The availability of lecturers' consultations is assessed with the lowest average grade of 4.16. This can be largely explained by the most popular type of study of the study programme - part-time studies, when the number of study days for students is limited within a year.

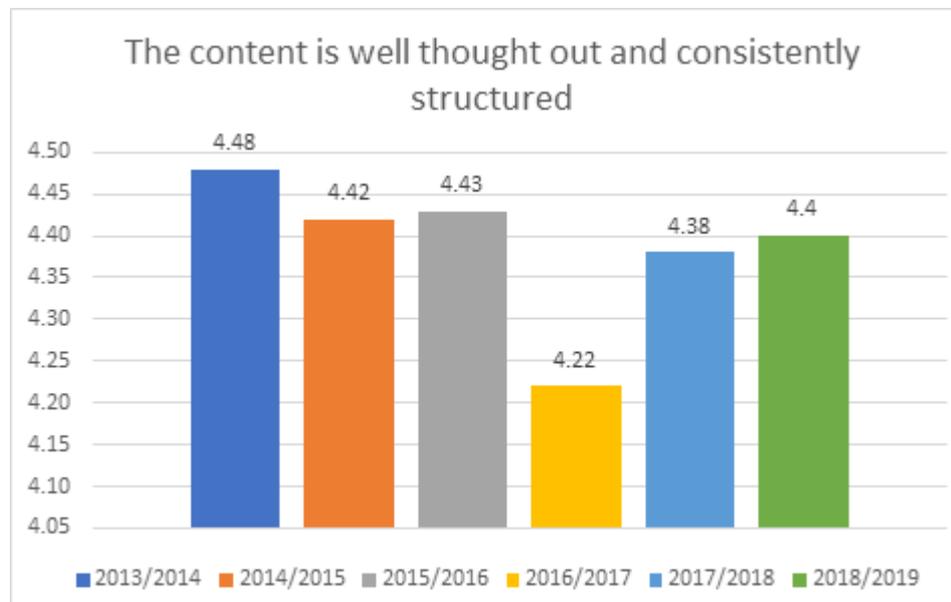
Only the overall results are demonstrated in the summary, but the College administration has data on each course and lecturer's assessment. Analysing the results, it can be concluded that students highly value the level of teaching study courses and the knowledge gained in them.

The purpose of the survey is to obtain the opinion of students on the organization of the educational process and the competence of the academic staff. The information received allows conducting a timely update of the content of training courses and taking into account the wishes of students.

Forty-one student participated in the 2018/2019 survey on the quality of the programme and the professionalism of the academic staff. In general, students rated the academic staff as knowledgeable, competent, erudite and creative, as only 4% of the answers were negative.

Question 1. The content is well thought out and consistently structured.

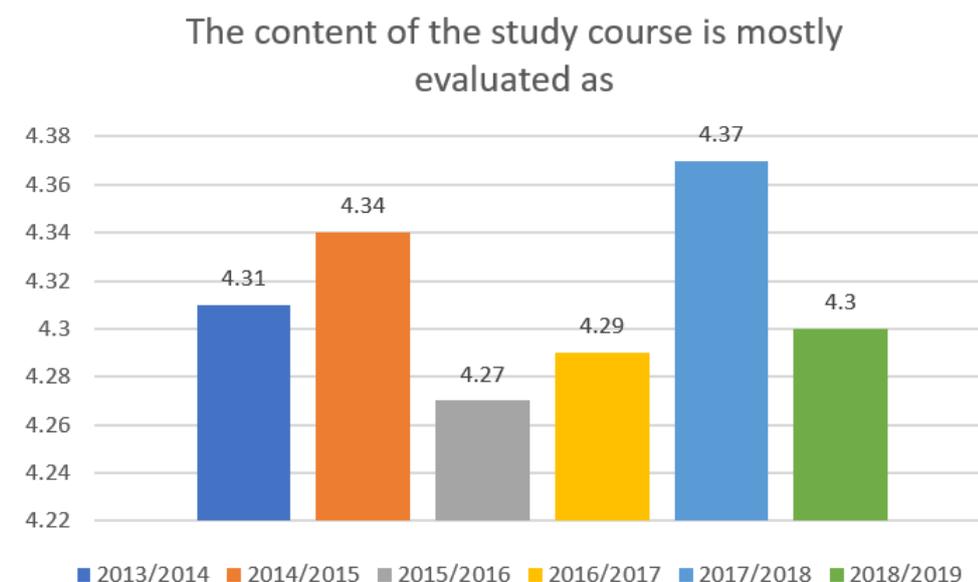
Range of possible answers: 1 (no) 2 (rather no than yes) 3 (hard to say) 4 (rather yes than no) 5 (yes)



Over all 6 years of surveying, students note that the content is well thought out and consistently structured. In 2018 / 2019 students supported this statement with answers “rather yes than no” and “yes”.

Question 2. The content of the study course is mostly evaluated as ...

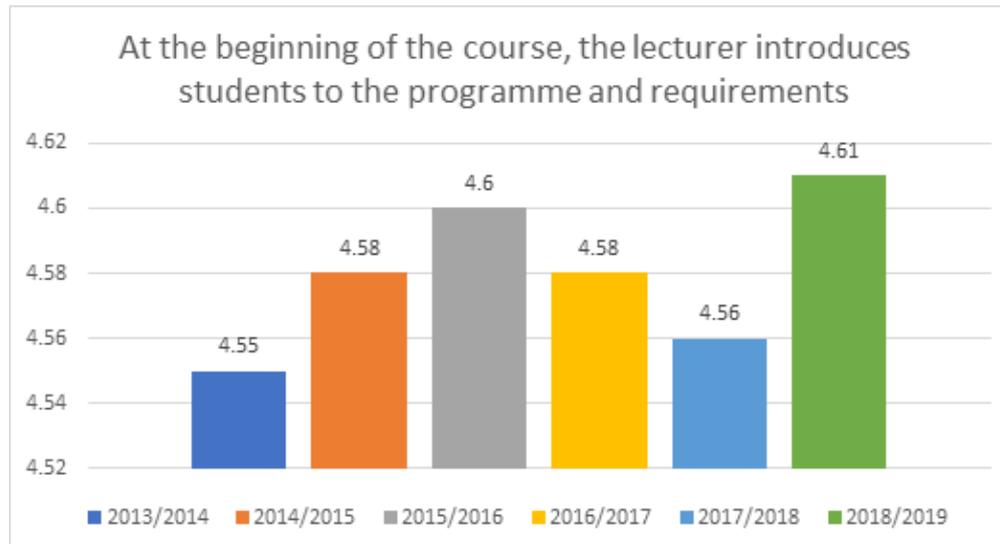
Range of possible answers: 1 (very uninteresting) 2 (not interesting) 3 (not very interesting) 4 (interesting) 5 (very interesting)



The content of the study course is mostly rated as “interesting” and “very interesting”. The highest score was recorded in the 2017/2018 academic year.

Question 3. At the beginning of the course, the lecturer introduces students to the programme and requirements.

