

APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Rīgas Ekonomikas augstskola - STOCKHOLM SCHOOL OF ECONOMICS IN RIGA</i>
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Self-evaluation report

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

Stockholm School of Economics in Riga

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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:

1.1.1 Brief description of the university/college

The Stockholm School of Economics in Riga (SSE Riga/the School) was established as a non-profit limited liability company by the Stockholm School of Economics (SSE Stockholm) under a joint mandate from the Governments of the Kingdom of Sweden and the Republic of Latvia, the latter represented by the Ministry of Education and Science, in accordance with an agreement dated June 30, 1993. As part of the international agreement a special Law on the Stockholm School of Economics in Riga was established. The Law has been changed over the years and now its main function is to allow SSE Riga to use English as the language of instruction. The School opened its doors to the first cohort of students in summer 1994.

Originally the shares in the School were owned by SSE Stockholm (51%) and the Ministry of Education and Science of the Republic of Latvia (49%). In 2010 the ownership of SSE Riga was transferred to the – at that time – newly established SSE Riga Foundation founded by SSE Stockholm, the University of Latvia on behalf of the Latvian Government and the SSE Riga Alumni Association.

With the transition of ownership a licence agreement between the SSE Stockholm and SSE Riga replaced the previous arrangement, with SSE Stockholm being the majority owner. The agreement requires SSE Riga to deliver education and other academic activities that are of the same quality as in Stockholm. To define the rather elusive concept of academic quality the licence agreement explicitly refers to the EFMD Quality Improvement System (EQUIS) developed by the European Foundation for Management Development. As the most comprehensive accreditation system for business schools, EQUIS covers all activities of a business school, including degree and non-degree programmes, knowledge generation, internationalisation, responsibility and sustainability, and contribution to the community. Hence, no contradiction exists between SSE Riga's original mission statement and the EQUIS standards – on the contrary.

The School offers two degree programmes:

- B.Sc. Programme in Economics and Business, launched in 1994: a three-year programme enrolling around 120 students/year. This is the School's core activity and its *raison d'être*;
- Executive MBA programme (EMBA), launched in 2002: a two-year professional Master's programme enrolling around 25 students/year.

In total approximately 450 students are enrolled at SSE Riga. In addition there are 20-40 incoming exchange students (B.Sc.) every semester. So far, 2 251 B.Sc. students and 342 EMBA students have graduated from SSE Riga.

Both programmes are delivered in English. For 2019, the tuition fee charged for the B.Sc. programme is EUR 6 250/year (with a tuition fee waiver of EUR 2 350 for Baltic students, hence reducing the fee paid to EUR 3 900). The EMBA tuition fee is EUR 27 000 (if paid in instalments, EUR 29 000) for the entire programme. Part of the proceeds from the EMBA programme is used to subsidize the B.Sc. programme.

Currently the School does not receive any government subsidies (except for a small contribution

towards the SSE Riga Choir's activities).

To finance their studies, students from EU countries in the B.Sc. programme can apply for Latvian state student loans. All students admitted to the SSE Riga B.Sc. programme can apply for the student loan programme offered by SSE Riga in cooperation with SEB Bank where the School (and not the individual or his/her family) guarantees the loan. In addition there are some scholarships and stipends – needs-based as well as merit-based. The SSE Riga Alumni Association plays an active role in generating funds for scholarships.

The School's educational portfolio also includes Executive Education. The SSE Riga Executive Education unit serves local and international clients in the private and public sectors through open as well as custom and corporate programmes. Part of the proceeds from Executive Education activities is used to subsidize the B.Sc. programme.

The School maintains an active research agenda in its fields of competence. In addition to academic research, several SSE Riga faculty members engage in policy-relevant research and play an important role in Latvian policy discussion – examples include the shadow economy, demographic issues, and the investment climate. Faculty also serves on government committees and councils such as the Latvian Fiscal Discipline Council. Several SSE Riga faculty members are also affiliated researchers at the Baltic International Economics Centre for Economic Policy Studies (BICEPS), which is located at SSE Riga and part of the Stockholm Institute of Transition Economies (SITE) at SSE FREE Network of research institute. Furthermore, within SSE Riga, a separate Scientific Institute involves most of the faculty members.

For the benefit of the Latvian academic community SSE Riga, in cooperation with BICEPS, organizes a biweekly seminar in economics and an Open Workshop Series in business and management that on average meet every third week. Both seminars are unique in the Latvian academic context.

In 2009 the Anne-Marie and Gustaf Ander Centre for Media Studies was launched. The Centre's activities are mainly built around three areas: training for investigative reporting; networking and capacity building; and financial sustainability and media management.

1.1.2 Mission

The founders of SSE Riga, i.e. SSE Stockholm and the Latvian and Swedish Governments, clearly defined the School's mission more than 25 years ago. The School should "contribute to the consolidation and development of a market economy and democracy in the Baltic states". In comparison to most business schools' mission statements, SSE Riga's impact-focused statement has a considerably broader scope, going beyond simply contributing to the development of business and the business environment. The original mission statement has been slightly modified to include social development as well. The inclusion of "social" in the mission statement reflects the belief that societies which do not develop socially will have long-run difficulties in terms of economic as well as democratic development.

Furthermore, with the international expansion of B.Sc. recruitment going outside of the Baltic states and into the Eastern Partnership countries and Russia, the geographical scope, i.e. "the region" has been expanded. This development was to a large extent facilitated by Swedish Government grant programme financing up to a total of 20 students/intake from Belarus, Georgia, Moldova and Ukraine 2010-2017.

The current mission statement reads:

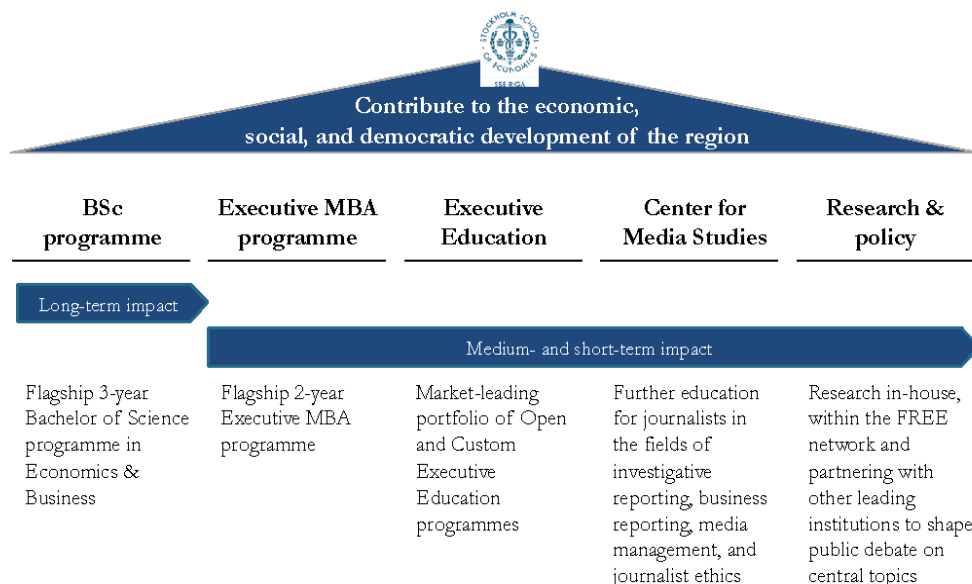
To contribute to the economic, social and democratic development of the region.

The mission rests on five pillars that have arisen during the School's first 25 years – the B.Sc.

programme (and core activity); the Executive Education and EMBA programmes; research, and the Centre for Media Studies. All of these contribute to fulfilling the ambitious mission set by the founders in the early 1990s, with the B.Sc. programme mainly having an impact in the long term, whereas the other three activities or pillars have an impact in the short to medium term.

Picture I.1. SSE Riga five key pillars combining short and long term impact

SSE RIGA HAS FIVE KEY PILLARS COMBINING SHORT- AND LONG-TERM IMPACT



Living model of what we teach: Sustained operational and financial performance

3

Living model of what we teach: Sustained operational and financial performance.

As for educational content, the School is bound by the licence agreement with SSE Stockholm. During the last couple of years SSE has revised its curricula and broadened the scope of its education. In doing so, the point of departure has been the observation that a successful decision maker will approach the world with curiosity and confidence and – as the Swedish philosopher Ingemar Hedenius put it: “is free and alive in relation to the unknown”. The decision maker may well be outperformed cognitively by artificial intelligence, robots or machines. But the core competence of a human is to be human and a successful decision maker of the future will maximise the potential of being human. In line with these observations, SSE has formulated its overarching educational aims through the acronym FREE, which stands for:

- **F**act- and science-minded. An education from SSE (and accordingly SSE Riga) rests on scientifically produced knowledge. The bases for knowledge and critical thinking are factual.
- **R**eflective and self-aware. Graduates are to cultivate their reflective minds and understand their own motives, attitudes, preferences, perceptions, values and feelings.
- **E**mpathetic and culturally literate. Graduates are to develop their empathy. Being better at understanding and sharing the feelings of others makes them not only better decision makers but also better citizens.
- **E**ntrepreneurial and responsible. Graduates are to question the status quo, actively drive change, and adopt a creative approach to the activities they engage in. Being entrepreneurial also entails taking responsibility for one’s actions and seeing their impact on society and on the world at large.

1.1.3 Vision

The vision of SSE Riga is that of being the leading economics and business school in the region with a demonstrably robust record of contributing to regional economic, social, and democratic development.

This involves three key elements:

- a portfolio of strong academic and executive programmes admitting the most suitable candidates and engaging the best faculty;
- academically adept and highly motivated students; and
- a pipeline of impactful research initiatives pursued both by SSE Riga resident faculty and researchers in-house and partnering with other leading institutions.

1.1.4 Implemented study directions and number of study programmes

SSE Riga offers two study programmes in two study fields:

- B.Sc. in Economics and Business within the field of Economics; and
- Executive MBA in “Business Administration” within the field of “Management, Administration & Real Estate Management”.

1.1.5 Dynamics of student numbers

For the Executive MBA (*EMBA*) programme, student application and enrolment statistics are rather stable over the years. Similar to the B.Sc. programme, the *EMBA* programme attracts students not only from Latvia but also from abroad.

The table below presents the dynamics of applications for the *EMBA* programme for the period since the last accreditation.

Table I.1. The dynamics of applications for the EMBA programme (2013 - 2019)

	2013	2014	2015	2016	2017	2018	2019
Number of applicants	34	37	39	30	55	42	37
Latvia	20	19	29	17	33	20	23
Lithuania		1		3	2	4	3
Estonia	1	4	1	2		5	
Moldova	1	3	1	3	1		
Belarus			1	2	2		
Ukraine	1	1			3		3
Russia	3	2	2	2	2	5	1
China			1		1	1	
Sweden	1	1		1	1	1	

Other Countries	7	6	4		10	6	7
Male students	21	22	27	16	42	30	27
Female students	13	15	12	14	13	12	10

Enrolment numbers in the EMBA programme are also rather constant within the period. Student enrolment statistics each year are presented in the table below.

Table I.2. Student enrolment: EMBA Programme (2013 - 2019)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Admitted	26	30	32	27	28	24	25
Male	14	20	24	15	20	16	17
Female	12	10	8	12	8	8	8
Latvia	17	17	23	17	22	13	17
Lithuania		1	1	3	1	4	3
Estonia	1	6	1	2		4	
Belarus		1	1	2	2		
Ukraine	1	1			2		2
Russia	3	2	3	2		1	
China					1	1	
Sweden	1			1			1
Austria						1	
USA							2
Denmark	2						
Kyrgyzstan	1						
Singapore		1					
UK		1					

Belgium	1
Canada	1
Greece	1

Finally, the number of students who graduated is presented in the table below. Due to some study debts or academic leave the number of graduating students is slightly lower than that of admitted students in each year.

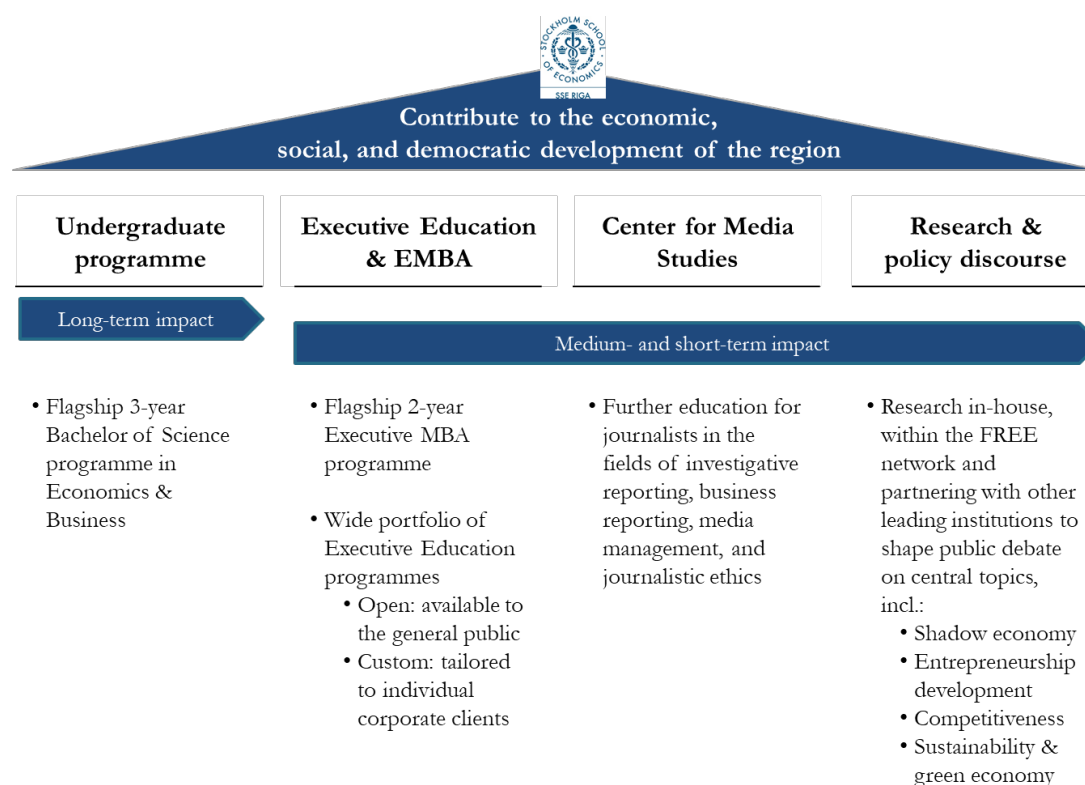
Table I.3. Total number of graduates, EMBA Programme (2013 - 2019)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Graduates	23	25	20	28	25	21	N/A

1.1.6 Strategy

As discussed above and illustrated below, the development strategy of SSE Riga is based on a set of key pillars combining short- and long-term impact.

Picture I.2. SSE Riga five key pillars combining short and long term impact



B.Sc. programme

Development of the undergraduate proposition focuses on further enhancing the three-year B.Sc. programme in Business and Economics. Top development priorities include:

- further internationalising the student body;
- embedding the most impactful teaching methods as used at leading business schools worldwide (such as the case method and the field method); and

- developing new specialist courses, including industry-focused courses in partnership with businesses- e.g. retail management specialisation.

Executive MBA and Executive Education

SSE Riga drives development of the executive proposition along two fronts – the EMBA programme and the various executive education open and custom programmes.

EMBA development priorities include:

- upgrading the EMBA curriculum to reflect the evolving needs of the executive audience of the course (including greater focus on designing and leading organisations, greater prominence of topics of globalisation, digital disruption, etc.) and to further embed leading business school teaching methods (e.g. the case method and the field method).
- integrating the SSE Riga EMBA proposition closer to the broader SSE group, incl. SSE Stockholm and the SSE Russia (incl. programme delivery through selective joint modules, integrated alumni affairs initiatives, and so on).

Executive Education development priorities include:

- further building the core proposition of custom general management programmes designed for high-potential leadership candidates with leading businesses in the region;
- broadening the portfolio of custom programmes to reach new audience segments (e.g. corporate-level executives, public sector leaders and specialists) incl. leveraging the SSE Riga alumni network across all programmes.

Centre for Media Studies

The main development priorities for the Centre are:

- to continue widening and deepening its portfolio of further education programmes for journalists in the fields of investigative reporting, business reporting, media management, and journalistic ethics, partnering with top media institutions, non-governmental organisations and journalist networks worldwide; and
- developing some of its programmes for the commercial market (i.e. participation not paid by grants or donors, but directly by companies).

Research & policy discourse

The main development priority for research initiatives at SSE Riga is to continue driving world-class academic and policy research in-house, within the FREE network and partnering with other leading institutions. In terms of shaping the policy debate the central topics include:

- sustainable growth and demography;
- shadow economy;
- entrepreneurship development; and
- competitiveness.

SSE Riga [Development Strategy*>>](#)

**The file is available on the SSE Riga e-learning platform using the assigned access account*

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.

1.2.1 External Governance: The SSE Riga Foundation and the Supervisory Board

In 2010 the ownership of SSE Riga was transferred to the SSE Riga Foundation, which was specifically established for this purpose. To ensure continuation of the governance and mission of SSE Riga, SSE Stockholm, the University of Latvia on behalf of the Latvian Ministry of Education and Science and the SSE Riga Alumni Association became the founders of the SSE Riga Foundation.

According to its Charter (section 2.1):

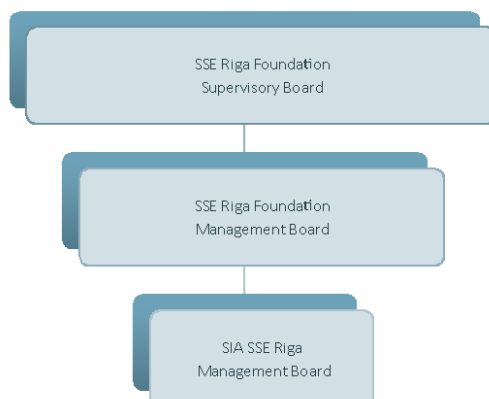
The objective of the Foundation is social benefit aimed at promotion of quality business education and scientific development ensuring the accessibility thereof thus facilitating economic growth for Latvia and the Baltic states region. Furthermore the objective of the Foundation is to ensure the operation and development of the Stockholm School of Economics in Riga in the Republic of Latvia through ensuring proper management of the School and attraction of donations needed for the operations of the School and support of students through tuition fee scholarships, in order to provide talented Baltic students an opportunity to obtain a competitive business education locally for the benefit of the Baltic economies, thereby ensuring and facilitating highly skilled personnel and new entrepreneurs coming into the Latvian, Estonian and Lithuanian economies.

In line with its Charter, the Foundation is governed by a Management Board comprising seven members. Each of the founders nominates one member each. Additionally, the Latvian and Swedish Governments nominate one member each.

In order to strengthen cooperation between SSE Riga and its stakeholders, there are two additional seats on the Board. These two seats are allocated to two Board members elected by the ten biggest contributors to the School and the Foundation. These contributors are defined as the ten largest cumulative benefactors for SSE Riga Executive Education clients since July 1, 2010.

The Management Board of the SSE Riga Foundation meets four times a year. The SSE Riga management is invited to the Board as adjunct members. The work of the Board is overseen by a Supervisory Board comprising the SSE Stockholm President and the University of Latvia Rector. The Supervisory Board also approves certain decisions taken by the Board of the SSE Riga Foundation.

