

## APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
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# **Self-evaluation report**

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

University of Daugavpils

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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:**

### **Brief characteristics of Daugavpils University**

Daugavpils University (henceforth – DU) is a significant centre of science and education in Daugavpils and East Latvia. DU is a modern science based university that offers high quality education, prepares highly qualified specialists and professionals, greatly contributes to science innovation and transfer of scientific ideas to broader public and national economy. DU is the only university in Latgale that performs the functions of the driving force for the development of the region of East Latvia and its adjacent territories, it concentrates major intellectual and technical resources in the region.

In the period of time from 1921 to 2001, DU has developed by harmonizing its functions of institutional status with the needs of the region and state: in 1921 Daugavpils Pedagogical School was founded that in 1944 was reorganized into Teacher Training Institute, in 1952 – Daugavpils Pedagogical Institute, in 1993 – Daugavpils Pedagogical University. In 2001 pedagogical higher education establishment – Daugavpils Pedagogical University – after international accreditation qualified for the status of full university becoming Daugavpils University – the largest regional university in Latvia that prepares highly qualified specialists for the needs of the region as well as unique branches of national economy of Latvia. DU was registered in the Register of Scientific Institutions on 23 January 2006 (registration No. 172040). DU has gained international recognition by joining the European University Association, European International Studies Association, European Union Universities of Small States Association, and European Science Events Association.

The necessity for founding DU in the region at the turn of the 20th and 21st centuries was conditioned by changes in recruiting young professionals to work places. The previous system of delegating professionals after graduation from a higher education establishment to work places having placed demands to the higher education establishment had been cancelled. There was acute shortage of young professionals with up-to-date knowledge and practical skills in Latgale due to the fact that alumni from the capital city or abroad very seldom applied for jobs in Latgale. However, owing to its rapid and well-rounded development, DU adjusted to providing for the needs of the region in line with the prognoses of labour market development and offer of new innovations, and grew into the largest regional university of Latvia and a significant and competitive research and academic centre on the border of the European Union.

DU offers the opportunity to acquire higher education in the fields of natural sciences, humanities, engineering, education and social sciences, which are implemented in 5 faculties: Faculty of Natural Sciences and Mathematics (henceforth FNSM), Faculty of Humanities (henceforth FH), Faculty of Education and Management (henceforth FEM), Faculty of Music and Arts (FMA), Faculty of Social Sciences (henceforth FSS), and 2 scientific institutes: Institute of Life Sciences and Technologies (henceforth ILST) and Institute of Humanities and Social Sciences (henceforth IHSS). The research and academic work at DU proceeds in 5 buildings.

### **Daugavpils University mission and vision**

**DU mission:** to contribute to the development of sustainable future society by implementing scientific research on an international level and ensuring high quality education in the fields of

natural, engineering, education, health, humanities and social sciences, thus promoting the sustainable development of Latgale region and the whole country.

**DU vision:** In 2030 DU is a modern scientific university that offers high quality education and conducts important scientific work. The quality of the University work and its reputation in Latvia and all over the world has provided the basis for its growth and stability. DU has become a driving force of the educational, scientific, innovation and business development in Eastern Latvia. DU functions as an excellence centre in the fields of mathematics, physics, nano-materials, material engineering, biology, regional studies, literature, art, and education science. DU accumulates, preserves, and maintains regional knowledge and contributes greatly to the regional development.

**Main objectives of DU activity:**

1. to act as a regional university in the spheres of natural sciences, humanities, education and social sciences creating opportunities for diversified high quality studies and research;
2. to provide high quality study programmes and conduct research in compliance with the dynamics of labour market demands and needs of the community;
3. to create opportunities for enhancing the professional mobility of the population by developing further education;
4. to develop personality capable of analytical thinking, critical perception, and creative processing of information, who can, due to the acquired education, contribute to the development of the state and region of Latvia and the welfare of the population;
5. to preserve and develop Latvian national identity and culture legacy, simultaneously entering international integration;
6. to implement interior quality provision systems that build policy and procedures for the provision of the higher education quality, elaborate mechanisms for study programme development, interior approving, monitoring, and periodical control, form and release such criteria, conditions, and procedures of students' academic progress assessment that make it possible to verify reaching the envisaged study outcomes, establish inner regulations and mechanisms for the provision of the academic staff qualification and work quality, provide for collecting and analyzing the information on students' academic performance, employment of alumni, students' satisfaction with their study programme, the efficiency of the work of the academic staff, available study aids and their costs, major indicators of the work of Daugavpils University.

**Implemented study directions and the number of study programmes within them**

**Study process at DU is implemented in 16 study directions:** "Education, pedagogy, and sports" (5 study programmes), "Art" (5 study programmes), "History and philosophy " (3 study programmes), "Language and culture studies, native language studies and language programmes " (6 study programmes), "Translation" (1 study programme), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (2 study programmes), "Law" (3 study programmes), "Life sciences" (4 study programmes), "Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (6 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health care" (1 study programme), "Environment protection" (2 study programmes); " Internal Security and Civil Protection " (2 study programmes).

**General information on Daugavpils University branches**

DU has branches in Balvi, Jelgava, Limbaži, and Riga, where at present the study process is not implemented. In case of demand, DU has sufficient capacity for implementing part-time study

programmes in branches.

### **The dynamics of student number at Daugavpils University in the period of assessment**

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2018"[1], DU occupies 5th place among Latvian higher education institutions as to the number of students, that attests to a stable position of DU in the space of higher education in Latvia. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2013 to 2019 leads to a conclusion that the number of students has been reduced for approximately 25%. Main reasons are durable depopulation of Latgale and Latvia and emigration of the population.[2] According to the informative material "Demographical prognoses for Latvia: 1998 – 2025", in next years the number of the population of Latvia will keep diminishing.[3] Main reasons of this process are aging of the society, durably low birth rate and emigration of the population.[4] Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions.[5]

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 20 study programmes are offered in English. In the time period from 2013 to 2019, there were 621 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Lithuania, and Poland. 3 – 4 times a year DU representative participate in higher education exhibitions in Belarus, Uzbekistan, Kazakhstan, as well as cooperate with higher education institutions and education institutions in foreign countries to inform of the current offer of study programmes, establish contacts with foreign universities for elaboration of joint programmes, to facilitate the attracting of foreign students and the academic staff.

Dynamics of student number see in "Other Annexes", Annex Nr. 1.

[1] [https://www.izm.gov.lv/images/statistika/augst\\_izgl/Augstakas\\_izglitibas\\_LV\\_parskats\\_2018.pdf](https://www.izm.gov.lv/images/statistika/augst_izgl/Augstakas_izglitibas_LV_parskats_2018.pdf) [accessible in Latvian, viewed 03.01.2020.]

[2] *EM Darba tirgus vidēja un ilgtermiņa prognozes.* [https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/EMZino\\_06072018\\_full.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf) [accessible in Latvian, viewed 03.01.2020.]

[3] <https://www.vestnesis.lv/ta/id/14411> [viewed 10.01.2020.]

[4] *EM Darba tirgus vidēja un ilgtermiņa prognozes.* [https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/EMZino\\_06072018\\_full.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf) [accessible in Latvian, viewed 03.01.2020.]

[5] Vasiļevska, Daina. *Sociāli ekonomiskie faktori augstākās izglītības pieejamības nodrošinājumam Latvijā. Promocijas darbs*, Latvijas Universitāte, 2014.

### **Daugavpils University development strategy major goals and activity directions**

**DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth - Strategy).** *Strategy summary in English see in "Other Annexes", Annex Nr. 3.*

**Its general goal is** developing Daugavpils University as academic traditions based, modern, and competitive study, scientific, and innovation centre.

### **Strategy determines the medium-term goals:**

1. To provide high quality education that corresponds with future challenges and is based on theoretical knowledge and acquiring of research skills, preparing internationally competitive specialists, developing their abilities and encouraging life-long learning.
2. To develop scientific and creative work on an international level, deepening integration of scientific research in the study process, facilitating technology transfer and development of innovations and contributing to public understanding of the science.
3. To increase the role of Daugavpils University as a consolidator of scientific educational institutions in Eastern Latvia and a driving force of the development, as well as to promote the reputation of the University in Latvia and all over the world.
4. To ensure united and efficient work of organisational structure and to introduce a quality management system.
5. To develop a modern, environmental friendly infrastructure, safe and supporting working environment.

### **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.**

DU is a derived public person. DU is state founded and acts as an autonomous self-governing institution. Decision about reorganization or liquidation of DU is made by the Cabinet of Ministers on the proposal of the Minister of education and science.

DU self-governing is based on the rights and opportunities of the staff to engage in academic and scientific, administrative, and economic decision-making. DU acts on the basis of the Constitution of the Republic of Latvia, Law on Education, Law on Scientific Activity, Law on Higher Education Institutions, DU Constitution, and other laws and regulations.

#### **DU major decision-making institutions are: Constitutional Assembly, Senate, rector, Academic Court of Arbitration.**

DU staff top representation and administration institution and decision-making institution in academic and scientific issues is the **Constitutional Assembly** – an authorized top collegiate representation, administration, and decision-making institution that is elected for three years by secret ballot: from professors and other academic staff – 70 representatives (70%), from students – 20 representatives (20%), and from general staff – 10 representatives (10%). Constitutional Assembly decides on passing, amending, or repealing the Constitution; Constitutional Assembly passes and makes amendments in Senate Regulation, elects Senate, revokes Senate members; elects and dismisses rector, hears rector's report; approves the Regulation on the Academic Court of Arbitration, elects the Academic Court of Arbitration; passes the Regulation on DU Constitutional Assembly. Constitutional Assembly is entitled to accept for consideration and deciding other conceptual issues concerning the activity and development of Daugavpils University.

**Senate** is a collegiate administrative and decision-making institution of DU staff. Senate approves the order and rules for all the spheres of academic activity, participates in the implementation of strategic goals of DU activity approved by the Constitutional Assembly and performs other functions. Senate is elected by the Constitutional Assembly for three years: 21 representatives from

DU academic staff (including 5 representatives from deans, heads of departments and scientific institutes), 6 representatives from students, and 1 representative from the administrative staff upon the rector's recommendation. Representatives of the academic staff are delegated to Senate by meetings of the representatives of the academic staff. Representatives of students are delegated to Senate by Student Council. Students represented at DU Senate have veto rights in issues concerning students' interests. Senate activity is governed by Regulation approved by the Constitutional Assembly.

The highest official of DU is **rector**. Rector bears responsibility for the general administrative management of DU and without special authorization represents DU. Rector is elected by the Constitutional Assembly and approved by the Cabinet of Ministers. Rector facilitates the development of DU, bears responsibility for the implementation of DU strategy, secures the observance of the academic liberty of the academic staff and students, bears responsibility for the compliance of the activity of DU with the legislation of the Republic of Latvia, other laws and regulations and DU Constitution, bears responsibility for the quality of education, scientific research, and artistic creative activity executed at DU, secures lawful, economical, and purposeful use of state budget funds allotted to DU and DU property.

**Academic Court of Arbitration** maintains disputes between DU officials, structural unit administrative institutions that are in relations of subordination as well as applications of students and academic staff concerning the limitations and violations of their academic liberties and rights stated in the Constitution. Constitutional Assembly elects four representatives of the academic staff to the Academic Court of Arbitration by secret ballot for three years. No representatives of the administrative staff may be among them. Three representatives of students are elected by Student Council.

**Council of Studies** is a management authority that supervises issues of study planning, organizing, and coordinating, provides the necessary conditions for the academic work at faculties and departments. Council of Studies includes vice rector for studies, faculty deans, and the head of the Department of Studies. Main duties of the Council of Studies are coordinating the elaboration and execution of bachelor, master, and professional study programmes, elaboration of the scheme of studies, its analysis and determining the main directions of its improvement and development, organizing the investigation and implementation of foreign countries' experience.

**Council of Science** is an institution of representation of branches and sub-branches of science that coordinates the scientific work at the university. Main functions of DU Council of Science are supervising the elaboration and implementation of DU strategy, science development process, allocation of funds for science, execution of promotion, and the work of professor councils. DU Council of Science consists of vice rector for science, head of the Department of Science, representatives delegated from each scientific institute council, a representative from professors delegated by faculty in case the faculty has no institute or no institute council, DU Young Scientist Association representative.

**Faculty council** supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council, and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units; student representatives that are delegated by the faculty student self-governance (20% of the



council members).

**Study direction council** is formed upon the recommendation of DU Council of Studies and approved by DU Senate. The members of the Study direction council are approved by DU Council of Studies. Study direction council includes study direction programme directors, the academic staff, students (at least one representative from 1st level professional education programme, bachelor, master, and doctoral study programmes) and representatives of employers. Functions of the council are: to elaborate the study programme/s of the study direction; execute the direction study programme self-assessment and implementation analysis; analyze students' academic performance; analyze the academic work of the academic staff involved in the study direction; facilitate the integration of scientific work in the study programme.

### **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.**

#### **Characteristics of the quality policy implementation mechanism for ensuring the quality of the higher education.**

Study quality provision is a continuous cycle of improvement. Quality is the result of interacting among the academic staff, students, and the study environment. For the ensuring of high quality of studies, DU offers the study environment where the study programme content, study opportunities, material and technical base and infrastructure correspond with the goal of providing competitive higher education. Quality ensuring basis comprises related measures of control and improvement, thus creating trust for DU activity and higher education in general. Quality ensuring policy is part of Daugavpils University development strategy for 2015-2020. Study quality is a characteristic indicator of the excellence of the system of studies that reflects the correspondence of the procedure of students' academic activity to the goals of education.

DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

The envisaged outcomes of DU implemented ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010) are – adjust DU study and governance quality systems and receive ISO 9001 certificate that is an internationally recognized organization quality mark.

DU Council of Studies and DU Centre of Study Quality Assessment (henceforth – CSQA) introduces quality provision systems on the basis of "DU study internal quality ensuring policy"<sup>[1]</sup> and "Daugavpils University manual for ensuring quality"<sup>[2]</sup>. The policy and the manual have been elaborated in accordance with *The Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) and observing legal acts of the Republic of Latvia (Law on Higher Education Institutions, Higher education standards, etc.), DU normative acts and "Daugavpils

University development strategy for 2015 – 2020”.

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010). The project envisages elaboration of DU study quality policy and study quality monitoring strategy and DU study internal quality system efficiency provision procedure. The project envisages supplementing and improving the existing DU normative acts and their international peer-review. The deadline for completing the project activities is the 2nd quarter of 2021.

### **Mechanisms of the study process quality provision**

Study quality maintaining aims at monitoring and improving the study programme implementation and facilitating prerequisites for reaching study programme outcomes. Quality monitoring is constant: during enrolment, recruiting the academic staff, improving the study programmes, reviewing the activity of structural units and their heads according to the academic and research work outcomes.

Higher education internal and external quality provision proceeds in cooperation between DU and the Ministry of Education and Science (in distribution of State budget funded places, execution of conceptual decisions), Higher Education Council (dealing with strategic issues, drawing statements), and Academic Information Centre (study programme licensing, study direction assessment, recognition of students’ prior education).

### **The main forms of quality assessment are as follows:**

**External assessment** – licencing, accreditation, and assessment of independent experts. It is ensured by the quality ensuring agency listed in the European higher education quality ensuring register (in Latvia – Higher Education Quality Agency). It is coordinated by heads of study directions along with CSQA and vice-rector for studies.

**Internal assessment** – constantly performed by DU study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. In accordance with DU study internal quality ensuring policy there is systematic assessment of study directions and programmes in order to make sure how the programme objectives and study outcomes are reached, the compliance of the programme with the current developments of national economy and labour market demands. Study internal quality ensuring is constantly performed by the study direction councils, involved departments and structural units, decisions compulsive to the study process are taken by the Council of Studies and the Senate.

### **The internal quality of studies is ensured by the following measures:**

<b>Quality ensuring instrument</b>	<b>Implementation procedure</b>
<b>Strategic planning of the process of studies</b>	Implemented by the study programme director in cooperation with the academic staff and members of the study direction council; Analyzing the shortcomings, risks, development opportunities of the study direction and study programmes wherein.

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**Examining the issues related to the process of studies**

Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters. Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.

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**Surveys**

At the end of each academic year surveys of students, employers<sup>[3]</sup>, and alumni<sup>[4]</sup> are carried out. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.

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**Self-assessment of the study direction and preparation of the self-assessment report**

The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited.

Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.

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**E-study environment improvement**

DU e-study environment *Moodle* is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.

**Characteristics of the parties involved in the elaboration and improvement of quality ensuring system and their role.**

Efficient results are reached by means of understanding and support of the administration, purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

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Party involved	Characteristics of the role
<b>DU administration</b>	<ul style="list-style-type: none"><li>- elaborates DU development strategy and implements its objectives;</li><li>- facilitates the development and professional growth of the staff, elaborates and implements various motivation and support mechanisms (e.g. research activity facilitation, involvement in ERASMUS+ programmes for experience exchange and good practice);</li><li>- cooperates with deans, heads of study directions, provides support for the solution of governance and financial issues.</li></ul>
<b>Academic and research staff</b>	<ul style="list-style-type: none"><li>- ensures high quality studies;</li><li>- performs scientific research and integrates it into the study content;</li><li>- participates in professional updating events, international mobility and experience exchange activities;</li><li>- cooperates with external experts, employers, alumni, facilitates their involvement in the study direction improvement.</li></ul>
<b>Administrative staff</b>	<ul style="list-style-type: none"><li>- ensures high quality study programme governance;</li><li>- provides support for students and the academic staff involved in study programmes;</li><li>- tends to the updating of the material and technical base for studies.</li></ul>
<b>Employers, social partners, and external experts</b>	<ul style="list-style-type: none"><li>- provide the expertise for the study programme content and proposals for the improvement of the study content and methods;</li><li>- provide opportunities for practical placement and internship, facilitating working environment based study principles in professional study programmes.</li></ul>

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<b>Alumni</b>	<ul style="list-style-type: none"> <li>- use the acquired knowledge, skills, and competences in their professional activity;</li> <li>- provide proposals for the improvement of the study content.</li> </ul>
<b>Students</b>	- Provide feedback for the study quality improvement.

[1] <https://du.lv/wp-content/uploads/2019/06/Kvalit%C4%81tes-politika.pdf> [accessible in Latvian, viewed 17.06.2019.]

[2] [http://du.lv/wp-content/uploads/2016/01/2DU\\_rokasgramata\\_2011-09-26\\_v2.doc](http://du.lv/wp-content/uploads/2016/01/2DU_rokasgramata_2011-09-26_v2.doc) [accessible in Latvian, viewed 17.06.2019.]

[3] [https://docs.google.com/forms/d/1rkrIKtz4BfOmJS9Kccqz\\_PoCdDO5LCj\\_V2MRU5N-LyI/edit](https://docs.google.com/forms/d/1rkrIKtz4BfOmJS9Kccqz_PoCdDO5LCj_V2MRU5N-LyI/edit) [accessible in Latvian, viewed 10.07.2019.]

[4] <https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-fF1exziYSZu13T-Sh33UN9kyB-XQ1PRrIA/viewform> [accessible in Latvian, viewed 10.07.2019.]

**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
		DU has elaborated "DU study internal quality ensuring policy" and "Daugavpils University manual for ensuring quality", other normative acts that facilitate and ensure the quality of higher education.
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
		In accordance with the "Regulation on Studies at Daugavpils University" and "Regulation on Study Direction and Programme at Daugavpils University" there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination.

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>"Regulation on Studies at Daugavpils University" and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students' academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students' academic performance in surveys.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: "Regulation on elections to academic positions in Daugavpils University" and "Procedure of assessing the scientific activity of Daugavpils University academic staff". Self-assessment reports include the results of surveys and measures of implementing students' proposals and averting criticism.</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>Surveys of students, alumni, and employers are organized every year. CSQA carries out express surveys to learn students' opinion on current issues related to the process of studies. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals.</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>DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.</p>
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## II - Description of the Study Direction (1. Management of the Study Direction)

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

Study direction “Management, administration and real estate management” is new, but particularly important and essential for the development of the country as a whole. In the mission statement of Daugavpils University (DU) the following is stated: To promote the development of a sustainable future society by implementing international scientific research and providing quality education in the fields of natural, engineering, education, health, humanities and social sciences and to promote sustainable development of Latgale region and the Latvia with its activities; management study field also plays an important role in the *realization of the DU mission* statement.