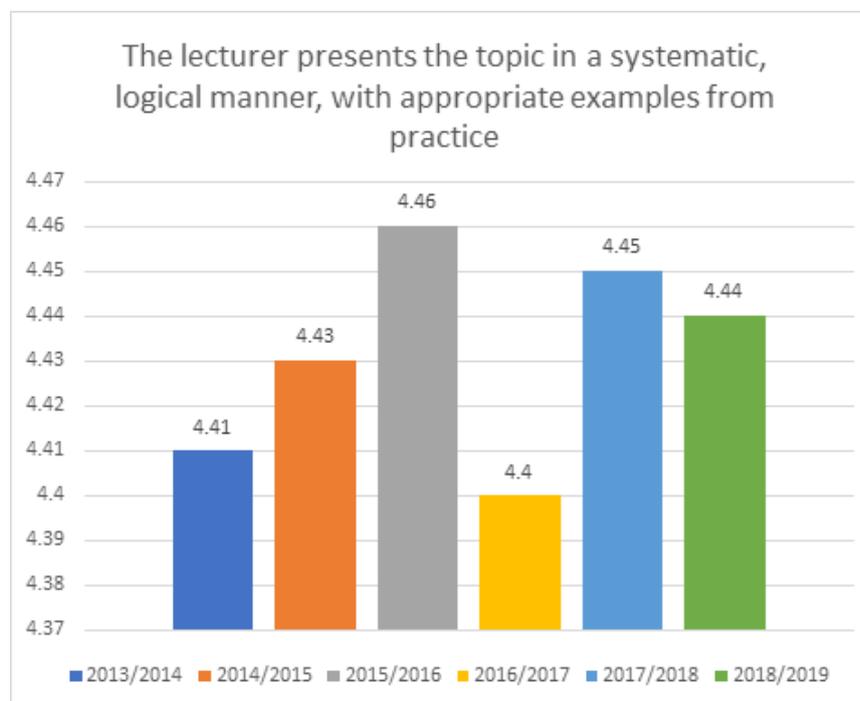
Range of possible answers:1 (never) 2 (seldom) 3 (sometimes) 4 (almost always) 5 (always)



The respondents note that the lectures that were rated with “always” or “almost always” familiarize the audience with the plan of studies and requirements at the start of the study course. In the 2018/2019 academic year, the highest score was obtained for this feature of the educational process.

Question 4. The lecturer presents the topic in a systematic, logical manner, with appropriate examples from practice.

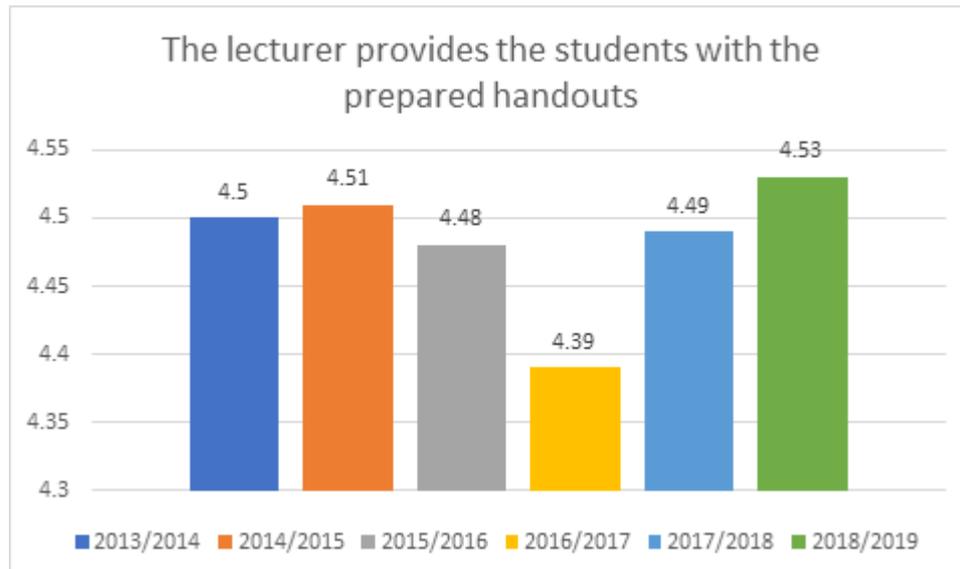
Range of possible answers: 1 (never) 2 (seldom) 3 (sometimes) 4 (often) 5 (almost always)



The students participating in the survey noted that the lecturers with evaluations “often” un “almost always” presented the topic in a systematic, logical manner, with relevant examples from practice. In the 2018/2019 academic year, the number of answers “almost always” increased.

Question 5. The lecturer provides the students with the prepared handouts.

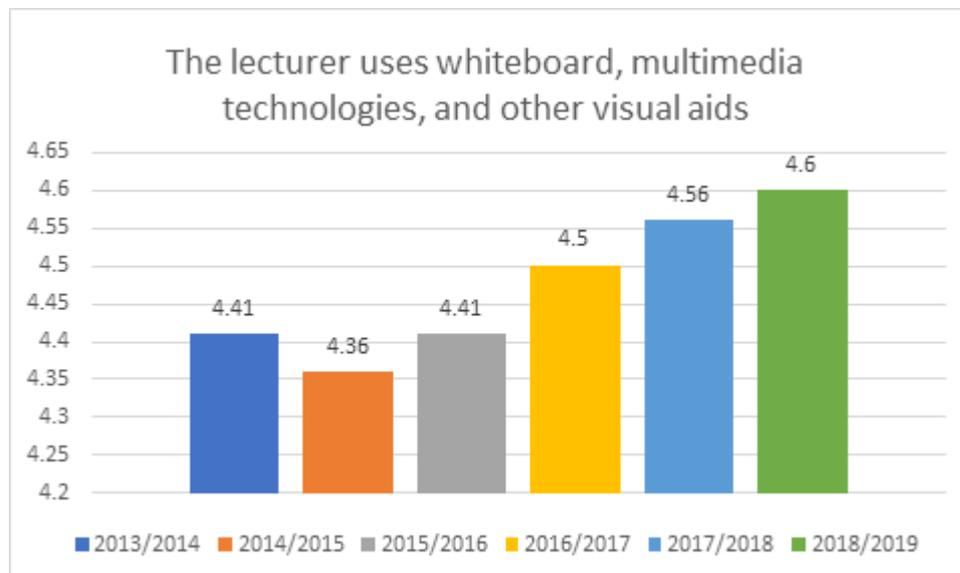
Range of possible answers: 1 (insufficiently) 2 (sooner insufficiently than sufficiently) 3 (either way) 4 (sooner sufficiently than insufficiently) 5 (sufficiently)



Positive dynamics is observed in the issues of providing students with handouts developed by the lecturers. Such teaching aids and materials allow them to pay more attention to the practical side of the course, which is highly appreciated by the students.

Question 6. The lecturer uses whiteboard, multimedia technologies, and other visual aids.

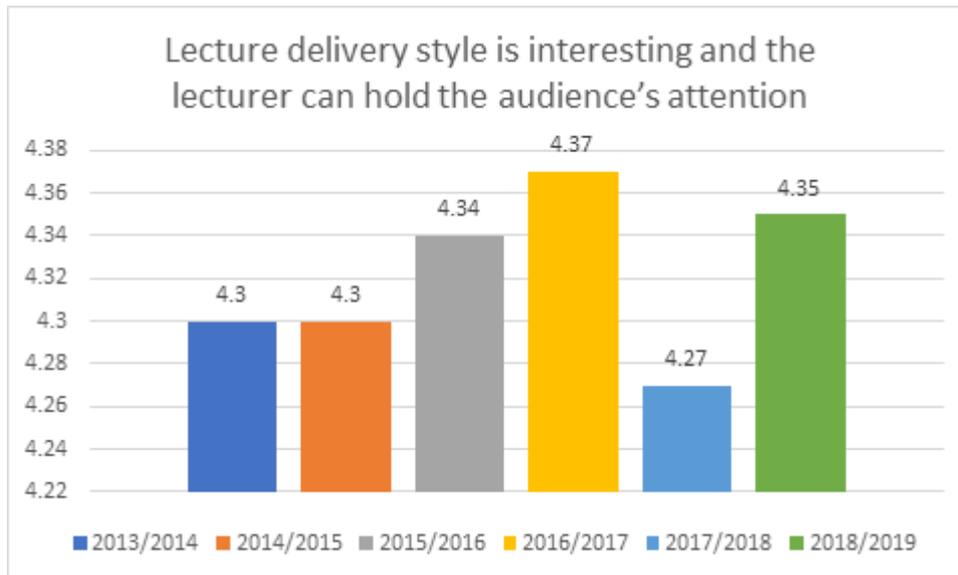
Range of possible answers: 1 (insufficiently) 2 (sooner insufficiently than sufficiently) 3 (occasionally) 4 (sooner sufficiently than insufficiently) 5 (sufficiently)



From the academic year 2014/2015 and each subsequent analyzed period, the increasing number of students note that lecturers use multimedia devices and visual aids at their lectures more and more often.

Question 7. Lecture delivery style is interesting and the lecturer can hold the audience’s attention.