Picture I.3. SSE Riga Organisation Chart: Corporate Governance



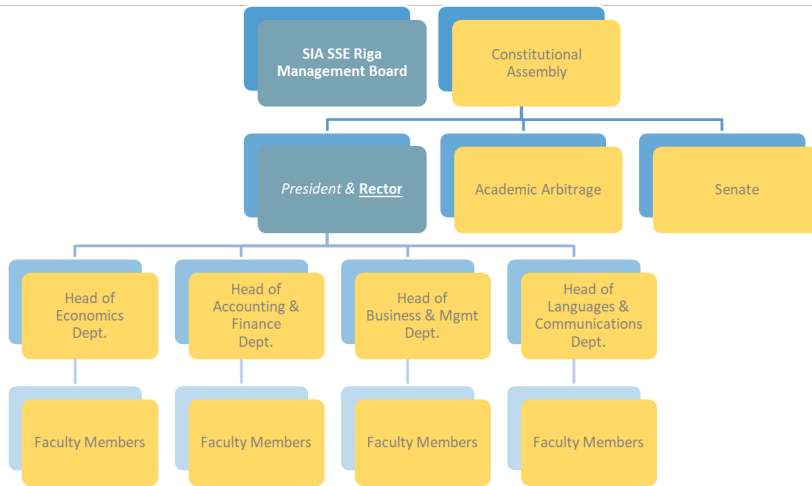
1.2.2 Internal Governance: SSE Riga

SSE Riga is registered as a limited liability company, SIA SSE Riga. Hence, in addition to legislation on higher education institutions, the operations of SSE Riga are also governed by legislation on limited liability companies. The reason for the choice of form of legal entity is to be found in the original agreement between the founders in 1993 and later manifested in the Law on the Stockholm School of Economics in Riga. Even though SSE Riga is a SIA, earnings from SSE Riga operations could only either be retained in SIA SSE Riga or distributed as dividends to the SSE Riga Foundation, which in turn can use them only for supporting its public benefit objectives, which include promoting quality business education and scientific development, ensuring their accessibility and assuring the operation and development of SIA SSE Riga. Consequently, with these two legal entities, SIA SSE Riga and the SSE Riga Foundation, a closed system has been created in which the earnings are used for public benefit.

As a limited liability company, SIA SSE Riga is governed by a President/CEO and Management Board, which has the final say in terms of any activities that involve financial implications – be it directly or indirectly. This applies irrespective of what other governing bodies, regulated by the Law on Higher Education have decided.

SSE Riga is governed by five representative, management and decision-making institutions: a Management Board, a Constitutional Assembly, a Senate, Rector and Academic Arbitration Court.

Picture I.4. SSE Riga Organisation Chart: Academic Governance



1.2.2.1 Management Board

The Management Board is the highest institution in strategic and financial matters and only the Management Board of SSE Riga has exclusive competence to resolve conceptual issues of operation and development of SSE Riga; establish an organizational and administrative structure for SSE Riga; in cooperation with the Senate to resolve issues of academic and scientific activities; resolve issues of establishment, reorganization or liquidation of structural units of SSE Riga.

1.2.2.2 Constitutional Assembly

The Constitutional Assembly is the highest collegial representation, management and decision making institution of SSE Riga in academic and research issues. The Constitutional Assembly consists of 60% academic personnel, 20% general personnel and 20% students.

The Constitutional Assembly adopts and amends the Constitution of the School upon a proposal by the Management Board of SSE Riga and with prior approval of the Shareholder; elects and recalls the Rector nominated by the Management Board; elects the Senate or approves compliance of its election with the Constitution; elects an audit commission if the Management Board suggests the need for it; elects an Academic Arbitration Court with approval of the Management Board; approves by-laws of the Senate, audit commission and Academic Arbitration Court with prior approval of the Management Board.

1.2.2.3 Senate

The Senate is a collegial management institution and a decision-making institution of the staff of SSE Riga, which approves procedures and regulations for areas of academic activity by SSE Riga; resolves establishment of internal structural units of SSE Riga and approves the regulations of those units; elects assistant professors to their position. The Senate is composed of 5 Senators elected by the Constitutional Assembly for a term of three years in a ratio of 80% academic personnel and 20% students.

1.2.2.4 Rector

The Rector is the senior official of SSE Riga who implements general administrative management of SSE Riga in academic and research activities of the School and represents the interests of SSE Riga in these areas. The Rector is responsible for compliance of SSE Riga operations; responsible for the quality of education acquired at SSE Riga; facilitates development of SSE Riga staff and supports academic freedom; establishes the number of professors, lecturers and other academic staff; performs all duties established for a rector by law and the decisions of the Founder and the Management Board. The Rector must be approved by SSE Stockholm and is a core member of SSE faculty.

1.2.2.5 Academic Arbitration Court

The Academic Arbitration Court consists of three arbitrators – two representatives of academic personnel and one student representative – who are appointed to office for three years. The Academic Arbitration Court reviews applications by students and academic personnel concerning academic freedom established by the SSE Riga Constitution and restrictions or infringements of rights; disputes among officials of SSE Riga as well as administrative bodies of structural units in a subordinate relationship.

1.2.2.6 Main documents regulating internal procedures

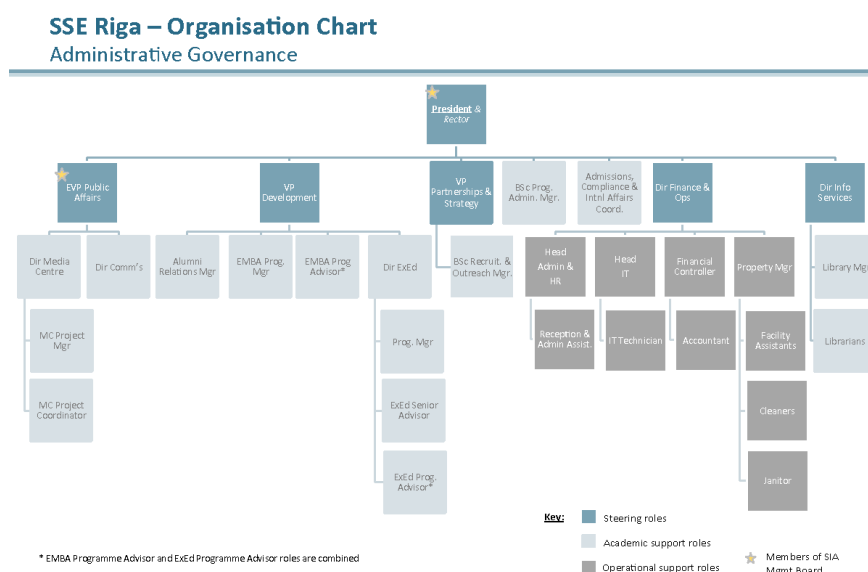
The main documents regulating internal procedures of SSE Riga are:

- licence agreement with SSE Stockholm – in particular the EFMD EQUIS standards that serve as a basis for the licence agreement;
- Articles of Association of SIA SSE Riga;
- SSE Riga Constitution,
- study agreements;
- internal regulations, such as Regulations and Procedures, Admission Regulations, Regulations on Recognition of Study Results Achieved in Previous Education, Disciplinary Regulations, the SSE Riga Whistleblower System, GDPR Regulations, Ethical Guidelines for Fundraising.

1.2.7 Administrative governance

The administrative governance structure is presented in the organizational chart below.

Picture I.5. SSE Riga Organisation Chart: Administrative Governance



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.

1.3.1 The Licence Agreement with the Stockholm School of Economics

As a licensee SSE Riga must comply with the Trademark Licence Agreement with SSE Stockholm. According to the agreement (3.5.i):

The structure and over-all quality of the Master Program shall be equivalent to the Master of Science (MSc.) program in business and economics offered by the Licensor in Stockholm.

Furthermore (3.5.iii):

The overall quality of the Master Program ... shall comply with the accepted quality and/or accreditation standards of the relevant international ranking and/or accreditation institutions and organizations, including without limitation, the EQUIS (European Quality Improvement System) quality and accreditation standards.

and (3.5.iv):

The procedures of examination, review standards of students' written works and policies towards plagiarism employed by the Licensee shall comply with the standards and the code of ethics maintained by the Licensor at the business school located in Stockholm, Sweden.

In general, the EQUIS approach means assessment of the School as a whole. This assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. Institutions must be primarily devoted to management education. Particular importance is attached to creating an effective learning environment that favours development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy. EQUIS also emphasizes a high degree of internationalisation.

Furthermore, EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. For this reason, a strong interface with the world of business is as much a requirement as strong research potential.

In that light, SSE Riga management produces a quarterly "Report on Operations." The Report is submitted to SSE Stockholm and is also presented to the Board of the SSE Riga Foundation as part of their quality control of SSE Riga.

These reports are structured along the lines of the EQUIS standards and have the same structure as an EQUIS Self Assessment Report, i.e.:

- **Context, Governance and Strategy:** Mission – the School should have a clearly articulated mission that is understood and shared throughout the institution. Governance – the School should have an effective and integrated organization for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny. Strategy – the School should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.
- **Programmes:** Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. There should be rigorous assessment processes for monitoring the quality of students' work. Programmes should be regularly evaluated through feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.

- **Students:** Student quality – the School should ensure the quality of its students through appropriate selection processes, by managing student progression in its programmes, and by providing appropriate student services. In particular, it should ensure the quality of the placement of its graduates through a well-resourced career service. The School should strive to bring together in its programmes a well-balanced student body representing diversity in terms of backgrounds and nationalities. Personal development of students – the School should explicitly and effectively support the personal and professional development of its students beyond acquisition of knowledge in such areas as managerial skills, values, ethics, and leadership. It should actively help students to define their future professional orientation.
- **Faculty:** The School should recruit, develop and manage its faculty in line with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise.
- **Research and Development:** The School should regularly produce and effectively disseminate original contributions to knowledge. These should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the School, such as academic peers, management professionals, and students.
- **Executive Education:** The School’s programme offering in the field of Executive Education should be appropriately integrated into its organizational or legal structure. Executive Education should be seen as central to strengthening the School’s connections with companies and organisations within the markets that it serves. Executive Education should contribute to (a) developing faculty in maintaining relevance in their teaching and research and to (b) improving business practice by putting the School’s distinctive expertise at the disposal of practising managers.
- **Resources and Administration:** The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and procedures to support the School’s range of activities.
- **Internationalisation:** The School should have a clearly articulated strategy and policies for internationalization. It should demonstrate commitment to educating and preparing students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections. The School should carry out research of international relevance and scope.
- **Ethics, Responsibility and Sustainability:** The School should have a clear understanding of its role as a “globally responsible citizen” and its contribution to ethics and sustainability. This understanding should be reflected in the School’s mission, strategy and activities. There should be evidence that the School’s contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.
- **Corporate Connections:** The School should have a clearly articulated strategy and policy with regard to its corporate connections. The School should demonstrate that it develops students and participants with a practical understanding of business and management through interaction with the corporate world. Faculty should be involved with current management practice through research and consultancy undertaken in collaboration with

corporate partners and through executive education. Corporate input should be a key feature of the School's activities.

When SSE Stockholm is up for EQUIS re-accreditation, SSE Riga activities are also covered. Reports submitted to SSE play an important role in this process. Furthermore, the SSE Riga Rector is a core member of the SSE faculty and member of the SSE B.Sc. and EMBA Programme Committees as well as the EMBA Admissions Board.

1.3.2 Internal quality processes

The quality policy system of SSE Riga is regulated by the SSE Riga Quality and Internal Control Regulations, approved by the SSE Riga Senate, which defines the procedure for ensuring and maintaining the quality of higher education at SSE Riga.

Quality control starts with SSE Riga admissions as described in the following chapter and regulated by the SSE Riga B.Sc. and EMBA Programme Admission Regulations.

The most important quality indicators of study programmes are:

- quality of incoming students;
- clarity, reach and relevance of study programme goals and objectives relative to the SSE Riga mission and strategy;
- compliance of study content with the educational standards of the Republic of Latvia, other normative acts;
- observance of the principles of democracy and academic freedom in the management of the study programme and in relations between students and academic staff;
- methodological, informative, administrative and technical support for the study programme;
- student feedback through surveys and the Advisory Board;
- student academic performance;
- B.Sc. and Executive Master theses and their final outcomes in terms of academic publications, conference participations and awards;
- graduate employment;
- graduate placement in graduate programmes and/or career progression;
- graduate satisfaction with the programme.

In terms of study process quality the main aspects are as follows:

- innovative study methods, clear presentation of the expected results of studies, problem solving;
- counselling of students giving insights into how the study process works in the eyes of the students;
- assessment of knowledge and skills and use of these results to improve the study process;
- involvement of students in scientific research work and student participation in thesis competitions (e.g. the Bank of Latvia and Nasdaq);
- international cooperation, student exchange with other higher education institutions, study and internship opportunities in Latvia and abroad; and
- student well-being as captured by student-administered surveys and through mandatory academic advising.

This quality-assurance work involves faculty, the academic affairs administration and the rector – in addition to students and the Student Association.

[Stockholm School of Economics in Riga study quality assurance policy*>>](#)

**The file is available on the SSE Riga e-learning platform using the assigned access account*

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		Quarterly reporting on quality (based on EQUIS) to the Board of the SSE Riga Foundation & SSE (in the light of the licence agreement. Approval of course outlines by the Rector.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		If SSE Riga were to establish (new) study programmes, they would all have to be approved by SSE Stockholm in the light of the licence agreement. A periodic review occurs quarterly with reporting to the SSE Riga Foundation and SSE. In addition regular course evaluations and other types of feedback are received from students, such as a survey of the graduating class.
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Complies
		The criteria as well as grading system are published in advance in the course outlines and so are the methods of assessment - the latter vary between courses.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		Faculty assessment reports are used for evaluation & promotion of faculty members in line with the Law on Institutions of Higher Education and the internal Regulation on Academic Positions.

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>Financial reporting on the costs of study programmes is regularly sent to the Board of the SSE Riga Foundation. Student feedback surveys are conducted on courses and surveys of graduating classes. Admissions statistics are gathered and analyzed.</p> <p>Work of the academic staff is evaluated based on student feedback surveys as well as on data about local and international research projects that faculty are involved. Student grades are reviewed, and in case of mass under-performance in a particular course, the course content and teaching methods are discussed. The student employment statistics are not gathered regularly because of the study programme specifics - students are professionals who are already established in their profession or are themselves business owners and their position in the job market is already well secured and admissions statistics of their work experience are gathered and analyzed before the studies.</p>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>This follows from EQUIS, i.e. when EQUIS is updated, SSE Riga operations should be as well. It also follows from reporting to SSE in the light of the licence agreement and participation in B.Sc. and EMBA Programme Committees at SSE Stockholm. Student feedback on courses and through the Advisory Board also plays an important role.</p>

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

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

By way of necessary context, it is of importance to bear in mind the consideration that the purpose of the Stockholm School of Economics in Riga (SSE Riga) is to contribute to the economic, social, and democratic development of the region. In that light, the study field of “Management, Administration & Real Estate Management” is an essential component of delivering on this purpose.

Continuous improvement in and developing capability and competence in management is expected to result in total factor productivity growth, driving long run economic growth and continuing to raise living standards.

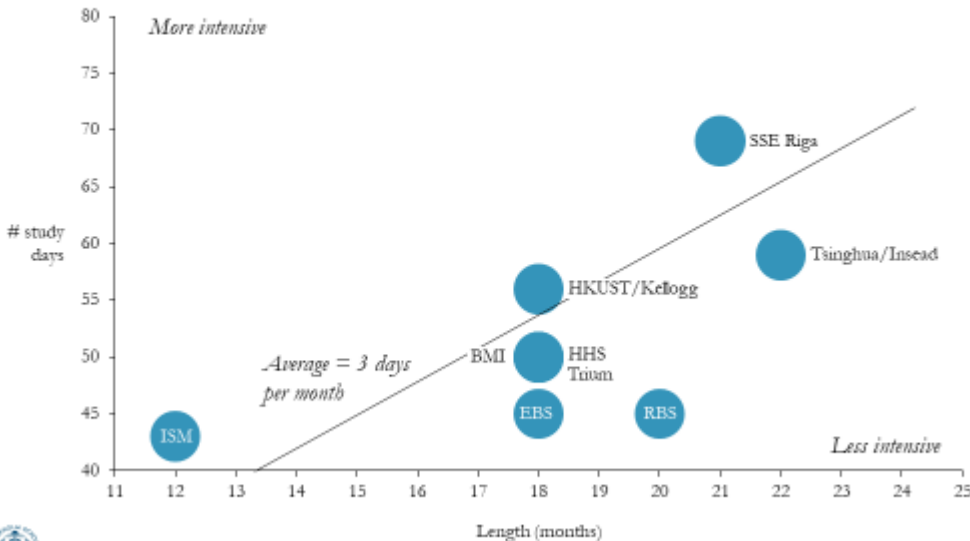
The significance of the Executive Master of Business Administration (EMBA) programme at SSE Riga in the context of other ‘Management, Administration & Real Estate Management’ programmes in Latvia is its audience (managers with at least five years of managerial experience) and format (part-time, structured in monthly four-day modules with additional homework). This audience and format allows the programme to achieve impact quicker than most other types of programme in the study field, including in the short term. Unlike – for example – the Bachelor of Science programmes in this study field, where graduates typically complete the programme at the age of 22-23, meaning the time to peak impact of application of their knowledge and skills is likely to take over 20 years, EMBA students (with a median age of students between 36 and 45) may experiment with applying newly acquired knowledge and skills within days of modules completed.

The significance of the study programmes in comparison with other similar study programmes in Latvia and abroad is characterized by two factors. First, relative to similar programmes in Latvia (other Executive Master of Business Administration programmes), the programme at SSE Riga, to the best understanding of the programme administration, is unique in the considerably higher proportion of both international faculty and international students than that in comparable programmes in Latvia.

In terms of significance or uniqueness compared with other Executive Masters of Business Administration internationally, the programme at SSE Riga is unique in the scale of the curriculum, with more study days than other leading similar programmes in the world (see exhibit below), offering students an opportunity to explore a wider scope of management challenges and learning directions.

Picture II.1. SSE Riga EMBA higher in number of study days vs. both regional comparable programmes and global leaders

STRUCTURE & DURATION: SSE RIGA EMBA HIGHER IN NUMBER OF STUDY DAYS VS BOTH REGIONAL COMPARABLE PROGRAMMES AND GLOBAL LEADERS



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 goal of the “Management, Administration & Real Estate Management” study field is to build the management and administrative capabilities of future and current business leaders. At SSE Riga this goal is pursued in close alignment with FREE, the School’s educational mission of SSE Stockholm, which sets a broader direction for the School’s strategic development of the SSE Riga.

In line with the economic and social justification of the study field outlined above, this strategic direction is closely aligned with the development tendencies of society and the economy through its role as a driver of total factor productivity growth, which in turn stimulates long term economic growth and rising living standards.

Considering the broader purpose of SSE Riga, which is to contribute to the economic, social, and democratic development of the region, work in this study field by way of a masters level programme (specifically, the Executive Master of Business Administration programme) is therefore a core strategic activity in line with the purpose of the School.

Overall there are no differences between the aim of the higher education institution, the aim of the study field and the aim of the study programme. The overall aim of the institution was established by the Latvian Ministry of Education and Science and the Stockholm School of Economics in the founding agreements from 1993 declaring that the School should provide a qualified education in the fields of economics and business administration with the aim of promoting the development and consolidation of market economy and democracy in the region. The study direction, “Management, Administration & Real Estate Management” covers both economics and business administration and is accordingly fully in line with the aim of the higher education institution as defined by the Latvian Ministry of Education and Science and SSE Stockholm in their capacities as founders. The aim of the study programme is to provide students with theoretical and practical knowledge as well as research skills providing thereby providing them with an opportunity to explore a wide scope of management challenges. This aim is fully in line with the overall aim of the higher education institution.

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.

Strengths of the Executive Master of Business Administration programme at the Stockholm School of Economics in Riga include, to the best of our assessment:

- Shared branding, joint initiatives with, inputs from, quality control by and broader collaboration with SSE Stockholm, including the joint ranking of the Executive Master of Business Administration in international rankings such as that prepared every year by *The*

Financial Times

- A track record of over 15 years of operating the programme with over 300 alumni
- Strong base of internationally acclaimed resident and visiting faculty

Weaknesses of the EMBA programme at SSE Riga include, to the best of our assessment:

- The small scale of local candidate pools in Latvia, Estonia and Lithuania
- Relatively small class size (25-30 individuals) limiting the ability to make more significant investments in programme development to achieve breakout growth.