Study direction “Management, Administration and Real Estate Management” is particularly necessary both for the state as a whole and for Latgale region as it is oriented towards acquiring high-quality higher education, which is based on the acquisition of the latest theoretical knowledge and carrying out research. Today, every manager must be able to identify and structure problems, work in team and make informed decisions, find solutions to local and global leadership issues, and take responsibility for their own contribution to decision-making and the consequences of joint action. The country's situation demonstrates the need for competent managers, especially in business, education system, and management of society and institutions in general, therefore the relevance of this study field should be noted as it would promote the development of the management science and raise the competitiveness of the labor force both in the regions of Latvia and in the country as a whole.

Unemployment rate in the Eastern Latvia is the highest in Latvia and one of the highest in the European Union<sup>[1]</sup>, has a negative impact on the economic situation of the society, active labor

market participation, career development and overall life satisfaction. Study direction “Management, Administration and Real Estate Management” specialists are trained so that they are ready to create and manage new jobs, thus significantly improving the development of the region.

The opportunity to improve their professional development in different areas, to obtain a Master’s degree in Public administration or organizational manager qualification in Riga is significantly limited for graduates with obtained bachelor's degree at Eastern Latvia region due to the economic situation in Latvia and the graduates’ workload at their job. Consequently, for professionals employed in different fields DU study direction “Management, Administration and Real Estate Management” provides an opportunity to obtain Master’s degree in Public administration and organizational manager qualification and to have a career in management. DU graduates can continue their studies in *doctoral degree programme*. This study direction initially was developed at the request of *Latvian School of Public Administration* to establish a study programme integrating all the required expertise, skills and competences for potential heads of institutions.

Two study programmes are implemented within the study direction:

- Professional Master study programme “Community and Establishment Administrator”
- Doctoral study programme “Management Science”, developed in cooperation with Turība University (BAT). Doctoral programme is the only programme that implements 3 sub-branches:
  - Business administration (BAT),
  - Education management (DU),
  - Community administration (DU).

Professional Master study programme “Community and Establishment Administrator” form of implementation originally has been planned for part-time students, but after accreditation it is also planned for full-time studies.

### **Assessment of mutual correlation of study programmes**

Master programme graduates can continue their studies. There is an opportunity to study in the doctoral study programme “Management Science”, which opens up the opportunity to become a highly qualified scientist of management science in such sub-branches as education management and community administration.

### **Significance (uniqueness) of the study programmes in comparison to other similar study programmes in Latvia and foreign countries**

The demand for high-level management specialists is high both in Riga and other regions of Latvia. Doctoral study programme “Management Science” also provides the opportunity to study in English. Thus, the study direction “Management, Administration and Real Estate Management”, compared to with similar study programs in Latvia, the Baltic region and the European Union countries, has relatively high competitive strength.

[1]<https://www.csb.gov.lv/en/statistics/statistics-by-theme/social-conditions/unemployment/search-in-theme/440-registered-unemployment> [last accessed 08.01.2020.]

## **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 study direction development is based on the DU strategy and the recent trends in the education system in the European Union. **The aim of the study direction** is in accordance with DU strategy "To provide quality education that corresponds to future challenges and is based on theoretical knowledge and the acquisition of research skills through training, competences and lifelong learning for competitive professionals in the international labor market." Professional Master study programme "Community and Establishment Administration" has been designed in accordance with the requirements of the Law on Higher Education Institutions of Latvia and the Regulations on the state standard of second level professional higher education (Cabinet of Ministers Regulations No 512, September 26, 2014). DU and BAT joint doctoral study program "Management Science" complies with the Law on Higher Education Institutions of the Republic of Latvia, DU Constitution, Law on Scientific Activities (in force since May 5, 2005) and the Cabinet of Ministers Regulations No.1001 "On the Procedure of and Criteria for Awarding of Doctoral Scientific Degree".

In today's context of change, crisis management and intense competition, the skills of managers and professionals of all ranks are crucial.

**The prospective goal of the study direction and corresponding programmes** is based on Sustainable Development Strategy of Latvia until 2030 (*Latvija 2030*) which outlines the main problems related to the evaluation of the education system in the country and outlines the major challenges in higher education. In order to promote the sustainable development of the study direction, the *study direction Council* constantly coordinates the aims and tasks of the study programs with the field of action set out in the Sustainable Development Strategy of Latvia until 2030, implementing them in the study direction development plan and program implementation:

- The Latvian higher education system will not be able to survive by admitting only students from our own country (64§; p. 16);
- Access to good quality education is becoming a serious long-term challenge both as a result of inequality of income and territorially unequal demographic situation (65§; p. 16);
- In the long term the competitiveness of Latvia will increasingly depend on the link between educational system and changes in the labour market, as well as the capability to prepare a person for work in changing conditions during his or her whole life. (66§; p. 16);
- 21<sup>st</sup> century education system strives to strengthen individual's skills to learn continuously and to acquire novelties (67§; p. 17)
- Concurrently with accumulation of specific competences and qualifications education is also the development process of personal talents, emotional and social intelligence and personality (68§; p. 17);
- Systematic co-operation of general and vocational educational institutions with institutions of higher education becomes important both in creating the content of the studies and in promoting the improvement of the competence of teachers (72§; p. 18);
- Particular emphasis should be placed on further education of adults (78§; p. 20);
- Already now large part of students in institutions of higher education and colleges are representatives of the so called untraditional age group, i.e., above 23 years of age and for this reason the institutions of higher education and institutions of vocational education should develop training of adults as stable action direction necessary for the society (80§; p. 20);
- Institutions of higher education should be aware of local and global tendencies in the national economy in order to be able to foresee and offer such content and format of studies, which would promote the competitiveness of individuals and organisations in economy of tomorrow (80§; p. 20);

- Institutions of higher education may create programmes, which fully take place in the e-environment (94§; p. 22).

In order to make the study direction more competitive and the graduates of study programs to be more demanded in the labor market, the Program Direction Council regularly cooperates with employers and various industry organizations, involving them in the organization and development of the study process.

The compliance of study courses is regularly evaluated with the requirements of the labor market, and if necessary, the content of study courses is adjusted and supplemented with relevant recent sources of literature (normative documents, etc.). Within the framework of the study direction programme, important and topical researches in the field of management, administration and real estate management are carried out, the results of which are approbated at international scientific conferences and publications. Science communication events (Science Festival, Researchers' Night, Entrepreneurship Days, etc.) organized within the study area "Management, administration and real estate management" promote public awareness and interest in management science, administration and real estate management and its role in economic development.

**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.**

Assessing the previous development of the study direction "Management, administration and real estate management", the existing situation and programme perspectives, the study direction council assesses both the study programme content in general and the content and provision of individual study courses, analyzes the organization of the study process, and deal with issues related to the programme development planning.

In annual process of self-assessment, based on the analysis of the formal indicators of the study direction implementation and taking into consideration the results of student and alumni surveys (2013 – 2019), as well as assessing the direction and dynamic of external factor development, the study direction management conducts SWOT analysis and marks the strengths, weaknesses, opportunities, and potential threats of the study direction in order to predict the further development of the study direction and secure its improvement (see Table 1).

**Table No. 1**

STRENGTHS	WEAKNESSES
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<b>INTERNAL FACTORS, EXTERNAL FACTORS</b>	<p><b>Aim, tasks and content of the study programme</b></p> <ul style="list-style-type: none"> <li>· Study programme orientation towards sustainable development.</li> <li>· Integration of study course content and educational content.</li> <li>· The content integrated in the study courses describes the latest developments in the management of the programme provided by teachers from all DU departments, including researchers from the Institute for Sustainable Education.</li> <li>· Study field of DU "Management, Administration and Real Estate Management" has a good reputation in Latvia.</li> <li>· The field of study corresponds to the DU strategy, which enables to use purposefully the intellectual and material resources of the University.</li> </ul>	<p><b>Aim, tasks and content of the study programme</b></p> <ul style="list-style-type: none"> <li>· The integration of contents is not equally successful in all study courses.</li> </ul>
	<p><b>Management of the study programme</b></p> <ul style="list-style-type: none"> <li>· E-environment for the provision of the study process and for the management of the programme.</li> <li>· Collaboration and feedback from alumni.</li> <li>· Mobility of students.</li> </ul>	<p><b>Structure and implementation of the study programme</b></p> <ul style="list-style-type: none"> <li>· Insufficient orientation of the programme towards students from other countries.</li> </ul>
	<p><b>Structure and implementation of the study programme</b></p> <ul style="list-style-type: none"> <li>· DU offers full-fledged educational and professional development opportunities in Latgale region.</li> <li>· Study courses are combined in blocks.</li> <li>· Specialization opportunities are offered.</li> <li>· Integration of academic and research work.</li> <li>· Public speech at international conferences, publications or participation in scientific readings as a compulsory program requirement.</li> <li>· Final test as a public defence of Master's thesis.</li> <li>· Management of the study programme.</li> <li>· E-communication with students.</li> <li>· Study programmes within the study field have a succession, and students have the opportunity to continue their studies in a higher-level programme after graduation.</li> <li>· Involvement of students in research and implementation of various projects.</li> </ul> <p><b>Study programme provision</b></p> <ul style="list-style-type: none"> <li>· Scientific qualification of the teaching staff, research, academic and professional experience, foreign language skills.</li> <li>· High percentage of lecturers with a doctoral degree, most of the lecturers are experienced professionals of the field (employers, managers with long-term experience), experienced and highly qualified lecturers participate in the implementation of the field programmes.</li> <li>· Lecturers' participation in international projects, associations, networks and lecturer mobility.</li> <li>· The scientific qualifications, experience and professionalism of the teaching staff involved are constantly being improved.</li> <li>· Co-operation of lecturers within the program.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>· Student enrolment indicates that the programme has been requested.</li> <li>· Students are not only from Latgale region.</li> <li>· Students' research on Master's thesis is used in professional activities.</li> </ul>	<p><b>Study programme provision</b></p> <ul style="list-style-type: none"> <li>· Extensive workload for lecturers.</li> <li>· Insufficient English language skills and ICT competencies of the lecturers.</li> <li>· Cooperation with similar study programmes in Latvia and internationally.</li> <li>· Cooperation with schools and other educational institutions.</li> <li>· Recruitment of guest lecturers from abroad.</li> <li>· Inappropriately high tuition fees for the region that do not correspond to the solvency of students.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>· Insufficient knowledge of foreign languages.</li> <li>· Decrease in the number of students due to high tuition fees.</li> </ul>

POSSIBILITIES	1. POSSIBLE STRATEGIES	2. POSSIBLE STRATEGIES
<ul style="list-style-type: none"> <li>· EU support for mobility of lecturers and students.</li> <li>· International project LCS, MES, LAS support for research.</li> <li>· Lecturers' involvement in international and domestic cooperation projects, publishes research results, participates in international conferences, extends their experience and develops their competence.</li> <li>· DU cooperation with Latgale region municipalities.</li> <li>· Interuniversity Library Subscription.</li> </ul>	<p><b>Aim, tasks and content of the study programme</b></p> <ul style="list-style-type: none"> <li>· To continue purposeful work on the orientation of the study program towards sustainable development of the society, on further integration of the contents of the study courses and on the connection of the study course content with the regional and national social and cultural environment, and on its needs.</li> <li>· Further integration of study course contents.</li> <li>· Linking the content of study courses to the regional and national social and cultural environment and its needs.</li> </ul> <p><b>Structure and implementation of the study programme</b></p> <ul style="list-style-type: none"> <li>· Studies are related to research work: the programme cooperates with DU scientific institutes</li> <li>· More structured cooperation of students with supervisors of Master's thesis.</li> <li>· Diversification of the study process.</li> </ul> <p><b>Management of the study programme</b></p> <ul style="list-style-type: none"> <li>· Feedback between students and lecturers.</li> <li>· A more structured evaluation of the study programme by organising it as a discussion of the lecturers involved.</li> <li>· Continue implementation of the strategy ensuring the involvement of students in integrated study and research work.</li> </ul> <p><b>Study programme provision</b></p> <ul style="list-style-type: none"> <li>· Mobility of lecturers and recruitment of guest lecturers.</li> <li>· Seminars for lecturers to learn the English language and ICT.</li> <li>· Use of English literature available in the DU reading room for study courses.</li> <li>· Creation of a common database of defended Master's theses for all Latvian higher education institutions implementing similar study programmes.</li> </ul>	<p><b>Structure and implementation of the study programme</b></p> <ul style="list-style-type: none"> <li>· Collaboration with the supervisor in preparation for the conference.</li> <li>· To identify possibilities for creation and use of e-environment in study program management and study process provision.</li> <li>· Personal virtual approach developed for students to find out test and exam results.</li> </ul> <p><b>Management of the study programme</b></p> <ul style="list-style-type: none"> <li>· To develop and implement a more structured cooperation of students with master and doctoral supervisors.</li> <li>· To develop opportunities for students' self-initiative and self-expression both within and outside the study process to develop their academic and research skills.</li> <li>· Develop and implement a strategy for collaborating with graduates.</li> </ul> <p><b>Study programme provision</b></p> <ul style="list-style-type: none"> <li>· Continue to work on preparing new specialists for the implementation of the study programme.</li> <li>· To organize the exchange of experience of the lecturers on the diversification of the study process and other issues related to the implementation and evaluation of the study process.</li> <li>· To organize training of lecturers on implementation of ICT program, including e-environment.</li> <li>· To organize seminars for lecturers to improve their English language skills.</li> <li>· To improve computer rooms and use them for individual work of students.</li> </ul>
THREATS	3. POSSIBLE STRATEGIES	4. POSSIBLE STRATEGIES
<ul style="list-style-type: none"> <li>· The public image of the civil service profession has fallen.</li> <li>· Impact of national legislation on attraction of foreign guest lecturers.</li> <li>· Competition with similar study programmes offered by other universities, particularly in the Latgale region, resulting in a decrease in the number of students.</li> <li>· Scientific literature in Latvian (not widely published in Latvia).</li> <li>· Deteriorating material situation in the region, the lowering of population solvency and the inability of students to cover the high tuition fees.</li> </ul>	<ul style="list-style-type: none"> <li>· To develop the mission and vision of the study programme based on unique features and to promote it purposefully, thus promoting the competitiveness of the study programme in Latgale region and Latvia.</li> <li>· To improve the program and to work on the succession possibilities of the program - the development of the doctoral programme.</li> <li>· To develop and disseminate information and promotional materials of the study programme.</li> </ul>	<ul style="list-style-type: none"> <li>· Develop a mechanism for attracting students by compensating for tuition fees or by offering other binding offers.</li> <li>· Identify options for adapting the programme to foreign students.</li> </ul>

SWOT analysis leads to the conclusion that the strengths of DU study direction “Management, administration and real estate management” outweigh the weaknesses, while the weaknesses may be eradicated or reduced by measures aimed at the study direction development (e.g. intensifying cooperation with foreign higher education institutions in research, regularly improving the content of studies in compliance with the needs of national economy), that approves the future

perspectives of the study direction.

The opportunities listed in the analysis are more than possible threats, thus the impact of the external environment is to be assessed in a positive way. The weaknesses of the study direction may be grouped into two main categories. One is related to insufficient motivation and initiative of students and academic staff members (e.g. involve in outbound mobility programmes, introduce innovative ideas). For eradicating these weaknesses and improving the situation, a set of organizational activities is elaborated oriented towards more focused and systemic work of informing the academic staff and students, organizing the academic staff, delegating tasks and controlling their execution in order to encourage initiative and taking responsibility. Another category of weaknesses is related to big work loads because remuneration for high qualification specialists on Latvia's labour market is insufficient. These weaknesses are conditioned by global processes in Latvian economy, though some problems may be partially solved locally by carrying out constructive dialogue between the Faculty of Education and Management and DU administration on replanning the work loads of the academic staff members and internal optimization of resources. It may be concluded that study direction programmes are regularly reviewed, verified in accordance with recent legislation requirements and in compliance with the labour market demand, involving employers in the assessment of the study content. The guidelines of developing and improving the study direction are actualized in the study direction development plan.

**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.**

**Analysis and assessment of the governance structure efficiency of the study direction and study programmes within it**

The study direction governance structure (see in appendix) fits in the overall DU and FEM governance framework. Study direction implementation on regular basis is organized in accordance with DU administration and FEM council decisions, strategy of the study direction development. Council of the study direction "Management, administration and real estate management" assesses the process and outcomes of studies and proposes measures for programme improvement and integration of recent ideas into the content and process of studies; these proposals are discussed in respective structural units and changes in the amount, content, distribution across semesters are made, taking into consideration the results of student surveys, formal indicators of student academic performance and scientific work as well as indicators of the academic staff members' professional activity in respective spheres (participation in scientific conferences, research and other projects, involvement in applied research, publications, etc.), detailed analysis of each study course content and quality of its teaching is produced. Proposals concerning changes in study courses or study programmes are discussed at FEM council meetings and forwarded to DU Council of Studies. See in appendix the scheme of the study direction governance.

**The role, responsibility of the head of the study direction and study programme directors and cooperation with other study programme directors**

Head of the study direction, in cooperation with programme directors, organizes and coordinates high quality study process in the study programmes within the study direction. Head of the study direction is responsible for conceptual changes in the study direction, in case of necessity announces meetings of the study direction council, in cooperation with study programme directors prepares annual study direction self-assessment report, summarizes and analyzes information included in it.

Programme directors at the end of each academic year plan the work loads for the next academic year and send inquiries to structural units. Heads of departments are responsible for assigning academic staff members for respective study course delivery. In case an academic staff member for some reason cannot teach the study course assigned, programme directors in cooperation with heads of departments and other structural units find the solution. In case of necessity, the option of recruiting a visiting lecturer is considered by the faculty dean, DU vice rectors, and rector. Study programme directors communicate with students, make improvements in the study programmes coordinating them with the head of the study direction. If needed, current issues are examined by the study direction council and faculty council.

### **Assessment of the support by DU administrative and technical staff within the study direction**

In each profile department and faculties there are secretaries who are responsible for the execution and circulation of documentation binding for the study programme, participate in final examinations, take minutes in them. The administrative staff of departments and faculties provide the information on students, their academic performance, study programmes, academic staff members in DUIS, prepare diplomas and diploma supplements. Secretaries provide the informative support to students, academic staff members and study programme directors. Information and communication technology centre computer network administrators and technical experts support academic staff members in utilizing IT in the process of studies, during conferences, science communication events. Administrative and technical staff executes also other duties within their competence.

The assessment of the support by DU administrative and technical staff within the study direction is positive. In FSS there is efficient communication and regular information circulation. Students are informed about the persons to address in case of questions or aid needed.

## **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.**

### **Characteristics and assessment of the requirements and system of student enrolment**

The process of enrolment at DU is ensured in accordance with the “Terms of enrolment to full time and part time studies” that are annually approved by DU Senate in accordance with the study programme licences and accreditation sheets in the Study direction register (<http://svr.aic.lv/>). Terms of enrolment are actualized each academic year in accordance with the Law of Higher Education Institutions, Cabinet of Ministers regulations of 10 October 2006 No. 846 “Regulations on

the requirements, criteria, and procedure of enrolment to study programmes”, and DU Constitution. Terms of enrolment at DU are elaborated for various levels of studies, there are special terms of enrolment to full time studies for foreign citizens.

The process of enrolment are additionally regulated by “Full time and part time study opportunities”, “DU enrolment procedure”, registration fee, programme tuition fee, number of study places for enrolment that are approved by DU Senate decision before enactment. The Senate approves the dates of the competition and announces enrolment.

“DU terms of enrolment” and “Study opportunities” set requirements for persons who wish to study at DU, bilateral rights and duties of this person and the university in the process of enrolment, contain information on the study programmes and forms of studies in the particular academic year, on additional requirements for the prior education, preparedness, or special suitability for particular studies of candidates, on the criteria of the competition assessment. Enrolment to DU study programmes entails the candidate registration for studies, the procedure of the competition for study places, announcing the competition results, signing study agreement, and matriculation.

Enrolment to DU study programmes is ensured by DU Enrolment Board secretariat. The Enrolment Board sets and approves of the competition results. The Enrolment Board may also approve the enrolment places and execute their redistribution.

The obligations of the Enrolment Board and Enrolment Board secretariat are stated in the document “Bilateral rights and duties of person and DU in the process of enrolment.

DU Enrolment Board decision on the competition results may be appealed according to the procedure of DU “Procedure whereby person may dispute and appeal decisions related to enrolment to the study programme at Daugavpils University”. DU enrolment procedure and information about it are efficient and transparent. During the enrolment there are informative stands placed in DU entrance hall, consultations are provided in person, on the phone, and by e-mail. It must be noted that the majority of the potential students communicate on issues concerning enrolment by using DU accounts in social networks.