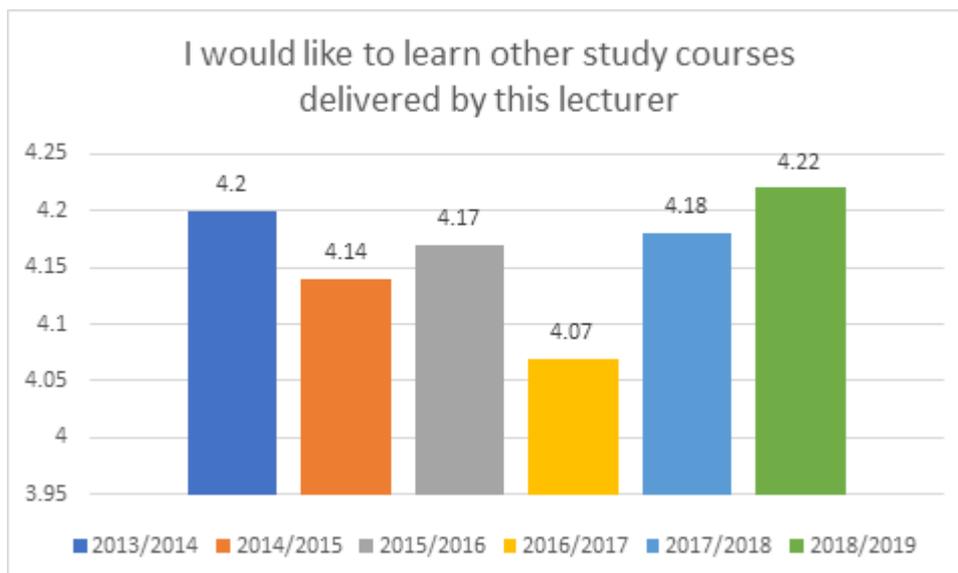
Range of possible answers: 1 (no) 2 (sooner no, than yes) 3 (sometimes yes, sometimes no) 4 (sooner yes, than no) 5 (yes)



The respondents highly evaluated the ability of the lecturers to present the studied material in an interesting and engaging way and to hold the attention of the audience.

Question 8. I would like to learn other study courses delivered by this lecturer.

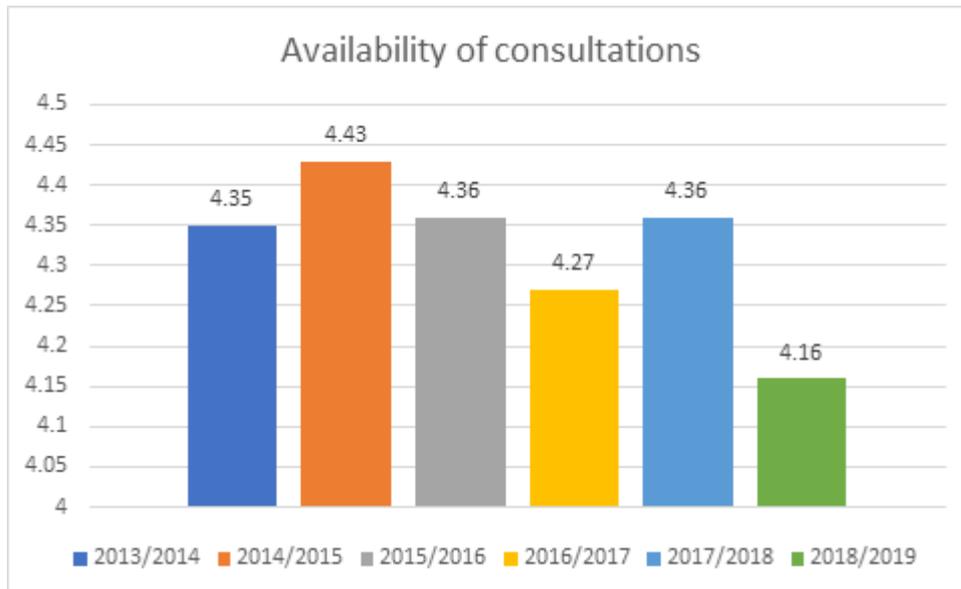
Range of possible answers: 1 (no) 2 (sooner no, than yes) 3 (possibly, yes) 4 (sooner yes, than no) 5 (yes)



The use of multimedia tools by certain lecturers and the analysis of practical situations (case studies) help to build a constructive dialogue between the lecturer and the audience. This is reflected in the results obtained in the survey, where students note that after acquisition of the course, they would like to continue studying other courses delivered by this particular lecturer.

Question 9. Availability of consultations / tutorials

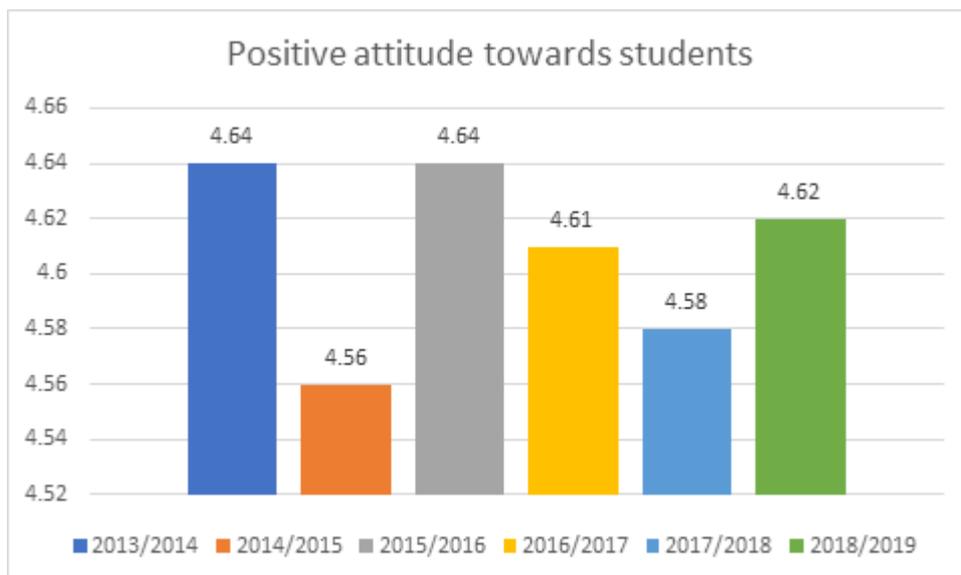
Range of possible answers: 1 (insufficient) 2 (sooner insufficient, than sufficient) 3 (not always) 4 (sooner sufficient, than insufficient) 5 (sufficient)



For a better assimilation of the study material and analysis of additional tasks, students have the opportunity to receive consultations. In the academic year, 2018/2019, the number of answers “sufficient” reduced, but the answer “sooner sufficient than insufficient” is still in the lead.

Question 10. Positive attitude towards students

Range of possible answers: 1 (never) 2 (seldom) 3 (sometimes) 4 (almost lways) 5 (always)



The students - participants in the survey noted that they felt favorable attitude towards themselves from the side of the lecturers and administrators “almost always” and “always”. In the last surveyed year, the number of answers “always” increased.

The diagrams show conclusively that students rate the work of the College academic staff highly and very highly.

Graduates

Following the recommendations of the graduates, the College staff improves the study process and the quality of the programme. In order to find ways to increase the efficiency of the study process, graduate surveys are conducted, taking into account that some of them may become employers.

The graduates’ opinion on the demand for the profession of an accountant in the Latvian labor market is positive in 90% of the answers. Of these, 13% consider the profession in high demand,

while 9% deny that the profession is in demand in the Latvian market.

47% of respondents believe that working as an accountant requires the first level professional higher education. 41% believe that the bachelor's degree is required, 8% note that the master's degree as required, 1% - the doctorate degree, and 3% believe that secondary vocational education is sufficient.