Opportunities for the EMBA programme at SSE Riga include, to the best of our assessment:

- Drive the pipeline of international candidates for admissions to both increase the candidate pool and improve the diversity of classes
- Continue to attract and retain top-level internationally acclaimed faculty
- Continue to review programme design to remain in line with leading global EMBA programmes and in line with the purpose of SSE Riga.

Threats to the EMBA programme at SSE Riga include, to the best of our assessment:

- Broader deceleration of global growth in academic business education driven by the threat of substitutes from other forms of business education, incl. online / MOOC

To avoid the limitation of the relatively small size of EMBA class in the future SSE Riga plans to introduce multiple new initiatives to strengthen EMBA student connection with fellow students and alumni of the sister programmes in Sweden and Russia through joint study modules and shared elective courses (such as Leading Across Cultures module in Sweden, Asia Business module in Singapore, Malaysia and Indonesia and Negotiation and Service design elective courses). The total number of EMBA students in joint modules grows up to 100 students (*Cross-cultural module in 2019 had 94 students*)

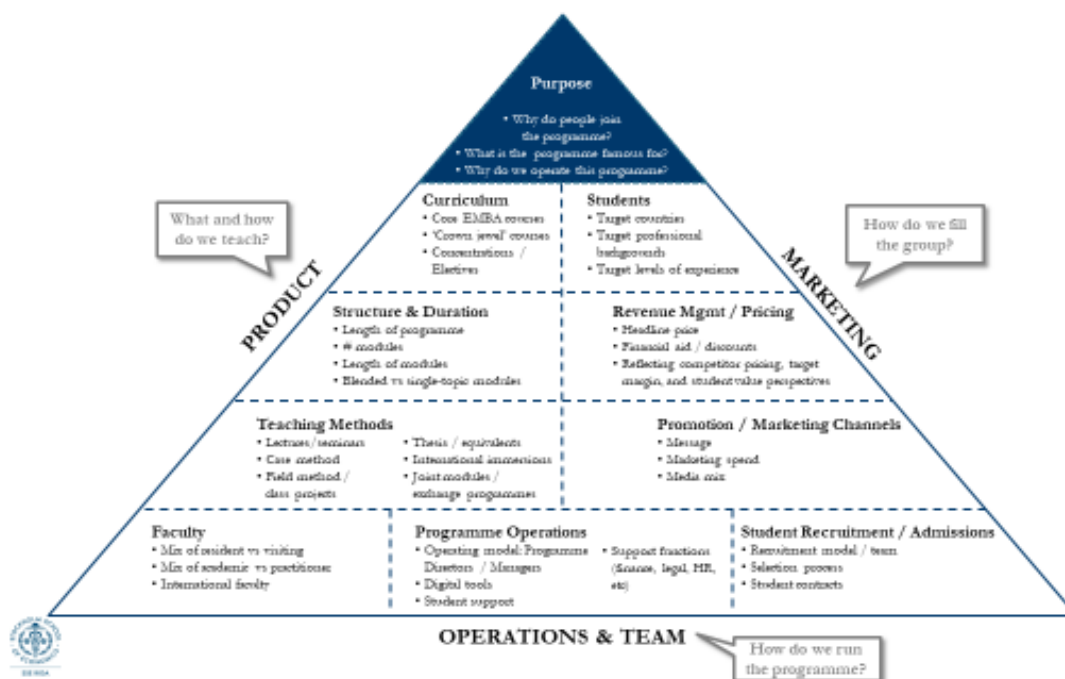
SSE Riga alumni network with more than 2500 alumni is one of the most influential leadership networks in the Baltics, therefore to scale candidate pools in Baltics, information about the application to EMBA programme now is widely distributed via alumni network to attract the best student candidates using SSE Riga international reputation and top-level faculty as a distinctive advantage. SSE Riga also works to address the small scale of local candidate pools, marketing the programme beyond the Baltic region and targeting potential EMBA candidates from other countries.

To gain a competitive edge in the fast-growing business education field, SSE Riga has created an EMBA programme development plan for next six years and is planning to relaunch the programme in 2020 to follow the growing demands for new teaching approaches and methods. The design of the relaunched programme emphasises the strengths of the classroom and field-based teaching in developing the competencies embedded in the FREE concept to explicitly differentiate the EMBA programme from online substitutes.

The future development of the EMBA programme at SSE Riga is one of the core priorities for the institution. The development plan for the next six years takes a structured approach along three dimensions (Product, Marketing, Operations) and ten key levers (Purpose, Curriculum, Structure & Duration, Teaching Methods, Faculty, Programme Operations, Student Recruitment & Admissions, Promotion & Marketing Channels, Revenue Management & Pricing, and Students), as illustrated in the exhibit below:

Picture II.2. EMBA programme review follows a structured approach

EMBA PROGRAMME REVIEW FOLLOWS A STRUCTURED APPROACH



The Purpose element addresses the following questions:

- Why do people join the programme
- What is the programme famous for?
- Why do we operate this programme?

The current view of the purpose of the EMBA programme along these questions is, as follows. Students typically join the programme for one or a combination of the following reasons:

- Work on their leadership capability to set themselves up on a steeper professional/entrepreneurial trajectory
- Broaden the network, connecting with peers from across industries/functions/geographies
- Add the SSE Riga brand as recognized brand to their profile
- Close functional knowledge gaps

Over the development plan period, SSE Riga intends to further strengthen the position of the EMBA programme, so that it is well known for the following key differentiating factors

- FREE concept, the educational mission of the Stockholm School of Economics, as a core set of principles underlying the programme
- A renewed Leadership Development curriculum – combining research-based and hands-on elements
- Opportunities to connect and learn together with participants of other Stockholm School of Economics family of Executive Master of Business Administration programmes

The intended strategic rationale for the Stockholm School of Economics in Riga to continue developing the EMBA programme is as follows:

- Develop today's leaders who will contribute to the economic, social, and democratic development of the region
- Contribute financially to SSE Riga, enabling us to continue investing in and sustainably operate the Bachelor of Science programme
- Build the SSE Riga brand in executive programmes to strengthen Schools' position in

Executive Education

The high-level priorities for developing the Curriculum of the EMBA programme at SSE Riga are as follows:

Core EMBA curriculum

- Core EMBA curriculum woven through with 'red threads', incl. (a) Technological Change & Digital Technology; (b) Globalization; and (c) Sustainability
- Core curriculum culminating in a capstone module at the end of the programme reflecting on and synthesizing the 'red threads'
- Executive Master's Thesis (research project) to become part of a two-step process, commencing with a Field Project with a more applied, business problem-solving-focused project
- Intended 'crown jewel' courses
 - New: Leadership Development curriculum based on a structured progression of modules (from foundations of scientific research on leadership, influencing & organizational behaviour to more applied modules focused on developing personal effectiveness), augmented by field elements (focused on specific capability development, e.g. giving feedback, presentation skills)
 - Existing: emphasize the historically highly rated EMBA modules, including the Finance & Accounting curriculum, Strategy, and Global Economics
- Elective courses
 - Pooled with SSE Russia and potentially with the SSE Stockholm for the 2020 intake and beyond
 - SSE Riga involvement and contribution to the shared electives pool to include (a) Negotiations, and (b) Service Design

The strategic choices for developing the programme on Structure & Duration of the programme are as follows:

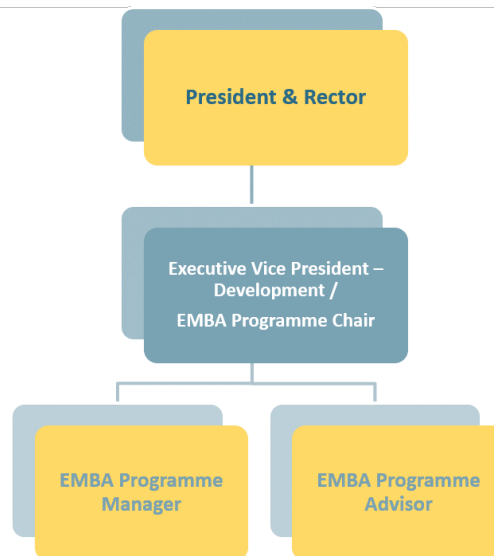
- 17 classroom or field modules totalling 73 classroom days
- Most modules running for 4 days and consisting of two 2-day sub-modules, covering different courses
- Selected modules running longer (International Immersion Study Trip)
- Homework between modules to include:
 - Individual pre-reading for modules
 - Individual post-module reflections
 - Team projects
 - Master's Thesis (Y2)

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.

Study programme management and administration is structured around the EMBA programme

management team, which consists of the Programme Chair, the Programme Manager, and the Programme Advisor.

Picture II.3. EMBA programme management team



The Programme Chair has ultimate accountability for the programme across all three strategic dimensions (Product, Marketing, and Operations) and direct responsibility for the Product dimension, including all key levers, i.e., Curriculum, Structure & Duration, Teaching Methods, and Faculty.

The Programme Manager reports to the Programme Chair and is directly responsible for Programme Operations. In that role they both interact with Programme Managers of other programmes (for example, programme managers and directors of the SSE Riga Executive Education) and administrative staff of the SSE Riga (for example, Finance, Information Technology, Human Resources, Facilities) who provide functional support.

The Programme Advisor reports to the Programme Chair and is directly responsible for the Marketing dimension, including Student Recruitment & Admissions, Promotion & Marketing Channels, Revenue Management & Pricing and Students & Diversity. Analysis and evaluation of the efficiency of programme management is conducted both by the Programme Chair and by the management of SSE Riga in line with its governance practices.

Existing EMBA programme management structure has proven to be effective as the current number of team members let EMBA management team to focus on core functions of the programme implementation (quality of study content, student grades, faculty feedback, recruitment & admissions). Tasks for joint modules and elective courses, recruitment of international faculty are shared between EMBA management teams in all SSE HEI.

Further evidence of the efficiency of the management structure is derived from the benchmark of the size of the programme management team against similar programmes in partner institutions. Based on these benchmarks, SSE Riga EMBA delivers programme management for a similar class size with a considerably smaller programme management team than partner institutions, while retaining the same high levels of programme feedback, quality and impact.

The Programme Chair, together with the senior management of SSE Riga, conducts reviews of study direction and its management structure efficiency. The results of these assessments are presented to the Board of the SSE Riga Foundation quarterly. The Board provides feedback on these assessments, which has always been a strong endorsement, providing further evidence of the efficiency of the study direction and its management structure.

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.

SSE Riga Admission requirements are regulated by “The SSE Riga Executive MBA programme admission rules” and under Clause 11 of Regulation No.846 of 10.10.2006 of the Cabinet of Ministers of the Republic of Latvia “Requirements, criteria and procedure for admission to study programmes”. SSE Riga Admission regulations – reviewed and approved by the SSE Riga Senate annually– are published on the SSE Riga web platform (see links below)

The right to study at SSE Riga is the same for citizens of Latvia, non-citizens of Latvia, citizens of the European Union, citizens of the European Economic Area, nationals of the Swiss Confederation and permanent residents of the European Community, as well as citizens of other, i.e. third, countries who hold a valid residence permit.

The admission regulations prescribe the procedures by which candidates are admitted to SSE Riga. For the EMBA programme, the School runs a two-step selection process. It starts with an assessment of satisfactory fulfilment of eligibility criteria (according to candidate applications). Then follows the SSE Riga EMBA entrance tests, to which all eligible students are invited. Afterwards, interview and test results are compiled and suitable candidates are offered places on the EMBA programme. Applying to SSE Riga is free of charge.

Described in somewhat more detail the two steps look like this:

- Step 1: Assessment of satisfactory fulfilment of eligibility criteria – all applicants apply electronically by filling in the online application in the SSE Riga website: <https://www.sseriga.edu/education/executive-mba/admissions-process>. The deadline for application is June 1. Only applicants who have applied by the deadline and have fully and correctly filled out the application form, submitting all necessary documents, are entitled to participate in the 2nd round. The results are announced by the second week in June, by contacting each applicant individually.
- Step 2: entrance examinations take place from the second week of June till the beginning of July. This entails a multipart test that includes individual interviews and an English language test to assess both candidates’ English and analytic thinking skills; applicants also have to complete personality and intelligence tests electronically by the last assigned day of the 2nd round. The structured interview focuses on the applicant’s motivation for studies in the field of economics and business, their motivation and expectations, their willingness to contribute, and how their previous experience from studies and work has contributed to their personal development. The interview also covers the financing aspect of studies.

Once all interviews are completed, the overall ranking is compiled based on test results and interview scores. After approval by the SSE Riga admissions committee around 25 applicants are invited to study on the SSE Riga EMBA programme. No quotas are applied – either with respect to gender or to nationality. The results of the competition are announced by mid-July, by contacting each applicant individually and by sending a letter to the address indicated in the application.

Recognition of study results achieved in previous education is regulated by the SSE Riga regulations

on this aspect. These regulations set the procedure and criteria for evaluation and recognition of study results achieved in previous education. An applicant who would like their study results reconsidered should apply to SSE Riga. The application will be reviewed within one month after receipt.

STOCKHOLM SCHOOL OF ECONOMICS IN RIGA ADMISSION RULES FOR THE ACADEMIC YEAR 2018/2019*>>

REGULATION OF THE RECOGNITION OF EDUCATION AND COMPETENCIES*>>

**The file is available on the SSE Riga e-learning platform using the assigned access account*

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.

By way of context, a holistic and comprehensive two-way evaluation system is in place as part of the EMBA programme at SSE Riga. As the description suggests, the system consists of two parts. The first part involves evaluating the performance of students for the purposes of tracking their progress towards the standard required for their graduation from the programme and to provide them with a fair and transparent view of their performance. The second part involves students evaluating the quality of study modules and faculty performance to provide critical inputs for the further development of the programme.

Evaluation of student performance takes a number of different forms and mechanisms, the selection of which is at the discretion of the faculty member delivering a study module with the approval of the programme chair. These include exams that are typically conducted in the form of home assignments, which students are required to prepare individually in line with the student code of conduct operated at SSE Riga. They may also include assessment of class participation (used particularly in more interactive formats of class activity, such as the case method) or assessment of the quality of project work conducted individually or within teams in class or outside the classroom.

To enhance the cohesion of the study content and evaluation of student performance in programmes, before the course starts the Programme Chair and Programme manager discuss with faculty members and lecturers the structure of the respective module and what assessment methods can be used to reach learning outcomes.

Student contributions to the discussions and project work are an absolute necessity for the successful completion of the EMBA program. Therefore general recommendation for the Faculty is that at least half of the maximum possible grade represents such contributions.

At least two weeks before the module students receive study materials (course outline, list of pre-readings, case studies) that are available on SSE Riga EMBA e-learning platform. The description of the study programme or course outline highlights course objectives, content, structure, teaching methods, evaluation criteria, assessment methods and learning outcomes. After submission of students' final assignments, each student, along with the grade, receives also written feedback from the Instructor on completed tasks as well as general comments on activities in the class.

These methods of assessing student achievement are under regular review against the best

practice of EMBA programmes at partner institutions and, more broadly, top business schools worldwide. The current guidance on the assessment of student achievement offered to Faculty and the practices employed by Faculty in assessing student achievement is entirely in line with such best practice.

Students can find all information regarding criteria, regulations and binding procedures regarding the assessment of student achievement in the SSE Riga Executive MBA Programme Regulations and Procedures (general principles, criteria, regulations and binding procedures applying to all courses) and in individual Course Outlines (criteria, regulations and binding procedures applying to individual courses).

Assessment of EMBA study programme quality and its conformity with the needs of the students is done regularly, based on feedback received from students via evaluation forms that are (electronically) distributed to students after each course and from Faculty who, based on classroom interaction and observations, share their recommendations for changes to implement in the content of their modules. The necessary adjustments or improvements are reconsidered once a year when renewing contractual relations with the Faculty. As part of a regular programme review, evaluation methods are considered on a holistic basis to ensure they are in line with FREE, the educational mission of SSE Stockholm.

[Executive MBA Regulations and Procedures*>>](#)

**The file is available on the SSE Riga e-learning platform using the assigned access account*

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.

Academic integrity is one of the core values at SSE Riga. Faculty, staff and students are expected to adhere to high ethical standards. The main documents regulating issues related to academic integrity are student agreements and the SSE Riga EMBA Internal Rules. Among the issues covered are violations of published policies, rules and regulations; various types of cheating, plagiarism, academic dishonesty, freeriding and misuse of online resources. All relevant documents are accessible to faculty and students alike through the SSE Riga e-learning platform. First-year students are informed about the issue of academic integrity during their first months of study. Academic integrity principles are explained during the "Introduction to Library Resources, Referencing and Anti- Plagiarism" session that runs during the second month of their studies.

A student who is found violating the rules on academic integrity/honesty is asked to submit a written statement. Depending on the severity of the violation, the case is either handled by the individual faculty member/course director, the rector or in severe cases – such as cheating in exams and severe plagiarism – by the SSE Riga Disciplinary Committee. The Committee is chaired by the Rector and with members representing faculty and students. There are also two external members: one judge and one lawyer. Sanctions imposed on a student found guilty of academic dishonesty range from a warning, failing the course, forced suspension of studies for a certain period, to expulsion from SSE Riga (with no right to return). Decisions of the Disciplinary Committee are made public among the student community.

In terms of report writing and in line with SSE Riga policies, all reports must be formatted according

to the guidelines provided by the English language department and available through the e-learning platform. Special attention is paid to plagiarism – references, which must be included whenever a student uses ideas, information or language from another source, must follow the APA (American Psychological Association) style. The EMBA thesis writing process is regulated by the SSE Riga EMBA Thesis Memorandum.

When uploaded on the e-learning platform, home assignments are checked for plagiarism using the Turnitin originality check. Overall responsibility for this process lies with the English language department and the Library. For Executive Master Thesis, students have access to the Turnitin software for an Originality Check a week before the submission deadline.

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.

The information is found on the SSE Riga website, www.sseriga.edu. The responsibility lies with the EMBA programme administration in cooperation with the Director of Communication.

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

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

The quality policy system with respect to the EMBA programme at SSE Riga is regulated by the School's Quality and Internal Control Regulations, approved by the School's Senate, which defines the procedures for ensuring and maintaining the quality of higher education at SSE Riga.

Quality is also monitored in dialogue with the Board of the SSE Riga Foundation comprising representatives of the Alumni Association and the business community. External quality control is also exercised through the use of external examiners for Executive Master Theses. Input from visiting faculty from other academic institutions and business schools also plays an important role in quality assurance and to ensure that innovative study methods are applied in the study process.

The most important quality indicators of EMBA study programme are:

- quality of incoming students;
- clarity, reach and relevance of study programme goals and objectives relative to the SSE Riga mission and strategy;
- compliance of study content with the educational standards of the Republic of Latvia, other normative acts;

- observance of the principles of democracy and academic freedom in the management of the study programme and in relations between students and academic staff;
- methodological, informative, administrative and technical support for the study programme;
- student feedback through module evaluations and other surveys;
- student academic performance – assessed on a continuous basis;
- Executive Masters Theses - topicality and novelty;
- graduate satisfaction with the programme.

In terms of study process quality the main aspects are as follows:

- innovative study methods, clear presentation of expected results of studies, problem-solving and structured EMBA study framework for leadership development
- counselling EMBA students to build the management and administrative capabilities of future and current business leaders
- continuously assessing EMBA student knowledge and skills and use of the results to improve the study process.

This quality-assurance work involves faculty, the EMBA programme management team, the academic affairs administration and the rector. It is the responsibility of the EMBA programme management team to continuously follow that the content and format of the study modules reflects FREE concept, the educational mission of the Stockholm School of Economics.