### **Previously acquired formal and non-formal education recognition opportunities within the study direction**

In accordance with paragraph 5 of section 59<sup>2</sup> of the Law of Higher Education Institutions[1], paragraph 2 of section 59<sup>3</sup> and “Terms of recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education”, DU has elaborated and enforces “Regulation on recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education at Daugavpils University”. Most often there are cases of recognition of experience gained beyond formal education (participation in seminars, instruction, professional updating courses, etc.). The procedure stated in the regulation is implemented stage by stage in cooperation with the person responsible in the faculty. Decision on recognition is made by the assessment and examination board.

### **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.**

Depending on the form of learning, the academic staff members select the forms and criteria of assessment. The academic staff encourages to analyze and assess the criteria of assessment of the work. A large part of the outcomes require of students not only to demonstrate knowledge but also put the acquired material to practical analysis relating it to the existing experience and daily life. Therefore a significant role is attributed to seminars and practical assignment classes. In practical assignment classes, during individual or group work presentations, students, expressing their opinion, improve their analytical skills. Acting in this way, a constant dialogue is sustained with other partners and students are aware of the diversity of the opinions exchanged and thus enrich one another's experience. In the study courses dedicated to practical skill and competence acquisition, special attention is paid to the development of integrative reflection. Reflection facilitates the stabilization of students' professional skill acquisition as well as self-cognition and self-actualization. Therefore in these cases formative assessment of the outcomes of studies has an especially motivating significance in the process of studies. In the framework of formative assessment, students become aware of their errors and improve the acquired competence, because formative assessment provides a feedback to students on their state of knowledge acquisition.

Along with formative assessment, academic staff members use summing assessment. Summing assessment is practiced in the case of grading the mid-term examinations. Upon the completion of the study course there is a graded test or examination. The final course examination proceeds orally, in writing, by way of test of accomplishment.

Students can get acquainted with the criteria, conditions and binding procedures for evaluating the learning outcomes in the course descriptions of the study programme.

**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.**

"Daugavpils University Code of Ethics for employees and students" sets the guidelines of ethical conduct for DU employees and students. It is stated in the Code that students support and maintain academic and professional integrity, do not allow plagiarism, cheating, other fraudulent utilization of intellectual property, fraud, whereas the academic staff duly, honestly, and fairly assess students' accomplishment, support and maintain academic and professional integrity without causing conditions for expressions of academic fraud, follow the process of students' work, do not allow plagiarism, cheating, other fraudulent utilization of the intellectual property or other fraud.

For the implementation of the academic integrity, DU refers to "General Guidelines for Academic Integrity"[\[1\]](#) that help develop a uniform understanding of integrity matters in science and business. On 28 October 2019, within ESF SAM 8.2.3.0/18/A/010 project "Daugavpils University governance and management competence improvement", DU employees were involved in the course of instruction "Academic integrity" of 6 hrs.

DU has elaborated and observes procedure of submitting graduation papers/theses for plagiarism control at Daugavpils University, that envisages compulsory submitting of the electronic versions of graduation papers/theses and their storing in Daugavpils University Informational system that provides an opportunity to compare students' papers to the set of papers defended in previous years. Study courses that envisage the acquisition of scientific research methodology pay special



attention to observing the principles of academic integrity in the research of the respective branch.

[1][http://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED\\_Guidelines\\_RTU\\_VS\\_amended\\_v2.pdf](http://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED_Guidelines_RTU_VS_amended_v2.pdf)

[viewed 12.12.2019., accessible in Latvian]

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

Information on the study programmes of the study direction “Management, administration and real estate management” is available here:

<https://du.lv/fakultates/izglitiba-un-vadibas-fakultate/https://du.lv/en/studies-admission/study-programmes/professional-masters-study-programmes/community-and-establishment-administration/>

<https://du.lv/en/studies-admission/study-programmes/doctoral-study-programmes/management-science/>

Self-assessment reports of the study direction “Management, administration and real estate management” are annually published here:

<https://du.lv/studijas/studiju-kvalitates-novertesanas-centrs/pasnovertejuma-zinojumi/>

[accessible in Latvian]

The relevance of the information available on the website to the information in official registers is the responsibility of DU International and Public Relations Department.

## **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.**

### **Evaluation of effectiveness of inner quality assurance system within study direction**

Inner quality assurance system of the study direction “Management, administration and real estate management” is implemented in line with DU practice. The system can be considered as effective, transparent, and coherent with the goals of the study direction “Management, administration and real estate management”. The scheme of DU study quality implementation see in "Other Annexes", Annex Nr. 2.

**To implement inner quality assurance system of studies effectively within the study direction “Management, administration and real estate management” the following activities are performed:**

- Inner quality control of the study direction “Management, administration and real estate management” is carried out by the Council of study directions and academic staff of the department of Pedagogy and Pedagogical Psychology. Improvement actions for direction development plan and study quality are discussed and assessed at the end of each academic year at the council meeting of the study direction “Management, administration and real estate management”.
- In collaboration with the head and academic staff of the Department of Pedagogy and Pedagogical Psychology and members of study direction board, study programme directors carry out strategic planning and implementation of study process. In the Department of Pedagogy and Pedagogical Psychology changes within the study courses, their content and calendar layout per semesters are discussed and submitted to the Council of the Faculty of Education and Management.
- Once during an academic year the head of the study direction “Management, administration and real estate management” in cooperation with the programme directors prepare a study direction self-evaluation report on the previous academic year. At the meetings of the council of study direction the more recent methodological literature and publications are discussed. For implementation of study courses the head of the study direction consolidates and distributes to the academic staff the methodological guidelines that have been developed consolidating and analysing developments in the methodology of related subject studies.
- Within the study direction once during an academic year, student, graduate, and employer surveys are carried out.

**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.**

Elaboration of a new study programme begins at least an academic year before starting the implementation of the study programme or in accordance with **“Daugavpils University study programme development and consolidation plan”** and **“Daugavpils University Pedagogue education development plan 2018 - 2023”**, or other documents regulating the study process.

Elaboration of a new study programme occurs in accordance with the regulations of the Cabinet of Ministers of 11 December 2018 No. 795 **“Terms of study programme licencing”** and **DU “Regulation on the study direction and programme”** ([http://du.lv/wp-content/uploads/2015/12/Nolikums\\_par\\_studiju\\_virzienu\\_un\\_progr\\_du.doc](http://du.lv/wp-content/uploads/2015/12/Nolikums_par_studiju_virzienu_un_progr_du.doc) accessible in Latvian)

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**Process of elaborating new study programmes**

<b>Parties involved</b>	<b>Activity</b>
Structural units of faculties, Faculty council, the person responsible for the study programme development	Structural units of faculties submit a proposal to the faculty council about the formation of a study programme. The proposal is supplemented by an extract from the minutes of the structural unit meeting indicating the information on the programme (title of the study programme, the person responsible for the study programme development, justification of the need for the study programme, amount, duration of the study programme, type and form of studies, language of instruction, requirements for enrolment, degree to acquire, professional qualification or degree and professional qualification to acquire).
Study direction council, the person responsible for the study programme development	Study direction council monitors the proceeding of the new study programme elaboration, upon necessity announcing meetings of the study direction council to discuss the content, provision of the study programme, and other issues. The person responsible for the study programme development elaborates the characteristics of the study programme and all its appendices.
The person responsible for the study programme development, CSQA, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre.	The person responsible for the study programme development submits the completed characteristics of the study programme along with all appendices to examination at CSQA. CSQA estimates the quality of the study programme and its compliance with the legal documentation. After that the programme is examined by the faculty council and DU Council of Studies. Decision on submitting the study programme for licencing is made by the Senate. After the approval of the study programme within 1 month it is submitted for licencing at the Academic Information Centre. The person responsible for the study programme development in cooperation with the CSQA and vice rector for studies organize the visit of licencing expert commission to DU.

In order to ensure the compliance of the study programmes with the national economy needs, current legal documentation, or to improve them, procedures of study programme improvement and reviewing are organized on regular basis. Their regularity depends on the necessity for the changes and the degree of their significance.

### **Study programme reviewing process**

<b>Parties involved</b>	<b>Activity</b>
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Programme director, Profile department, Faculty council, Council of Studies.	Study programme director proposes changes in a study programme (provision of courses, changes in CP, introduction of new study courses, and other changes that do not exceed 20% of the total amount of the programme in accordance with regulation of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions", paragraph 2.3.4 <sup>[1]</sup> ) Changes are examined at the department meeting, faculty council, and the decision is made by the Council of Studies. Regularity – upon necessity or at least once in an academic year.
Programme director, CSQA, Profile department, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre.	Changes need to be made in a study programme in accordance with regulations of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions". Study programme director in cooperation with the CSQA elaborate the proposal for the changes necessary. The proposal is examined at the department meeting, faculty council, Council of Studies, it is approved by the Senate. After approving, the proposal of changes is submitted to the Academic Information Centre. Study programme director in cooperation with the CSQA and vice rector for studies organize the visit of expert to DU Regularity – upon necessity.

### **Mechanism of receiving and providing feedback (working with students, alumni, employers)**

For the study programme elaboration to be compatible with the labour market demands, special significance is attributed to the feedback received from students and alumni. Students and alumni assess the proceeding of the study programme as well as the applicability of the acquired knowledge, skills, and competences in professional activity, thus the feedback becomes a valuable element of the study process improvement.

The CSQA at the end of each academic year organizes a student survey the results whereof provide information on the assessment of the study quality and related aspects. Student survey is available in e-environment. Alumni and employer survey questionnaires are elaborated as well.

Student, alumni, and employer survey results are used to review and improve the study programme content. The study programme director reacts to all justified opinions, proposals, and reprimands expressed in the survey questionnaires, and upon necessity they are discussed by the study direction council. After introducing the changes in the study programme content, the study programme director informs all the parties involved (students, academic staff members, employers, alumni), thus providing a feedback.

[1] <https://likumi.lv/ta/id/303956-studiju-virzienu-atversanas-un-akreditacijas-noteikumi> [viewed 15.01.2020.]

## **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.**

Submitting and considering the complaints and proposals from students is an essential component of the study quality system. To ensure the improvement of the quality of studies, it is necessary to analyze the processes, collect clear survey of the causes for the complaints submitted and provide feedback to the person who submitted the complaint or proposal.

### **The procedures and systems of submitting complaints and proposals from students**

Students have the right to submit complaints and proposals to the study programme director, the head of the major department, dean, vice-rectors, and rector. Complaints and proposals, depending on their degree of significance, are accepted orally, in writing, and electronically.

Complaints and proposals are accepted from individuals or collectively, openly (with identified submitter) and anonymously. Drafting the submissions and their acceptance at DU is executed in accordance with the procedures set in "The Law on Submissions". Submissions concerning possible violations of the norms of "DU Code of Ethics", including action or conduct outside DU, if that affected the prestige of DU, may be made by DU academic, administrative, and general staff, students. On behalf of students submission may be made by the Student Council that may represent the student in the course of examining the complaint.

Submissions from students and the academic staff concerning the infringements and violations of the academic freedom and rights that are stated in the Constitution are examined by DU Academic Court or Arbitration.

### **Submitting open complaints and proposals**

DU students may submit open complaints and proposals in a free form or in accordance with the procedures stated in DU interior normative acts.

### **Submitting anonymous complaints and proposals**

The following tools for submitting complaints are available at DU:

In CSQA website section: <http://sknc.mozello.lv/sniegt-ieteikumu/>

[accessible in Latvian];

Questionnaire of trust designed by the Student Council – <https://ej.uz/1jjg>. [accessible in Latvian].

Anonymous complaints are received electronically, after examination and content analysis of the complaint CSQA leads negotiations with the involved parties and in case of necessity conducts the monitoring of the study quality. In the prior practice, in examination of anonymous complaints CSQA closely cooperated with the Student Council, examining the situation and taking steps for the improvement of the study quality, because, in accordance with "The Regulation of Daugavpils University Student Council", the Student Council has the right to request and receive information from any structural unit of DU concerning all matters in its competence that concern students' interests.

In order to examine complaints related to enrolment, “Order whereby a person may dispute and appeal decisions related to enrolment to a study programme at Daugavpils University” is in force at DU, in accordance with which a person may dispute the decision of the Enrolment commission on the results of the competition by submitting an application to DU rector in seven working days’ time after the publication of the competition results.

In accordance with “The Regulation on Studies at Daugavpils University”, students have the right to submit to the faculty dean a motivated appellation about the results of examination within one working day after their announcement. Appellation is examined in three working days’ time by a commission formed on the dean’s decision by the participation of the examiner and the head of the respective department.

### **Information accessibility**

All interior administrative acts, in accordance with which students may submit complaints and proposals are publicly available from DU website. Students may receive information by addressing the study programme director, dean, CSQA, and the Student Council.

### **Feedback in examining complaints and proposals**

CSQA coordinates the examination of students’ complaints and proposals and, if needed, organizes express surveys (e.g. on the preferable working hours of DU Library at the beginning of the academic year 2018/2019, on free choice study courses, etc.), executes study quality monitoring by attending classes and talking with students and the academic staff in order to ensure full bodied analysis of the conflict or problem.

Since 2013, CSQA has received oral and written complaints about the study quality (e.g. discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students’ knowledge and skills in the study process, proposals for the timetable, changes of the library opening hours, communication problems, etc.).

All complaints and proposals are always discussed with the involved parties. In the examination of complaints and proposals there participates study programme director and, if needed, also the head of the study direction and vice-rector for studies. After the situation analysis, possible solutions are found, students are always informed about the implementation of the complaints and/or proposals, CSQA provides consultations in the matters of study quality.

### **Preceding practice in examining complaints and improvement implementation**

In the period of time from 2013 to 2019, students of the study direction “Management, administration and real estate management” submitted various proposals and complaints in oral and written form. The table below provides the summary of some significant examples.

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<b>Proposal or complaint</b>	<b>Improvements made</b>
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Changes of working time of DU library, short opening time on working days and inaccessibility on Saturdays.	<p>Since the autumn semester of 2018 the opening time of DU library has been changed:</p> <p>Working days: 9.00 – 20.00.</p> <p>Saturdays: 10.00 – 16.00.</p> <p>Students provided positive feedback about the changes made.</p>
Proposal to introduce changes into the DSP "Management Science" timetable by scheduling lectures for Friday afternoons and Saturdays due to students' workload in their workplaces.	Changes have been made to the DSP "Management Science" timetable, transferring lectures to Friday afternoons and Saturdays. The students positively evaluated the changes made.
Discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students' knowledge and skills in the study process.	In 2017/2018 academic year, based on students' complaints, there were negotiations with the academic staff member that resulted in the academic staff member resigning from the provision of some study courses. The courses were taken over by another academic staff member. Students provided positive feedback about the changes made.

**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.**

When collecting physical person data, DU collects and processes person data for concrete, clear, and lawful reasons and exclusively according to the procedure and amount stated in the normative acts.

DU operates **informative system DUIS**, that holds statistical data and information on study programmes, students, and academic staff members. The system is accessible from DU inner network. Data are entered into DUIS by study programme directors, faculty records managers; they are summarized and verified by the Department of Studies. At the end of each month the data from DUIS system are exported to **State Education Information System (SEIS)**. Data export is executed in accordance with the regulations of the Cabinet of Ministers No. 276 of 25 June 2019 "Terms of State Education Information System" (<https://likumi.lv/ta/id/307796>). SEIS data export entails person data of DU students, information of students' status (matriculated and ex-

matriculated student number, their status changes, e.g. semester of studies, students being in an academic withdraw, etc.) and other binding information.

One of the main instruments contributing to the improvement of the study directions is **student survey** that is announced by the Centre of Study Quality Assessment 3 times a year – for the first year students 2 months after beginning the studies, after the winter graduation, and after summer graduation. In particular study programmes student surveys are organized at the end of each semester. Based on the data and information provided in the surveys, in case of need CSQA carries out lecture auditing and individual student group surveys as well as organizes interviews with the academic staff concerning the measures of the study quality improvement.

The data gained in surveys are collected in DU survey system (*Open Source Project LimeSurvey*, accessible here – <https://aptaujas.du.lv/index.php/979397>), data are analyzed and their results are reflected in the study direction self-assessment reports.

DU organizes also **alumni** and **employer surveys**. Alumni survey data contain the information on the trends of alumni's employment, assessment of the acquired study programmes and proposals for their improvement. The survey is elaborated on the platform *Google forms*

(accessible: <https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-ff1exziYSZu13T-Sh33UN9kyB-XQ1PRrIA/viewform?vc=0&c=0&w=1>

[accessible in Latvian].

Employer surveys are executed and their data are summarized by the study programme directors. Their aim is obtaining proposals for the improvement and development of DU study content.

## **2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.**

Elaborating and implementing study programmes of the study direction “Management, administration and real estate management”, DU constantly strives to integrate the standards and guidelines for the quality provision in European higher education space at all stages of the study programme elaboration and implementation.

**Quality ensuring policy.** Study direction programmes of all levels are elaborated in accordance with the legal framework in force and are improved along with the changes of legislation and labour market demands, latest ideas of science and practice. Each student of the study direction receives the necessary support and guidance at each step of academic activity, DU takes a firm stand in issues of academic integrity. All the submitted scientific works are checked for plagiarism. DU academic staff members and students are ensured an equal attitude and access to the resources necessary for studies.

**Elaboration and approval of the study programmes of the study direction “Management, administration and real estate management”.** All the study programmes of the direction have been elaborated and improved in accordance with the legal framework binding for the direction, labour market demands, trends of the development of the sphere, thus ensuring the compliance of the programme to contemporary requirements. All the study programmes in the study direction are subject to certain procedures of approval and revision.



**Student centred learning, teaching, and assessment.** Respecting the diversity of students, the variety of their abilities, needs, personal and professional experience, and being aware of the significance of the feedback, various study methods are used in contact classes, e.g. improved lectures, practical assignment classes, creative seminars, study projects, trainings, group and individual supervisions, etc. that were purposefully integrated in study courses of all levels.

**Student matriculation, course of studies, recognition of qualification, and certification.** In the process of student matriculation, course of studies, recognition of qualification and certification, previously approved and publicly accessible laws and regulations (terms, procedures, regulations) are used that provide a precise description and explanation of the procedure of the above mentioned processes.

**Academic staff members.** The academic staff for the implementation of the study direction is recruited in accordance with clear, publicly accessible requirements to the position. Each academic staff member involved in the study direction is ensured professional updating opportunities and their scientific activity is encouraged enhancing the bond between education and science, facilitating innovative teaching methods and new technology application, providing necessary technical equipment, and encouraging the use of diverse methods of teaching.

**Learning resources and support for students.** DU provides appropriate and easily accessible learning materials and accessibility to various forms of support. In accordance with the student centred education standpoints, the activity of Student Service Centre, dean's office, department, library is provided at DU.

**Information management.** DU collects, analyzes, and later utilizes respective information for efficient study programme management.

**Informing the society.** DU provides for informing the society by regularly publishing clear, precise, objective, current, and easily accessible information on its activity, including the information on the programmes offered and criteria for enrolment as well as the expected outcomes of studies and qualification conferred in the study programmes.

**Programme inspection and regular monitoring.** DU carries out systematic and regular study programme inspection and monitoring in order to ensure that all the aims set and study outcomes envisaged are reached. Study programme inspection and regular monitoring happens in accordance with DU laws and regulations.

**One of the greatest challenges** – PMSP "Community and Establishment Administration" content adjusting to professional standard "Organization manager" (<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-114.pdf> [accessible in Latvian]).

## **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.**

Financial resources of the study direction "Management, administration and real estate management" are composed of the government subsidy and its own revenue. Science base development funding is allotted to the development of research of the study direction by the Ministry of Education and Science. Funding for the development of research is acquired by the study direction on the basis of the academic staff members' scientific performance and indicators for the preceding year assessed by DU Department of Science. Academic staff members of the study direction may apply for remuneration for publications indexed in *Web of Science* or *SCOPUS* data bases as well as for Hirsch index. The analysis of the expenditure of the study programmes of the direction shows that they are altogether cost-effective. This is testified by the constant number of students in all levels of study programmes and the demand for professional education provided by the professional Master's study programme "Law science". The funding scheme for each year is determined by DU budget, which is approved by DU Senate.

Costs of the study programme per student can be found in Annex "Costs\_management\_ENG.doc".