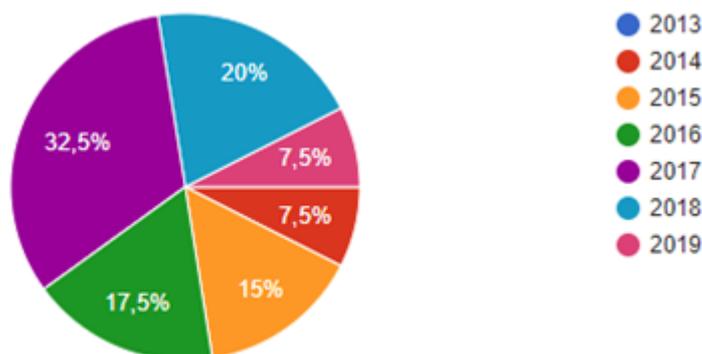
90% of graduates would recommend the programme "Accounting and Finance" to others. 10% of respondents would not recommend obtaining this profession at the College justifying their opinion by transport difficulties of getting to lectures in Riga, and by the lack of attention paid to students without prior knowledge of accounting.

The College graduates highly value professional knowledge and skills of the College lecturers.

After graduation, 19% of the College graduates continue their studies. They choose various higher education institutions and programmes, such as the Baltic International Academy, the Higher School of Economics and Culture, the programme "Accounting and Audit", Rezekne Academy of Technology, Riga Technical University, BA School of Banking and Finance, and the University of Latvia. Each year, approximately 20% of those who graduated from the College A&F programme obtain bachelor's and master's degrees from other Latvian HEI. 80% of graduates set up their work on the knowledge obtained at the College and believe that fundamental knowledge and experience in a particular field is a key factor.

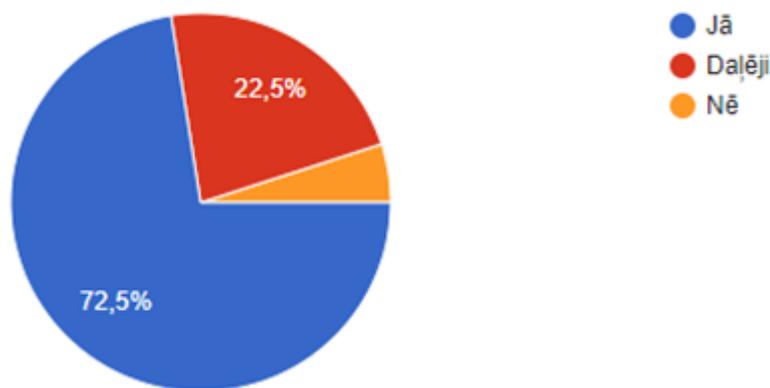
In 2019, 42 graduates participated in the electronic survey on the quality of the A&F programme. The respondents answered 10 questions and formulated their opinion on the quality of the obtained professional training and made suggestions for the improvement of the programme at: https://docs.google.com/forms/d/1PBp5hLCLDSsCGjld1zor5wV_mKJKaEyn2MLYXNu1-A/edit#responses

Question 1. Graduation year



The graduates from 2013 to 2019 took part in the survey. Most of the respondents were 2017 graduates (32.5%). 20% were the graduates of 2018.

Question 2. Is your professional activity related to your education at the A&F College?

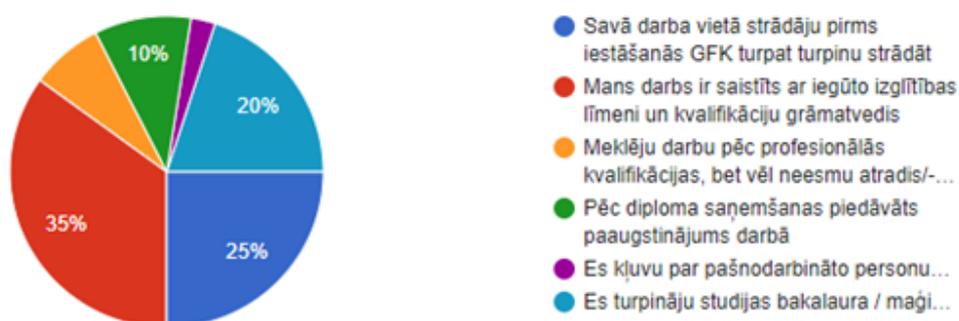


The professional activity of 72.5% of respondents is related to the profile of obtained education. Only 5% of graduates do not apply the acquired knowledge and skills in their work.

Question 3. What is your total length of service in the field of accounting?

To the proposed question on the number of years served in the field of accounting, most respondents - 45.2% - chose the answer 5 years. Only 11.9% indicated that they did not have practical work experience in accounting.

Question 4. Please mark the answers that apply to you:



The answer "My job is related to the level of obtained education and the qualification of an accountant" was chosen by 35% of respondents. It should also be noted that after graduation 25% of the College graduates continue working in the same organization as before entering the College. 20% of respondents continue their studies to obtain a bachelor's or master's degree.

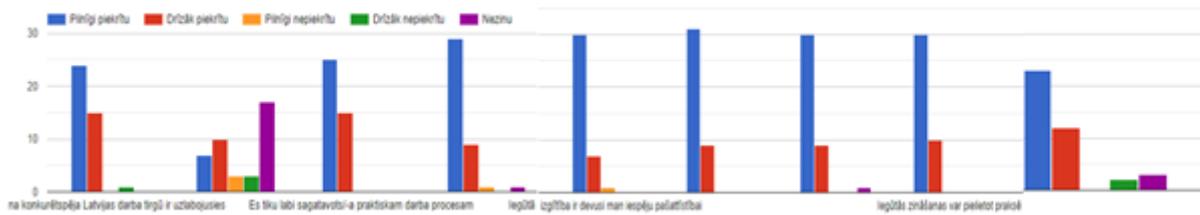
Question 5. What is your job title or working tasks?

In the fifth question of the survey, respondents were asked to mark the answer applicable to their situation. Most indicated that they work as chief accountants or accountants. There were also such job titles as accounting department specialist, human resource department specialist, customer service specialist, business controller, EU funds project coordinator and the Head of the Department. Among the graduates were also young mothers on the maternal leave.

Question 6. What is the profile of your company / organization

The College graduates are engaged in various industries. The respondents mentioned such spheres as accounting service outsourcing, trade, civil construction, state and municipal institutions, communal services, transportation services, education, social work.

Question 7. To what extent do these statements describe your acquired professional high education as a whole?

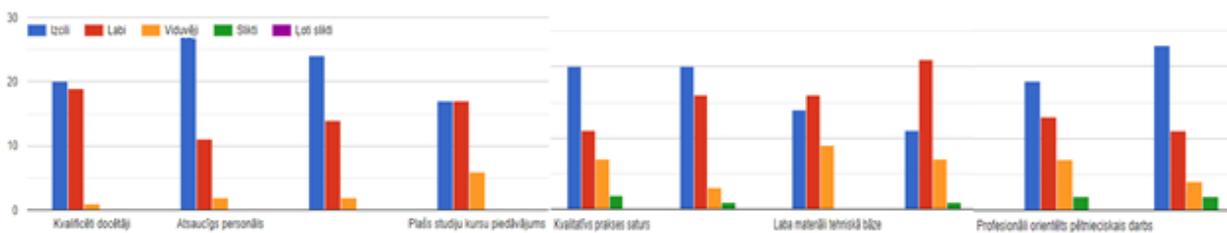


The respondents had to choose from nine characteristics of the education they received at the College:

1. My competitiveness in the Latvian labor market has improved.
2. My competitiveness in the labor market of the EU and other countries has improved.
3. I was well prepared for the process of practical work.
4. I was well prepared for continuation of my education.
5. The acquired education has given me the opportunity for self-growth.
6. The level and scope of acquired education correspond to my personal investment (in terms of time and effort).
7. The level and scope of acquired education correspond to my financial contribution.
8. The acquired knowledge is applicable and practice-oriented.
9. The acquired education has contributed to my professional career development.

The received answers indicate that the College graduates highly appreciate the practical applicability of the obtained knowledge and the level of training for continuing education. Also, the majority of respondents chose the answer “*Totally agree*” for the statement “*My competitiveness in the Latvian labor market has improved*”.

Question 8. Please rate the strengths of the A&F College.



For almost all the items offered to the respondents for evaluation, their choice was of the highest grade – “*brilliant*” - for items “*Qualified lecturers*”; “*Responsive staff*”; “*Quality of the A&F programme*”; “*Practical training content*”; “*Study materials*”, “*Teaching aids*”; “*Professionally oriented research work*”. Only for the items on the survey “*Good material and technical basis*” and “*Library resources appropriate for the achievement of study goals*” the most often answer met was “*Good*”.