Regular assessment of programme quality is done based on feedback received from students via electronic evaluation forms and personal feedback that students are encouraged to share with the EMBA Programme Chair or Programme Manager during or after the study modules. EMBA Faculty receive results from student surveys and share their recommendations with the EMBA Programme Chair and Programme Manager to ensure continuous improvement and development of the study programme.

Such quality control procedures are highly effective and lead to both constructive actionable feedback for faculty to improve the quality of individual courses and for programme management staff to improve the quality of programme operations. They also result in regular (annual) replacements of some proportion of courses and/or faculty delivering these courses.

Finally, as seen from the previous discussion of the licence agreement with SSE Stockholm, quarterly reporting to SSE Stockholm and regular participation by the Rector in committee work at SSE Stockholm provides additional means of quality control and ensures the continuous improvement, development and efficiency of the EMBA programme.

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.

No new study programmes within the study direction have been created during the period since the last accreditation and currently, there are no new study programmes in planning.

Existing EMBA study programme quality is reviewed regularly, based on feedback received from 1) students via anonymous evaluation forms that are (electronically) distributed to students after each course. Course evaluations are afterwards available for faculty for their course(s) and 2) faculty who, based on classroom interaction and observations, have recommendations for changes to implement in the content of their modules. The relevance of study content and necessary adjustments or improvements are reconsidered once a year when renewing contractual relations with the faculty. SSE Riga's general management and EMBA programme management are responsible parties for content development and quality improvements.

In the analysis and evaluation of the study program processes feedback received from EMBA students during informal meetings, networking events and study trips also have to be appreciated, as in a more informal environment participants are willing to give more open feedback and are not restricted by time constraints. Overall evaluation of the whole study experience and content value for participants is collected from graduates shortly after graduation (in electronic format).

To summarize, feedback is obtained from:

- students through surveys and individual one-on-one ad hoc conversations;
- meetings with faculty;
- alumni in their dual role as alumni and business community representatives through alumni engagement in SSE Riga educational processes and through the board of the SSE Riga Foundation;
- the Board of the SSE Riga Foundation with representatives of alumni, business and academic communities;
- surveys of graduates;
- quarterly reports presented to the Board of the SSE Riga Foundation and SSE Stockholm; and
- the SSE Riga Rector taking part in committee work at SSE Stockholm.

Overall, the study programme review system and the process are assessed as efficient, as it is designed in such a way that all shareholders, i.e. interested parties, are involved and welcomed/asked to deliver their feedback on the study processes and experience. This approach ensures the comprehensiveness of the gathered information and openness.

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.

Regular student surveys are the main and most comprehensive information source on both study content as well as any organisational, operational or practical matters related to the study process.

The relatively small number of students allows for an individual approach and open communication between the programme administrative staff and participants, thus often helping to prevent any potential issues at an early stage.

Besides surveys as the main and most comprehensive tool for feedback giving, and personal reviews to programme staff, students can also express their feedback related to the study process

in writing by addressing the rector of SSE Riga directly. Feedback received is reviewed in a reasonable timeframe and a response is given either in writing or orally.

Students are informed about all feedback-giving tools at the beginning of their studies during the first study week when an introductory presentation is given about the study process, rules and regulations. Student complaints and suggestions related to the curriculum or study processes are reviewed in the context of the regular programme development meetings, to assess every instructor's performance and the relevance of the corresponding study subject. Necessary changes and updates are implemented based on decisions made after careful inspection. For example, sometimes a course instructor has been replaced following student complaints about unsatisfactory delivery of course content.

For instance, the E-Marketing module instructor has been replaced following students' critical feedback. In the Sustainable Development study module, the study content has been modified from theoretical to more practical, involving students in designing their own projects and ideas about issues covered in the course, to provide a better understanding about sustainability and corporate social responsibility matters when viewed from an existing business' point of view.

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.

Admission and graduation data are collected on an annual basis and comparisons are drawn with previous years to identify improvements or problem areas. All individual student grades are analysed after each of the modules for individual student assessment and follow-up as well as identifying potential problems with courses and/or scheduling.

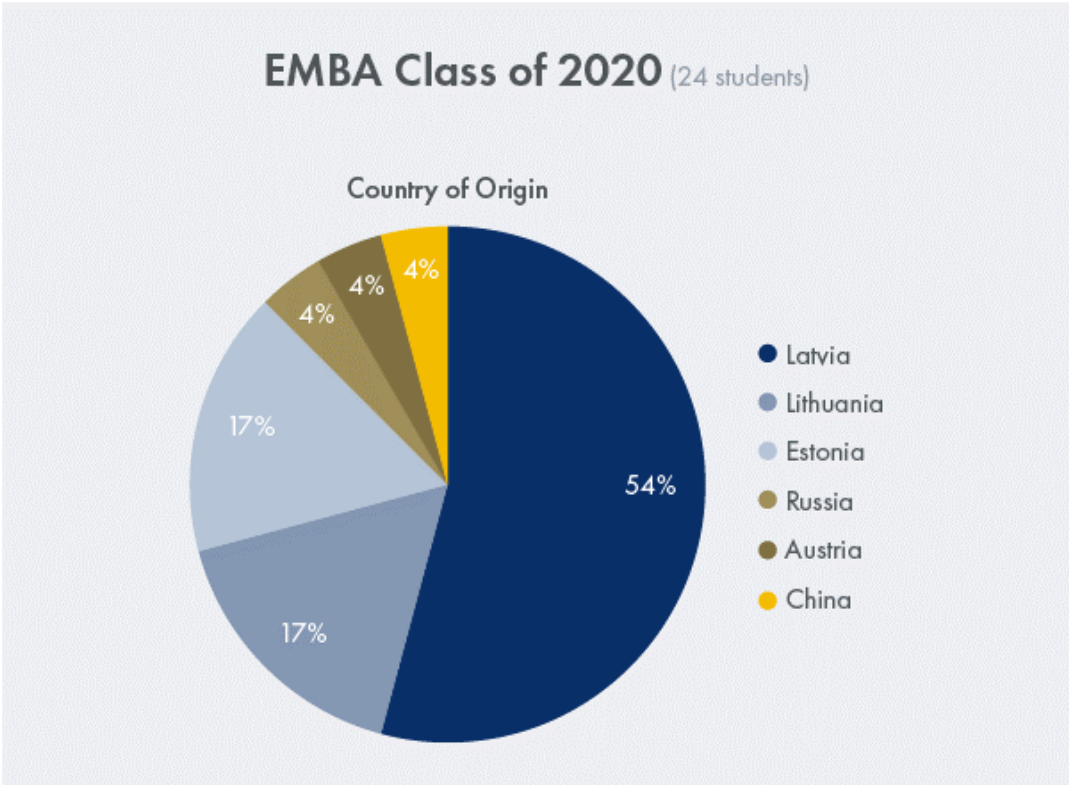
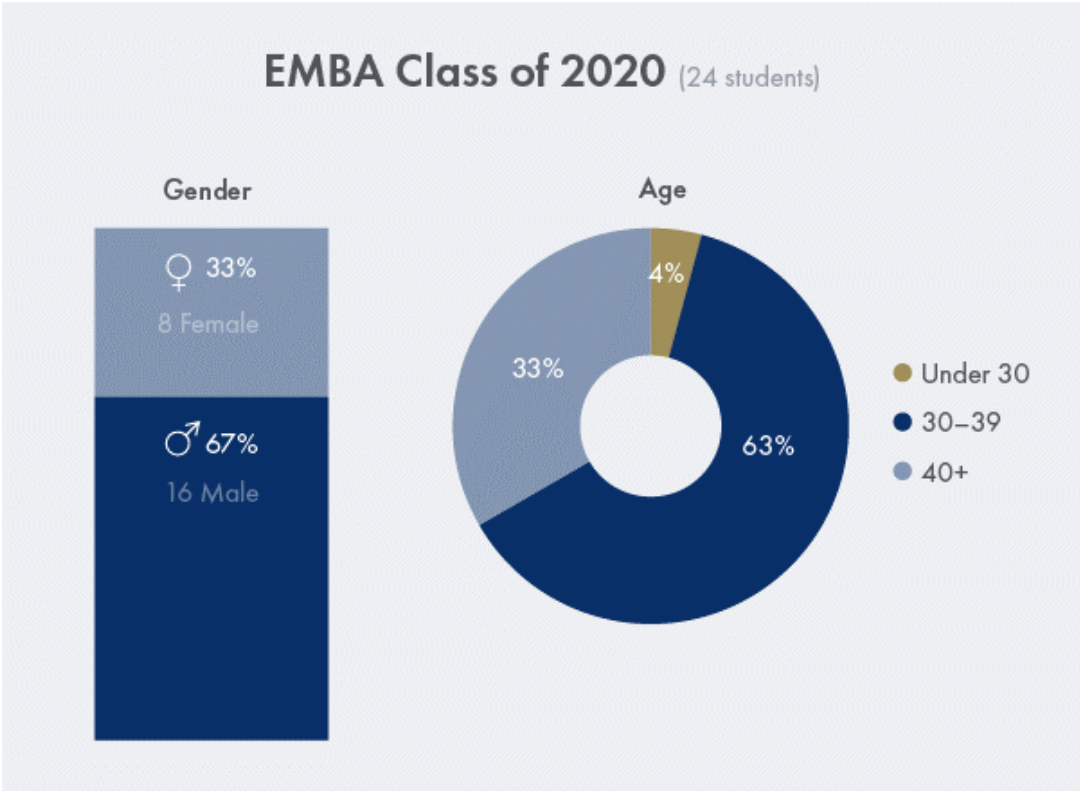
Accordingly, the study schedule (for instance, the sequence of study courses) may be adjusted in order to ensure more optimal workload division for students between semesters. Another example how those data are exploited, Executive Master Thesis introduction sessions have been moved earlier - from the beginning of the second study year to the end of the first study year, therefore giving more time for students to work on their research as a result producing more qualitative research papers.

Data on academic publications based on the Master's thesis is collected annually at the end of the academic year. Student statistics as well as statistics on faculty, research and physical facilities are compiled on a regular basis and reported to the Latvian authorities.

For the EMBA programme, the quality and diversity of the participants is an important aspect of the study experience, so comprehensive data are gathered and analysed every year to follow up on the set diversity targets in terms of represented industries, educational background, gender and represented countries, as illustrated below. In turn, marketing efforts and recruitment tools are adjusted and targeted to achieve the maximum optimal balance of the class composition.

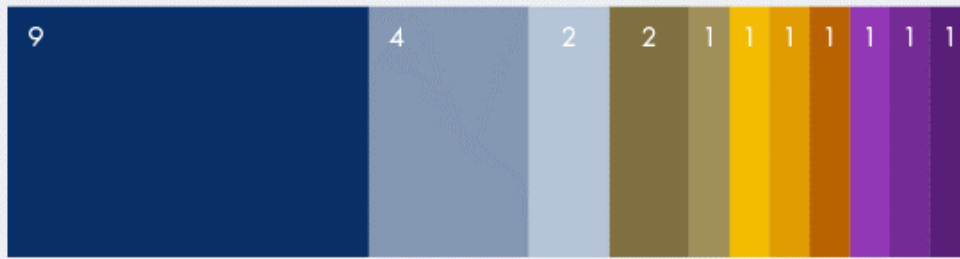
The data of student demographics are analysed and necessary actions via marketing tools and information campaigns are designed to ensure the expected diversity of the student groups, in terms of gender, represented nationalities and professional backgrounds- all factors that, as mentioned, add value to the Executive MBA programme format.

Picture II.4. Demographic data of EMBA students 2019/2020



EMBA Class of 2020 (24 students)

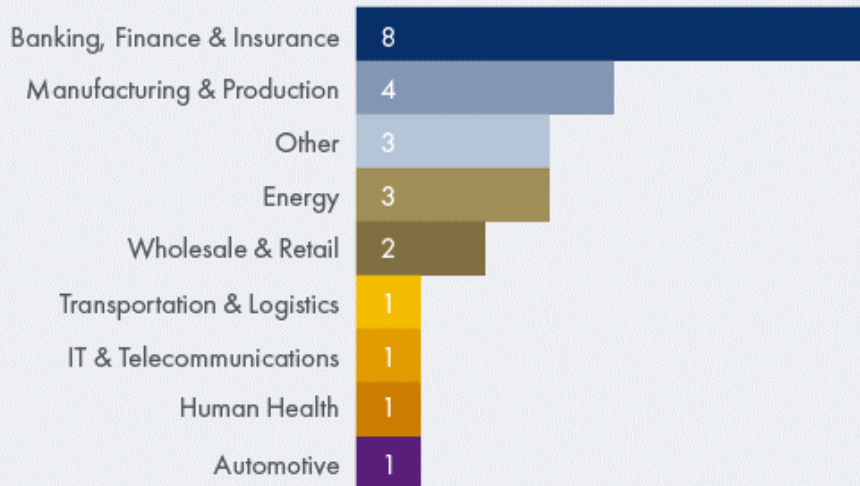
Positions



- Head/Director of Department/Division
- CFO
- CEO
- Managing Director
- Board Member
- Business Developer
- COO
- General Counsel
- General Manager
- Key Account Manager
- Partner

EMBA Class of 2020 (24 students)

Represented Industries



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.

As a consequence of the License Agreement with the Stockholm School of Economics that explicitly refers to the EQUIS standards, the SSE Riga standards and guidelines for internal quality assurance

are built around the EQUIS accreditation criteria or standards – unlike the ESG, they are standards for quality. EQUIS is the most comprehensive accreditation system for business and management schools and acknowledged worldwide and could be seen as a quality benchmarking against international standards in terms of the following ten dimensions or standards:

- **Context, Governance and Strategy:** The academic institution (henceforth the school) should have a clearly articulated mission that is understood and shared throughout the institution. As for governance, the school should have an effective and integrated organization for the management of its activities based on appropriate processes, with a significant degree of control over its own destiny. In terms of strategy the school should have a defined, credible and coherent strategy, realistically reflecting its market positioning, resources and constraints.
- **Programmes:** Programmes should be well designed with clear learning outcomes and an appropriate balance between knowledge acquisition and skills acquisition. Delivery methods should be diverse and reflect up-to-date educational practice. The curriculum should emphasise student learning and allow for practical work. There should be rigorous assessment processes for monitoring the quality of students' work. Programmes should be regularly evaluated through the feedback from students and other stakeholders. Programmes should be adequately staffed, managed and administered.
- **Students:** The school should ensure the quality of its students through appropriate selection processes, through the management of student progression in its programmes, and through the provision of appropriate student services. In particular, it should ensure the quality of the placement of its graduates through a well-resourced career service, it should strive to bring together in its programmes a well-balanced student body representing a diversity of backgrounds and nationalities. As for the personal development of students, the school should explicitly and effectively support the personal and professional development of its students beyond the acquisition of knowledge in such areas as managerial skills, values, ethics, leadership etc. It should actively help students to define their future professional orientation.
- **Faculty:** The school should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise.
- **Research and Development:** The school should regularly produce original contributions to knowledge that are effectively disseminated. They should demonstrably make an impact on one or more constituencies that are strategically important for the successful development of the school, academic peers, management professionals, students etc.
- **Executive Education:** The school's programme offering in the field of executive education should be appropriately integrated into its overall strategy and into its central management systems. Whatever its organizational or legal structure, executive education should be seen as central to the strengthening of the school's connections with companies and organisations within the markets that it is serving. It should contribute to the development of the faculty in maintaining relevance in their teaching and research. It should contribute to the improvement of business practice by putting the school's distinctive expertise at the disposal of practising managers.
- **Resources and Administration:** The school should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment and with sufficient high quality administrative staff and processes to support the school's range of activities.
- **Internationalisation:** The school should have a clearly articulated strategy and policies for internationalization. It should demonstrate its commitment to educating and preparing

students and participants for management in an international environment. This should be underpinned by active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections. The schools should be able to attract students and faculty from other countries. It should carry out research of international relevance and scope.

- **Ethics, responsibility and sustainability:** The school should have a clear understanding of its role as a “globally responsible citizen” and its contribution to ethics and sustainability. This understanding should be reflected in the school’s mission, strategy and activities. There should be evidence that the school’s contribution is reflected in its regular activities, covering education, research, interactions with businesses and managers, community outreach and its own operations.
- **Corporate connections:** The schools should have a clearly articulated strategy and policy with regard to its corporate connections. It should demonstrate that it develops students and participants with a practical understanding of business and management through interaction with the corporate worlds. Faculty should be involved with current management practice through research and consultancy undertaken in collaboration with corporate partners and through executive education. Corporate input should be a key feature of the school’s activities. Corporate connections also include connections with the public sector and NGOs.

In addition to the ten EQUIS standards listed above the SSE Riga quality assurance explicitly addresses communication and outreach through e.g. the website and social media.

A quarterly report, Report on Operations, structured according to the criteria above is produced to the Board of the SSE Riga Foundation and also sent to SSE Stockholm as part of the reporting that follows from the license agreement. The report is based on input from faculty, the different units within the School and its administrative and supportive units. Hence, there is a quarterly assessment of the School’s activities.

As seen from above, there is a substantial overlap between the EQUIS standards and the ESG Standards and Guidelines for Quality Assurance. The EQUIS standards are therefore used to provide a basis for the SSE Riga internal quality assurance (in addition to regulating the relationship with the Stockholm School of Economics and providing a basis for reporting to the Board of the SSE Riga Foundation).

ESG identifies the following ten areas as vital for successful quality provision and learning environments in higher education (most of the concepts discussed below are covered in greater detail elsewhere in this report):

- **Policy for quality insurance:** The SSE Riga quality assurance processes and policy are, as discussed above, organised around the EQUIS standards and reported on a quarterly basis and involves faculty, staff, students, alumni and other stakeholders. In addition there are a number of institutions within the School further supporting the quality assurance, e.g. the Academic Arbitration and the Disciplinary Committee. Furthermore, there are procedures addressing academic integrity such as Turnitin screening of all written work submitted and the use of external examiners for the EMBA theses. External stakeholders are involved through the Board of the SSE Riga Foundation.
- **Design and approval of programmes:** These aspects are mainly covered in EQUIS standards 2 and 10. Were SSE Riga to design and develop new study programmes, they would, according to the license agreement with SSE Stockholm, subject to approval by SSE, which in turn means that they have to undergo the SSE procedures for new programmes. In terms of existing programmes at SSE Riga they are continuously assessed using a number of instruments such as faculty feedback (on their own course as well as on the student

knowledge gained in other courses), student evaluations of the individual courses, student evaluations of the entire programme, and feedback from alumni and employers. Issues related to design and development of existing programmes are also discussed at the regular EMBA Programme Committee meetings at SSE Stockholm. Furthermore, the discussion at the level of the Board of the SSE Riga Foundation focuses on stakeholder input as well as on the alignment of the with the overall SSE Riga strategy. With respect to EQUIS standard 10 and the role of external expertise and reference points, the involvement of alumni, business representatives and faculty from other academic institutions play an integral role in the educational process.