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

The premises of the study process provision in the study direction "Management, administration and real estate management" are mainly DU building in Parādes 1 which is the location of the Faculty of Education and management and the place of work of the academic staff implementing the programme. Lecture rooms in Parades 1 comply with the needs of the study process, they are provided with the necessary technical equipment (computers, video projectors, multifunctional devices) that are used in computer labs and other rooms for demonstrating the materials of lectures and seminars. Computer labs are provided with the different software (MS Office, SPSS, GIS, and other tools and applications of data visualization). In the study process and to implement independent research projects, *CISCO System Networking Local Academy* computer lab is used with new access technology as well as technical resources of DU Multimedia Centre.

Students have at their disposal at least 25 various premises of DU: computer lab, rooms for consultations, meetings, library rooms for working with literature and doing independent and research work as well as specially equipped rooms for conference organization with simultaneous interpretation booths.

**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.**

### **Information on the system and procedures applied for the development and purchase of methodological and information resources.**

The study councils discuss the acquisition of the required literature and draft a list which is forwarded to the Vice Rector for Studies and the Vice Rector for Science for approval. The list is further submitted to DU Budgetary Commission. After approval of the list, the literature is purchased and included in the course descriptions. If the renewal of the infrastructure is required within a certain study direction, the director of the study direction or programme may submit an application for consideration to DU Budgetary Commission.

### **General description of Daugavpils University (DU) library.**

DU library is included in the Library Register of the Ministry of Culture (BLB0524), received the accreditation certificate on 16 May, 2017 and was granted the status of a local library for five years. In its activity, the library uses the integrated information system ALISE (Advanced Library Information Service).

### **Opening hours, access to information resources and services.**

The library and its services are available to any user. The variety of services offered, the layout of the premises and the opening hours are directly aimed at the satisfaction of users. The library occupies 2 premises with a total area of 1000 m<sup>2</sup>, it is located in Daugavpils, Pāšdes str. 1 and Vienības str. 13. The library is also accessible for people with reduced mobility. The library reading room accommodates 60 workplaces (including 15 computerised). The library opening hours are tailored to students' needs and convenience. The library is open to users on weekdays from 10am to 8pm, Saturdays from 10a.m. to 4p.m.

The library provides all the services that facilitate students' independent studies. The services are provided in accordance with the DU Library Terms of Use, approved on 20 October, 2014 by DU Rector's Ordinance no. 5-4/205. The library provides free basic services and fee-based services.

### **Free basic services:**

- electronic ordering, reservation, extension of the loan period of books and other editions;
- receiving books and other editions for on-site use in the reading room or for the use outside the library;
- delivery of books and other editions from the National Library of Latvia and other state libraries, in case of the absence of the edition in DU library;
- self-service; the library has a self-service system for issuing and returning books; book return boxes are available in both DU buildings;
- use of computers and Internet, including WI-FI;
- use of electronic catalogues and databases;

- use of EBSCO, ScienceDirect and Scopus databases outside DU;
- consultations regarding the search of information and compiling a bibliography;
- teaching users to work with electronic catalogues and databases.

### **Fee-based services:**

A list of fee-based services of DU library was approved in Senate session on 16 June 2014, Protocol no. 5.

- copying from the editions available in the library subject to copyright law;
- printouts;
- scanning;
- international interlibrary loan services in the delivery of books, copies of articles, incl. e-copies.

### **Library collection**

The library compiles the collection in accordance with the directions of study and scientific work of the university, requirements of the study programmes, thus providing information to all DU study levels – Bachelor's, Master's, Doctoral, as well as directions of scientific research. The library ensures the purchase of books, journals, databases, and other editions upon applications from DU faculties, which have been reviewed and approved by DU Budgetary Commission.

The library accounts 271,221 units, incl. 224,819 books, 32,720 periodicals (368 titles). The number of editions related to the field of management science - 2000.

In line with the DU Development Strategy for 2015-2020, the library is systematically increasing the share of e-resources and developing the opportunities of remote access to e-resources to promote user's remote use of the library resources. Within the framework of the funding granted to the library, the number of databases is systematically evaluated. Each year, the use of subscribed databases is analysed.

### **Subscribed e-resources:**

*Aktuālās normatīvo aktu izmaiņas izglītības jomā* – a monthly e-edition on current legislative changes in education;

*Cambridge University Press* – a full-text database of e-journals in the humanities and social sciences;

*EBSCO* – a multidisciplinary database of over 12,500 full texts, including 7,300 peer-reviewed journals. The database also offers the opportunity to view abstracts from journals, books, scientific reports and conference proceedings;

*Izglītība un Kultūra* – an e-newspaper reporting on the significant issues in education, which is a supporting material for school teachers and administration;

*Letonika* – a reference and translation database containing encyclopaedias, dictionaries, collections of images, audio and video, library of full texts of Latvian literature;

*LETA – ziņas un arhīvs* – a resource enabling the search for published news, photos, videos, press releases, articles from the Latvian press, statistics and other information;

*Lursoft* – a library of newspapers;

*NOZARE.LV* – current information in the most important sectors of Latvia;

*ScienceDirect* – a database in the humanities, social sciences, natural and technical sciences, life

sciences and medicine. The database contains information on thousands of journals and books published by *Elsevier*;

*Skolas Psihologija* – an e-journal related to the emotional environment and relationships at school, communication issues between teachers, students and parents, child behaviour, teachers' work, self-understanding, awareness and understanding;

*Skolas Vārds* – an e-journal for heads of educational institutions, teachers and support staff, containing analytical articles on current educational issues, explanations of decisions, sharing experience of school projects, and other topical information;

*Scopus* – a bibliographic and citation database for *Elsevier* multidisciplinary scientific publications;

*Vecākiem* – an e-journal intended for parents and teachers of pre-school and primary school children;

*Web of Science* – a bibliographic information and citation database of multidisciplinary scientific publications.

### **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.**

Electing to academic positions proceeds according to the requirements of the “Regulation on electing to academic positions at Daugavpils University”.

Information on the vacancies to academic positions and competition announcements are published in DU website and the official edition of the Republic of Latvia “*Latvijas Vēstnesis*”, thus providing an opportunity for each interested person to apply to the position at DU within a month's time after announcing the competition.

Persons that can be elected to academic positions in DU are citizens of the Republic of Latvia and foreign citizens whose academic education and professional qualification corresponds with the requirements of the science or art sphere for study and research work at DU and who have a command of the state language and professional English.

After the announcement of the competition and receiving documents from the applicants to the academic positions, the information on the applicants (name, family name, scientific degree, the total scientific and academic work experience) is publicly accessible.

At the meeting of the faculty council (senate) or scientific institute scientific assembly, the participants of the meeting are familiarized with the applicants' documents and motivated opinions of the structural units on each applicant to the academic position. After interviews with all applicants to the respective position, the council (senate) or scientific assembly makes a decision on electing or not electing to the respective position by secret ballot.

[http://du.lv/wp-content/uploads/2015/12/Nolikums\\_par\\_velesanam\\_akademiskajos\\_amatos\\_du.doc](http://du.lv/wp-content/uploads/2015/12/Nolikums_par_velesanam_akademiskajos_amatos_du.doc)

[accessible in Latvian]

### **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.

### **Unified procedure for ensuring the academic staff qualification and quality of work and their assessment.**

DU has elaborated interior normative acts and mechanisms that regulate the ensuring of the academic staff qualification and quality of work:

- *Regulation on elections to academic positions at Daugavpils University* (available here – [http://du.lv/wp-content/uploads/2015/12/Nolikums\\_par\\_velesanam\\_akademiskajos\\_amatos\\_du.doc](http://du.lv/wp-content/uploads/2015/12/Nolikums_par_velesanam_akademiskajos_amatos_du.doc) );
- *Procedure of the assessment of the scientific activity of Daugavpils University academic staff* (available here – [https://du.lv/wp-content/uploads/2016/01/zinatniskas\\_aktivitates\\_vertesanas\\_kartiba.pdf](https://du.lv/wp-content/uploads/2016/01/zinatniskas_aktivitates_vertesanas_kartiba.pdf) );
- *Student surveys*. (available here – <https://aptaujas.du.lv/index.php/979397>).

DU Senate has approved the work content and duties of the academic staff determining the requirements in the academic work, research, academic, and scientific qualification updating and administrative work.

In accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 569 *Regulations on the education and professional qualification required for pedagogues and the procedure of professional competence improvement of pedagogues*, professional updating may involve international mobility, participation in projects, conferences and seminars corresponding with the professional updating objectives, attested by issued documents.

### **Qualification updating opportunities for all academic staff members (including the information on the involvement of academic staff members in activities, motivation of involvement, etc.), examples.**

<b>Activities of the academic staff members</b>	<b>Motivation</b>
Academic staff members have an opportunity of updating their knowledge and professional qualities within ERASMUS+ and other mobility programmes.	Gaining foreign experience, delivering lectures in foreign country higher education institutions/organizations.
Participation in conferences, elaboration of scientific publications, work in projects, organizing science communication activities, etc.	Academic staff members receive financing for their scientific contribution of the preceding period for next period scientific activities. At the end of each calendar year DU academic staff members submit a report to the Department of Science on their achievements in scientific and creative work, work in projects, participation in scientific seminars and conferences, publications, in accordance with the <i>Procedure of the assessment of scientific activity of the academic staff of Daugavpils University</i> . See Procedure in appendix.
Preparing and publishing of scientific articles in editions indexed in <i>Web of Science</i> and <i>SCOPUS</i> data bases.	Academic staff members receive refunding for expenses related to preparing the publication (proofreading in English and fee for publishing). See Procedure in appendix.
Enhancing the H-Index.	DU academic staff within the financing of DU budget receive remuneration for H-Index in <i>SCOPUS</i> and / or <i>Web of Science</i> data bases. See Procedure in appendix.

Funding for science business trips	DU refunds business trips related to participation in scientific events and carrying out scientific research. See Procedure in appendix.
DU organizes <i>Daugavpils University research project competition</i>	DU research project competition provides opportunity of receiving financing for topical and well-planned projects in order to facilitate the growth of DU academic, scientific staff and doctoral students in research work. See Regulation in appendix. Information on previously financed projects: <a href="https://du.lv/daugavpils-universitates-petniecibas-projektu-konkursa-rezultati/">https://du.lv/daugavpils-universitates-petniecibas-projektu-konkursa-rezultati/</a>
Centre of Information Technologies and CSQA organize free professional qualification updating courses.	DU academic staff improve their command of foreign languages, acquire recent developments in teaching methods, and participate in e-resource application instruction free of charge.

### **The added value of the opportunities used for the implementation of the study process and quality of studies**

The opportunities offered for the updating of the qualification of the academic staff make an essential impact on the quality of studies. By utilizing the tools of professional updating and scientific activity support, the newly acquired knowledge and experience are transferred to the study course content, students are offered topical scientific research themes. For instance, within the research projects the academic staff members work with students in research groups for producing innovative research and preparing scientific publications.

Feedback on the topicality of the study course content is obtained from student surveys. In the free replies students express their opinion on the competence of the academic staff members and the topicality of the themes discussed in the study courses. Students are also involved in organizing the science transfer activities (Scientist Night, Science Festival, School of Science, etc.).

At the end of each academic year, the study direction council assesses the need for purchasing recent study literature editions, the head of the study direction draws a list and submits for approving to vice-rectors for studies and science. After the procurement of the literature for studies, study programme directors review the study course descriptions and e-study environment *Moodle* materials to ascertain that the newly purchased editions are included in study courses replacing less topical or out-dated sources.

**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.**

### **Information on the number of the academic staff members involved in the implementation of the study programmes in the study direction**

**Academic staff members involved in study direction “Management, administration and real estate management”**

Position	Number	Percentage rate
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Professors	8	29%
Visiting professors	3	11%
Associate professors	3	11%
Docents	7	26%
Leading researchers	1	4%
Researchers	1	4%
Lecturers	1	4%
Visiting lecturers	3	11%
<b>Total</b>	<b>27</b>	

Elected at DU – 21 or 78%

Not elected at DU – 6 or 22%.

### **The analysis and assessment of the academic and research load of the academic staff**

The work load of the academic staff is calculated taking into consideration the academic staff member's amount of the study work in the academic year applying the load coefficient (N):

$$\text{Work load} = \frac{S \times N}{40}$$

S – the academic staff member's amount of the study work (work spent for the study process and its provision)

N – the load coefficient

For professor N = 0.0444 to 0.04

For associate professor N = 0.0434 to 0.04

For docent N = 0.0412 to 0.04

For lecturer, assistant N = 0.04

For senior researcher, researcher N = 0.08

40 – number of hours of five-day working week in accordance with paragraph 1 of the procedure of the accounting of the amount of work of the academic staff at DU



For the academic staff working full time at DU the following study work (work spent for the study process and its provision) amount is set for the academic year on condition that this is provided by DU budget opportunities and a special DU rector's order is issued:

position	Study work
professor	900 - 1000
associate professor	920 - 1000
docent	970 - 1000
lecturer	1000
assistant	1000
Senior researcher, researcher	500

lectures, seminars, practical assignment classes and laboratory works (study work in class):

position	Minimum work in class (hours)	
	Per year	Average per week
professor	256	8
associate professor	320	10
docent	384	12
lecturer	448	14
assistant	448	14

The academic staff member workload is determined in accordance with the "Procedure of the accounting of the amount of work of the academic staff at Daugavpils University". If the workload exceeds 1000 hours per academic year, overload is calculated for the study work according to the procedure stated in legislation and work-performance contract is signed for the performance of the academic work.

Factors observed in recruiting the academic staff are stability of the academic position number and persons, equal load distribution, facilitation of the involvement of employers in the study process to ensure good quality of the professional programme implementation. Persons having a doctoral scientific degree and associate professors and professors are intensively attracted in order to implement high quality study programmes compliant with the laws and regulations.

**Inbound and outbound academic staff mobility assessment in the reporting period, mobility dynamics, difficulties encountered by DU in the academic staff mobility.**

Using *ERASMUS+* mobility opportunities, the professional updating of the academic staff is

facilitated, the study programme content is supplemented by innovative methods, foreign visiting professors attracted, the study direction internationalization is achieved. In the reporting period the academic staff of the study direction "Management, administration and real estate management" actively used the opportunities of *ERASMUS+* mobility. Detailed infographic on the academic staff mobility is provided in appendix. Major difficulties encountered in the process of academic staff mobility are difficulties of shifting classes from the mobility period due to the busy schedule, specificity of the foreign host institution administrative processes that at times slow down the circulation of the academic staff mobility documents.

### **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.).**

#### **Support available to students in the study process**

In solving issues related to the organization of the study process, students are assisted by the staff of the Faculty Dean's Office and the respective departments (Dean, Vice-Dean, Heads of Departments, study programme directors, and recording secretaries).

Prior to each examination envisaged in the study plan, student support is ensured with a consultation (2 hours for each study subject) scheduled in the timetable. Practice conference is organized for the students of professional study programmes before the professional qualification practice, but during the practice, the practice supervisors provide consultations upon request.

For students participating in the *ERASMUS +* programme and studying in higher education establishments abroad, an individual work plan is developed, and for the study courses that are not recognized as corresponding ones, lecturers provide students with the opportunity of distance learning by providing study course support materials and consultations on how to achieve the learning outcomes. During the study process, students can use support materials (lecture presentations, seminar materials, descriptions of practical assignments, etc.) that are uploaded in the *MOODLE* e-learning environment and sent to shared group e-mails.

When developing term paper, bachelor paper, master thesis and doctoral thesis, each student has the opportunity to receive individual consultations provided by members of the academic staff.

If a student is not able to attend classes (due to health, family reasons, etc. – which is especially relevant for full-time correspondent students), university lecturers provide on-site and on-line counselling upon request.

Support for foreign students is mainly provided by the *ERASMUS +* Project Coordinator and the Chief Specialist in International and Public Relations Department, as well as the staff of the Faculty Dean's Offices. At the beginning of each semester foreign students are offered free Latvian language courses, after which DU issues an academic certificate stating the level of knowledge acquired and the additional credits obtained.

In accordance with Daugavpils University Scholarship Grant Regulations<sup>[2]</sup>, students studying for state budget financing are eligible for scholarships for the acquisition of the study programme and single-payment scholarships.

DU students can apply for municipal scholarships based on their success indicators. Municipal

scholarships are awarded on the basis of a cooperation agreement between DU and the municipality concerned.

Once a year, DU students and graduates (DU faculty) have the opportunity to participate in the competition of Else Marie Tschermak's Foundation. E. Tschermak studied at Daugavpils State Teachers' Institute from 1933 to 1939, emigrated to Denmark during World War II, and in her will wanted to set up this foundation to financially support DU students and graduates in funding for studies and further training in Western European countries. For more information see <https://du.lv/par-mums/par-mums/starptautiska-sadarbiba/elses-marijas-cermakas-fonds/>.

DU students studying for tuition fee may qualify for a tuition fee discount[3]. Discounts are awarded to students who, after obtaining their bachelor's diplomas, continue their postgraduate studies in master's study programme with outstanding and excellent results, have great achievements in Olympic sports as evidenced by Coach Board recommendations, and other criteria.

At DU there is Social Support Programme of the Student Council (SC). Within the framework of the programme, successful students of DU full-time bachelor's and master's programmes, who live in DU hotels and need social support, have the opportunity to receive a 50% discount on the hotel room rental. More information available at: <https://du.lv/studentiem-ir-iespeja-pieteikties-sp-sociala-atbalsta-programmai-3/>

[accessible in Latvian]

DU students have sports training in basketball, volleyball, aesthetic gymnastics, table tennis, and other sports available free of charge, as well as enjoy the opportunity to use the DU pool. For more information see <https://du.lv/du-sporta-treninu-saraksts-2019-2020-m-g/>.

[accessible in Latvian]

### **Career and psychological support available to students**

There is Professional Development Centre at DU; it offers advice on issues of interest; advice is provided by career counsellors, psychologists, youth professionals and entrepreneurs. One of the goals of Professional Development Centre is to promote career development services, volunteering and support initiatives that would promote the well-being of the population of Latgale region by enhancing the professional capacity, competitiveness, cooperation and participation of individuals.

### **Support for students with special needs and students with children**

In 2015, DU completed the project "Improvement of the Study Programmes Quality at Daugavpils University and Environment Accessibility", which was co-financed by the European Regional Development Fund (ERDF). Within the framework of the project, the DU infrastructure was modernized and adapted for persons with special needs, thus improving the accessibility of the environment for persons with functional disorders (movement, visual, hearing impairments). University classrooms are accessible to people in wheelchairs – lifts and stair lifts are installed, thresholds are removed, door width is appropriate. Information is made accessible to visually impaired and hearing impaired people by installing projection equipment and sound amplifiers; in both study buildings nurseries are set up for young studying parents to change their babies' nappies and feed their babies and a playroom for keeping kids busy while their parents attend classes.

In 2016, in the nomination *Education for All*, DU received the "Apeiron" Award, which testifies to the effective accessibility of the university environment. Among the DU students, there is a number of students with special needs who positively evaluate the customized infrastructure of DU. In oral surveys and TV interviews the students have admitted that after completing their secondary

education (most often in the form of distance learning or home-based education) they were concerned about the access to higher education, but after more in-depth inquiry on study and environmental access opportunities in higher education, they started their studies at DU. All of the above-mentioned supportive measures contribute to the growth of every student by motivating them to continue and complete the study programme selected.

[1] <https://du.lv/ieskaties-augstskola/metodiskie-noradijumi-studiju-bakalaura-un-magistra-darbu-izstradei/> [pārlūkots 15.01.2020., accessible in Latvian]]

[2] [https://du.lv/wp-content/uploads/2016/09/DU\\_stipendiju\\_piesk\\_NOLIKUMS\\_2016.pdf](https://du.lv/wp-content/uploads/2016/09/DU_stipendiju_piesk_NOLIKUMS_2016.pdf) [pārlūkots 02.01.2020., accessible in Latvian]]

[3]<https://du.lv/en/studies-admission/study-fees/> [pārlūkots 20.12.2019.]

## **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).**

### **Description and evaluation of the scientific research and/or artwork carried out in the study direction**

Scientific research in the study direction “Management, administration and real estate management” is carried out in public management, educational management and business management. The main research areas are EU guidelines, globalization processes, sustainable development strategies in society and education, legal framework of management processes, change management, crisis management, personnel management, quality management, etc. Interdisciplinary researches, carried out in collaboration with academic and scientific staff in the fields of economics, psychology and law, have a high degree of validity and make a significant contribution to the implementation of management processes. The results of the researches are published in scientific monographs and publications included in internationally cited databases.