Question 9. Do you agree that the activities listed below should improve the quality of studies at the College?



The answers given by the respondents indicate that they would like to have more foreign visiting lecturers, and also employers involved in the educational process. In addition, respondents expressed interest in the item: «To expand and improve opportunities to study abroad».

Question 10. Are you interested in further cooperation with the College? Please note the statements that apply to you.



Considering the presented options for further cooperation with the College, 65% of respondents indicated that they would like to continue their studies and get a bachelor's degree in the programme "Accounting and Finance". There were also graduates who might be interested in participating in a joint project.

Question 11. Please add comments! Your suggestions for the improvement of the programme "Accounting and Finance" and the process of study.

Graduates offered the following recommendations for the improvement of the programme:

One opinion was to organize seminars, afternoon training sessions with an aim to enhance and refresh the graduates' knowledge by inviting lecturers, etc., developing discussions on specific topics.

Another thought was "when teaching accounting, it was worth thinking about setting up a training company (simulation) where a trainee would have to go through a full accounting cycle in order to form a real practical base, the same with the EDS system, tax returns, annual report, etc. Such a training course might interest people with already acquired higher education, e.g. the accountants not qualified to complete balance sheets because of lack of practical experience. In this way an opportunity may be provided to revise theoretical knowledge and train in its application to real life (real everyday work simulation in condensed form).

Quotations: "Your study program is fully relevant, management is outstanding, and lecturers are professional in their field. You are the best!"

"Thank you for cooperation".

Proposals: "To arrange the timetable so as to evenly distribute classes between Saturdays and Sundays; not to plan such a busy schedule of studies for part-time students; to arrange the dates of exams for accountants after the 15th of the month".

“To increase the number of academic hours in such subjects as Financial Accounting and Taxation”.

“I am very satisfied with the knowledge obtained and the time spent for studies at the College. I believe that if you put enough effort yourself, the College will give you the best so that you can really offer yourself in the job market as an accountant. I really liked the administrative arrangements – at the highest level really - everything was always explained, all the changes duly communicated, grades, payments, etc. always and timely laid down in the electronic environment. The majority of the lecturers are real professionals and can both theoretically and, above all, practically, prepare students for good performance in real working life. I did not like some of the lecturers, neither the style nor the material, but it was in some subjects secondary in importance that did not affect the overall quality of training. In the major, primary subjects, directly related to accountancy, the teaching staff and teaching methods were very good. I really enjoyed when they shared their practical experience with us, students, relating real-life situations from their own experience. After going elsewhere to complete my bachelor’s degree, now I appreciate even more the high level of the A&F College, both in terms of administration and teaching. I wish the College good luck in the future and a lot of good students!”.

At the end of 2019, according to the established tradition, a survey was conducted among the employers of the College students and graduates on the Google network: https://docs.google.com/forms/d/1PBp5hLCLDSsCGj-ld1zor5wV_mKJKaEyn2MLYXNu1-A/edit#responses

The purpose of the survey was to investigate the point of view of the employers regarding the competencies and future needs for specialists in the labour market, and the degree of the employers’ satisfaction with the education of the College graduates. The results obtained allow identifying future-oriented areas of cooperation.

Question 1. Please, indicate the sector where you work.

In the first question the respondents were asked to identify the main areas of their business activity. They had to mark the corresponding field of activity. Summarizing the received answers, it can be noted that most of the employers conduct their entrepreneurial activities in the field of accounting services. There were also such fields as trade (wholesale and retail), legal services, and management of houses, premises and areas.

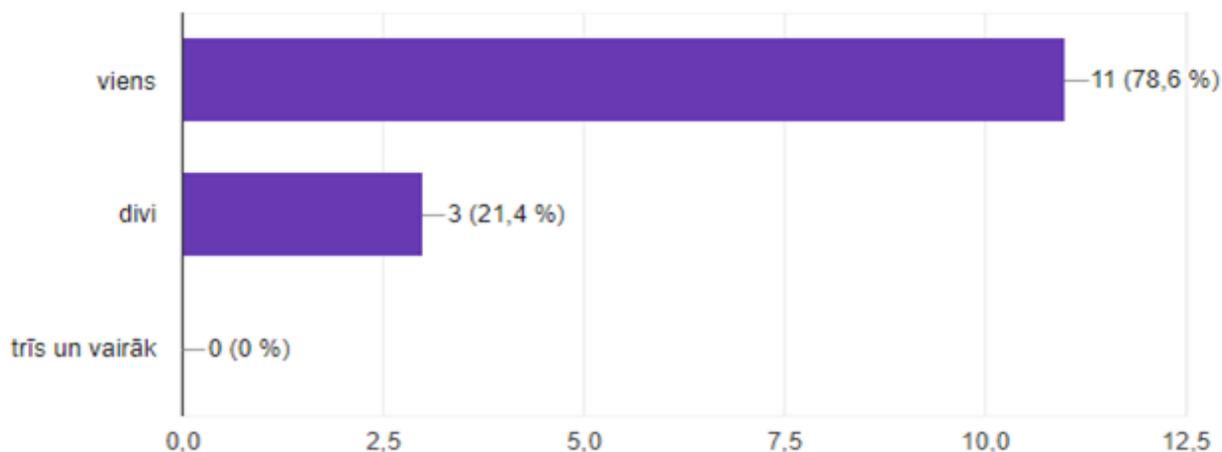
Question 2. Please, indicate the organization where you work or which you are in charge of.

In the second question, the employers were asked to indicate the name of the company where they work. The following companies were named: Vangažu residential house manager “Namsaimnieks”; Reaktivs, Ltd.; Vejukalns, Ltd.; Law office “Tiesibu pasaule”; Hagberg, Ltd.; Latvijan-American vision centre, Ltd.; ABC, Ltd.; State security agency; SIA STROM, Ltd.; KVA UN K, Ltd.; ABD group, Ltd.; SOLO F, Ltd.; MASLIN, Ltd.

Question 3. Please indicate your job title.

The third question showed that the respondents held various positions from the Chairman of the Board, Member of the Board, Executive Director, to Chief Accountant and accountant.

Question 4. How many College graduates / students work or have worked for your organization?



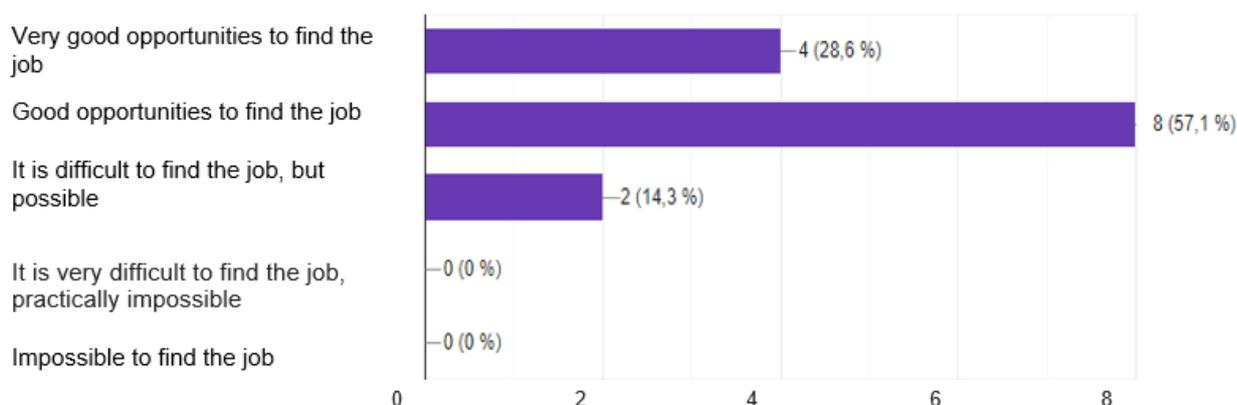
About 79% of respondents have one College student / graduate working for his / her company and 21% have two students / graduates in the staff.

Question 5. What is the College graduate's / student's length of service in your organization?