- **Student-centred learning, teaching and assessment:** This mainly relates to EQUIS standard 2. The programme is assessed through the course outlines that are approved by the academic leadership to ensure that they fulfil the basic criteria in terms of, e.g. transparency, assessment and feedback, workload and a variety of teaching and assessment methods. The student-centred learning is not limited to academic learning, it also involves the academic advising during the first year and the business skills programme that runs throughout the three years of studies. In terms of appeals, the School has a standard procedure for appealing as well as the Academic Arbitration.
- **Student admission, progressing, recognition and certification:** This is mainly covered in EQUIS standard 3. Information on the admissions process and the admissions criteria are after approval communicated on the SSE Riga website. The eligibility of the international candidates with secondary school diplomas from outside Latvia is determined by the Academic Information Centre. At graduation the students receive Diploma and a Diploma Supplement. The latter according to the standards of the European Commission, the Council of Europe and UNESCO.
- **Teaching staff:** This is mainly covered in EQUIS standards 4 and 5. The Employment process for permanently employed staff is regulated by the Internal Regulations “Regarding the Academic Positions of Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga”, These stipulate the terms/criteria for selection and taking academic positions, and qualification requirements, tasks and terms of election at SSE Riga. Furthermore, SSE Riga bylaws are developed to ensure implementation of the Law on Higher Education, the Labour Law, the Law “Par Rīgas Ekonomikas augstskolu”, the Law on Scientific Activity, Order No.214 of the Cabinet of Ministers “On Approval of the Constitution of “Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga” as well as corresponding regulations of the Cabinet of Ministers. Research is mandatory for permanently employed faculty and a certain share of their time should be allocated to it. The School provides each faculty member with a budget for conference and research related travel. In addition to the quarterly reporting, faculty is also required to produce an annual faculty report covering, research, teaching, international cooperation and community service.
- **Learning resources and student support:** This is mainly covered by EQUIS standard 7. Learning resources are provided through the SSE Riga e-learning and the SSE Riga Library (including databases). Student support are provided by the EMBA programme administration.
- **Information management:** This is mainly covered by EQUIS standards 1 and 2. The application process provides the School with the necessary demographic information of the student body. During the process of studies the necessary academic information is recorded and entered into the LAIS system. The Alumni database provides information about the progress of the Alumni.
- **Public information:** This is mainly covered by EQUIS standard 10 and through the attention paid to communication and outreach in the internal reporting (as discussed above). In addition to using the website and social media to communicate its educational offerings, SSE

Riga organizes events to promote the EMBA programme. To further contribute to the society and raising the awareness of SSE Riga as an institution of education and research, the School organizes a wide range of events in its fields over the academic. Essentially all of these events are open to the general public. In many cases they are organized in cooperation with other stakeholders and/or part of various externally financed projects. All these activities are communicated through the website and other platforms.

- **On-going monitoring and periodic review of programmes:** This is mainly covered by EQUIS standard 2. The programme is regularly monitored and assessed through a wide range of measure, the course outlines, the student feedback communicated through course evaluations and the quarterly reporting providing the basis for the Report on Operation and the annual faculty reports. The latter also provides faculty with an opportunity to suggest improvements. Furthermore, input is provided from the Board of the SSE Riga Foundation representing various stakeholders. In the Board meeting cycle of the Foundation, the last meeting of the spring semester is devoted to strategic and development issues.
- **Cyclical external quality assurance:** This is ensured by the EQUIS-based reporting submitted to the Board of the SSE Riga Foundation that takes place on a quarterly basis addressing all 10 EQUIS standards. The reporting is also, as part of the license agreement with SSE Stockholm, submitted to the SSE leadership.

Out of the ten internal quality assurance standards defined by the ESG Standards and Guidelines, the sixth – related to learning resources – is considered to be the greatest challenge. To a large extent, this is due to SSE Riga’s small size – both in terms of students and actual physical space. The relatively small number of students makes infrastructure investment in IT (including online learning), databases, and the like very expensive per student. Nevertheless, the School has a more than adequate IT infrastructure and access to databases in the fields of economics and business is probably the best in Latvia.

The limitations with respect to physical space that come with a city-centre location are more challenging to address. These limitations put restrictions on space for student learning as well for faculty and staff office space.

As for the fifth standard, (teaching staff), the School faces challenges in terms of recruiting qualified faculty that primarily is recruited in competition with the international market (even if the candidate is from the region). Mainly two factors contribute to the disadvantage. Firstly, the small size of the School means that it is challenging to build a critical mass of faculty within a field. Secondly, the geographical location as such. To increase its attractiveness, the School highlights the benefits that come with highly motivated and talented students. In addition, the School gives plenty of time for research and is generous with travel grants for conference participation.

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 School's financial year matches the calendar year, which means that the budget process is run during autumn when each SSE Riga department and unit is planning and budgeting the activities for the next financial year. The reason for having a calendar year and not an academic year as the budget year is that the owner of SSE Riga – the SSE Riga Foundation – is by law required to have the fiscal year equal to the calendar year. The budget process involves all the School's activities. Direct costs and revenues for the EMBA programme are budgeted and recorded in financial reporting separately.

The main sources of revenue for provision of SSE Riga's EMBA programme in 2018 were:

1. Tuition fee, which varies from EUR 27 000 to EUR 29 000 for the whole two-year study programme depending on the payment schedule.
2. Income from other educational and research activities which provide additional resources including:
 1. SSE Riga provided services to its mother institution – Stockholm School of Economics in Stockholm in the context of joint EMBA programme activities on experience exchange and networking.
 2. Faculty provides commissioned research for both public and private sectors. In addition the School receives funding from the EU, Latvian sources and other donors to undertake research. In 2018, SSE Riga joined the Register of Latvian Scientific Institutions. Other types of activity that provide additional revenue to cover the overall costs of the School are also encouraged.

The costs in the table below are provided for the calendar year 2018. The programme cost per student depends on the calculation methodology. In the calculation below, the indirect central costs of the School (including central administration, premises and infrastructure maintenance, library services etc.) are divided by the total number of students and added in the respective proportion of the EMBA students to the direct costs of the EMBA programme. The total EMBA programme cost does not include the indirect costs of the faculty research, which the School has to cover in order to maintain its academic reputation and due to the requirement of granting the research time to the permanent faculty members according to the Law on Higher Education Institutions. No formula seems to be appropriate to calculate a specific amount of attributable faculty research costs to the EMBA programme specifically.

Table II.1. Costs of the EMBA study programme in 2018 per student

Total number of students	53
Cost per student, EUR, broken down as follows:	10 223
- production costs	49.7%
- personnel costs	24.1%
- facility costs	4.0%
- travel expenses	2.3%

- marketing and advertising costs	4.7%
- books, licenses and databases	1.8%
- office costs	1.3%
- administrative services	7.4%
- other costs	4.7%

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).

SSE Riga Executive MBA programme studies take place at facilities located in the main campus building at Strelnieku iela 4A; and the library located in the adjacent-adjoining building at Strelnieku iela 4A k-2 belonging to the Riga Graduate School of Law.

The main campus building at Strelnieku iela 4A is located in the centre of Riga. It is a six-floor historic building built in 1907 as a school for German-speaking boys. It was completely renovated 1993-1994 when it was donated to SSE Riga by the Latvian Government. Most of the School's administration is located on the second floor where there are seven offices with a total of 24 workplaces for staff and faculty. On the third floor are workplaces for seven staff and faculty members as well as additional workplaces for visiting faculty. There are also two auditoria, each with seating capacity for 65 students. The fourth floor contains office spaces for nine staff members, as well as three classrooms that can accommodate in total 89 students. The fifth floor has three classrooms that can accommodate in total 75 students, 2 employees, as well as two rooms for student organizations that can hold up to 11 workstations. EMBA and Executive education office is located in the sixth floor with office space for 13 staff members and there are three classrooms that can accommodate a total of up to 60 students.

The ground floor of the building consists of a lobby area with a recreation zone for students that can accommodate up to 250 people with standing room as well as a cafeteria-seating zone with tables and chairs for approximately 100 people. There is also a cafeteria/kitchen zone for food preparation and food service, as well as a reception area and copy centre near the entrance to the building, with seating for 2 staff members.

The library is located on the 6th floor of the adjacent/adjoining building owned by the Riga Graduate School of Law (Strelnieku iela 4 k-2), with a reading room, a main library, and a recreation seating zone for students, that accommodates up to 60 people. In addition, a staff office has two workstations. The building also contains one auditorium for SSE Riga with accommodation for around 100 people.

All SSE Riga buildings have a public WiFi service. Students, staff and faculty, as well as visitors, conference attendees and the like are free to use the WiFi network. An additional WiFi network with

higher throughput is provided for more network-intensive study work. Access to this network is only available by logging in with each user's individual account credentials.

As noted above, all buildings (School building, library, dormitories) have security cameras installed. This is to prevent theft and ensure the physical and material safety of those on School premises. Visitors are informed of the presence of cameras, their purpose and responsible supervisors by notices posted at all entrances.

The School provides students access to a computer lab located on the fifth floor. The lab is open days and evenings Monday through Sunday. It is equipped with stationary computers and self-service printing. Students can use the computers for any academic purposes, most commonly for printing or looking up academic materials. Furthermore, the computers are equipped with software licensed for academic use on School computers needed for specific courses.

The SSE Riga Library has two reading rooms for student usage: a smaller reading room for group work and discussions plus a larger reading room for quiet individual work. The larger reading room is equipped with stationary computers for student general use. Computers are equipped with software licensed for academic use on School computers needed for specific courses. Both reading rooms provide WiFi service. The library provides printing, scanning and copying facilities for student use during library working hours.

To provide students with space for studies, team work, and so on, the School's policy is to allow students to use classrooms for study purposes when they are not in use for classes, including evenings, Saturdays and Sundays.

The SSE Riga IT infrastructure is partly located on the premises and partly based on cloud solutions. The School maintains a dedicated server room with server infrastructure for on-premises services such as a WiFi system management and computer lab management, as well as infrastructure for services available both inside and outside the School building, for example, e-learning platform and VPN services. The server room is equipped with redundant power supplies and UPS battery backup. All physical servers are configured to be internally redundant. Automated regular backups are performed for all production virtual machines located on these physical servers. Cloud solutions include e-mail system, library databases, Microsoft accounts etc. SSE Riga maintains GDPR-compliant service contracts with all external data operators.

Teaching aids, information and technical facilities are heavily used in the EMBA study process. Before each study module students are provided with all necessary study materials in electronic format. All EMBA classrooms are also available for students after classes. Students are provided with desk space where they can put study materials, their electronic devices and belongings. Depending on availability, additional study space is provided apart from classrooms. Students are provided access to hot and cold drinking water and the coffee machine is for their usage around the clock; within each course light snacks are also provided during breaks.

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.

3.3.1. Library services

The SSE Riga Library is an academic library whose mission is to support the academic programmes at SSE Riga, SSE Riga faculty and academic centres, students from other academic institutions, and the public at large. The library is open 8:00-20:00 weekdays and 10:00-16:00 weekends. These hours are extended during more intense periods of the study year. The library has two reading rooms with 60 seats and eight computer stations. Printing and copying are available for a fixed fee. Scanning is available free of charge. WiFi is available to all patrons throughout the library.

The SSE Riga library collection comprises 29,982 items that cover the subject areas of economics, business, and related social sciences. The majority of the resources the library collects are in English. The library's book collection is accessible via the electronic cataloguing system available through any web browser. The library staff acquire new books through such channels as canvassing the faculty for suggestions on new material, book reviews in prominent subject-area publications, and trade book lists. Books are checked out to patrons for two-week periods. Master students also check out their course books from the library, i.e. the library provides each student with the course books needed and hence no need to buy books for the courses. Course literature is due back at the end of each course.

The library subscribes to popular economics-related serials in paper that are checked out to patrons for one week. The library keeps a supply of the School's calculator on hand that students may borrow for five days. Since 2015, all students at SSE Riga have an electronic subscription to the Financial Times newspaper that they may read until they graduate.

The library maintains subscriptions to electronic databases enabling access to academic journals and data sets for students and faculty. Articles from academic journals are used as course material as well as for student and faculty research. Journal databases include EBSCO Business Source Complete (27,585 full-text downloads in the 2018-2019 academic year), EBSCO Econlit (3,340 full-text downloads in the 2018-2019 academic year), EBSCO Academic Search Complete (4,450 full-text downloads in the 2018-2019 academic year), JSTOR, Science Direct and Scopus. The library also maintains subscriptions to collections at the IMF, the OECD, and the World Bank.

For information about specific companies, the library subscribes to the worldwide edition of the ORBIS database (18,587 sessions in the 2018-2019 academic year), which includes accounting information, legal formation, and information on shareholders, owners, and subsidiaries. For information on securities trading, the library has a subscription to Thomson EIKON.

In addition, the library has subscribed to Qualtrics survey software and Nvivo interview parsing software to aid students and faculty in data collection. Since 2012, the EIKON, IMF, OECD, World Bank, and ORBIS databases as well as the Qualtrics and Nvivo platforms have all been added to the collection in response to student and faculty needs. With the exception of EIKON, all of these databases are available to students and faculty anywhere on the SSE Riga data network, either within SSE Riga facilities or over VPN. Librarians work with faculty to determine what databases are needed to satisfy the requirements of courses in different disciplines. A small fund is maintained to obtain academic articles and data sets not covered by the library's subscriptions if the need arises. The library plans to continue to expand its database collection in response to needs of Master students and SSE Riga faculty.

The library is involved in teaching Master students how to reference works in their writing, and how to avoid plagiarism. In addition, students are given no fewer than five academic hours of instruction in how to use academic databases to find articles and data sets. The librarians are also available to Master students for individual and group research consultations upon request.

3.3.2. IT services

Each SSE Riga student, staff or faculty member is provided with an SSE Riga account which provides access to the e-learning platform/learning management system (Moodle), e-mail system, printing account and Microsoft account. Additionally, each student is provided with an academic database account, research database accounts, access to the computer room, access to printing facilities, access to electronic databases in library reading rooms or via VPN access, access to specific software and online solutions and access to WiFi service on campus.

General use of IT systems at SSE Riga is governed by “Regulations for The Use of The Information System” which sets out general rules for IT system use for staff and faculty as well as the “SSE Riga Privacy Policy” which sets out the basis on which any personal data will be processed. Student use of SSE Riga IT systems is, in addition, governed by “IT Regulations and Procedures”.

The School’s e-learning platform serves as the main learning management and information platform for study-related materials including all course-related materials, assignment submissions and grade publishing. It is also integrated with the anti-plagiarism software Turnitin. All faculty members are required to use the e-learning platform for publishing course-related information, course materials, tasks for students, collecting student submissions and publishing grades. The e-learning platform is also used by the EMBA’s administration for publishing study-related information, such as rules, regulations, procedures and announcements.

The School’s e-mail system is used by the administration and faculty for all communication with students about their study matters. In addition to email accounts, students are also provided with a School-managed cloud storage solution that students are encouraged to use for collaboration, storage and backup of study materials. Additionally, students have access to a School-managed calendar system, which allows students to track study schedules and manage their own events and schedules.

The School provides a licensed Microsoft Office productivity suite for free for all students, staff and full-time faculty, allowing use of licensed and updated suite of Office programmes on personal devices during their studies or employment at SSE Riga.

For academic administration, SSE Riga uses the Latvian LAIS (Latvijas Augstskolu Informatīvā Sistēma) system. The system manages student personal information, academic information and grades. Programme administrators use this system for student record-keeping. Students can use this system to check their grades and other study-related information.

Faculty, staff and students have access to VPN services provided by the School. This allows for remote work from e.g. home or exchange locations, utilising resources needed for academic work that would otherwise be usable on premises only (e.g. certain library databases).

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.

SSE Riga strives to attract the most knowledgeable and recognized experts in their fields in order to comply with the FREE Educational mission (Face and science-minded, Reflective and self-aware, Empathetic and culturally literate, Entrepreneurial and responsible), as well as one of the three values of the SSE Riga community – Excellence.

The academic staff consists of permanently employed staff and visiting staff. During the assessment period the number of permanently employed staff has increased and visiting staff numbers have decreased. We envisage maintaining this tendency and attracting even more staff on a permanent basis. Permanent staff members have a better feel for the needs of the University, while permanency also facilitates cooperation and exchange of views with colleagues from other departments in order to maintain an all-inclusive educational system.

SSE Riga bylaws aim to ensure compliance with the Law on Higher Education, the Labour Law, the Law “Par Rīgas Ekonomikas augstskolu”, the Law on Scientific Activity, Order No.214 of the Cabinet of Ministers “On Approval of the Constitution of “Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga” plus corresponding Cabinet of Ministers regulations.

The very small size of SSE Riga argues against excessive formality. Potential candidates are sought by different means – through specific scientific networks, advertising (e.g., the Social Science Research Network, SSRN), through the SSE Riga Alumni network, recommendations from partner universities, plus approaching individuals based on faculty contacts. All positions are open and candidates are assessed by heads of department, the Rector and the Senate.

Recruitment procedures vary as between permanently employed staff and visiting staff.

The employment process is regulated by the Internal Regulations “[On Academic Positions at Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga](#)”, approved by the Senate on July 2, 2018, minutes No.3/2018. These regulate the terms/criteria for selection and taking academic positions, and qualification requirements, tasks and terms of election at SSE Riga.

Positions as associate professor and professor are announced in the official newspaper “Latvijas Vēstnesis”. Any candidate can apply within one month. After that, the Senate reviews all applications according to the criteria laid down for the position. The most suitable candidate with the most positive internal evaluation is nominated by the Senate for the next round – to the external Council of Professors in the relevant field. If the candidate passes the election, an agreement is concluded. During the reporting period, three faculty members have been elected as professors and one as an associate professor. The School envisages attracting several new professors and/or associate professors in the following academic year.

The final word in attracting academic staff as lecturers and assistant professors belongs to the Rector and Senate, not to the external Council. These positions are elected internally according to proven qualifications in teaching and/or research and following the processes outlined in the internal regulations. That is, an assistant professor should hold a doctoral degree and proof of potential in academic and scientific work; a lecturer should hold a doctoral or master’s degree and should have established a record of continuous growth in teaching and research. The Rector reviews all applications and forwards the most appropriate to the Senate for approval.

Visiting teaching staff are invited to conduct specific courses and/or lectures and are employed on term-based contracts. Typically, the same lecturers return year after year. Most changes appear within elective courses, which tend to vary in line with the interest of students and overall programme development. Visiting teaching staff must satisfy the same qualification requirements as permanently employed staff. Qualifications of Visiting Professors or Visiting Associate Professors are accepted pursuant to the procedure applicable in their home university. Visiting faculty are largely identified using the SSE Riga academic network. As mentioned before, the number of

visiting teaching staff has declined over the assessment period.

As stated in the Constitution of Stockholm School of Economics in Riga, one of the most important quality indicators of SSE Riga study programmes is academic freedom in the management of the study programme and in relations between students and academic staff. Therefore we can confirm that the recruitment process of SSE Riga Faculty is transparent, positions are open, candidates are assessed and processes are supervised by heads of department, the Rector and the Senate.

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 Faculty Activity Report (FAR) serves as the basis for faculty development and evaluates academic staff based on the EQUIS criteria, including educational activities, research and development goals. Data submitted are shared with SSE Stockholm and included in the reporting to the Board of the SSE Riga Foundation to ensure the quality of the academic staff and study content they provide. The report serves as a significant instrument for the development and implementation of the study process and also forms a basis for planning of the upcoming academic year.

The FAR is a self-assessment report undertaken by the end of the academic year. The Report is structured around the following four topics:

- teaching, supervision and student advising;
- research/scholarship and professional development;
- university and community service; and
- assessment of distribution of workload.

Once submitted, the Reports are assessed and also form a basis for planning for the upcoming academic year. Thanks to the School's small size, interaction between faculty and the academic leadership is not limited to scheduled meetings but also includes ad hoc meetings when the need arises.

Student satisfaction with the courses and lecturers is assessed by Course Evaluations. After each course, students electronically fill out the course evaluation. The information gathered is compiled into a report and is delivered to the course director, rector, and academic coordinator. Meetings with the lecturers are organized if needed. The small size of the School allows students to approach lecturers, programme chair and/or the rector directly with their suggestions and issues. Students are encouraged to use this opportunity.

Based on feedback, improvements and adjustments to the EMBA study programme have been implemented over the years. Leadership Development curriculum has been extended to ensure the structured progression of modules (from foundations of scientific research on leadership, influencing & organizational behaviour to more applied modules focused on developing personal effectiveness, focused on specific capability development, e.g. giving feedback, presentation skills).