The majority of the academic staff engaged in the implementation of the study direction “Management, administration and real estate management” are experts of the Latvian Council of Science in social sciences (business and economics, psychology, education, law). The recognition of lecturers in the field of law is also evidenced by the fact that prof. I. Kokina, prof. J. Davidova, prof. J. Načisčionis, prof. R. Zvirgzdiņa are members of the Promotion councils of Turība University as well as are regularly invited as independent reviewers in the National Scientific Qualification Commission.

### **Description and evaluation of the scientific research directions of the study direction, compliance with the objectives of Daugavpils University, the study direction and the level of scientific development.**

The scientific research carried out in the study direction “Management, administration and real

estate management” fully corresponds to the objective of DU and the study direction (to provide science-based studies, the acquirement of which will enable students to fully implement sustainable management of national, municipal institutions, various types of companies, as well as to provide the development of education and business management in accordance with international, Latvian and public interests), and the level of scientific development. During the reporting period, the qualitative and quantitative indicators of research activity have significantly increased, ensuring the sustainability of the development of the study direction. The main attention is paid to the publication of scientific articles in the editions included in SCOPUS and Web of Science databases, as these publications provide an opportunity to obtain more funding for further research and contribute to the effective functioning and development of the study direction.

One of the main directions of scientific research of the lecturers of the study direction “Management, administration and real estate management” is knowledge management and innovation management, organizational culture research, individual and corporate research, which are related to the priorities of the National Development Plan 2021-2027 “Competitiveness and material prosperity of enterprises”, “Cohesive, secure and open society” and the action lines “Quality of education and effective management of the education system” and “Balanced regional development”. Students of the DSP “Management science” regularly participate in Latvian and foreign international scientific conferences and congresses:

**In Latvia:** DU international scientific conference, DU international scientific conference “Social sciences for regional development”, scientific conferences organized by Turība University, International Scientific Conference “Rural Environment. Education. Personality (REEP), Economic Conference “Future of the Baltic Labour Market”, etc.

**Abroad:** “Spring University: Changing education in a changing society” (Lithuania), the 21st century: Creation and application” (Lithuania), “The humanitarian component of higher education as a factor in the modernization of modern society” (Belarus), Management International Conference 2016: “*Managing Global Changes*” (Croatia), “Learning materials in the 21st century: Creation and application” (Lithuania).

#### **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.**

**Relatedness of scientific research with the study process is implemented in the following ways:**

- students are involved in research in the process of elaborating master’s and doctoral theses as well as using an opportunity of working in research projects in case of available funding (e.g. in DU academic staff and student research project competition);
- students have opportunity to volunteer in the research conducted by the study direction academic staff members as participants, thus learning better the process of research;
- the academic staff members use both their own and other colleagues’ research results and ideas in teaching study courses referring to them and connecting them to other international research and ideas to illustrate expressions of management science phenomena in Latvia’s culture environment.

Scientific research in DU study direction “Management, administration and real estate

management” is harmonized with the study process that testifies to its correspondence with the aims of the study direction development and internationally accepted practice in management science education.

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

Characteristics and evaluation of international cooperation in scientific research, joint projects and studies

As one of the essential principles of development of the study direction is the sustainability of society and education. Several lecturers involved in the implementation of the study programme have been active in the BBCC network's (Baltic and Black Sea Consortium in Educational Research) research for several years. Thus, in cooperation with foreign researchers from partner countries such as: England, Czech Republic, Spain, Sweden, Estonia, Lithuania, Denmark, Norway, etc., the following projects have been implemented:

2017-2019.g. NORDLUS TEN IP Program: Innovative and Sustainable Aesthetic Methods for Citizenship Education: Nordic and Baltic Perspectives "(ISAMCE). In 2016 International Project: "Local Research and Education Hubs - Key for Sustainability" Education, no. CBSSPSF / SC 042015/4), no. 4-79 / 139. In 2014-2017 LIFELONG LEARNING ERASMUS IP project "Educational contributions to building cohesion within European social and institutional life", no. 47653-IC-1-2002-1-HU-ERASMUS-EUC-1. In 2013-2016 ESF Project: "University Educators for Sustainable Development" (UE4SD) "No. 540051-LLP-1-2013-1-UK-ERASMUS-ENW

The knowledge gained during the implementation of the project is integrated into the courses of the management program "Management", "Implementation of Sustainable Development Strategy in Education", "Implementation of Sustainable Development Strategy in Society", "Higher Education Pedagogy and Management" and PMSP "Management of Society and Organizations". "Such as" Implementing a Sustainable Development Strategy in Society. "

Typical activities during implementation of the ERASMUS + projects include consultative discussions with professions, libraries and industry profiling departments in different countries, obtaining empirical data for research work, preparing joint publications, participating in organized scientific seminars and conferences. Examples include the joint publication and publication by lecturers involved in the DU program, together with their PhD students and professors from relevant Lithuanian universities, published in the scientific collections in Lithuania: Arhipova, O., Kokina, I., Rauckienė -Michaelsson, A. , (2018) SCHOOL PRINCIPAL'S MANAGEMENT COMPETENCES FOR SUCCESSFUL SCHOOL DEVELOPMENT, Vol 78, No 1 (2018). ISSN: 2351-6569, p. 63-76. <http://journals.ku.lt/index.php/tiltai>.

Ivanova, M., Kokina, I., Aciene, E., (2018) ON THE PROBLEM OF LATVIAN PUBLIC ADMINISTRATION: POLICY DECLARED VALUES. Scientific journal BRIDGES / BRIDGES / BRÜCKEN. Vol 78, No 1 (2018). ISSN: 2351-6569, p. 49-62. <http://journals.ku.lt/index.php/tiltai>.

Lecturers of the study programs actively participate in approbation and dissemination of research results by presenting in scientific and practical conferences and seminars. Information obtained

during scientific activities is used for the management of study courses and works, as well as for the preparation of teaching aids. The research and creative activities of the academic staff are closely linked to the study process, promoting students' understanding of the link between the innovation industry and the needs of a real organization. The staff of the program is made up of teachers who regularly cooperate in the improvement of the study process, thus achieving interdisciplinarity in the development of students' knowledge and skills.

Collaboration with foreign students led to joint scientific research, which has been published in the SCOPUS Scientific Database: Eisenberg, A., Davidova, J., Kokina, I. (2018) The Interrelation between Organizational Learning Culture and Organizational Citizenship Behavior. *RURAL ENVIRONMENT. EDUCATION. PERSONALITY*. Vol.11. ISSN 2255-808X. Jelgava, May 11-12, 2018. The unique identification number for the Web of Science Database is WOS: 000471007300043 (<https://doi.org/DOI:10.22616/REEP.2018.043>).

In cooperation with the Center for Professional Development (PIC), lecturers have the opportunity to participate in continuing education courses, improving, deepening and improving their existing knowledge. During 2018, the academic staff engaged in the program participated in a variety of professional development courses (B Teacher In-Service Training Courses, MOODLE E-learning Course Development, Data Analysis and Reporting).

#### **Future plans for development of international collaboration in research**

Describing future plans for international cooperation in scientific research in the near future, it is to be noted that co-operation within the study programmes with long-term partners from the scientific networks BBCC (Baltic and Black Sea Consortium in Educational Research), in which DU is a partner, will be continued. Cooperation will be implemented with HEIs from the United Kingdom, the Czech Republic, Spain, Sweden, Estonia, Lithuania, Denmark and Norway. It should be noted that cooperation with Klaipeda University (Lithuania) in the sub-branch of public management and educational management will be continued, within which it is planned to conduct joint research on development of managerial professional identity, staff motivation peculiarities, organizational culture, as well as organizational and employee personal values. In cooperation with the University of Białystok (Poland) in the sub-branch of public management - the use of qualitative research in the social sciences. Long-term collaboration with the University of Malta in the field of educational management will be continued through research into the phenomenon of leadership and other interdisciplinary research.

**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.**

At the end of each calendar year the lecturers of the study direction "Management, administration and real estate management" submit a report on their achievements in scientific and creative work,

work projects, information on participation in scientific seminars and conferences, publications in accordance with *DU procedure for evaluation of scientific activity of academic staff*.

During the reporting period, lecturers of the study direction "Management, administration and real estate management" ensured high-quality scientific results having participated in international scientific conferences and congresses, as well as having published their researches in the Web of Sciences and SCOPUS databases in indexed, peer-reviewed journals and collections of articles. In accordance with DU procedure for evaluation of scientific activity of academic staff, the scientific activity of the lecturers is promoted within the existing DU budget by receiving funding for the promotion and support of further scientific activity. In 2019, DU financially supported the scientific results of DU academic staff, according to the "DU procedure for the remuneration of academic staff for the Hirsch index".

**PMSP "Community and Establishment Administration" academic personnel Hirsch indexes (according to SCOPUS / WoS databases):**

Maija Burima - 1/1;

Jeļena Davidova - 1/0;

Dzintra Iliško - 7/4;

Irēna Kokina - 1/1;

Vladimirs Meņšikovs - 4/2;

Jānis Teivāns - Treinovskis - 4/2;

Valērijs Dombrovskis - 2/2;

Anatolijs Kriviņš - 1/1;

Aleksandrs Matvejevs - 1/0;

Svetlana Guseva - 2/2;

Nikolajs Jefimovs - 4/0;

Valērijs Makarevičs - 1/1;

Inta Ostrovska - 2/2;

Janīna Stašāne - 0/1;

Eridiana Oļehnoviča - 2/1;

Margarita Nesterova - 2/1;

Dmitrijs Oļehnovičs - 1/0;

Edmunds Čižo - 1/0;

**DSP "Management science" academic personnel Hirsch indexes (according to SCOPUS / WoS databases):**

Jeļena Davidova - 1/0;

Dzintra Iliško - 7/4;

Irēna Kokina - 1/1;

Ineta Lūka - 3/3;



Jānis Načisčionis – 3/0;

Jānis Teivāns – Treinovskis – 4/2;

Vitolds Zahars – 5/0;

Rosita Zvirgzdiņa – 2/2.

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

As part of the study direction, students are encouraged to take part in scientific research. The students carry out empirical research in the framework of their term papers, diploma and master paper, which is presented at the defense of their research papers, providing for a discussion on the findings of the research and their applicability. Students beginning with the first year of study are involved in scientific research of various type and level.

The students of PMSP “Public and organizational managements” participate in the annual scientific conference organized by DU in the section “Management Science”.

During the reporting period, the following Master’s students participated in the conference:

Aigars Prusaks “EFFICIENCY OF CONTROLLING RESTRICTIONS ON COMBINING OFFICES OF PUBLIC OFFICIALS”;

Eduards Agafonovs “INSTITUTIONAL VALUES AND PSYCHOLOGICAL MICROCLIMATE OF BORDER INSPECTION UNITS”;

Vladislavs Agafonovs “SPECIAL PROVISIONS RELATED TO THE BORDER CHECKS OF MINOR PERSONS”;

Juris Ostrovskis “LIFESTYLE TYPES OF LATGALE CUSTOMS CONTROL POINT OFFICER AND THEIR EFFECT ON LEVEL OF THE BURNOUT SYNDROME”;

Viktorija Jarmuševiča - “THE POLITICS OF A CORPORATE SOCIAL RESPONSIBILITY IN THE ENTERPRISE X FOR A SUSTAINABLE REGIONAL DEVELOPMENT”;

During the reporting period, as a result of the DU research project competition, Viktorija Jarmuševiča, a Master’s student of PMSP “Public and organizational management”, received support for the project “The politics of a corporate social responsibility in the Enterprise X for a sustainable Regional development”.

In the reporting period from 2014 to 2019 in the framework of the Doctoral study programme “Management Science” 1 Doctoral thesis was elaborated and defended at Daugavpils University.

In the course of development of the Doctoral thesis “The interrelation between organizational learning culture and organizational citizenship behavior in local government in Israel”, Alona Eisenberg has studied 12 municipal institutions by compiling the results of a survey of 529 respondents. On June 21, 2019 the Doctoral thesis was successfully defended at the open meeting of Doctorate Council for science of Economics at Daugavpils University.

Olga Arhypova collected and processed the data at Klaipeda University for the empirical part of her Doctoral thesis “The Professional Development of Educational Leaders: A System of Variable

Modules” by conducting the survey for the principals of educational establishments. Data processing in cooperation with the professor, PhD Aļona Rauckieni-Michaelsson resulted in the scientific publication in ERIH+ (Arhypova, O., Kokina, I., Rauckienė – Michaelsson, A., (2018) SCHOOL PRINCIPAL 'S MANAGEMENT COMPETENCES FOR SUCCESSFUL SCHOOL DEVELOPMENT, Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 63-76, ERIH +. <http://journals.ku.lt/index.php/tiltai>)

Maija Ivanova, in the framework of ERASMUS+ programme at Klaipeda University library, elaborated the theoretical part of her Doctoral thesis “Comparative assessment of personal and organizational cultural values”. The theoretical findings have been presented at the conference „Spring University: Changing education in a changing society” at Klaipeda University that resulted in the publication of the collaborative research with the professor of Klaipeda University, PhD Elvira Acienne, included in the scientific journal „Tiltai/Bridges” of ERIH+ data base. (Ivanova, M., Kokina, I., Acienė, E., (2018) ON THE PROBLEM OF LATVIAN PUBLIC ADMINISTRATION: POLICY DECLARED VALUES. Scientific journal TILTAI/BRIDGES/ BRÜCKEN . Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 49-62, <http://journals.ku.lt/index.php/tiltai>).

Developing the Doctoral thesis “Intellectual elite morality in public administration”, Jekaterina Arestova-Keņiņahad carried out her training at the University of Management and Economics Library, in Vilnius, Lithuania, Institute National des langues et civilisations orientales Library, Sorbonn, France, Iowa State University library, Aiowa, the USA, Vytautas Magnus University Library (Leonidas Donskis Archives), Kaunas, Lithuania and at St. Petersburg State University, Institute of Philosophy Library, St.Petersburg, Russia.

In the framework of ERASMUS+ programme ,Ivars Zalitis carried out his training at Mykolas Romeris University (Faculty of Public Security) and the General Jonas Žemaitis Military Academy of Lithuania (Department of Management), elaborating the Doctoral thesis “Quality management of professional training of border guards”.

**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.**

### **Marketing innovations**

DU popularizes the profession of a managers in Eastern Latvian general education institutions during career weeks and in class hours where DU representatives inform on the quality of university education and highlight graduates’ achievements in professional careers, high qualifications of the academic staff, and opinions of local and public organisations on the university’s achievements in different areas of public relations, e.g. DU received the annual award of the society “Apeirons” for the support of people with reduced mobility in the nomination “Education for everyone” as the university that has achieved the greatest results in ensuring environmental accessibility.

## **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.**

### **Cooperation with Latvian institutions**

During the reporting period, regular scientific and academic cooperation with the following HEIs - School of Business Administration Turība (carrying out joint scientific research, participation in doctoral and professor councils, organization of academic discussions with doctoral students, summer doctoral school), Riga Stradiņa University (conducting joint scientific research, publishing and reviewing collective monographs, participation in Master thesis and qualification exams). In cooperation with lecturers of Baltic International Academy and Higher School of Economics and Culture - joint seminars, conferences and professional competence courses, University of Latvia - joint scientific conferences for doctoral students.

### **Cooperation with foreign institutions**

Within the study field "Management, Administration and Real Estate Management", joint research and cooperation with the lecturers and doctoral students of the Faculty of Management Science of Klaipėda University will be continued and we will develop international publications in the field of Management Science. This type of cooperation has a direct impact on the achievement of the results of the study program "Management Science", because the lecturers involved in this field share their knowledge that they acquired in the international scientific experiences and contribute to the development of the scientific potential of master and doctoral students. Each year, lecturers in the field continue to actively participate in ERASMUS + mobility, choosing partner countries where they could gain experience in delivering program courses as well as gaining good experience in program administration.

### **Cooperation with employers and municipalities**

Employers' representatives from Eastern Latvia municipalities, various departments, educational and cultural institutions, Prisons and Resocialization Services, etc., who participate in the work of the Program's Council, participate in the Final Examination Commissions, provide professional study courses and offers students the realization of professional qualification practice in their work places.

### **DU partners are selected according to the following criteria:**

- Higher education institutions have implemented similar study programs (Bachelor's, Master's and Doctoral programs in management and education management);
- HEI lecturers have common scientific interests and research projects (writing of scientific publications and books, organizing scientific conferences and seminars);
- HEIs are interested in jointly running summer schools;
- Possibility to organize student participation in joint activities (eg doctoral student visits to a partner institution).

Employers' cooperation partners are selected according to the specifics of the sub-programs of the professional Master's study program. DU PMSP program "Community and Establishment Administration" offers students the opportunity to choose and select advanced courses in the modules: "Public Leadership" or "Career Leadership". These are state and municipal, private organizations, institutions of different directions and State administration institutions of Latgale region.

### **Mechanisms of attracting employers**

The heads of Latgale region state and local governments, private organizations, institutions of various directions and state administration institutions upon the request of the program directors of the study direction "Management, administration and real estate management" recommend certified professionals in the field of Management who can participate in the provision and practice of study program. In cooperation with the relevant specialists, a letter of intent is signed between DU and the company represented by the employer. After the involvement of employers in the implementation of study programs (teaching of study courses and participation in final examination commissions), Daugavpils University signs agreements with the representatives of the employers for carrying out the academic work.

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

### **Mechanisms of attracting foreign students and academic staff members**

In order to attract foreign students and academic staff members, the following mechanisms are used:

- DU Erasmus+ coordinator at the beginning of the year send all partners an informative letter Erasmus+ concerning the way foreign students and academic staff members can apply for studies, practice, teaching, or professional updating.
- DU Erasmus+ coordinator several times a year visits international *Staff Week*, where there is an opportunity to establish new contacts and sign contracts between universities on student and academic staff exchange within Erasmus+ programme.
- foreign academic staff is recruited within ESF project "professional competence strengthening of the academic staff of Daugavpils University strategic specialization spheres" No. 8.2.2.0/18/A/022.

### **Characteristics of the dynamic of the number of the attracted foreign students and academic staff members**

In the reporting period, rather few foreign students came to study at DU within *Erasmus+* programme mobility, because the offer of study programme in English was not broad, whereas DU students willingly use the opportunity to study or undergo practice in foreign countries. Graduate practice has gained special popularity among students, during which they gain international experience in foreign country enterprises and organizations applying their theoretical knowledge. In the reporting period, outbound mobility of the academic staff of DU study direction "Management, administration and real estate management" has grown (see appendix). During outbound mobility, the academic staff members conduct classes in foreign higher education institutions stimulating the interest of students and academic staff members in the study direction "Management,

administration and real estate management” programmes and cooperation with DU in research.

**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.**

**Characteristics of students’ opportunities of practical placement, its provision and work organization**

The professional qualifying practical placement for students of the study direction “Management, administration and real estate management” is planned in the framework of PMSP “Community and Establishment Administration” in the volume of 26 credit points. The organization of the practical placement is held in accordance with DU internal regulations (Regulation on practical placement, Regulation on studies, etc.) and the programme of the practical placement. The placement is planned in the institutions with which the cooperation agreements have been concluded. The person responsible for the practical placement on the part of DU is the supervisor of the practical placement, who is appointed by the Department of Pedagogy and Pedagogical Psychology.

**DU support to students in finding the practical placement location**

Students of PMSP “Community and Establishment Administration” can choose practical placement according to their research area and interests. If a student fails to find a placement on his/her own, the administration of the study direction or study programme helps him/her to secure it according to the offer of practical placements in public or private institutions.

**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.**

The joint doctoral study program “Management Science” is being implemented in cooperation with Turiba University (BAT). The implementation of the joint doctoral study program “Management Science”, by combining the scientific potential of both universities in the provision of study courses, doctoral seminars and supervision of doctoral thesis, strengthens the scientific capacity of both partners. Doctoral study program “Management Science” is in line with the missions of both universities: Turiba mission: To provide everyone the opportunity to acquire professional business oriented education in one’s field develop oneself as a creative leader. To implement state and internationally accredited education programmes and carry out scientific practical research to develop business competence of the society and promote regional development. DU mission: To contribute to the development of a sustainable future society by carrying out international scientific

research and providing quality education in the fields of natural, engineering, education, health, humanities and social sciences, through its activities contributing to the sustainable development of Latgale region and Latvia.