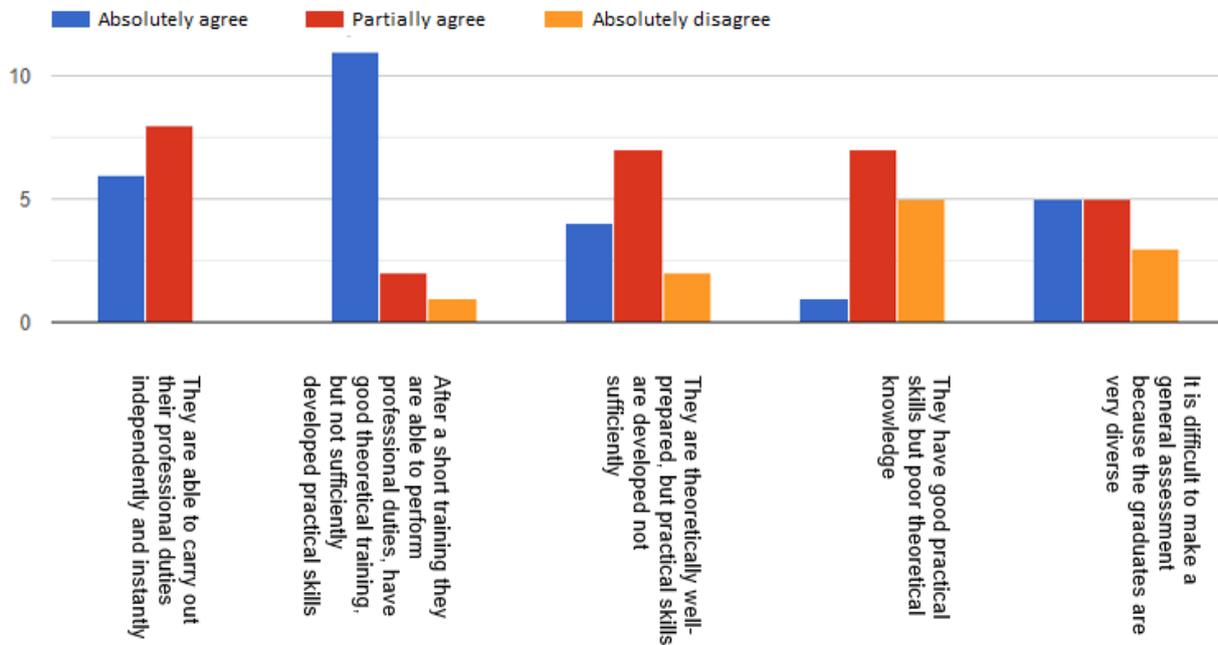
29% of respondents have had or had the College students / graduates in the staff longer than 5 years. The answers "up to 1 year" and "up to 5 years" divide approximately equally.

Question 6. How do you evaluate the employment opportunities in the sector where you work?



Employment opportunities in the field of accountancy, as "Very good opportunities" and "Good opportunities", were noted by 86% of respondents. None of the interviewed employers indicated that "It is very difficult to find the job, practically impossible", and "Impossible to find the job». This distribution of answers indicates the relevance of accounting services in the Latvian labour market.

Question 7. In general, how would you describe the graduates of the College educational programme "Accounting and Finance", who work for you?

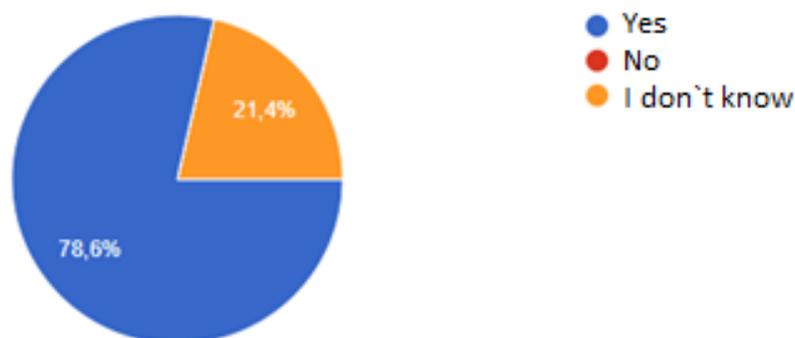


The answers to “Question 7” served the aim to form the conception of further ways of improvement of the educational process organization at the College of Accountancy and Finance. Most respondents agreed that the graduates “After a short training are able to perform professional duties, have good theoretical training, but not sufficiently developed practical skills”. Also, quite a number of employers chose the answer that the graduates “are able to carry out their professional duties independently and instantly”. A high percentage of those who disagree with the statement that the graduates “have good practical skills, but poor theoretical knowledge” indicate that the employers would rather have employees with good practical understanding of the processes in their companies and not the reverse.

Question 8. What else would you like to say about the College graduates working in your company?

The respondents noted that their employees - graduates of the College have very good theoretical and practical knowledge; are work motivated; dexterous, attentive, knowledgeable of regulatory acts; purposeful, and ready to unite theory with practice.

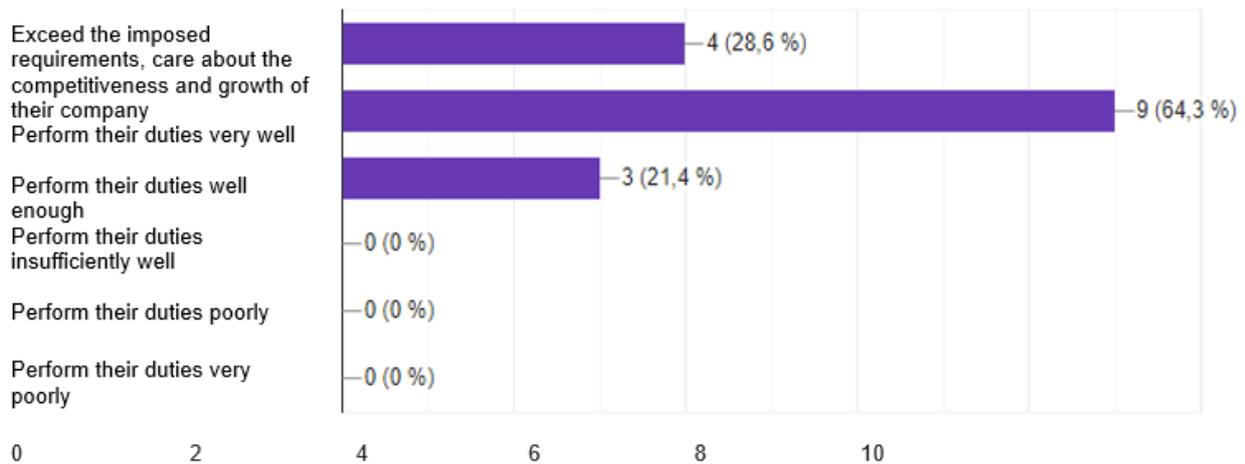
Question 9. Would you recommend the College graduates employed in your company to other employers?



About 79% of respondents would recommend the College graduates employed in their company to

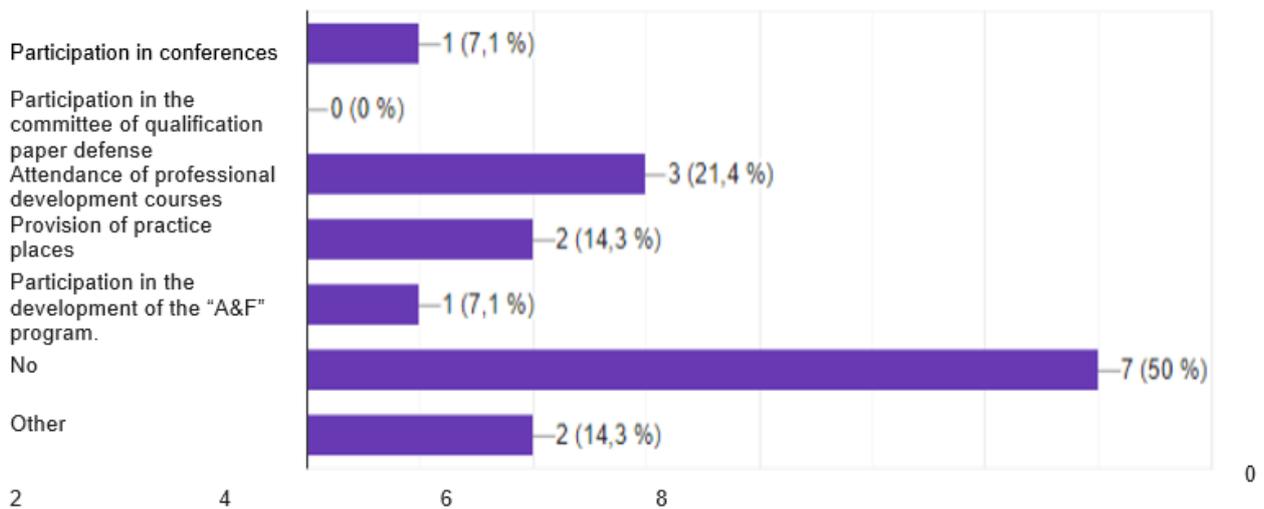
other employers.