SSE Riga is unique in the scale of EMBA curriculum, with more study days than other leading similar programmes in the world offering students an opportunity to explore a wider scope of management challenges and learning directions. And the quality of SSE Riga Executive Education study programmes is approved by Financial Times Ranking that has rated SSE group (Sweden, Russia, Latvia) as the Nr 1. business school in the Baltic/Nordic region.

The academic administration and the rector hold regular meetings with teaching staff to discuss the overall achievements and challenges within courses – logistics, structure, and students' performance.

The main motivation for teaching staff at SSE Riga is the opportunity to work in an international environment with highly motivated students. The School provides faculty with plenty of time for research. Faculty are granted flexible working hours as stipulated in the Internal Work Regulations. Faculty are encouraged to identify training courses that they might find relevant for their professional development – these courses could cover issues ranging from pedagogical training to training in certain skills related to their research. Furthermore, the main possibility for faculty development is participation in academic conferences and seminars. In terms of training related to pedagogical skills the impact is naturally to be seen in the courses, their development and delivery. Following the fact that the education at SSE Riga is based on research the research-related professional development opportunities play an integral part in the development of the programme as well. If courses, conferences and seminars are seen as relevant, the participation including travel and accommodation is covered by the School. The annual faculty activity reports play an important role in terms of identifying the needs of each faculty member.

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.

Altogether, 24 visiting and local faculty members were involved in conducting EMBA programme courses during the academic year 2018/2019. Since 2013, this number has slightly increased – a development that reflects both the fact that the School's permanent faculty has increased during the period and that in recent years new learning modules and courses have been added to the programme (such as Big Data Analysis and Excel, C-Level Presentation, Supply Chain and Operations), involving new lecturers and academics.

The EMBA programme at SSE Riga is presented in English by an international faculty including professors from leading business schools (for example, Ross Business School at the University of Michigan, Hong Kong University of Science and Technology, Central European University), as well as experienced business practitioners from Sweden, Finland, the UK, the USA, Canada, the Baltics and elsewhere. Most of the EMBA programme local and visiting faculty are teaching staff from abroad. The EMBA programme is open to candidates from all over the world, so lecturers come from diverse academic and professional backgrounds to provide state-of-the-art education in business and economics.

Main difficulties encountered with teacher mobility relate to the availability of teachers in the time slots required for the EMBA programme. Therefore, timely planning of the EMBA programme

curriculum is the key to attracting the best teaching staff as international faculty and lecturers are in high demand. To overcome this problem and difficulties to get the best teaching candidates, planning of EMBA study modules and negotiations with academic staff starts already a year before the academic year is being planned.

Local and visiting academic staff on the EMBA programme carry out scientific research. Their academic research findings have been published in peer-reviewed journals, including the Harvard Business Review, the Journal of International Management, the International Business Review, the Journal of Financial Economics, as well as a number of books and book chapters. Members of the academic staff usually include their articles, case studies and other publications in the list of literature to be read by students for the particular module, for example on Humane Resource Management, Supply Chain and Operations courses.

SSE Riga Faculty members regularly attend academic conferences and workshops in their specialism to share expertise and form partnerships resulting in new research and projects bringing added value to study. SSE Riga Faculty have been invited to participate in policy discussions, non-academic conferences and events – seen by the School as an important way of reaching out to the non-academic community and hence a way of fulfilling its mission.

SSE Riga faculty and visiting lecturers are also involved in applied research. This includes reports for the OECD, the European Commission, Eurofound, industry associations, NGOs, and so on. For example, SSE Riga professor Arnis Sauka and visiting professor Tālis Putniņš are co-authors of the Shadow Economy Index for the Baltic Countries. Arnis Sauka is also the author of the annual FICIL Sentiment Index (with the Foreign Investors Council in Latvia, since 2015) and author of the annual study on the Shadow Economy in the Construction Industry in Latvia (with the Partnership of Latvian Construction Entrepreneurs, since 2015).

In terms of Erasmus mobility, SSE Riga permanent academic staff mostly prefer to use it for training opportunities or opportunities for research, rather than teaching at other universities. This is caused by their desire to attend professional development courses and to take their research further. In future, teaching mobilities are planned to be used more widely.

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.).

Besides the above mentioned available tangible resources aimed at ensuring a smooth study process, the EMBA programme provides students with necessary support via the School's administrative and technical staff.

The EMBA programme manager is available for students and academic staff on a daily basis and deals with all routine tasks related to the study programme, including maintenance of smooth communication between all parties involved – that is, students, faculty members and administration – as well as documentation of student academic performance. Apart from the study programme manager, other departments support students, including IT, the library and the photocopying centre. The services of these support units are daily available to students and staff.

Thanks to the relatively small number of students (on average 25 people in each group) a rather individualized approach can be maintained and students are welcome to approach the study

programme manager or programme Chair directly with their concerns and suggestions. Based on student feedback, improvements and adjustments have been implemented over the years – for instance, different timing and duration of breaks during the day, class seating layout. Another example of individualized support: a student whose health condition did not allow them to sit for long hours was provided with a special balance ball for more comfortable studies.

SSE Riga aims to help students keep a balance between their studies and professional life, especially as most EMBA students are working professionals. One of means of achieving this is that the School provides students with a detailed study schedule for both study years right at the very beginning of their studies, allowing them to plan their professional and personal life events well in advance.

Upon request, during more intensive periods of study (for example, writing the Master's Thesis) the programme administration assists with references to students' employers about the existing workload at the university.

With the purpose of professional development, EMBA students are encouraged to join the SSE Riga Mentor club either in the role of mentor or mentee.

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).

Research lays the basis for the education provided by SSE Riga. The School conducts research in four fields:

- economics
- finance
- business administration (including ethics and sustainability)
- English language with a focus on applied linguistics

Within each of the research fields covered are certain areas with a particular focus and where a distinctive expertise develops. This process is to a large extent determined by the preferences of the faculty.

To fulfil its mission research has to be relevant while at the same time rigorous as the primary vehicle for achieving relevance. SSE Riga promotes relevance through a range of activities that bring researchers into direct contact with practitioners and policymakers. One example is an active research agenda on the shadow economy, its measurement and causes. This started with the observation that the shadow economy is, by EU standards, large in the Baltic states. This encouraged researchers to develop a methodology to estimate the size of the shadow economy. Application of the developed methodology to the Baltic economies further raised policymakers' interest in the issue. Research on demographic issues is another example where academically solid research contributes to shaping the Latvian policy agenda.

Faculty are encouraged to participate in extramural practice-oriented activities. For example, serving in the Latvian Fiscal Discipline Council, working together with the FICIL (the Foreign Investors Council in Latvia) in assessing the Latvian business climate or estimating the social cost of migraine in the Baltic states. It is important that this does not mean that practitioners or policy makers control the research process. On the contrary, research should be free and independent so that faculty members decide which areas to focus on. The School's research profile can, to a limited extent, be managed through faculty recruitment.

Despite its small size SSE Riga possesses strong research potential. Virtually all core faculty perform research. Faculty research largely corresponds to the faculty teaching profile. Following recent years' faculty recruitment SSE Riga's research potential has increased. Consequently, research output is good and has become increasingly international during the period. Increased research potential also translates into increased external research funding through grants and projects. Faculty across fields meet two to three times each semester to discuss research and possible joint cooperation in terms of research and grant applications. The ambition is to increase external funding for research.

To further attract external funding, SSE Riga has established a scientific institute which is a unit within the School. Finally, several SSE Riga faculty members are also affiliated with the Baltic International Centre for Economic Policy Studies (BICEPS, www.biceps.org). BICEPS is an independent research institute located at SSE Riga. It forms part of the network of research institutes led by the Stockholm Institute of Transition Economics at SSE Stockholm

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.

Science-based teaching and learning is central to SSE, and hence through to SSE Riga through the licence agreement with SSE. Science-based teaching and learning has been part of the SSE mission since its inception in 1909. Therefore, research is considered an imperative for SSE Riga faculty members.

Research impacts learning and programme innovation in two ways: directly and indirectly. First to stress is the direct influence of research on teaching and learning as faculty continually update content to reflect current research findings. In addition to providing input into re-development of existing courses, research also provides a basis for development of new courses. Research has also provided input for SSE Riga teaching cases.

Second, having faculty who are active researchers means that faculty will think as researchers, hence reflecting the key attributes of academic research – such as curiosity, rigour, and methodological transparency – in their teaching. Therefore, beyond the function of research output as input for teaching, faculty participation in the research process itself is important for fostering an open mindset and promoting scientific thinking: key components of the FREE concept.

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.

Most faculty members collaborate internationally in their research. Essentially all of them participate in international conferences at least once a year. Thanks to faculty involvement, SSE Riga hosts international conferences, workshops and seminars. Recent examples from spring 2019 are the European Institute for Corporate Governance Roundtable, attracting leading global researchers in the field to discuss “Why are fewer companies going public?” and the annual conference of the Baltic Economic Association. SSE Riga faculty members also engage with other academic institutions in Riga to organize conferences and seminars.

Furthermore, a steady stream of short-term visitors present their research at the SSE Riga/BICEPS Economics Seminar that meets every second week throughout the academic year and the Open Workshop Series in business administration that meets roughly every third week. These seminars and workshops are open to SSE Riga faculty and students as well as external visitors. Beyond presentations, these visits also enable direct collaboration with SSE Riga faculty in terms of research and joint research applications. The School accommodates visitors for periods from a week up to a full semester. When possible, the School cooperates with foreign embassies in Riga in terms of financing and inviting visitors to SSE Riga. SSE Riga’s active participation in international projects also generates an inflow of foreign researchers, faculty and administrators to SSE Riga.

SSE Riga faculty members serve as editors of international academic journals. A majority of core faculty members act as reviewers for international academic journals. The School publishes the Baltic Journal of Economics together with the Baltic International Centre of Economic Policy Studies and in cooperation with Taylor&Francis Routledge.

In the period from 2015 till 2019, SSE Riga faculty members have published in some of the leading peer reviews academic journals (3-4 ABS ranked) in Finance, Economics, Management and Entrepreneurship fields, including Journal of Financial Economics, Review of Financial Studies, Review of Finance, Journal of Corporate Finance, Management Science, Strategic Entrepreneurship Journal, International Small Business Journal, Journal of Business Ethics, Journal of Comparative Economics, Economic Policy, Corporate Governance: an International Review as well as edited and co-edited book volumes published by Springer, Routledge, Edward Elgar.

In the future SSE Riga are planning to strengthen the involvement of the faculty in scientific research, which will be demonstrated by publications in the topic journals in the corresponding field.

To encourage international cooperation and exposure, SSE Riga operates a generous policy in terms of travel grants for conference and seminar presentations.

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 mission of SSE Riga is to provide state-of-the-art education in business and economics that contributes to the economic and social development of the region. Therefore research is considered a key activity, as important as teaching. The normal research workload for a faculty member is 50%. Upward deviations from the 50% include faculty with extensive research funding and hence a reduced teaching load. Faculty members decide on which research areas to focus on. Research is required for promotion.

In terms of research, faculty are assessed on the basis of academic publications, participation in academic conferences, contributions to the policy debate and the debate on business practice. In addition, international cooperation and student involvement in the research process are taken into account.

Tabule II.2. Research output by SSE Riga EMBA faculty (2013 - 2019)

Source:	EMBA programme Faculty (2013-2019)
Articles in refereed journals	86
Books (including chapters)	77
Publications in newspapers, magazines, blogs	46
Working papers, reports and studies	63
Participation in conferences	105
Awards	29

The highlights in terms of academic publications are:

- 12 publications in the top 50 academic journals in economics, finance, business and management as identified by the *Financial Times* and influencing the *FT* rankings (Harvard Business Review, Human Resource Management, Journal of Business Ethics, Journal of Financial Economics, Management Science, Review of Financial Studies, Review of Finance, Strategic Entrepreneurship Journal)
- During the given period (2013-2019) in total 38 publications by SSE Riga Faculty members involved in the EMBA programme have been listed in the Scopus database, which lists academic peer-reviewed publications (journals) and 17 publications in the EBSCO database .

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.

EMBA students also take part in research. During the programme students need to prepare several individual assignments which require additional research in order to complete the assignment. During the second study year all EMBA students have to write an Executive Master's Thesis (EMT, hereafter referred to as Thesis) which is a required part of the academic criteria for completion of the EMBA programme at SSE Riga. The purpose of the Thesis is to demonstrate that the student has mastered the usage of analytical tools taught in the programme, and can successfully apply them to diagnosing and solving business management problems. A standard Thesis uses a case study approach and is based on one company or industry. The Thesis may be written either individually, or in teams of two students.

The Thesis is not a business report, but a combination of applied and academic research. Thus, a purely descriptive Thesis is not acceptable. The Thesis should address a highly practical question: the main driving force for the Thesis topic must be a practical management problem that has been identified either in a particular branch of industry or in a particular company. The key requirement for the Thesis, however, is that students should demonstrate in-depth knowledge in the area, which in turn means a thorough review of academic literature (for example, reviews of conceptual frameworks, methodologies and empirical findings as demonstrated by previous academic research) as well as industry literature (for example, reports by leading international economic associations and organizations, such as the OECD, the World Bank, the European Commission). It is also required that every Thesis, regardless of how practical the question they are addressing, draws on an appropriate conceptual framework. This is reflected in the requirements of the Thesis for introduction that are set by the "EMBA Executive Master's Thesis Template and Writing Guide":

The introduction serves the purpose of leading the reader from a general subject area to a particular field of research, narrowing further to the particular problem or question you attempt to answer. It establishes the context of the research being conducted by summarizing the current understanding and background information about the topic; stating the purpose of the work in the form of the research problem statement that is followed by the research question. In line with the proposed research question, introduction should briefly explain your rationale and methodological approach; highlighting the potential outcomes your study can reveal; and describing the remaining structure of the paper.

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

During the period, the School's recruitment activities have shifted from traditional methods such as presentations and brochures towards more active use of social media and targeted information. This has made it possible to identify, reach out to and attract prospective students that previously were hard to reach through more traditional methods.

Teaching methods represent a significant area of innovation for the EMBA programme, including the following innovative elements being put in place:

- Case and field methods: with the intake of 2020 a target of at least 30% of the curriculum to be delivered via the case method; at least 30% of the curriculum to be delivered via the field

method

- Learning Teams – groups of three participants assigned for each semester to provide a structured framework for mutual development and a core unit for the leadership development curriculum
- Introduction of elements of digital learning, including the following:
 - Digital content in class pre-read materials
 - Curated recommendations for further studies on digital educational platforms (e.g. Coursera, edX, HBSOnline) after each module

Additionally, better integration of Turnitin anti-plagiarism software with the e-learning platform enables a more efficient approach to checking for plagiarism in student work.

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.

On an institutional level, in terms of cooperation with Latvian and foreign institutions within the study field, long-term cooperation is regulated through Erasmus+ agreements and bilateral agreements on student and faculty exchange. In addition to these long-term agreements, there are short-term or project-based agreements with partners from academia, the scientific community, the private and public sectors, and NGOs. These agreements cover a range of activities including:

- joint courses or student projects with international academic partners – in many cases financed by the Nordic Council of Ministers through the Nordplus programme;
- joint courses with Latvian universities – Latvian partners include the University of Latvia, Riga Technical University, the Art Academy and Riga Graduate School of Law;
- use of facilities of other universities, e.g. the prototype laboratory at Riga Technical University for student projects on customer-centred design;
- involvement of private and public sectors and NGOs in course projects
- involvement of business community representatives
- participation as guest lecturers.

Additionally, specifically with respect to the EMBA programme, there is significant international cooperation with SSE Stockholm and SSE Russia. In addition to more regular activities, such as faculty exchange where members of the faculty in these institutions teach on the EMBA programme at SSE Riga or co-operation on student recruiting and marketing, recent prominent examples of strategic initiatives involving international co-operation with these institutions include joint delivery of a shared module for all three programmes in Cross-Cultural Management, the first version of which was delivered in Kampasten, Sweden at the SSE Stockholm Executive Education campus in

August 2019. Such strategic initiatives are critical in providing students opportunities to learn together with and connect with peers from other institutions.

These activities are strongly encouraged and indeed are pivotal to the SSE Riga educational experience. For example, they enable students to develop several of the FREE aspects through interaction with students from other programmes and from other backgrounds. In addition, they expose students to real-world problems and enable them to apply the tools learnt in class. Cooperation with students outside Latvia enables students to use virtual tools for teamwork and project work.

With respect to cooperation with employers, due consideration needs to be given to the fact that students taking part in the EMBA Programme have considerable experience and in many cases, where they are executives or entrepreneurs, are employers themselves. However, in cases where students may consider leveraging the programme to pursue a change of career, they are encouraged to seek guidance and support from faculty members, the programme chair and members of the SSE Riga alumni network.

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

In terms of internationalization, the overall target for the EMBA programme has always been to ensure as diverse a group of students as possible. Therefore marketing efforts, besides the home market, have always been targeted towards other countries as well. This is mainly towards the region that has historically proven to be a significant source of incoming foreign EMBA students – the neighbouring Baltic countries, Lithuania and Estonia, and the geographically closer Eastern European countries – Belarus, Ukraine and Russia.

In addition, participants from other European countries such as Sweden, Belgium, and Austria have joined the programme over the years. Diversity in the classroom is also increased by participants who reside in Latvia or elsewhere in Europe but whose origin is from other continents – for instance, Singapore, China, the USA. These potential candidates are reached mainly through personal contacts with organizations that incorporate foreign citizens in Latvia, such as foreign trade and commerce chambers and similar, or via recommendations from current students and graduates.

Programme alumni play a significant role in non-direct marketing of the programme, recommending it to their acquaintances. This is especially beneficial in relation to foreign countries where SSE Riga's brand name is not that widely known.

The overall share of international EMBA students slightly differs in every group, with the average being around 25% - 30% of students holding other than Latvian citizenship.

Faculty diversity is also an important aspect of the EMBA study experience, giving exposure to global trends and approach. Therefore SSE Riga continues to maintain an international instructor body throughout the years. During the period 2013 - 2019, on average 20-30% of faculty consisted of Latvian nationals, while the remaining 70-80% were foreign teaching staff.

Given the small size of SSE Riga and its faculty, the School does not have a specific system for attracting international faculty. The main tools for developing a network of faculty contacts is through, for example, project participation, joint research and invitations to hold seminars in the

Open Workshop Series and the SSE Riga/BICEPS economics seminar. Most of the international faculty on the EMBA programme is attracted on the basis of continuous cooperation over the years. Additionally, recommendations by existing faculty are used when introducing new subjects in the study curriculum or looking for new faculty for existing courses.

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.

For the EMBA programme – which is designed for working professionals with substantial professional experience – the internship is integrated within the Study Tour - Globalization. This takes place in three South-East Asian countries – Singapore, Malaysia and Indonesia. During the study trip, students attend lectures at the Nanyang Business School, learning about the economy and the business environment in the region by analysing cases and engaging in discussions as well as visiting local and international companies of different scale, getting practical insights into business processes and management of different industries. Based on this experience students are required to write a business plan for their company's possible expansion to the region, considering all aspects and integrating the knowledge base acquired during the Asia visit.

Via exploring operations of the aforementioned companies, meeting its representatives, interacting and discussing relevant business matters and challenges, students acquire knowledge that can be integrated within their daily business operations. Within the context of the Executive MBA programme format overall, working professionals' daily work is seen as an internship, implementing the gained knowledge into the daily work operations.

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.

No joint study programmes are run and none are planned.

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.

Recommendations by experts in the previous accreditation were:

1) The formatting standards of student works, especially the final thesis should be developed to ensure an opportunity to compare the research results to those from other higher education institutions;

The structure of the thesis is described in the Thesis Memorandum that is updated and approved by the Degree Committee every year before the start of the academic year. In addition to that, there is a *“Thesis template and writing guide”* document that describes in detail all the required parts of Master thesis, content and style of writing for each section. The document also serves as a formatting template. The current writing guide document has been developed and used since 2013.