The choice of the cooperation partner was determined by the following factors:

- BAT has previous experience in provision of study courses in the field of management science and implementation of Doctoral study programmes;
- BAT is one of the leading private HEIs in Latvia;
- BAT and DU had established successful cooperation in implementing study programmes in other branches of management science;
- BAT possesses a wide high-quality informative and material-technical base in the field of management science, its lecturers have published several monographs and researches in the field of business and management;
- DU and BAT have a common vision and coherent goals.

The joint doctoral program “Management Science” was launched and licensed in 2014. The uniqueness of this program is justified by the opportunity to obtain doctoral education in all three sub-branches of management science - business management, community management and education management, thus offering students the opportunity to study and analyse a variety of current trends and issues in management science.

One of the principles of quality implementation of the DSP “Management Science” is the organization of joint international inter-university summer schools “Researchers' Innovative Work for Society”. Summer schools have been organized since August 2016. Educators and PhD students from DU, Turība, University of Latvia, Klaipeda University, University of Malta, Lithuanian-Swedish Academy and Białystok University participated in organizing them. Summer schools usually last 2 days with lectures, group work, workshops, seminars and research presentations. During the summer school doctoral students have the opportunity to improve their knowledge, appraise their research, strengthen international cooperation with other university professors and students, as well as form scientific groups for joint research and preparation of scientific publications.

Both higher education institutions are involved in the joint implementation of the study program, based on the following principles:

- student-centred approach;
- improvement of study quality;
- strengthening of scientific capacity;
- principles of professional cooperation;

Study courses are taught by DU and Turība educators, and the study course can be divided between the educators. Doctoral exams are conducted by the Joint Doctoral Examination Commission. The development of the doctoral thesis and the academic discussions are evaluated by the joint doctoral program council.

The proportional distribution between the study courses included in the study program is as follows:

- **75%** of the study program is implemented by educators of **Daugavpils University**;
- **25%** of the study program is implemented by educators of **Turība University**;
- **25%** of the study program is implemented **jointly**.

The study program is acquired through lectures, seminars, doctoral seminars, colloquiums, conferences, projects and consultations with the educators and scientific supervisors involved in the implementation of the program, as well as independent studies. The implementation of the inter-university Doctoral Program in Management science will be ensured by the Doctoral Studies

Council, which will consist of three teaching staff from Turiba and three from DU, who will collegially agree on all management issues.

## **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.**

### **Review about the implementation of recommendations**

<b>No.</b>	<b><i>Recommendatioons of the accreditation experts</i></b>	<b><i>Implementation of the recommendations and evaluation of possibilities</i></b>
<b>1.</b>	Students, while preparing their final theses, need to use more international sources of academic and scientific literature and scientific databases.	Since the accreditation of the “Management, Administration and Real Estate Management”, the use of international scientific research and theoretical sources for the purpose of the final theses by the students has been intensified. The DU Library provides subscriptions to international databases (EBSCO, ScienceDirect, Elsevier, Scopus, etc.) and provides guidance to students on their use.

2.	There is a need for a wider dissemination of scientific results in the international scientific environment	Since the accreditation of the study field "Management, Administration and Real Estate Management," the involvement of students in the scientific research has been promoted by approving their master's and doctoral theses at the international scientific conferences in Latvia and abroad. (eg DU annual international scientific conference, working group "Management", DU HSZI international scientific conference "Social science for regional development", Klaipeda University international scientific conference "Spring University: Changing education in a changing society", etc. in the conferences related scientific publications
3.	There is a need to increase international mobility activities among the staff and students.	During the reporting period, the number of students in study programs participating in the ERASMUS + mobility (26) and outgoing mobility for teaching (49) has increased. It should be noted that students in PMSP "Public and Institutional Management" are not eligible for ERASMUS + mobility as the program only provides part-time studies. To overcome this shortcoming, the self-assessment report supplements the PMSP <b>"Community and Establishment Administration"</b> study program by adding full-time studies.
4.	The collection of the DU library should be supplemented with the most up-to-date scientific literature in the field	During the reporting period, the stock of the DU library has increased significantly. The library currently consists of 267655 items. The number of books in management science are 2000 items.
5.	There is a need for the internationalization of study programs.	. One of the implementation languages of the DSP "Management" is English. During the reporting period 5 foreign students from Israel, Finland, Lithuania and Georgia have studied in the DSP program. Studies were provided in English
6.	The development of joint study programs should be encouraged.	In 2014, a joint DSP "Management Science" was established and licensed with BAT.



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

***(Not applicable)***

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List_EN.docx	saraksts_LV.docx
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	Structure_eng.pdf	parvaldibas_struktura.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Development plan_EN.docx	Vadibas_virziena_attistibas_plans_LV.docx
Management structure of the study direction	Structure_ENG.png	Struktura_LV.png
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	List of academic personnel.xlsx	Docetaju_saraksts.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	ENG.zip	LV.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	ENG_map.jpg	LV_karte.jpg
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	List of publications_ENG.docx	Publikaciju_saraksts_LV.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Sadarbibas_ligumi_Cooperation_agreements.zip	Sadarbibas_ligumi_Cooperation_agreements.zip
Statistical data on the teaching staff and the students from abroad	List_foreign_ENG.docx	Statistikas_dati_arvalstnieki_LV.docx
Statistical data on the mobility of students (by specifying the study programmes)	Mobility_students.zip	Mobilitate_studesoje_LV.zip
Description of the organisation of the traineeship of the students	Regulation_placement.doc	nolikums_par_praksi_sabiedribas_un_organizaciju_vad..doc
Information on the agreements and other documents confirming the traineeship of the students in companies	Sadarbibas_ligumi_Cooperation_agreements.zip	Sadarbibas_ligumi_Cooperation_agreements.zip
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	Management_Recommendations.docx	Vadiba_rekomendacijas.docx
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.	Acknowledgement_native_language_ENG.docx	Valsts_valoda_apliecinajums.PDF
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		

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

## Other annexes

Name of document	Document
Vadība_izmaksas.docx	Vadība_izmaksas.docx
Costs_management_ENG.doc	Costs_management_ENG.doc
Annex Nr. 1._Dynamics.jpg	Annex Nr. 1._Dynamics.jpg
Annex Nr. 2._Quality_ENG.png	Annex Nr. 2._Quality_ENG.png
Annex Nr. 3 Strategy_summary.pdf	Annex Nr. 3 Strategy_summary.pdf
Pielikums Nr. 1._Studējošo skaita dinamika.jpg	Pielikums Nr. 1._Studējošo skaita dinamika.jpg
Pielikums Nr. 2. kvalitāte_LV.png	Pielikums Nr. 2. kvalitāte_LV.png

# Management Science

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Management Science</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Irēna</i>
Surname of the study programme director	<i>Kokina</i>
E-mail of the study programme director	<i>irena.kokina@du.lv</i>
Title of the study programme director	<i>Dr. psych.</i>
Phone of the study programme director	<i>29252461</i>
Goal of the study programme	<i>To provide high-level studies and active research work of doctoral students, to enable doctoral students to acquire in-depth competences necessary for independent research work and its completion with original and empirically proven results in the field of economics and business, testifying the use of international experience in research work and in its organization and management. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally and to promote the development of this science in Latvia.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide doctoral students with the opportunity to successfully complete the study program and obtain a Doctor's degree (Ph.D.) and the corresponding intellectual, professional, academic and practical competencies.</i></li> <li><i>2. To develop abilities to strengthen knowledge of management in a goal oriented manner and to promote the use of this knowledge in the development of one's doctoral thesis and professional activities.</i></li> <li><i>3. To acquire knowledge and skills of contemporary research methods and their application in practice.</i></li> <li><i>4. To develop practical skills in pedagogical work of the modern university.</i></li> <li><i>5. To comprehensively promote high quality scientific research and publishing of its results in recognized peer-reviewed publications.</i></li> <li><i>6. To master the skills of dialogue and argumentation to express one's views.</i></li> </ol> <p><i>To discuss the results of doctoral students' assumptions and research in order to develop research skills necessary for the compilation of doctoral thesis, including critical creative analytical skills.</i></p>

Results of the study programme	<p>1. Ability to demonstrate extensive research knowledge and skills, to independently, systematically find, analyse and synthesize information using scientific databases and other sources of information.</p> <p>2. Ability to demonstrate knowledge and understanding of the latest scientific theories and concepts, to communicate orally and in writing on current research in the field of economics and business.</p> <p>3. Ability to demonstrate mastery of research methodology and modern research methods</p> <p>4. Ability to solve industry related problems and make complex decisions using design thinking principles and knowledge of education, society and business administration.</p>
Final examination upon the completion of the study programme	Doctoral thesis

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	- Academic or professional Master's degree; - report on the applicant's research interests and probable theme of the Doctoral thesis (volume - up to 10 pages).
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science, Doctor of Science (Ph.D.) in economics and business
Qualification to be obtained (in english)	

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	- Academic or professional Master's degree; - report on the applicant's research interests and probable theme of the Doctoral thesis (volume - up to 10 pages); - if the study programme is envisaged for acquisition in English, certificate approving of the proficiency of English in internationally recognized examinations or other document approving of the proficiency of English must be submitted. If prior education was acquired in English, a document approving of the proficiency of English is not required.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science, Doctor of Science (Ph.D.) in economics and business</i>
Qualification to be obtained (in english)	

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

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

Since the issuance of the previous study direction accreditation page the name of the degree to be granted to the DSP (doctoral study programme) "Management Science" has changed in accordance with the changes to The Regulation of the Cabinet of Ministers No. 202 "Procedures for the Issuance of State Recognised Higher Education Certificates" from "Doctorate in Management Science" to "Doctor of Science (*Ph.D.*) in Economics and Entrepreneurship".

#### **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.**

From study year 2014/2015 to 2018/2019, the number of students in the DSP "Management Science" was accordant with the budget places allotted. Since the beginning of the implementation of the DSP "Management Science", 28 doctoral students have been enrolled in the programme. Each study year in the DSP "Management Science" there are in average 4 students.

The statistics of enrolment testifies to a stable demand for the DSP "Management Science". All budget places are filled, while paid studies are not on high demand due to the financial reasons of the student candidates. DSP "Management Science" is demanded among foreign students. At present there are students from Israel, Lithuania, Finland, and Georgia in the programme. The dropout rate in the DSP "Management Science" is small, that approves of the high motivation of doctoral students and the quality of studies in the programme. Students discontinue studies due to personal reasons and health condition. Information on the student number dynamic is available in the appendix.

#### **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.**

DSP "Management Science" name, degree to obtain, goals and objectives as well as enrolment requirements are mutually related and accordant.



DSP “Management Science” envisages three years of theoretical studies and provides opportunities for postgraduates to apply the acquired competences in their professional activity fully involving in state, local government body and various kinds of organization administration both on the local and international level as well as to facilitate the development of research in management science in Latvia.

DSP “Management Science” corresponds to the 8th level of education (regulations of the Cabinet of Ministers No. 322 “Regulations on the classification of education in Latvia”), that is the doctoral study level. DSP “Management Science” goal, objectives, and results to achieve are harmonized and secure the implementation of the sub-branches “Business administration” (implemented at Business University “Turība” (henceforth – BUT), “Education management”, and “Community administration”. Graduates from the DSP “Management Science” acquire knowledge and critical thinking based understanding of major theories and regularities of management science, get prepared for self-governed research work, can assess the impact of their activity on innovative organization functioning, provide monitoring of global processes and organization processes in the branch, coordinate inter-organization and inter-branch cooperation, influence the community development on the whole and are motivated for personal and professional growth.

DSP “Management Science” goals, objectives, and results to achieve are observed by setting the requirements for enrolment to the programme: candidates for doctoral studies must hold a master of social sciences degree in economics, management science spheres, or education management; it is possible to enrol master’s degree holders in related sciences, such as demography, politology, sociology, and law science as well as, in exceptional cases, other branches of science, if a person has at least two years of work experience in business management, community administration, or education management. The experience must be evidenced by CV and other verifying documents (certificates, certifications, diplomas, publications, etc.). The applicant experience is assessed by the study programme council. In case of necessity, the council meets applicants in person. When applying for studies, in addition to the documents required by the university, applicant must submit a research project. The research project is necessary in order to specify the applicant’s research interests and whether they are related to the particular study programme as well as in order to estimate the applicant’s prior research experience and ability to demonstrate aptitude in the sphere of research. The research project is to be related to the student’s research interest and possible topic of the doctoral thesis.

If the study programme is envisaged for acquisition in English, certificate approving of the proficiency of English in internationally recognized examinations or other document approving of the proficiency of English must be submitted. If prior education was acquired in English, a document approving of the proficiency of English is not required.

Foreign candidates are enrolled in the procedure set by the Republic of Latvia legislation, in accordance with “Daugavpils University regulations of enrolment of foreign students” and applying the above mentioned enrolment requirements.

### **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 major prerequisite of the programme formation is related to the goal set for the implementation of DU development strategy to develop higher level study programmes matching the international level in various branches facilitating technology transfer and innovation development, deepening the integration of scientific research in the study process as well as involving in international, state, and regional research programmes. The content of the doctoral study programme "Management Science" is adjusted to the trends of the branch, labour market, and science development, envisaging the opportunities of obtaining in-depth knowledge in the sphere of community, business, and education management, specifically addressing the versatility of understanding of contemporary management theories, management of innovation of change, opportunities of implementing strategies of sustainable development in community and education as well as by involving in research activity in management science. See appendix for the study programme content and its implementation planning.

The study programme content is formed of study courses that secure the in-depth acquisition of recent developments in theory and practice of Management Science (16 CP); management science sub-branch doctoral seminars: business administration, education management, and community administration doctoral students accordingly for 6 CP; as well as free choice study courses for 6 CP.

The course of studies envisages the elaboration of doctoral thesis and participation in academic discussions for 80 CP. At the end of the programme, 2 doctoral examinations are envisaged: doctoral examination in Management Science and doctoral examination in the foreign language with the final examination board. Successful studies in the doctoral study programme and elaboration of the doctoral thesis, pre-defence at the promotional council, approbation of the research by making presentations at several scientific conferences and publishing scientific papers in scientific editions in the respective sphere are prerequisites for the defence of the doctoral thesis and obtaining the scientific degree.

### **Degree to confer in the study programme**

Degree to obtain – doctoral degree in science (PhD) in economics and business, conferred by the promotional council in the science of economics. Students who elaborate their doctoral thesis in the sub-branch of community administration may defend it at the promotional council of political science (names of sub-branches in accordance with the classifier of the branches and sub-branches of science of Latvia). See the sample of diploma in appendix.

Doctoral degree holders take leading positions and receive career growth opportunities in business enterprises, community administration establishments as well as involve in teaching and research activities in education institutions in Latvia and foreign countries.

The degree is conferred for doctoral thesis that is independently elaborated under supervision of an experienced scientist and publicly defended that contains original scientific research results and provides new ideas in the respective sub-branch of science.

The doctoral thesis is submitted in accordance with the regulations of the Cabinet of Ministers No. 1001 "The procedure and criteria of conferring the doctoral degree in science (promotion)".

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

The mapping of the study programme and expected learning outcomes of the study courses allows for stating that the study programme and the study courses comply with the eighth EQF/LQF level and the requirements set forth in the regulatory enactments, as well as ensure a student-centred approach. The outcomes of the study courses and the study programme are mutually consistent and logically related; they correspond to the results of the study programme. The study courses to be implemented ensure thorough implementation of the study programme.

Scientific research in the DSP "Management science" is carried out in public management, educational management and business management. The main research areas are EU guidelines, globalization processes, sustainable development strategies in society and education, legal framework of management processes, change management, crisis management, personnel management, quality management, etc. The research carried out within the framework of the DSP "Management science" has a significant impact on the content of the PMSP "Community and Establishment Administration", as most lecturers are engaged in both study programmes and the scientific findings are applied to both study programmes. Theories and the academic approach approved by the DSP "Management science" create synergies with the practical direction of the content of the PMSP "Community and Establishment Administration".

**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.**

Study programme is designed so that the set study programme goals could be reached. Study programme acquisition proceeds by lectures, seminars, doctoral seminars, colloquia, conferences, projects, and consultations with the academic staff members involved in the study programme implementation and research supervisors as well as by independent studies.

The selection of the study forms is conditioned by modern approaches in teaching (cognitive approach, research approach, creative approach, problem solving approach, independent studies) and methods (general study methods, scientific information analysis and summarizing, information collecting, systematizing, critical analysis of the obtained information, arranging the obtained material in a presentation and its defence). The programme implementation forms used in the study process facilitate the acquisition and extension of theoretical knowledge, develop critical and creative thinking, skills of discussing and providing argumentation in defence of a point of view, skills of applying active learning methods, analysing and summarizing information, drawing clearly

structured plans of action.

In order to secure the integration of student centred education principles in the programme implementation, much attention is paid to students' professional and personal experience, diversity of needs, encouraging student as an active participant of the process of learning, providing opportunities of choice, providing comprehensive feedback, assessment, and self-assessment. Irrespective of the study course, the academic staff involved in the study programme plan the content of contact classes in accordance with observing the stages of excitation, comprehension, and reflection, thus securing the acquisition of comprehensive knowledge, skills, competences. Being aware of their involvement in student centred education principle integration and sustenance, the academic staff members are tended to cooperation and supportive attitude for students. This is testified to by the consultations provided by the academic staff and encouraging students to active participation in scientific discussions, lectures, and seminars.

DSP "Management Science" students are provided free choice of their research topic and scientific advisor, thus providing support and monitoring at each step of their research planning and implementation.

The task of the academic staff is encouraging doctoral students to assume responsibility for the process of studies and actively involve in research work. Great attention during the doctoral studies is attributed to student's independent work skills, skills of cooperation, working individually and team building, improving abilities to appreciate diversity, i.e. soft skills. The study programme implementation style is participation, and students within the study course acquisition react to the current challenges in the society, search for opportunities of implementing their ideas, alternative problem solutions, elaborate various project models, discuss and exchange practical experience, thus developing critical thinking, expressing diverse visions in problem solutions and providing argumentation to defend their opinion in discussions. In the course of the doctoral studies, the whole process is oriented at students' creative participation and self-expression.

As doctoral studies envisage great role to research work, the study process is distinctly student centred: doctoral students are involved in academic discussions, doctoral seminars, independent work presentations, participating in discussions and exchange of ideas on other students' research. The lectures used within the study courses facilitate interdisciplinary knowledge integration, initiating creative discussions in dealing with problem issues. Doctoral students constantly improve their analytical skills by expressing their opinion. Acting in this way, a constant dialogue is sustained with surrounding partners making doctoral students aware of the diversity of existing opinions and enrich through other experience. In the process of acquiring practical skills and competences, special attention is paid to the development of integrative reflection. Reflection facilitates doctoral students' professional skill improvement as well as their self-cognition and self-actualization. At the end of each semester, analysis of the research produced in the preceding semesters and plans for future research are organized. Doctoral students, completing their curriculum, regularly participate in seminars, conferences, and congresses, as well as in scientific and science communication events (scientific conferences, science communication events, projects, etc.).

DU offers students of the study programme adequate and easily available scientific literature in several languages, including digitally (e.g. Scopus database is available freely within DU net). Students have access to study course descriptions. In order to facilitate students' efficient achievement of the study programme outcomes according to the schedule, constant support for students is secured on behalf of the academic staff. The forms of the support for students are as follows: consultations throughout the study semester, before academic discussions, examinations, before final doctoral examinations, in the course of preparing research articles and when preparing

presentations for scientific conferences. Contacts are regularly held in the e-study environment (by e-mail, Moodle, or Skype).

During examinations, students' knowledge, skills, and competences stated in the study programmes are assessed.

Major forms of examination in the course of the study programme acquisition are differentiated test and examinations upon the completion of study courses.

**Current examinations** – these are organized during the acquisition of the study course. Current examinations are organized and conducted by the academic staff member who teaches the respective study course. The number of current examinations is stated in the course syllabus. Current examination results are graded by the academic staff member within a 10-point system.

**Differentiated test** comprises a summary of the accomplishment of the study results envisaged for the study course for a semester, it is graded within a 10-point scale. Differentiated test is passed if the assessment is no lower than 4 (four) points.

**Final examinations for the study course** - examinations that complete the study course acquisition. The form of the final examination for each study course is stated in the course syllabus. The place and time of the examination is set in the timetable of consultations and examinations. Assessments of the study course final examinations are registered in examination register sheets and electronic systems of the university.