Question 10. How would you rate the professional performance of the College graduates working in your company?



All the respondents gave only positive assessment of the professional skills of their employees - the College graduates. 64% of the respondents indicated that their employees - the graduates of the College” perform their duties very well”. About 29% of employers indicated that their employees - the Collge graduates“exceed the imposed requirements, care about the competitiveness and growth of their company”.

Question 11. Do you have other ways of cooperation with the College? Please, indicate the applicable.



The final question in the survey was asked in order to determine whether there are other types of cooperation between employers and the College. Most of them answered negatively (50%). At the same time, 21% indicated the “Attendance of professional development courses”. Also, a number of respondents participate in conferences (7%), provide places for practical training (14%) and take part in the development of the programme“Accounting and Finance” (7%).

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 process of implementation of the study programme, the College continues the initiated cooperation with Latvian and foreign colleges and universities, which realize similar study programmes. The aim of the cooperation is to acquire the best experience, to promote the increase of study motivation, introduce new forms and methods in the study process, and thus promote lifelong learning, paying special attention to student mobility.

Thanks to the funding of the EU education program ERASMUS +, the College has been organizing student mobility for seven years, since 2013.

The mobility activity of the College students is reflected in Part III, Annex *CAF Erasmus*. From 2013/2014. until 2018/2019 forty two students participated in Erasmus mobility: in 2013/2014 - six; in 2014/2015 - five (including one student in practice); in 2015/2016 - five; in 2016/2017 - seven (including two students in practice); in 2017/2018 - nine (incl. one student in practice) and in 2018/2019 - ten students. A total of four students (9.5% of the total number of student mobility) used the opportunity of practical training mobility in Estonia and Lithuania.

The study program did not have incoming mobility of foreign students.

The procedure for the mobility of the College students is regulated by the Regulations on Mobility in the ERASMUS Program: <https://www.koledza.lv/index.php/en/studentiem/erasmus>

The interest of the College students in gaining international experience of studies and practice is high. However, the opportunities are constrained by a sufficiently high level of responsibility in performing job duties of working students, intensive schedule of the study process at the College, short study cycle and family circumstances.

The study results in subjects or practical training acquired during the period of mobility are recognized in accordance with the procedure specified by the College and are reflected in the diploma supplement (see Appendix *CAF Diploma*).

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The basic budget of the study programme financing is formed from tuition fee, as well as from contributions from founders, financing of EU funds projects and own income from commercial activities.

Studies at the College are paid. The amount of tuition fees and other paid services is determined by

the Board. The College may grant a tuition fee discount and an individual payment schedule in cases specified in the internal regulatory enactments. After co-ordination with the Board, a student may be partially exempted from the tuition fee payment in accordance with the procedures specified. The student makes payments by semester or by month, in accordance with a agreed and signed schedule of payments, which shall be an integral part of the study contract. The study agreement defines the tuition fees for the entire period of study, see “Other mandatory attachments.” The College determines several funded places for students from its own resources each year. The competition for funded places is governed by the Regulations on Competition for Funded Places.

The information on the tuition fee is given in Part III, Annex *CAF Tuition Fees*. The increase in the fees for the study programme in study year 2020/2021 compared to study year 2019/2020 is 3.7% or EUR 90.00, compared to study year 2014/2015, it is only EUR 250.00, which is 11.1%. The data from the Central Statistical Bureau conclude that consumer price change (inflation) in Latvia between January 2014 and October 2020 is 9.2%^[1].

Meanwhile, tuition fees increased more slowly compared to the real increase in average net wages in Latvia^[2]

Detailed information on the resources and provision of the study programme is described in the study direction self-assessment report Part II, Chapter 3 (3.1 to 3.3).

For the types and structure of the cost of the study programme, see Part III, Table 3. Costs per one study programme student increased significantly during the reporting period.

Part III, Table 3

Study programme budget allocation and utilizing in 2019

Expenditures	Expenditures (EUR)	Expenditures (%)	Expenditures per one student (EUR)
Programme expenditures	165481	100	885
Salaries and wages	77432	46.79	414
Academic staff	55726	33.67	298
Administrative staff	13238	8.00	71
Other staff	8468	5.12	45
Compulsory social security contributions, social benefits and compensations paid by the employer	12783	7.54	67
Business trips and work-related journeys	730	0.44	4
Services	18289	11.05	98
Communication services	273	0.16	2

Expenditures	Expenditures (EUR)	Expenditures (%)	Expenditures per one student (EUR)
Rental of premises	6840	4.13	36
Maintenance of information system	2178	1.32	12
Other services	8998	5.44	48
Inventory, study aids, materials, books, journals and stationery goods	3345	2.02	18
Equipment purchase and modernisation	22076	1.38	12
Other expenditures	50926	30.78	272
according to EU funds project requirements	50926	30.78	272

The profitability of the study programme is characterised by the data in Part III, Table 4. The profitability rate is positively influenced by the quality of the management of financial resources. The total amount of income from tuition fees is affected by the College's extensive program of tuition fee discounts and amendments to tuition fees for students with previously acquired tertiary education and/or work experience in accounting when performing the recognition of study courses in the study programme. The proportion of students with previously acquired higher education and professional experience in the programme ranges from 20% to 47%, see Part III, Table 4. The increase of income from tuition fees may be achieved by carrying out a detailed economic assessment of tuition fees and by increasing the number of students in the programme.

Part III, Table 4

Study programme profitability

Financial indicators	Financial year					
	2019	2018	2017	2016	2015	2014
Income from tuition fee, EUR	93788.00	97581.00	109836.00	117618.00	112554.00	113188.00
College net profit, EUR	12368.00	7828.00	11688.00	25516.00	12534.00	(958.00)

Profitability, %	13.19	8.02	10.64	21.69	11.14	(0.85)
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[1] <https://www.csb.gov.lv/lv/statistika/statistikas-temas/ekonomika/pci/kalkulators>

[2]

<https://lvportals.lv/dienaskartiba/313724-2019-gada-videja-alga-pirms-nodoklu-nomaksas-1-076-eiro-2020>

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).

Nav attiecināms

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

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

The composition of the academic staff employed in the study program “Accounting and Finance” is similar to the composition of the academic staff of the study direction “Economics” as described in Sections 3 and 4 of Part II and the appendices thereto.