2) More flexible access to the scientific database outside the higher education institution should be provided- development of the e-learning platform opportunities could be one of the solutions;

The SSE Riga library provides electronic database access to students for both their coursework and research needs. In 2016, SSE Riga expanded its use of VPN technology, allowing all EMBA students to access the databases remotely. Now every EMBA student can access the databases provided by the library from anywhere.

3) As the higher education institution's academic staff and students research results are of high quality, they should be more disseminated to contribute to the national economy and science development;

SSE Riga promotes relevance through a range of activities that bring researchers into direct contact with practitioners and policymakers. School's faculty is encouraged to participate in extramural practice- oriented activities. Student Theses use a case study approach and are based on specific company or industry, thus being closely related to real life business issues. Quite a few Master Theses' topics over the years have been brought to public attention.

The annual Shadow Economy Index, hosted by SSE Riga and provoking a public discussion about the topic, is presented every year. School's faculty is encouraged to participate in extramural practice- oriented activities. For example, serving in the Latvian Fiscal Discipline Council, working together with the FICIL (the Foreign Investors Council in Latvia) in assessing the Latvian business climate or estimating the social cost of migraine in the Baltic states.

During the second year of the studies, all EMBA students are required to write a Master's thesis, which is part of the criteria to be fulfilled in order to complete the SSE Riga EMBA programme. The main purpose of Master Thesis is to demonstrate that the student has mastered the analytical tools taught in the program and can successfully use them to diagnose and solve business management problems. The standard Diploma paper uses a case study approach and is company-specific or industry-specific and thus closely related to real-life business issues. A few Master Theses over the years have been brought to public attention, for instance a paper by A.Zorina and A.Veigure on The Potential for Developing a Social Impact Investment Market In Latvia- the work and its' main findings was presented in an event, open for general public. D. Gruberte's Thesis about European

Structural Funds was one of materials used for calculations of the impact of Funds. J.Stinka's and D.Bonda's paper about Micro Enterprises Tax Payers in Latvia was one of materials for discussion about micro enterprises in Latvia.

4) The academic staff should be motivated to do their publications in internationally cited editions in order to develop the sustainability of the scientific work of the higher education institution;

During the last six years local and visiting faculty members have produced more than 130 publications, 60 case studies and reports, 70 books and book chapters. In total 38 publications

by SSE Riga Faculty members involved in Executive MBA programme have been listed in Scopus database, 17 publications in EBSCO database and 12 publications have been published in the top 50 academic journals in economics, finance, business and management as identified by the Financial Times.

In the recent years' SSE Riga's faculty research potential has significantly increased and has become increasingly international during the period. School gives plenty of time for resident academic staff for research - normal research workload for a faculty member is 50%. Faculty are granted flexible working hours and are encouraged to participate in international conferences and workshops in their area of expertise to share their expertise and form partnerships resulting in new research. SSE Riga faculty members also serve as editors of international academic journals. A majority of core faculty members act as reviewers for international academic journals.

5) Research on additional outsource funding could be an opportunity to provide some scholarships and budgeted places to develop the accessibility of studies, especially for persons with fewer opportunities;

As the EMBA programme is designed for managers and executives who are seen as a rather solvent audience, potential sources of funding do not see the EMBA as a priority. Currently though there is an internal discussion of looking for opportunities for potential study fee discount to selected candidates, representing, for instance, nongovernmental organisations.

6) Participation in Erasmus activities could be an opportunity not only to involve short-term foreign students, but also to promote the higher education institution's study programmes for attracting long-term students.

The EMBA programme is not structured to accommodate Erasmus students. What is being discussed is EMBA exchange (elective modules) within the SSE network of EMBA programmes (Sweden, Russia and Riga).

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

Not applicable.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Appendix 1_List of the main internal rules and regulations of the SSE Riga.pdf	1. pielikums. Saraksts ar galvenajiem SSE Riga iekšējiem normatīvajiem aktiem un regulējumiem.docx (1).pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Appendix 2_SSE Riga management structure.pdf	2. pielikums SSE Riga pārvaldības struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Appendix 3_1_EMBA development plan.pdf	3.1 Pielikums_EMBA programmas attīstības plāns.pdf
Management structure of the study direction	Appendix 3_Management structure of the study field.pdf	3. pielikums Studiju virziena pārvaldības struktūra.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	Appendix 4_Basic information on the teaching staff involved in the implementation of the study direction.pdf	4. pielikums Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.pdf
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Appendix 5_Biographies of the teaching staff (in Curriculum Vitae Europass format).zip	5.pielikums Mācībspēku biogrāfijas (Curriculum Vitae Europass formātā).zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Appendix 6_Statistics on incoming and outgoing mobility of teaching staff in the reference period.pdf	6. pielikums Statistikas datu apkopojums par mācībspēku ienākošo un izejošo mobilitāti pārskata periodā.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	Appendix 7_List of academic publications of the teaching staff.pdf	7. pielikums Mācībspēku publikāciju saraksts.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Appendix 8_List of cooperation agreements.pdf	8. pielikums. Sadarbības līgumu saraksts.pdf
Statistical data on the teaching staff and the students from abroad	Appendix 9_Statistical data on the teaching staff and the students from abroad.pdf	9. pielikums. Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.pdf
Statistical data on the mobility of students (by specifying the study programmes)	Not directly applicable.pdf	Nav tieši piemērojams.pdf
Description of the organisation of the traineeship of the students	Appendix 5_1 Description of the student internship organisation.pdf	Pielikums 5_1. Studējošo prakses organizācijas apraksts.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	Appendix 5_2_Information about contracts etc., affirmations of student internship in companies.pdf	5.2. pielikums_Informācija par līgumiem u.c. apliecinājumi par studējošo prakses nodrošinājumu uzņēmumos.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	Appendix 10_Overview of recommendations.pdf	10. pielikums. Rekomendāciju izpildes pārskats.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.	Appendix 24_Regarding State Language.pdf	24. pielikums. Par iesaistīto mācībspēku valsts valodas zināšanas atbilstību noteikumiem.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Application for study direction assessment_06.02.2020.pdf	Iesniegums studiju virziena akreditācijai_06.02.2020.pdf

Other annexes

Name of document	Document
Mācībspēku darbības pārskats (Faculty Activity Report)	25. pielikums. Mācībspēku darbības pārskats 2018.-2019.PARAUGS.pdf
Faculty Activity Report (FAR)	Appendix 25_Faculty Activity Report 2018-2019_TEMPLATE.pdf
10. pielikums. Rekomendāciju izpildes pārskats	10. pielikums. Rekomendāciju izpildes pārskats.pdf
Appendix 10. Overview of the implementation of the provided recommendations	Appendix 10_Overview of recommendations.pdf
Apliecinājums par kvalifikāciju	21.pielikums. Apliecinājums par kvalifikāciju.pdf
Confirmation about compliance with the requirements specified in Section 55	Appendix 21_Confirmation about compliance with the requirements specified in Section 55,.pdf
Augstākās izglītības padomes atzinums atbilstoši Augstskolu likuma 55. panta otrajai daļai	23. pielikums. Augstākās izglītības padomes atzinums atbilstoši Augstskolu likuma 55. panta otrajai daļai.pdf
Translation of the opinion of the Council for Higher Education	Appendix 23_Translation of the opinion of the Council for Higher Education.pdf

Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Kate</i>
Surname of the study programme director	<i>Mažāne</i>
E-mail of the study programme director	<i>kate.mazane@sseriga.edu</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	
Goal of the study programme	<i>To build management and administrative capabilities of current and future business leaders, resulting in a contribution to the economic, social and democratic development of the region.</i>
Tasks of the study programme	<i>To educate today's leaders by providing quality education relevant for addressing current challenges and exploring business development opportunities; to develop managers able to lead successfully in business and the public sector.</i>
Results of the study programme	<i>The intended study outcomes of the EMBA are in line with the purpose of SSE Riga and involve an expectation of increased leadership capability over the short- to medium-term along a number of dimensions of critical importance to the economic, social, and democratic development of the region, and in line with FREE, the educational mission of the Stockholm School of Economics group of educational institutions, including: Fact & science-based mindset Reflection and self-awareness Empathy and cultural literacy Entrepreneurship and responsibility</i>
Final examination upon the completion of the study programme	<i>Executive Master Thesis (EMT)</i>

Study programme forms

Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor degree or first-level higher professional education diploma</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Enterprises and Institutions professional qualification</i>

Places of implementation

Place name	City	Address
Stockholm School of Economics in Riga	RĪGA	STRĒLNIEKU IELA 4A, RĪGA, LV-1010

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

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

No changes have been implemented in the study programme parameters since the last accreditation in 2012.

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

The number of students admitted to the EMBA programme has been rather stable throughout the years – on average 25 students every year (more detailed statistics shown in chapter 1.1.5). Taking into consideration several factors, such as the specific requirements for prospective candidates (the most important being relevant professional experience in a managerial role) and the relatively high study fee (compared with other study programmes in the region), the potential pool of candidates remains relatively narrow. Currently, the constraining factor of facilities being of limited capacity is an obstacle against significantly increasing numbers of admitted students. However, with increased marketing efforts aimed not only at the local market but also elsewhere in the region, it should be possible to raise the number of applications and qualified candidates. In that case, the study space issue should be resolved.

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.

By way of necessary context, it is of importance to bear in mind that the purpose of SSE Riga is to contribute to the economic, social, and democratic development of the region. The EMBA programme should, like other academic programmes at SSE Riga (such as the Bachelor of Science in Economics and Business), Executive programmes (for example, Influencing and Persuading Anyone Anywhere; Employee Engagement Masterclass; Strategic Customer Management - Creating and Negotiating Value with Key Customers; Mini MBA: Strategic Management Programme; Leadership and Teams; or Supply Chain and Logistics Management), and other activities (for example, academic and applied research, hosting public events) serve that very same purpose.

The degree to be acquired (Master of Business Administration) has a very direct and transparent link to the title of the study programme (Executive Master of Business Administration), which provides students and prospective students with the necessary clarity as to their expectations of content over the two-year duration of the programme.

The intended study outcomes of the EMBA programme, in line with this context, are in line with the purpose of SSE Riga and involve an expectation of increased leadership capability over the short- to medium-term along a number of dimensions of critical importance to the economic, social, and democratic development of the region, and in line with FREE, the educational mission of the Stockholm School of Economics group of educational institutions, including:

- Fact & science-based mindset
- Reflection and self-awareness
- Empathy and cultural literacy
- Entrepreneurship and responsibility

It should be noted that the base admission requirements include the following:

- Professional achievements: relevant managerial work experience (minimum 5 years)
- Education: University degree (or equivalent to University degree)
- English language proficiency: English is the language of instruction, participants must have a strong command of both written and spoken English

Further admissions requirements include appropriate motivation outlined in the motivation statement submitted together with the application materials, sufficient performance in the admissions interview with a member of SSE Riga Faculty and/or Administration, and no red flags indicated by a comprehensive personality assessment test implemented by all the Executive MBA programmes operated by institutions affiliated with SSE Stockholm (including SSE Stockholm itself, SSE Riga and SSE Russia).

These admissions requirements and criteria have all been designed to assess the potential to achieve the intended study outcomes outlined above.

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 topicality of the EMBA programme at SSE Riga with respect to the needs of industry, the labour market and scientific trends is of the utmost importance to the continuous review and improvement of all key elements of the programme. The elements reviewed for topicality and relevance include curriculum and content, structure, format & duration, teaching methods and faculty mix.

Content of the current EMBA study modules reflects the ever-changing world of business and is created to meet the needs of executives. SSE Riga and our international faculty affiliates always base study content on (a) latest academic research to ensure it is in line with scientific trends; (b) professional experience of advanced practitioners to ensure it is in line with the relevant industry and labour market trends. EMBA academic staff of international lecturers consists of lecturers and professors who have extensive teaching experience as well as achievements in academic and applied research and professional experience (as consultants, executive, and entrepreneurs).

The needs of industry and the labour market in the EMBA programme context are considered from a variety of perspectives.

These include the four elements of FREE, the educational mission of the Stockholm School of Economics. These are as follows:

- Fact & science-based mindset
- Reflection and self-awareness
- Empathy and cultural literacy
- Entrepreneurship and responsibility

These also include the layers of engagement around which the programme is structured, including the following:

- Individual
- Organisation
- World

These also include megatrends that have significant relevance to industry, the labour market, and scientific research trends, which are embedded in most modules throughout the programme, including the following:

- Technological developments & digital technology
- Globalisation
- Sustainability

Every year, the content, structure, format & duration, teaching methods and faculty mix of the EMBA programme are assessed against the criteria outlined above. Changes to these elements are made to ensure continuing topicality and relevance. Meetings are held between the Programme Chair and the faculty who deliver the modules to ensure individual programme modules are also continuously improved and brought in line with the criteria, as outlined above.

The award of the Master of Business Administration degree is made by the Degree Committee on the basis of scientific achievement, as evidenced by the quality of academic performance throughout the programme, and – it is important to note – the quality of scientific research output produced in the form of an Executive Master Thesis.

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.

By way of context, the study modules of the EMBA programme at SSE Riga in the latest class intake of the programme relevant for the period in question (the academic year 2018/2019) include the following:

- Creative Entrepreneurship
- Financial Accounting
- Management Accounting
- Introduction to Library Resources and Referencing (info session)
- Human Resource Management
- Change Management
- C-Level Presentation
- Big Data Analysis and Excel
- Financial Economics
- Global Economics
- Academic Writing & Referencing and Plagiarism Avoidance
- Financial Economics II
- Global Economics II
- Law for Managers
- Study Tour - Globalization
- Marketing Management
- E-Marketing
- Supply Chain and Operations
- Global Leadership
- Sustainable Development
- Strategic Management
- Executive Master Thesis Defence

This range of modules reflects both the core business administration curriculum aimed at giving students the full range of skills and perspectives required of a general manager with appropriate consideration afforded to the fact that students in this programme already have significant practical and professional experience in several or even most disciplines covered by the modules.

It is of utmost importance that the content and format of the study modules reflects FREE, the educational mission of the Stockholm School of Economics, factors in the important 'red threads' (Technological Development & Digital Technology; Globalisation; Sustainability), and help students develop a perspective on each of the three layers of engagement embedded in the programme (Individual, Organisation, and World). Work is conducted with EMBA faculty (resident and visiting) to ensure all of these are performed to the required standard.

The information contained in the study modules can be gauged via the core questions that the study modules address, as set out below:

- Creative Entrepreneurship
 - What makes innovation routine?
 - What kind of problem-finding and reframing techniques that enable innovation?
 - What skills are needed to lead brainstorming and innovation practices?
- Management Accounting
 - What is the use of financial reporting inside the organisation? How can leaders use accounting and financial analysis to make better managerial decisions?
 - What financial control and risk management measures are appropriate to protect the organisation?
 - How does a CFO create value for the business?

- Introduction to Library Resources and Referencing (Info session)
 - What information resources are available to EMBA students at SSE Riga?
 - What is the appropriate referencing style and practice required at SSE Riga?
- Human Resource Management
 - How do effective managers attract, recruit, train, and retain employees?
 - What is the latest scientific insight on human behaviour within organisations relevant for business decision making by leaders?
- Change Management
 - Why do organisations need to transform continuously?
 - What role do leaders need to play to mobilise and drive change?
 - What does recent research in organisational behaviour tell us about the effectiveness of change programmes; what are the practical lessons for leaders?
- C-Level Presentation
 - What is the best practice for presenting at an executive level?
 - What distinguishes executive-level presentations from other presentations?
- Big Data Analysis and Excel
 - What is the basic practical analytical toolkit of a leader?
 - What questions should a leader ask and how does he/she pressure-test output of their advanced analytics / 'big data' teams?
 - What are compelling ways of using data/output of quantitative analysis to influence stakeholders and mobilise change?
- Financial Economics and Financial Economics II
 - How do capital markets value assets?
 - How do leaders take a markets lens to assess investment projects to maximise value?
 - How do businesses create value through better financing and/or capital structure decisions?
- Global Economics and Global Economics II
 - What are the main macroeconomic variables and the basic mechanics of their interaction with each other?
 - What is the impact of macro movements and major global trends on the economy, business, and society?
 - What are the implications of this for leaders?
- Academic Writing & Referencing and Plagiarism Avoidance
 - What is academic writing? What are the main difference between academic writing and business writing?
 - What is plagiarism? How can referencing be used effectively to avoid plagiarism?
- Law for Managers
 - What are the main legal concepts a leader should be familiar with?
 - How does a leader identify potential legal risks to the business?
 - How does a leader effectively manage internal/external counsel? What questions do they need to ask them?
- Study Tour - globalization
 - What is the complexity of the Asian environment and how it all fits together?
 - What are the Asian business dynamics, leadership styles, and consumer preferences?
 - What is Asia's position in the world, and its role in the global economy, now and in the foreseeable future?
- Marketing Management and E-Marketing
 - How do businesses create value for customers?
 - How do they capture the appropriate share of value created?
 - How does digital technology transform the toolkit available to businesses to create and

- capture value?
- Supply Chain and Operations
 - How do businesses create value from efficient operations and supply chains?
- Global Leadership
 - What are the current global sourcing strategies, roles and responsibilities of multinational companies?
 - What are the best strategic planning techniques and tools for strategic analysis?
- Sustainable Development
 - How does a leader diagnose ethical issues their organisation may be facing?
 - What theoretical toolkit can help them understand the impact on the full spectrum of stakeholders/society?
 - How does a leader make decisions in ethically ambiguous situations? What mechanisms of support do they have?
- Strategic Management
 - How does a leader define an integrated set of choices for his / her organization that positions it in its industry to generate superior financial returns over the long run?
 - How does a leader determine the scope of their firm? Where should it play?
- Executive Master Thesis Defence
 - What is the theoretical principle I am attempting to establish?
 - Do I have sufficient empirical evidence to establish this principle?
 - What contribution am I making to management thinking with respect to the problem my thesis is addressing?
 - What are the practical implications of my work?

It is expected that having successfully completed the EMBA programme at SSE Riga, graduates will have formed an informed and fact-based view and a set of their own reflections on the questions listed above. This will lead them to have achieved the overall objective of the programme, namely to improve their leadership capability in line with FREE, the educational mission of the Stockholm School of Economics, which in turn serves the overall purpose of SSE Riga of contributing to the economic, social, and democratic development of the region.

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.

At SSE Riga, the basis for the assessment is the learning objectives. These are formulated for each course and are included and clearly stated in the course description available for EMBA students on the SSE Riga e-learning platform. To enhance the cohesion of the study content, before the course starts the EMBA Programme Chair and EMBA Programme manager discuss with faculty members and lecturers the structure and select assessment methods of the respective module to deliver course material in the most understandable way taking into account programme objectives.

By way of context, a range of study implementation methods is used to deliver the EMBA programme at SSE Riga, including the following:

- Lectures or faculty presentations
- Case discussion seminars
- Field exercises, including simulations, negotiation exercises and others
- Student projects

Assessment methods include:

- assessment of students' individual contribution to class discussion
- assessment of students' contribution to group/team work
- assessment of individual post-module assignments/exams
- assessment of the quality of individual papers written by students

Study implementation methods (including assessment) are reviewed regularly against the best practice employed by partner institutions and top EMBA programmes worldwide (incl. through participation in the worldwide EMBA Council). Study implementation methods (incl. assessment) listed above are in line with such best practice.

Any study implementation method chosen for delivery of an EMBA programme module or part thereof needs to conform to two criteria (necessary and collectively sufficient):

1. The method needs to be appropriate to the content of the module (for example, the content of the Negotiations module lends itself more to field exercises, whereas the content of basic Financial Accounting lends itself more to lecture as a study implementation method)
2. The method needs to be in line with the latest developments and trends on teaching methods in EMBA programmes around the world, decreasing focus on traditional lectures (presentations) and increasing focus on international integration, exchange programmes, field methods, digital tools etc.