**Examinations** – assesses student's knowledge, skills, and competences in the respective study course by grade in a 10-point system. Examination is passed if a student receives the grade not lower than 4 (almost satisfactory). Examination is conducted by the academic staff member who teaches the respective study course.

**Test** – a form of examination wherein, based on the current examination results and/or test paper results, the assessment is “tested (passed)” or “not tested (not passed)”, providing the assessment in a 10-point system in brackets. Test is conducted by the academic staff member who teaches the respective study course or a board, if envisaged by the study programme. Test is used as a form of examination of the elaboration of the doctoral thesis and participation in academic discussions on the doctoral student's research activity.

**Doctoral examinations** – examinations that assess the doctoral student's knowledge of the contemporary theoretical ideas of the respective branch and sub-branch of science and applicable research methods.

**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.**

**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.**

Since the beginning of the implementation of the DSP “Management Science”, the doctoral thesis has been defended by Alona Eisenberg Nemoytin on the topic **“The Interrelation between Organizational Learning Culture and Organizational Citizenship Behavior in Local Government in Israel”** The doctoral thesis was defended at DU promotional council in economics in the branch “Economics and Entrepreneurship”, sub-branch “Education management”. 4 doctoral dissertations have gone through the pre-defence procedure.

Within all doctoral theses, current problems of management science are investigated on the national and international scale, applying original methodologies and diverse empirical result acquisition, thus contributing greatly to the management science and the development of the branch of science on the whole.

DSP “Management Science” student doctoral research topics testify to the fact that students have assumed research on current social problems of great practical significance, comparing good practice solutions in Latvia and foreign countries. The major part of the doctoral theses are related to issues of community administration, yet there are topics related to education quality management issues.

## **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.**

For the purpose of improving the DSP “Management Science”, each study year student, graduate, and employer surveys are conducted that help monitoring the quality of the study process, assessing students’ satisfaction with the programme in general, study courses offered in the programme as well as other aspects related to the study process. The analysis of the results of the survey for the reporting period shows that students on the whole are satisfied with the study programme structure, quality of teaching, the content and delivery of the study courses, requirements for assessment, as well as cooperation with their scientific advisers. Students note that the scientific advisers of their doctoral theses are professional and competent, always motivating and supporting. The content of the programme is significant for their scientific and professional growth that provides an opportunity for consultations with the academic staff members as well as discussions with other doctoral students, academic discussions being especially productive in this respect. Doctoral students give positive assessment to the opportunities of participating in conferences and publishing their scientific research. As concerns the requirements for assessment, doctoral students note that they are clear and objective.

Doctoral students provide comments for study quality improvement, for instance, on some organizational issues of the study process, that were taken into consideration (studies are scheduled for Fridays and Saturdays) because all students are employed and it is often not easy to combine studies with work. Doctoral students give positive assessment of the summer school that has been implemented since 2017.

As concerns the sources used by students during their studies, it must be stated that most often used sources are Internet resources, electronic databases, normative acts and regulations, statistical reports as well as interdisciplinary sources due to the interdisciplinary character of the problems of management science. Provision with literature necessary for studies and research is

mostly assessed by students as sufficient.

Graduates of DSP “Management science” are generally satisfied with the programme as well as the level of teaching and the results achieved. Most of the graduates are involved in the academic work in Latvian and foreign HEIs, therefore they welcome the implementation of the DSP “Management science” at DU. Graduates of the programme pointed out the absence of the Promotion Council in DU as the most significant disadvantage. Graduates positively characterize the doctoral programme as a good opportunity for professional and personal growth.

Surveys carried among employers show that graduates have a high level of knowledge and research skills, which significantly increase the efficiency of their professional activities.

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

The analysis of the inbound and outbound mobility dynamic of the DSP “Management Science” students shows that, since the beginning of the programme implementation, outbound mobility within this programme has become popular and these opportunities are used by almost all students. In 2016, ten students of the DSP “Management Science” participated in ERASMUS+ volunteer practice exchange programme: six doctoral students at Klaipeda University, three doctoral students at Lithuanian University of Educational Sciences, and one doctoral student at Mikolo Romeris University. In 2017, four doctoral students used ERASMUS+ mobility: three at Klaipeda University and one doctoral student at General Jonas Žemaitis Military Academy of Lithuania. One student participated in voluntary practice mobility at Klaipeda University. In 2018, eight doctoral students participated in voluntary and recent alumni practice mobilities at Klaipeda University, Kazimieras Simonavicius University, and Mikolo Romeris University. In 2019, one recent alumnus went on mobility to Vytautas Magnus University in Lithuania. Inbound mobility opportunities in the doctoral study programme in the period from 2014 to 2019 were used by one foreign students from Klaipeda University, Lithuania.

Programme students are regularly informed of mobility opportunities. Programme director in cooperation with the academic staff members who conduct the study courses provide maximum opportunities for integrating study courses acquired in foreign university study programmes within DU study programme by means of study course alignment. In case of voluntary practice, the practice work schedule is drawn that is coordinated with the host HEI responsible persons. Typical activities are related to consulting discussions with the host institution academic staff members, working in libraries and profile departments, empirical data collection for research work, preparing joint publications, participation and presentations at scientific seminars and conferences. In the reporting period, co-authored publications were elaborated by DU scientific advisers with their doctoral students and academic staff members of universities in Lithuania:

Arhipova, O., Kokina, I., Rauckienė –Michaelsson, A., (2018) SCHOOL PRINCIPAL’S MANAGEMENT COMPETENCES FOR SUCCESSFUL SCHOOL DEVELOPMENT, Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 63-76. <http://journals.ku.lt/index.php/tiltai>;

Ivanova, M., Kokina, I., Acienė, E., (2018) On The Problem of Latvian Public Administration: Policy Declared Values. Scientific journal TILTAI/BRIDGES/ BRÜCKEN . Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 49-62. <http://journals.ku.lt/index.php/tiltai>

Eisenberg, A., Davidova.J., Kokina.I. (2018) The Interrelation between Organizational Learning Culture and Organizational Citizenship Behavior. RURAL ENVIRONMENT. EDUCATION. PERSONALITY. Vol.11. ISSN 2255-808X. Jelgava, 11.-12.05.2018. Web of Science database identification No: WOS:000471007300043 (<https://doi.org/DOI:10.22616/REEP.2018.043>).

Other doctoral students participated within ERASMUS+ mobility in Elsevier Publishing Campus e-courses for 36 academic hours "Elsevier College of Skills Training" within the practice at Mykolas Romeris University and obtained certificate Online Linguistic Support (OLS).

Doctoral students conducted their mobilities within practice, hence no problems arose with study course alignment within the mobility.

### **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.**

Study programme resources and provision (see the information provided in chapter 3 criteria 3.1.-3.3.) fully comply with the study programme implementation conditions and with reaching the outcomes of studies. Students have at their disposal premises for studies, material and technical base, instruments and equipment (for preparing, combining, integrating, visualizing, and disseminating study and research materials), information networks (Internet, DU net, Moodle), databases (library network, DU research centre databases, free access to databases), materials (research materials, scientific publications, including publications in *Web of Science* and *Scopus*, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized applications and software (*Standart Office*, *SPSS*, *GIS*, data visualization online tools and software, online media) that are needed for the acquisition of all the study courses in the study programme; these as well as an opportunity of research work of various stages ensure a flexible and student oriented environment. For the programme implementation, the necessary technical equipment is provided (computers with licensed software, projectors, interactive boards, etc.), various teaching methods are practised (teamwork, role plays, simulations, seminars, discussions, etc.).

**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).**



Since 2018, BAT has worked in a joint inter-university Promotion council "Business and Economics", consisting of:

Dr.oec. Rosita Zvirgzdiņa, Turība University;  
Dr.paed. Ineta Lūka, Turība University;  
Dr.sc.admin. Daina Vasiļevska, Turība University;  
Dr.oec. Dzintra Atstāja, BA School of Business and Finance;  
Dr.oec. Juris Krūmiņš, University of Latvia;  
Dr.oec. Jānis Vanags, Riga Technical University;  
Dr.habil.oec. Baiba Rivža, Latvia University of Life Sciences and Technologies;  
Dr.psych. Irēna Kokina, Daugavpils University;  
Dr.oec. Iveta Liniņa, Turība University.

Since 2019 DU has worked in a joint inter-university Promotion council "Business and Economics", consisting of:

Dr. sc. soc. Vladimirs Meņšikovs, Daugavpils University;  
Dr. psych. Irēna Kokina, Daugavpils University;  
Dr. paed. Jeļena Davidova, Daugavpils University;  
Dr. oec. Ludmila Aleksejeva, Daugavpils University;  
Dr. oec. Olga Lavriņenko, Daugavpils University;  
Dr. oec. Vera Komarova, Daugavpils University;  
Dr. oec. Alīna Daņiļeviča, Daugavpils University;  
Dr. oec. Oksana Ruža, Daugavpils University;  
Dr. oec. Viktorija Šipilova, Daugavpils University;  
Dr. habil. oec. Baiba Rivža, Latvia University of Life Sciences and Technologies.

During the reporting period 2014-2019 within the framework of DU doctoral study program "Management Science", 1 doctoral thesis was elaborated and defended and 1 doctoral thesis from Turība will be defended in April 2020.

A. Eisenberg, in her doctoral thesis, "The Relationship between Organizational Learning Culture and Organizational Civic Behaviour in Israeli Municipal Institution," conducted a study in 12 Israeli municipal institutions, and summarised the results of a survey of 529 respondents. A. Eisenberg's doctoral thesis was successfully defended at the public session of the Daugavpils University Doctoral Council in Economics on June 21, 2019.

O. Arhipova carried out the collection and compilation of data from the empirical part of the doctoral thesis "Professional Development of Educational Institution Managers: Variable Module System" by organizing a survey for educational institution managers. As a result of the data collection, joint scientific publication was developed in collaboration with Alona Rauckienė-Michaelsson, PhD, professor at the University of Klaipėda (Arhipova, O., Kokina, I., Rauckienė-Michaelsson, A., (2018) SCHOOL PRINCIPAL'S MANAGEMENT COMPETENCES FOR SUCCESSFUL SCHOOL DEVELOPMENT, Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 63-76, <http://journals.ku.lt/index.php/tiltai>), kas indeksēta ERIH+.

M. Ivanova worked on the theoretical part of her doctoral thesis "Comparative evaluation of personal and organizational cultural values" in the Library of Klaipėda University. The theoretical findings were validated/disseminated at Klaipėda University conference „Spring University: A joint research "Changing education in a changing society" with Klaipėda University professor Dr. Elvīru Acienis was published in the ERIH+ database and included in the scientific journal „Tiltai/Bridges” . (Ivanova, M., Kokina, I., Acienis, E., (2018) ON THE PROBLEM OF LATVIAN PUBLIC ADMINISTRATION: POLICY DECLARED VALUES. Scientific journal TILTAI/BRIDGES/ BRÜCKEN . Vol 78,

J. Arestova-Kenina, while working on her doctoral thesis "Intellectual Elite Virtue in Public Administration", underwent internship at the University of Management and Economics Library, Sorbonne, Iowa State University Library, Iowa, USA, Vilnius, Lithuania, Vytautas Magnus University Library (Leonidas Donskis Archives), Kaunas, Lithuania and St. Petersburg State University, Institute of Philosophy Library, St. Petersburg, Russia.

I. Zālītis underwent ERASMUS + program internship at Mykolas Romeris University (Faculty of Public Security) and The General Jonas Žemaitis Military Academy of Lithuania (Department of Management), during which he worked on his doctoral thesis "Border Guard Professional Training Quality Management".

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

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

During the reference period the composition of the academic staff in the scientific and academic sphere is constantly improving. If in the academic year 2014/2015, at the beginning of the implementation of the study programme it involved only two professors, five associate professors, and one visiting professor, then in the academic year 2019/2020 there are nine professors and one visiting professor working in the programme. Five representatives of the academic staff are experts of Latvian Council of Science in the field of Management Science, Economics and Entrepreneurship; four of them are LCS (Latvian Council of Science) experts in two fields of science, the other four lecturers are LCS experts in other fields of science. According to the Latvian National Development Plan 2021-2027, it is advised to "promote the development of higher education programmes which include the introduction and the implementation of interdisciplinary and modular study programmes, including the introduction of such programmes that envisage the possibilities to acquire various competences and skills" [1]. Thus it can be concluded that the DSP "Management Science" is able to meet the requirements set by the NDP both in content and by bringing together academic staff with broad scientific competences.

In general, it can be concluded that during the reference period the academic staff involved in the implementation of the study programme are focused on the expansion of research interests, professional development, as well as continuous improvement and development of the quality of the courses taught.

The qualification of the academic staff involved in the implementation of the study programme complies with the achievement of the study programme results, as well as the implementation of the overall DU aims and objectives. The academic staff are professionals in their fields of science, who have proven their competence in field research and use of e-environment in the study process, as well as have participated in international projects and developed teaching aids and materials.

The professors involved in the implementation of the DSP "Management Science" are high-level administrative heads of various departments of the University, five of them are members of scientific editorial boards of several international journals, the rest are members of various

associations, consortia and councils in Latvia and in other EU countries.

[1][https://www.pkc.gov.lv/sites/default/files/inline-files/20191223\\_NAP\\_2021\\_2027\\_gala\\_redakcija\\_pojekts\\_pdf.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/20191223_NAP_2021_2027_gala_redakcija_pojekts_pdf.pdf) [ accessible in Latvian, retrieved on 22.02.2020]

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

The implementation of the DSP “Management science” is ensured by professional lecturers with many years of experience in research and practical activity in the field of management science.

The qualification of the lecturers corresponds to the requirements of the program implementation, the lecturers have acquired appropriate education in business, psychology, pedagogy, economics, communication sciences, law, etc., and actively share their experience in various seminars, scientific conferences, participate in research that enables them to provide students with practical examples of current trends and research practices in the field of economics and business and to stimulate their interest and development of practical research skills.

The qualification of the teaching staff contributes to the achievement of the learning outcomes and develops the skills and competences necessary for students for the elaboration of the doctoral thesis.

Prof. I. Kokina has more than 30 years of work experience in education. I. Kokina is a rector of DU, previously the head of the department and the chair of the Senate, is the author of scientific publications and monographs included in various databases, including the Web of Science and SCOPUS, regularly delivers professional development courses for managers, teachers, etc. I.Kokina’s competence helps students to achieve learning outcomes, the lecturer is engaged in delivery of multiple study courses.

Prof. J. Davidova has more than 30 years of work experience in educational management. She has been a dean of DU Faculty of Education and management, is the author of scientific publications and monographs included in various databases, including the Web of Science and SCOPUS. J.Davidova’s competence helps students to achieve learning outcomes, the lecturer is engaged in delivery of multiple study courses.

Prof. V. Zahars and prof. J. Teivāns-Treinovskis have a lot of experience in the field of law and professionally help to achieve the learning outcomes in such study courses as “Legal framework of management”, “Globalization processes in society”.

During the reference period, several representatives of the academic staff involved in the implementation of the DSP “Management Science”, together with PhD students Ivars Zālītis, Jānis Kudiņš, Olga Arhipova implemented the DU research project “Student Involvement in Internal Quality Assurance Process at Daugavpils University”, the results of which are summarized in a research publication: Davidova, J. & Kokina, I. (2019). Study Environment in Context of HEI Study Quality Assurance: A Case Study at Daugavpils University (Latvia). In J. Domenech, P. Merello, E.de la Poza, D. Blazquez, & R. Pena-Ortiz (Eds.), Proceedings of the 5th International Conference on

Higher Education Advanced (HEAD'19) (pp. 1305-1312). Valencia: Editorial Universitat Politècnica de Valencia. Active participants of research projects are also doctoral students of the study programme. According to their research interests and professional activities carried out during the reference period, the students of the doctoral programme have been involved in the following projects of different levels: Jekaterina Kēniņa-Arestova – “Assessment of Socio-Economic Security and Its Relationship with Migration in the Regions of Latvia within the Context of EU Regions”, which was implemented at Daugavpils University Institute of Humanities and Social Sciences (IHSS); Juris Madžulis – participation in the ninth phase of the BOMCA project of the International Centre for Migration Policy Development (ICMPD), 2.1.1. National seminar “Methods of Identification and Profiling” Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan; the project of the European Border and Coast Guard Agency (FRONTEX) on the development of a common basic training programme for middle-level officers; the European Border and Coast Guard Agency (FRONTEX) project on the development of the Schengen Borders Code e-learning tool; working group for the development of Handbook for Radiometric Control by a State Border Guard Officer; Anatolijs Čapkevičs - ESF project “Increasing the Efficiency of the Resocialization System” Nr. 9.1.3.0/16/I/001, in the framework of the training system development block No 4.3.2.. He was awarded the certificate No.330 / 2018 for participation in the training seminar “Training on the New Tool for Risk and Needs Assessment STATIC”, and obtained a certificate for the practical use of the risk assessment tool “STATIC” in work with offenders.

**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).**

The academic staff involved in the implementation of the study programme actively participate in research both at national and international levels (see Appendix for a list of publications, patents, artistic works by the academic staff for the reference period). The academic staff of the programme publish their works in Latvian and internationally recognized research journals and collections of research papers (more than 300 publications during the reference period). The scientific capacity of the academic staff is evidenced by publications indexed in the Web of Science and SCOPUS databases developed during the last six years. The results of the academic staff's research are available to the students of the doctoral study programme within the study courses, where the students analyse and critically evaluate the latest research findings.

The representatives of the academic staff upload their publications to the research portals “Researchgate” or “Academia” and include them into the lists of bibliography provided in of study course descriptions, so that the students could use them in their study process and independent work.

**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).**

During the reference period, several representatives of the academic staff involved in the implementation of the DSP “Management Science”, together with PhD students Ivars Zālītis, Jānis Kudiņš, Olga Arhipova implemented the DU research project “Student Involvement in Internal Quality Assurance Process at Daugavpils University”, the results of which are summarized in a research publication: Davidova, J. & Kokina, I. (2019). Study Environment in Context of HEI Study Quality Assurance: A Case Study at Daugavpils University (Latvia). In J. Domenech, P. Merello, E.de la Poza, D. Blazquez, & R. Pena-Ortiz (Eds.), Proceedings of the 5th International Conference on Higher Education Advanced (HEAD'19) (pp. 1305-1312). Valencia: Editorial Universitat Politècnica de Valencia. Active participants of research projects are also doctoral students of the study programme. According to their research interests and professional activities carried out during the reference period, the students of the doctoral programme have been involved in the following projects of different levels: Jekaterina Ķēniņa-Arestova – “Assessment of Socio-Economic Security and Its Relationship with Migration in the Regions of Latvia within the Context of EU Regions”, which was implemented at Daugavpils University Institute of Humanities and Social Sciences (IHSS); Juris Madžulis – participation in the ninth phase of the BOMCA project of the International Centre for Migration Policy Development (ICMPD), 2.1.1. National seminar “Methods of Identification and Profiling” Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan; the project of the European Border and Coast Guard Agency (FRONTEX) on the development of a common basic training programme for middle-level officers; the European Border and Coast Guard Agency (FRONTEX) project on the development of the Schengen Borders Code e-learning tool; working group for the development of Handbook for Radiometric Control by a State Border Guard Officer; Anatolijs Čapkevičs - ESF project “Increasing the Efficiency of the Resocialization System” Nr. 9.1.3.0/16/I/001, in the framework of the training system development block No 4.3.2.. He was awarded the certificate No.330 / 2018 for participation in the training seminar “Training on the New Tool for Risk and Needs Assessment STATIC”, and obtained a certificate for the practical use of the risk assessment tool “STATIC” in work with offenders.

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The findings concerning management in higher education are included in the study course “Higher Education Pedagogy”: Davidova, J. & Kokina, I. (2019). Implementation of Knowledge Management in a Higher Education Institution to Improve the Internal Quality of Education. ICERI 2019. Proceedings of the 12th International Conference of Education, Research and Innovation. November 11-13, 2019 – Seville, Spain. pp.2850-2857. ISBN: 978-84-09-14755-7; as well a research article: Davidova, J., Kokina, I., (2018) “Information Environment in a Higher Education Establishment as a Means of Improving the Quality of Education”. Proceedings of ICERI2018 Conference, November 12-14, 2018, Seville, Spain. ISBN: 978-84-09-05948-5, pp. 8800 – 8807.

Arhipova, O. & Kokina, I. (2019). The Phenomenon of Leader Genius as a Subject of Psychobiographical Research. IPASJ International Journal of

Management (IJM), 2019. Volume 7, Issue 7, July 2019, pp.1-10. ISSN

2321-645X. <http://www.ipasj.org/issue1.php?vol=Volume7Issue7&jname=5>

findings on the research of the leader phenomenon in management science using biographical method are included in the study course "Techniques of manager's self-growth".