The number of Academic staff of the study programme “Accounting and Finance”

Date	Lecturers elected in the Academic positions at the College	Lecturers not elected in Academic positions at the College	Total number of the College Academic staff
01/10/2014	7	11	18
01/10/2015	6	12	18
01/10/2016	6	13	19
01/10/2017	6	19	25

01/10/2018	6	18	24
01/10/2019	7	18	25
01/10/2020	6	19	25

Based on the results of the analysis, it can be concluded that the quantitative indicators of the academic staff for the reporting period are proportional. After 2017/2018 study year, the number of academic staff in the study program slightly increased, taking into account the implementation of the study program *in presentio* at the Latgale branch. At the same time, it can be concluded that the qualitative indicators of lecturers improved: the proportion of lecturers with a scientific degree has reached 40.0%; two elected lecturers finished the doctoral study program “Economics” and develop a doctoral thesis. Three new lecturers were elected, two in the field of economics and one in the field of linguistics. A foreign guest lecturer started working in the implementation of the study program. In 2019/2020, a doctoral student of the Academy study program with extensive knowledge and highly professional competence in the work of an accountant was employed in the implementation of the College study program. The academic staff of the College is involved in pursuing scientific work by conducting research, preparing scientific papers and articles, participating in projects, which is reflected in the CVs of the academic staff. The College lecturers develop also teaching aids. Erasmus + mobility indicators increased in the reporting period. Every academic year, the College invites foreign colleagues from partner universities to share their experience in delivering study courses, methodology and research results with the College students and lecturers. In the reporting period the elected College lecturers studied and acquired an extensive professional development program. The College lecturers are growth-oriented. In the student surveys the College academic staff is evaluated positively. High qualification, continuous education and professional development of the academic staff make a competitive advantage of the College.

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

The qualification of the academic staff, visiting docents and guest lecturers of the College complies with the criteria specified in Articles 32, 36 and 40 of the *Law on Higher Education Institutions*. In order to ensure the quality of the professional program, in accordance with Article 39 of the *Law on Higher Education Institutions* and the College Regulations on Elections to Academic and Administrative Positions, the elected lecturers are specialists in their field with extensive practical work experience.

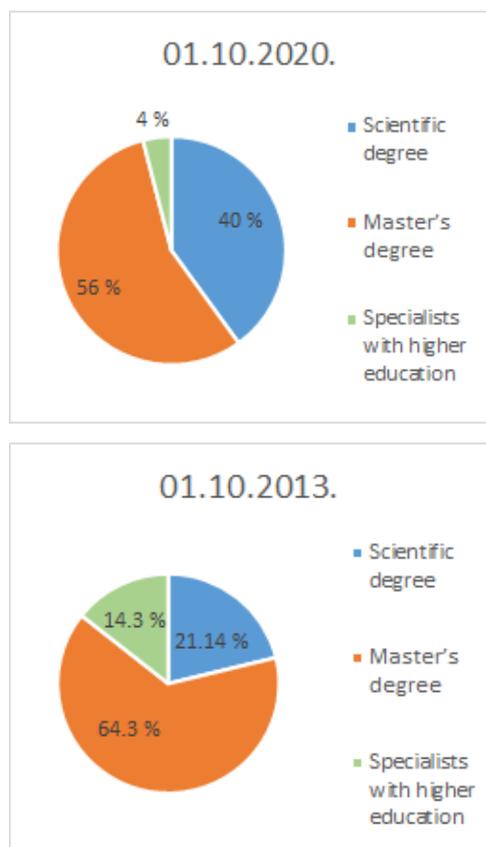


Fig. Teaching staff structure by scientific / academic degree

Academic staff with doctoral degrees in 2020, a total of 10, distribution by branches of science: 5 are with Dr.oec. or 50% have a scientific degree in economics, 1 with Dr.jur., 1 with Dr.psych., 1 with Dr.sc.ing., 1 with Dr.sc.soc. and 1 with Dr.math.

The College academic staff members continuously improve their pedagogical qualification. According to Cabinet Regulations of September 11, 2018 No. 569 "Regulations on the education and professional qualifications of teachers and the procedure for improving professional competence of pedagogues", the College lecturers acquire the professional development program "Didactics of tertiary education" and "Innovations in higher education", also within the doctoral program studies.

The College lecturers are active in the continuous development of their qualifications. They gain professional experience in other universities at home and abroad, which also has a positive effect on their pedagogical activity.

The qualification of the College academic staff corresponds to the realization of the goal and tasks of the College. As the aim of the study program is to prepare accountants able to perform complete accounting of financial operations, process and analyze of financial performance indicators of an enterprise, the College lecturers are specialists well prepared theoretically and practically. At the same time, it must be acknowledged that to attract professional specialists to teaching is not without problems. There are two main problems. Firstly, many good professionals do not want to become lecturers, teachers and pedagogues. Secondly, some specialists do not like the College work schedule, which provides for classes in the evenings, on Saturdays, and frequent business trips outside Riga. As already mentioned, exactly this kind of schedule is in great demand among students and employers, and fully meets the interests of both students and their employers.

The correspondence of the teaching staff qualification to the realization of the goals and tasks of structural units is confirmed by the quality of the College graduates, their knowledge and skills. It

should be noted that the College graduates and students often ask lecturers for advice on work issues arising at their job places.

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).

Nav attiecināms

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).

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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 list of most significant publication of the study programme academic staff for the period from 2013 to 2019 is presented in *College Teaching Staff publications*.

Books, monographs and teaching aids written by the Academic staff of the study programme in 2014-2020:

- 1) Kelmere, L. (2020). *Ievads grāmatvedībā jeb Grāmatvedības pamati: teorija un uzdevumi*. Rīga: SIA "Lietišķās informācijas dienests", 255 lpp.
- 2) Bojarenko, J., Tjurina, A. (2017). *Finanšu grāmatvedība piemēros un uzdevumos - I.daļa*. Rīga: GFK, 180 lpp.
- 3) Kelmere, L. (2017). *Kapitālsabiedrības likvidācijas process un finanšu pārskatu sagatavošana*. Rīga: LU Akadēmiskais apgāds, 168 lpp.
- 4) Bojarenko, J., Tjurina, A., Kelmere, L. (2015). *Finanšu grāmatvedības praktikums*. Rīga: GFK, 384 lpp.

- 5) Kauķis, A. (2016). *Pirmais iespaids vai kā panākt atkārtotu tikšanos*. Rīga: Iespēju grāmata, 61 lpp.
- 6) Kauķis, A. (2015). *Es gribu savu salonu*. Rīga: Iespēju grāmata, 61 lpp.
- 7) Kauķis, A. (2014). *Kā vadītājam saprasties ar padotajiem un padotajiem izprast vadītāju*. Rīga: Iespēju grāmata, 64 lpp.
- 8) Krilovs, Leonīds. (2014). *Ekonomikas domas retrospekcija*. Zinātniskā monogrāfija. Rīga: RTU Izdevniecība, 221 lpp.

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).

Until 2019 the College realized the study process in 2 languages of instructions: Latvian and Russian, and the number of lecturers per student delivering the study programme in Riga and Latgale branch was not very large. As shows Table 1, although in the reporting period the number of students per lecturer slightly decreased, no significant changes per elected lecturer took place. Thus, as of 01.10.2014, the number of students per elected lecturer was 28.4, but in 2019/2020 it was 26.4 students. According to the methodology of calculation practiced at the College (actual physical number of lecturers) in 2019/2020, there were 25 lecturers per 185 students, or 10.3 students per lecturer. If this number is calculated for one full-time lecturer position, then in 2020 the College had 7 full-time lecturer positions, and 21 students for each one of them. Taking into account that part-time students made 90.8% and full-time students 9.2% of all College students, then the current number of students and the amount of workload rate per lecturer's position can be considered as optimal.

When selecting academic staff for study courses, the College pays attention not only to the appropriate education and scientific degree, but also to the lecturer's professional experience: work experience in the field of the delivered study course, pedagogical experience, scientific and research activities.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistical data on students and graduates.pdf	Statistikas dati par studējošajiem un absolventiem.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	Annex No.6.pdf	6_Pielikums_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Study programme_Professional standard.pdf	Studiju programma_profesijas standards.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Study programme_compliance.pdf	Studiju programma_atbilstiba.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Study_outcomes_EN.pdf	Studiju programma_rezultāti.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Study program plan_Academic staff.pdf	Studiju programma_plāns_docētāji.pdf
Descriptions of the study courses/ modules	Study_Course_Description.zip	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.	CAF_Diploma.pdf	GFK_Diploms.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	GFK_RTA_Agreement_EN.pdf	GFK_Sadarbibas_Ligumi.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	GFK_On_Performance_of_collateral_security_EN.pdf	GFK_Par_saist.izpildes_nodrosinaj_LV.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	GFK_Cert_Offic.language.pdf	GFK_Apl_valsts.valoda.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	GFK_Study_Agreement.pdf	GFK_Studiju_ligums.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.		