International best practice (incl. that indicated in the working papers of the EMBA Council) indicates that the appropriate choice of study implementation methods from the range of implementation methods indicated above is essential to the achievement of the results of study courses typically covered by Executive Master of Business Administration programmes and the overall objectives of the Executive Master of Business Administration study programme.

The choice of study implementation methods is generally at the discretion of the faculty member delivering the module, with programme administration and programme chair providing inputs, as necessary.

The group works, assignments and exercises are chosen to give students an opportunity to test their ideas, theories and models discussed during the module based and apply them to real problems. After completion of group works as well as after submission of students' individual assignments each student along with the grade receives feedback from Faculty on completed assignments as well as general comments on activities in the class. That helps not only evaluate students' performance but also indicates how well-chosen study implementation methods have contributed to the course learning objectives. If grades and feedback are below average, course implementation methods and evaluation criteria are re-evaluated and changes made in the next year.

Pursuant to the principles of student-centred education, students regularly evaluate the quality of modules and faculty performance. Standardised student feedback forms (with both quantitative and qualitative data collected) are completed by students at the end of each module with the help of the Programme Manager. Information collected through evaluations is used for faculty development, as well as further programme planning and design.

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.

As mentioned in chapter II 5.3., internship is integrated within the International Business module taking place in Asia. Students are expected to draw from the experience of university lectures, group tasks and discussions, company visits and interaction with local business people in order to prepare their assigned task – to write a business plan for their represented company’s potential expansion in Asia, by exports or other forms of cooperation. Students are expected to show in-depth understanding of limiting or contributing factors impacting the global business environment and assess its impact on their represented industry.

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 Executive Master Thesis (EMT) is a practical research work, where students analyse specific management problems, and evaluate the results of analysis. The purpose of the EMT is to demonstrate that the EMBA program students have mastered the usage of analytical tools taught in the program, and can successfully apply them to diagnosing and solving business management problems and implementing an appropriate solution.

Writing of Executive Master Thesis (EMT) starts with submission and presentation of the Thesis Proposal, when students receive feedback from Faculty and other students about the topicality and novelty of the proposed problem. The authors are asked to defend their own proposals, and to comment upon their co-students’ proposals.

The Executive Master Thesis uses case study research design and examines one or several companies or an industry. It must correspond with the following principles of academic research work:

- The Executive Master Thesis should be based on an independent research activity, application of a specific method, specialist literature, use of data and outside sources, and application of modern research and data processing methods;
- The Executive Master Thesis should logically describe the problem, research process and findings, analysis of the research, as well as conclusions and recommendations;
- The research should be based on a specific plan, enabling a coherent solution for the problem which corresponds to the stated purpose and objectives;
- The principles for documenting information sources, including literature, other sources, and unpublished materials, have to be observed;
- The format of the Executive Master Thesis must correspond to the requirements set by the SSE Riga EMBA Master Thesis Template and Writing Guide.

The main driving force for the Executive Master Thesis topic must be a problem that has been identified either in a particular branch of industry or in a particular company, followed by a

recognized need to identify the key causes of the problem, with appropriate presentation of conclusions and recommendations. Students choose their field of interest and topic based on knowledge from the modules, course readings and any other sources of information. By doing so, they select issues that are topical to the date and relevant for the business community they represent. Commonly students choose to develop Executive Master theses on the basis of the company or industry they work for, in that way studying questions that are of importance. Before approving the topics, the SSE Riga Degree Committee makes sure that the questions and issues to be studied are relevant, novel and topical also from the academic standpoint, i.e, the topics are not over-researched or trivial, they are feasible, and would bring conceptual or empirical contribution to literature. Hence, the spectrum of topics is student-driven, faculty guides them towards using novel approaches, methods and issues within topics. All student(s) should also approach their Supervisor in order to receive feedback on the quality of their EMT before submitting it on the SSE Riga e-learning platform.

Topics addressed by Theses in recent years include: data driven decisions for management practices, effective management of virtual teams, employee work engagement, challenges and solutions for companies caused by digital transformation, the role of artificial intelligence in business, smart waste collection, analysis of pension systems, successful fundraising, case studies of some of the leading companies in IT, the manufacturing and financial sector, export orientation and creativity of SMEs, social media influencers as a promotional tool in business, fraud prevention and detection using artificial intelligence tools – and many others.

The evaluation of the Executive Master Thesis consists of the following stages:

- *The First Draft of the Executive Master Thesis includes introduction, case description and problem definition, research question, review of literature, theoretical framework, and a detailed description of the research method.*

The Executive Master Thesis Advisor evaluates how well the First Draft of the Executive Master Thesis corresponds to the academic requirements of SSE Riga and provides feedback to students about necessary improvements to the paper. The EMT Advisor notifies each student or team whether their progress is sufficient (pass) or insufficient (fail). If students' progress is deemed insufficient (fail), they have 10 days to implement necessary changes to the Executive Master Thesis and submit a revised draft to the EMT Advisor.

- *The Second Draft of the Executive Master Thesis, which includes the above parts plus empirical analysis and draft conclusions and recommendations.*

The Supervisor evaluates the Second Draft of the Executive Master Thesis and provides feedback to students about necessary improvements.

- *The Executive Master Thesis, which is the final version of the paper (together with the dataset used in analysis).*

The Executive Master Thesis is submitted both electronically on the e-learning platform and as a hard copy, along with a signed Copyright Declaration, to the EMBA Programme Manager.

The Thesis examination is an oral examination, when in front of the Examination Commission, students present their Thesis, answer questions from their interlocutor, the Examination Commission and audience. The Examination Commission consists of five members of the SSE Riga faculty and external experts. The Examiner is part of the Examination Commission.

The examinations are public and students are particularly encouraged to take an active part in their colleagues' examinations. Examination of each Executive Master Thesis lasts approximately 45-50 minutes in the following format:

- The author(s) present their work (“the defence”): maximum 15 minutes;
- The examiner (interlocutor) presents his/her comments, critique and recommendations: maximum 10 minutes;
- The author(s) answer questions and points made by the interlocutor; discussion, comments and questions from the Examination Commission: maximum 15 minutes;
- The author(s) answer questions from the audience: maximum 10 minutes.

Evaluation of students’ performance during the examination is based on, but not limited to, the following:

- Clarity of the presentation – measuring how well students are able to get their point through to the audience;
- Ability to address the issues raised by the interlocutor, and to respond appropriately to criticism from the Examiners and the floor.

Before recommending the award of an EMBA degree, the Examiners and Degree Committee make sure that the Executive Master Thesis is clearly written, takes due account of previously published work on the subject, and that it represents a contribution to learning.

The Master Thesis is original research; therefore, any kind of plagiarism is strictly forbidden. Students submitting a Thesis must state generally in a preface, and specifically in notes, the sources from which their information is derived, and the extent to which they have drawn on the work of others. The Thesis must not substantially be the same as any that the students may have submitted for a degree or diploma or other qualification at any other university or institution of higher education. Inclusion of information generated as part of studies at SSE Riga is permitted, provided that it is fully and entirely acknowledged.

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

Student feedback is an instrumental tool for the programme management and the School’s academic leadership for obtaining useful information about programme quality and content relevance for students. Anonymous feedback forms are filled out by students after every study course, and based on the student response, in case of critical reviews about the course content or instructor’s performance, the course is reviewed. In some cases, faculty might be advised to adjust the course content, while in other cases teaching staff may be replaced. For instance, the E-Marketing module instructor in 2019 has been replaced following students’ critical feedback. In the Sustainable Development module, the study content has been modified from theoretical to more practical, involving students in designing their own projects and ideas related to issues covered during the course.

Overall, Student complaints and suggestions related to the curriculum or study processes are reviewed in the context of the regular programme development meetings, to assess every instructor’s performance and the relevance of the corresponding study subject. Necessary changes and updates are implemented based on decisions made after careful inspection. For example, sometimes a course instructor can be replaced following student complaints about unsatisfactory delivery of course content. Student feedback is also used to further develop the curriculum through

course development, ideas for new elective courses, improved scheduling and better calibration of the student workload.

Feedback from the graduating class through the SSE-Riga exit survey provides input for the overall assessment of the two-year study programme. Accordingly, changes can be introduced in topics delivered during the study programme based on student feedback, for instance, following student recommendations, a new study subject "Supply Chain and Logistics Management" has been introduced in the curriculum.

Employer surveys are not carried out in this study format.

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

Students on the EMBA programme are working professionals with a noteworthy workload who are balancing their career, studies and family life. This means that a longer absence from everyday duties via (e.g.) student exchange programmes is not feasible in most cases.

However, mobility in the case of EMBA students takes place in the form of international study trips, of which there are two during the course of studies – one to Asia, giving an opportunity to obtain insights into regional development and the business environment. Another study trip is to Sweden, where students attend lectures at SSE Stockholm and get acquainted with Swedish business practices via company visits and guest lectures. These study courses are included in the core curriculum and are graded along with other study courses.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

As discussed in section 3, the academic infrastructure in terms of library resources and databases fulfils the needs of the study programme. Access to library and database resources have a strong positive impact throughout the study process – in particular when it comes to writing home assignments and the Executive Master thesis.

The IT infrastructure including access to software fulfils the needs of the study programme. Throughout the study process the e-learning platform is used extensively, as there students have

access to study materials, can see tasks and upload their assignments as well as review their grades and study results, and join discussions from any part of the world that provides an internet connection. The same applies to the academic staff, who use the platform to place additional reading materials, pre-reading tests, grades and evaluation comments.

The main challenge is the physical infrastructure that restricts expansion in terms of students (and, in the future, faculty as well). Were it possible, it would be desirable to allocate more space for student use for academic purposes such as individual studies and teamwork.

Finally, the School's financial base is sound and hence allows for continuous and smooth development of the study programme and the faculty base.

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).

Not applicable since SSE Riga does not offer a doctoral programme.

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.

EMBA programme faculty can be divided into permanent/resident faculty and visiting faculty. Courses on the EMBA programme are mainly taught by the second group. For EMBA, which is a professional study programme, it is important that a member of faculty has a close link to the business world. With that in mind, over 70% of teaching staff on the EMBA programme are guest professors and academics from all over the world sharing their best business and academic practices with SSE Riga students. In order to ensure selection of the best teaching candidates, highly qualified teaching staff are chosen for the EMBA programme based on relevant academic qualifications as well choosing practitioners who are closely linked to a specific industry. Careful evaluation of previous academic, research and teaching experience is based on CVs, diplomas and references.

Table III.1. The dynamics of EMBA faculty development is presented in the table below.

Faculty Status	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Employed from Latvia	1	1	1	2	3	2
Employed from abroad	3	3	3	4	6	5

Visiting staff from Latvia	2	2	2	3	4	4
Visiting staff from abroad	12	11	14	14	15	13
Outgoing staff mobility (participation in conferences, workshops etc.)	11	12	16	10	18	13
Total:	29	29	36	33	46	37

The total number of teaching staff within the EMBA programme has increased during the reporting period (from 18 in 2013/2014 to 24 in 2018/2019). This can be explained by the growth of permanently employed faculty and the fact that in recent years new learning modules and courses have been added to the programme (such as Big Data Analysis and Excel, C-Level Presentation, Supply Chain and Operations), also involving new international lecturers and academics.

During the given period 12 SSE Riga Faculty members have been involved in the EMBA programme. Since the academic year 2016/2017 five new Faculty members have been hired and only two have left.

The indicators on SSE Riga Faculty academic positions and age of all faculty members are presented in the table below.

Tabula III.2 EMBA Faculty academic positions and age groups (2018/2019 academic year)

	Indicators during 2018/2019 academic year	Number
1	Academic positions	
1.1.	Professors	3
1.2.	Associate Professors	1
1.3.	Assistant Professors	1
1.4.	Lecturers	3
1.5.	Visiting Lecturers	16
2	Age groups	
2.1.	Up to 30	1
2.2.	31 - 39	3
2.3.	40 - 49	10

2.4.	50 - 59	8
2.5.	60 and more	2

By analysing changes in the composition of the EMBA teaching staff, we can conclude that changes lead to the constant development of the EMBA programme and a continuing positive dynamic in its quality as evidenced by the following:

- core faculty have been sufficient to cover the major disciplines and international faculty constitute a viable body of distinctive expertise
- teaching staff within the EMBA programme has increased during the reporting period along with the introduction of new study modules
- more qualified academic personal have been involved in the EMBA programme in recent years
- International professors and practitioners continue cooperation with SSE Riga and most of them have at least 5 years teaching experience in EMBA programme
- EMBA programme faculty represents the age groups of 40 - 49 and 50-59, emphasizing the fact that most of them carry vast professional and academic experience.

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 following table presents the Qualifications of the EMBA programme faculty during the academic year 2018/2019. As discussed in section 4.1., the majority of the core courses are delivered by visiting faculty members out of which most have a doctoral degree. More than half of SSE Riga Faculty is holding PhD degrees. From visiting faculty 9 persons or more than half of lecturers are holding PhD degrees and 7 of them are currently holding positions in academic institutions. The increase in permanent faculty with doctoral degrees (and hence in the share of core courses delivered by faculty with doctoral degrees) further contributes to the quality of the study programme, in particular since science-based teaching and learning is central to SSE Riga and research is considered an imperative for SSE Riga faculty members.

Tabula III.1. EMBA Teaching staff qualification (2018/2019 academic year)

	Bachelor's Degree	Master's Degree	PhD Degree	Total
Permanently Employed Staff	0	3	5	8
Visiting Staff	5	2	9	16

Total	5	5	14	24
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SSE Riga follows the requirements for teaching staff qualification as regulated in the Law on Higher Education and SSE Riga Internal Regulations “Regarding the Academic Positions of Rīgas Ekonomikas augstskola-Stockholm School of Economics in Riga”. Both permanently employed staff and visiting staff submit their CVs and diploma copies prior to concluding an agreement. Diploma copies are sent to the Academic Information Centre for verification in case education has been obtained outside Latvia.

SSE Riga is determined to offer the best study experience and value for Executive students, as fact-and-science based and development-oriented mindset is more important than ever to prepare future business leaders for the new management challenges. Therefore qualification of the teaching staff and relevant experience is the most important criteria in the selection and evaluation of teaching staff for the EMBA programme. The Executive MBA classes consist of students with vast professional experience and background therefore the relevance of study topic and competence of teaching staff is largely scrutinized. Every deviation from the course plan and objectives stated in the course description are indicated right away as EMBA students are encouraged to give their feedback about the quality of the study process at any time.

Additionally, both the academic and professional experience and qualifications of teaching staff enable them to contribute to achieving study results in two main ways:

1. Sharing insights, incl. results of their own academic research and reflections on their own professional experience, with students in a lecture and/or presentation format
2. Facilitating class discussion in a seminar and/or case discussion format, enabling the students to effectively share insights with and learn from each other, supported by the structure derived from the academic research and/or professional experience of the faculty.

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).

Not applicable since the School does not offer a doctoral programme.

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).

Not applicable since the School does not offer a doctoral programme.

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.

SSE Riga core faculty is active in scientific research. As seen from their CVs and the list of publications in the appendices, they are active both at the national and international levels. At the national level, they also engage in policy-relevant research, e.g. on the shadow economy, investor sentiment and demographic issues.

Science-based teaching and learning is central to SSE, and hence through to SSE Riga through the licence agreement with SSE. Science-based teaching and learning have been part of the SSE mission since its inception in 1909. Therefore, research is considered imperative for SSE Riga faculty members.

Apart from academic research, SSE Riga faculty is also actively involved in applied research. Examples include annual studies on the shadow economy, number of studies devoted to the exploration of the business environment (such as Global Entrepreneurship Monitor, Global Competitiveness Study, industry-level studies (construction, grocery, etc.), a study on foreign investment climate, demography and business ethics, apart from other. Applied research, as conducted by the faculty, draws on the knowledge generated within academic research and is integrated into the teaching curriculum.

Research impacts learning and programme innovation in two ways: directly and indirectly. First to stress is the direct influence of research on teaching and learning as faculty continually update content to reflect current research findings. In addition to providing input into re-development of existing courses, research also provides a basis for developing new courses. Research has also provided input for SSE Riga teaching cases.

Second, having faculty who are active researchers means that faculty will think as researchers, hence reflecting the key attributes of academic research – such as curiosity, rigour, and methodological transparency – in their teaching. Therefore, beyond the function of research output as input for teaching, faculty participation in the research process itself is important for fostering an open mindset and promoting scientific thinking: key components of the FREE concept.

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).

It is of utmost importance that the EMBA programme at SSE Riga demonstrates a sufficient level of cohesion between the study modules. In that light, all due and proper consideration is given to cooperation between teaching staff internally and between teaching staff and programme administration to ensure such cohesion.

There is significant co-operation within the teaching staff who are resident or primarily affiliated

with SSE Stockholm. In addition to shared research projects, they in certain cases collaborate on design and delivery of modules, both on the EMBA programme (as well as on the Bachelor of Science in Economics and Business; and Executive Education programmes).

Teaching staff who are not primarily affiliated with SSE Riga primarily interact with the EMBA Programme Administration in regular one-on-one meetings (in person and via phone or videoconferencing).

At the moment of submission of the self-evaluation report, 25 members of the teaching staff are related to the EMBA programme. This implies a ratio of approx. one faculty member for every two students (considering both cohorts of students currently enrolled in the programme – in total 46 students). From a class delivery perspective, typically one (or in a number of cases, two) faculty member(s) is/are present in a classroom of 22-27 students.

To enhance the cohesion of the study content, before the course starts the programme director and manager discuss with faculty members and lecturers the structure of the respective module, course contents, what teaching methods can be used to deliver course material in the most efficient and understandable way, and what additional resources will be needed for the particular course to reach learning outcomes. The description of the study programme or course outline clearly highlights aims and objectives, content, structure and format, teaching methods, evaluation criteria and learning outcomes. At least two weeks before the module starts students receive study materials (list of pre-readings, books, case studies) and recommendations for a better understanding of course materials. Along with the study materials and course outlines students are provided with contact information of the respective faculty member which can be used to address individual questions. After completion of group presentations as well as after submission of students' individual assignments each student along with the grade receives feedback on completed assignments as well as general comments on activities in the class.

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	Appendix 11_ Statistics on students during the reporting period.pdf	11. pielikums. Statistikas dati par studējošajiem.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	Appendix 12_Compliance of the study programme with the State Education Standard.pdf	12. pielikums. Studiju programmas atbilstība valsts izglītības standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Appendix 13_Conformity of the qualification obtained in the study programme with the profession standard .pdf	13. pielikums Studiju programmā iegūstamās kvalifikācijas atbilstību profesijas standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Appendix 14_Mapping of the study courses for the achievement of the learning outcomes of the study programme.pdf	14. pielikums. Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Appendix 15_Plan of the study programme_2018_2019.pdf	15. pielikums_Studiju programmas plāns_2018_2019.pdf
Descriptions of the study courses/ modules	Appendix 16_Descriptions of study courses_modules.pdf	16. pielikums Studiju kursu_modulu apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Appendix 17_Sample of the Diploma.pdf	17.pielikums. Diploma paraugs.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Appendix 18_Confirmation with LU_ENG_translation.pdf	18. pielikums. Apliecinājums ar LU.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	Appendix 19_Confirmation that SSE Riga guarantees compensation.pdf	19. pielikums. Apliecinājums par kompensāciju.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.	Appendix 20_Statement regarding the relevant foreign language skills of the teaching staff .pdf	20.pielikums. Apliecinājums par studiju programmu īstenošanā iesaistīto mācītspēku attiecīgajām svešvalodu zināšanām.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	Appendix 22_Template of the Study Contract.pdf	22. pielikums. Studiju līguma paraugs.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		