Davidova, J. & Kokina, I. (2019). Implementation of Knowledge Management in a Higher Education Institution to improve the internal Quality of Education. ICERI 2019. Proceedings 12th International Conference of Education, Research and Innovation. November 11th-13th, 2019 - Seville, Spain. pp.2850-2857. ISBN: 978-84-09-14755-7,

findings on knowledge management and innovation in higher education are included in the study courses "Quality management in education" and "Innovation management".

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

The academic staff involved in the doctoral study programme cooperate with each other both in research, developing and publishing joint research papers and teaching aids, as well as in designing, developing and teaching joint study courses within the framework of the study programme. The published monographs and research articles are used in the study process. The doctoral students are well aware of the publication activity of both their scientific advisor and other faculty involved in the programme, as most of the students in the programme are actively engaged in scientific cooperation with the faculty involved in the implementation of the study programme.

The development and implementation of each study course involves several members of the academic staff. Their mutual cooperation contributes to the quality of the study courses, both in the design and implementation stages.

At the end of each academic year, the academic staff's workloads for the next academic year are planned, taking into account the results of the students' evaluation of the respective study courses and the self-analysis of the academic activity of the lecturers; the eligibility of the teaching staff to the development and teaching of particular study courses is evaluated. The approval of the academic workload is carried out in compliance with the procedure of accounting the workload of the academic staff at DU ([http://du.lv/wp-content/uploads/2016/01/05\\_akademiska\\_personala\\_darba\\_apjoma\\_uzskaites\\_kartiba\\_du.doc](http://du.lv/wp-content/uploads/2016/01/05_akademiska_personala_darba_apjoma_uzskaites_kartiba_du.doc), accessible in Latvian).

A total of 9 academic staff members are involved in the doctoral study programme. At the time of submitting the self-evaluation report, the number of students enrolled in the programme is 13.

# 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)	Joint programme_sompliance_ENG.docx	Par kopīgas programmas realizācijas vienošanos_LV.docx
Statistics on the students over the reporting period	Statistics_ENG_Management science.xlsx	Studējošo statistika.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
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	Mapping_ENG_DSP.doc	Studiju kartējums_Doktora.doc
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Study plan_DSP.xls	Studiju plans_Vadibzinatne_Doktora.xls
Descriptions of the study courses/ modules	Study course descriptions_Management Science.zip	Doktora programmas studiju kursu apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma_ENG (1).doc	Doktora diploms_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Agreements_ENG.zip	Ligumi.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Guarantee_ENG.doc	Apliecinājums_garantija.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.	Knowledge of foreign language.PDF	Svešvalodas apliecinajums.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.	doctoral_acknowledgment_Management.doc	Apliecinājums_LZP_LV.PDF
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	Higher education law_management science_ENG.doc	Apliecinājums.PDF
Sample (or samples) of the study agreement	AGREEMENT_STUDIES_ENG.docx	LĪGUMS PAR STUDIJĀM DU.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	Nr_44_ENG.docx	Nr_44_DU_kop dokt.edoc

# Community and Establishment Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Community and Establishment Administration</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>Irēna</i>
Surname of the study programme director	<i>Kokina</i>
E-mail of the study programme director	<i>irena.kokina@du.lv</i>
Title of the study programme director	<i>Dr. psych.</i>
Phone of the study programme director	<i>29252461</i>
Goal of the study programme	<i>To provide science-based professional master studies, on completing the studies the students would be able to carry out sustainable management of national, municipal and other type organizations, as well as to ensure the development of the community and establishments in compliance with the international, national and community interests that conform with the classification of the occupation "Organizational manager".</i>



Tasks of the study programme	<p>1. to offer essential and development-enhancing content relevant to the sphere of activity of the state and municipal administrative bodies:</p> <ul style="list-style-type: none"> <li>• that will enable students to establish a solid theoretical view on the nature of the structure and functions of state administration;</li> <li>• that will develop the capacity to analyse the problems and related to them contexts, their compliance with existing legislation, as well as to choose the theoretical basis for problem solving, which integrates the findings of various sciences;</li> <li>• that will develop the professional need to critically assess and evaluate their activity and decisions in the broader context of development trends in Latvia and the European Union;</li> </ul> <p>2. to promote the development of professional capacity to exercise professional functions in the structures of state and municipal administrations and to participate in the development of policies and practices implemented in the said sphere;</p> <p>3.</p> <p>4. to educate 5th level professional qualification specialists in labour security and protection, promoting their competitiveness in the changing socio-economic circumstances;</p> <p>5. While carrying out practical tasks and practices, to develop and strengthen the necessary professional skills, as well as the ability to organise studies independently, collect and process the data, and draw up reports of the carried-out research;</p> <p>6. to promote cooperation between students and the academic staff, by involving students in research work and projects funded by the EU or the Republic of Latvia;</p> <p>7. to strengthen the links of Daugavpils University with municipalities and enterprises of the Latgale region;</p> <p>8. to provide the matriculated students with an opportunity to acquire practical skills of working with up-to-date research and measurement equipment and IT products (hardware and software) which meet the EU requirements and ISO standards and are used in the provision of the activities of organizations;</p> <p>9. constantly to update, replenish and improve the scientific, informative and material-technical base of the study programme;</p> <p>10. to carry out the aforementioned objectives by involving qualified academic staff from DU and other practitioners from Latvian and foreign administrative bodies.</p>
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Results of the study programme	<p><i>In the course of the studies, students acquire certain knowledge, skills and develop the competence in the field of public and organisational management:</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li><i>• recognising sustainable development as a basis for public and organisational management by identifying and structuring societal problems and understanding the interaction between the economic, social and cultural environment;</i></li> <li><i>• being aware of regulatory enactments and institutional system of the Latvian and EU public management, the principles of administrative management of the organisation and methods of management quality assessment (in accordance with the management quality criteria and indicators specified in the regulatory enactments of the Republic of Latvia and the EU);</i></li> <li><i>• understanding interrelationships and diversity of management and its basic functions (planning, organisation, keeping personnel files, motivation and control); demonstrating in-depth knowledge of managing production/services, management information systems, career, marketing, finances, the issues related to the legal framework of labour relations and labour protection;</i></li> <li><i>• knowledge of research methods and methods of mathematical data analysis relevant to management science and applying them to obtain the information required for public and organisational management; critical evaluation of one's own activities in accordance with specific situations.</i></li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li><i>• application of the practical skills and theoretical knowledge acquired during studies in decision-making through structuring problems, and making decisions in solving local and global-scale issues;</i></li> <li><i>• organization of quality management control, preparing reports, forecasting and modelling future situations, incl. career management by using IT tools;</i></li> <li><i>• demonstration of critical understanding and respect for the management context, elaborating and implementing projects that promote the development of public and organisational management, respecting diversity and social justice as a key element of sustainable management development and human well-being;</i></li> <li><i>• ability to work in a team/group, delegate and coordinate the performance of duties, plan and organise one's own and the unit's activities, cooperate with external partners.</i></li> </ul> <p><i>Competence:</i></p> <ul style="list-style-type: none"> <li><i>• ability to use knowledge and skills in order to demonstrate a professional approach to one's own performance and competence in the issues related to public and organisational management;</i></li> <li><i>• demonstrating the ability to adapt to various situations, openness to changes and readiness to work in unforeseen and changing circumstances;</i></li> <li><i>• awareness of one's own professional, cultural and spiritual identity and demonstrating critical understanding and purposeful action towards becoming a professional manager of an organisation, constantly improving one's own career and conducting self-evaluation of one's own professional activity.</i></li> </ul>
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Final examination upon the completion of the study programme	<i>Master's Thesis</i>
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## Study programme forms

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Professional Bachelor's degree in Economics, Finances, Management, Business and/or professional 2nd level higher education in Community and Establishment Administration at least 160 CP (programme scope 60CP); Higher academic education or professional 2nd level higher education at least 120 CP (programme scope 80 CP)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Community Management</i>
Qualification to be obtained (in english)	<i>Organizational manager</i>

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Part time studies - 2 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Higher academic or a level 2 professional higher education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Community Management</i>
Qualification to be obtained (in english)	<i>Organizational manager</i>

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	60

Admission requirements (in English)	<i>Professional Master's degree with the 5th level professional qualification – community administration</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Community Management</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Part time studies - 2 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Master's degree with the 5th level professional qualification – community administration</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Community Management</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

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

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

Since the issuance of the previous study direction accreditation page of the field of study, the title of PMSP (professional master study programme) "Community and Establishment Administration" has been changed according to the professional standard "Head of the Organization", supplementing study forms by adding full-time studies.

#### 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.

For the academic year 2013/2014 until 2019/2020, the number of students enrolled has remained broadly the same, with an average of 35 students.

	Obtained master's degree with organizational manager qualification (part time)	Obtained master's degree without qualification (part time)	Total
2013/2014	14	1	15
2014/2015	11		11
2015/2016	12		12
2016/2017	9	2	11

2017/2018	16		16
2018/2019	16	2	18
2019/2020	11		11

There is an increase in the number of students enrolled in this academic year – in total 48 students. The analyzes of student dropout trends, allows to conclude that most students drop out of their final year of study, while dropouts after the first and second year are smaller. The drop-out rate is favorably influenced by the fact that students at PMSP "Community and Establishment Administration" study from personal funding. The drop-out rate is mostly due to the high requirements for defending the Master's thesis. The most serious threat for the development of a Master's thesis is a lack of time when combining studies with work, as all students of the program are employed. Other reasons for the students to temporarily leave the program and to take academic leave are associated with the financial problems, as the economic situation in the Eastern Latvia remains relatively low. Sometimes students also give personal reasons for interrupting the study process (family circumstances, health problems, etc.). However, an important point to notice is that most students who drop out (whether on academic leave or drop out of the program), after some time when the situation improves, they resume their studies and successfully complete their studies. The number of graduates of the program since 2013/2014 academic year, with each passing year increases up to 10 graduates per year. Information on the dynamics of the number of students is available in the appendix.

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

The aim and tasks of the PMSP "Community and Establishment Administration" as well as the learning outcomes achieved during the studies correspond to the sixth EQF level (Cabinet Regulation No. 322 "Regulations on the Classification of Education in Latvia"), which is a Master's level. The aim, tasks and results to be achieved are mutually consistent and ensure that DU graduates of PMSP "Community and Establishment Administration" will have knowledge and critical understanding about the most important concepts, theories and regularities of management science, will be prepared for self-directed research activities. The impact of their activities on the society, as a result they will be motivated for personal and professional growth.

The study program provides a broad general preparation for work in the community management, organization management, career management and effective process management. The study process provides a set of transdisciplinary competencies - in strategic management, sustainable societal and institutional development, change management, crisis management, innovation management, quality management systems, human resource and career management, law, record keeping and IT management, project and financial management, raising the overall level of organization culture, communication, etc. The competences, skills and knowledge gained will enable a sustainable and optimal management of society and organizations.

PMSP “Community and Establishment Administration” is a two-year (2.5-year part-time) course with a Master's degree in Public Administration and a professional qualification as an "Organizational Manager". As part of the program, you will have the opportunity to acquire 2 different modules with the specialization: Organizational Management and Career Management. If a student has already obtained a professional qualification at the undergraduate level, then a master's degree in public administration can be obtained at the master's level (1.5 years in full-time studies or 2 years in part-time studies).

The aims, tasks and achievements of the PMSP “Community and Establishment Administration” have been met by setting admission requirements for applicants - Bachelor professional degree in Economics, Finance, Management, Entrepreneurship and / or 2nd level higher professional education in management of enterprises and institutions and obtaining only a Master's degree) or a higher academic or second level professional higher education (enrolling in a program with 80 CP and obtaining both a master's degree and a professional qualification - head of an organization).

The study courses included in the PMSP “Community and Establishment Administration” are determined by the Cabinet of Ministers Regulation No.7 of 26 August 2014. 512 “Regulations on the National Standard for the Second Level Vocational Higher Education”, as well as the Profession Standard approved at the meeting of the Tripartite Cooperation Subcommittee on a Vocational Education and Employment, for September 18, 2019, Protocol Nr 6th.

### **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.**

Latvian and European society as a whole is currently facing many challenges, including technological change, globalization, climate change, migration, economic and social exclusion, and other aspects that are important to today's society. The rapid change of the global situation requires comprehensively informed, fast, creative and adaptable leaders of all sectors of organizations, who are able to optimally solve many of the aforementioned challenges. The global crisis has proven that decisions based solely on economic efficiency are only exacerbating the crisis and that, therefore, all situations need to be tackled in an integrated way, with equal emphasis on economic and social aspects.

Based on the fact that the European Commission documents (EACEA / Eurydice, 2011. Modernization of Higher Education in Europe: Funding and the Social Dimension. Brussels: Eurydice; EACEA / Eurydice, 2012. The European Higher Education Area in 2012. Bologna Process Implementation Report. Brussels: Eurydice; A European Commission / EACEA / Eurydice, 2013. Education and Training in Europe 2020: Responses from the EU Member states the need to focus on

better knowledge transfer between enterprises and higher education and research institutions, and between the public and private sectors, as well as linking theoretical knowledge with potential for innovation; b) formation and development of business and monitoring system forecasting skills, PMSP "Community and Establishment Administration" focuses on training of specialists who are competitive in the international labor market. It is strategically important that these specialists are able to carry out a sustainable management of state, municipal institutions, various types of organizations, by ensuring the development of society and organizations in accordance with the international, Latvian and public interests, as well as developing professional need to critically evaluate and make decisions in the wider context about the development trends of the Latvian state and the European Union.

The main prerequisite for the design of the program is the demand of employers to find in the Eastern Latvia region to ensure high quality professional studies in the public and organization management, by meeting European standards, thus providing the region with competitive specialists in organization management who could work in various state and municipal institutions and organizations. The program provides an opportunity to acquire in-depth knowledge, practical skills and competences in the field of public and organizational management. The study program design has been developed for the analysis of the content of the study program and its logical continuity (see appendix "Curriculum of the study programme (for each type and form of the implementation of the study programme)").

The content of the program consists of study courses, which ensure advanced acquisition of the latest achievements in the theory and practice of the field (professional field) (12 CP), study courses of research work, creative work, design work and management (12 CP) and in Management (8 CP), or Career Management (8 CP).

During the study process the master's thesis is written and defended at the meeting of the State Examination Commission. Successful studies and the presentation of a Master's thesis are a prerequisite for obtaining a Master's degree in Public Administration and a qualification in "Organizational Manager". The study program plan has been developed for the analysis of the content of the study program and its logical continuity (see appendix).

## **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.**

Analyzing the information, outcomes to achieve, aims set and other indicators included in the study courses relatedness to the aims and outcomes of the study programme, mapping of the study programme courses was produced. Viewing the mapping results (see appendix "Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme"), it may be concluded that the aims defined in the study courses comply with the study programme results and are harmonized with higher-level study programmes. The analysis of the content of study courses shows that the selected topics correspond with the outcomes defined – skills and attitudes, knowledge, and professional competences.



**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.**

Mechanism of study program implementation is carried out in accordance with the principles of student-centred education, including students' satisfaction with the acquired knowledge, skills, social contacts, students' social status (social role) usage opportunities, respecting individual interests and needs of subjects of pedagogical process, the level of students' self-realisation and self-identification, simultaneously ensuring successful achievement of learning outcomes.

To ensure a qualitative learning outcomes PMSP "Community and Establishment Administration" provides a continuous process of information exchange, study assessment and provision of feedback to academic staff and students. The study program provides objectivity in assessing knowledge and skills and analysis of the results in improving studying process. In the beginning of each course university lecturers and students discuss and specify the course requirements and assessment principles and criteria. University lecturers involve students in the procedure for the provision of feedback when, applying assessment system, they discuss and substantiate the results of students' tests and independent work, their compliance with assessment criteria. The Faculty Council is provided with at least one representative from each study program implemented in the Faculty of Education and Management. Students' participation in the Faculty Council and study direction council ensures their interests and study program quality, its more successful organisation.

In the program different work forms and kinds of assessment are applied which are applicable to study course goals and which integrate the principles of student-centred education. In the process of implementing study courses students' self-evaluation and mutual evaluation based on jointly developed criteria are actively used, thus, motivating to improve one's knowledge and to involve more in acquiring study material. Assessment of students' knowledge and control of independent study work are regularly performed throughout the semester. Firstly, it provides feedback between a student and a university lecturer in a specific study course allowing teaching staff to assess the level of achievement in course sections already having been carried out and teaching quality. Secondly, it ensures a continuous study process instead of mere "preparation for exams". In study courses at the beginning of studying process before introducing a new topic or study subject a diagnostic assessment has been applied to regulate a further studying process. At the end of study courses and study program a summative evaluation has been applied to define the level of students' knowledge and skills.

The study program provides different forms of contact classes: lectures, practical classes, seminars, role-plays, discussions, practice classes, case studies and analysis, project design, individual and group work, analysis of audio-visual material, simulations, experienced professionals' open lectures, foreign guest specialists etc. In the framework of contact classes a considerable part is devoted to practical works aimed at integration of theoretical knowledge, research and practice. Much attention is paid to students' independent work and it is reflected in every study course description.

Lectures perform a function of study course introduction, consultation, consolidation and assessment. In the study program lectures comprise 20% - 40% from the whole amount of the course content. In the framework of these lectures, students are told theoretical questions

illustrated by practical situations and normative acts. At their lectures, university lecturers employ MS PowerPoint presentations, computer technologies and other interactive tools. At the lectures, students answer questions that stimulates their motivation to involve in studying process more actively, develops their analytical, critical and creative thinking. University lecturers initiate an active students' involvement (reflexional insights, argumentative opinion), some time is also devoted to students' questions. During lectures visual information is usually used allowing students to grasp and remember the lecture content easier, they are offered handouts designed by teaching staff.

Practical classes are based on analysis and problem-solving of typical and close to real-life situations and events. In practical classes the development of students' professional skills is promoted, individual or group-work presentations, argumentations, situation modelling, and problem-solving are improved. Students' independent work with literature sources is essential analysing the material read in group-discussions and seminars on topical management science issues. The exchange of information, ideas and experience will be promoted that is necessary for performing specific functions in research and academic activities.

During the seminars and practical classes students have an opportunity both to develop their individual skills and knowledge and search for problem-solving ways cooperating in groups. Such study methods allow to involve in the process of study the whole audience, to consolidate a group, to create a cooperative atmosphere. In almost all study courses a versatile situation analysis is carried out as often for the problems encountered in practice there is no one correct solution variant.

The study process is based on students' individual work supplemented with various individual and group-work methods. An individual work comprises task performing in reading rooms or preparing individual projects and practical works. The types of individual work are focused on students' needs, orientation of their interests in the framework of the study course requirements as well as on work with study course compulsory and further reading titles. Students' individual work in cooperation with a university lecturer is also performed in developing their independent work, preparing for seminars, working on scientific publications and presenting them at conferences.

On completing the studies each student elaborates a master thesis in accordance with the DU requirements, choosing the topic of the master thesis and following the guidelines for writing a master thesis developed for social sciences.

Master thesis is a relevant theoretical or experimental study, in which a master student demonstrates his/her knowledge and skills. It gives an idea of a student's readiness to perform professional and study tasks, enables him/her to assess his/her ability to apply research methods to the analysis of complex social processes, as well as demonstrates his/her ability to make theoretical generalisations and draw practical conclusions, practical proposals and recommendations in the field of study. Thesis must reveal creative approach using up-to-date statistical materials, regulatory enactments and practical studies; the layout of the thesis must be logical and coherent, facts testified and justified; thesis must reflect master student's skill to use data search, data selection, data processing, and systematization techniques rationally, demonstrate the ability to work with regulatory acts.

The master's thesis is submitted to plagiarism control and peer review and publicly defended, and the State Examination Commission is appointed to evaluate it. The evaluation of the master's thesis depends on the quality of the work, the student's report (ability to present the research in a scientific, concise and reasoned manner, formulate conclusions and indicate future research directions), answers to the commission questions and ability to discuss. At the final examination sitting the research work is evaluated by the scientific supervisor, reviewer and the State

Examination Commission, which consists of the commission chairman and at least half of the commission consists of representatives of professional organizations or employers. The State Examination Commission evaluates the research work and decides on the award of professional qualification and professional master's degree.

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

The professional qualification practice of PMSP “Community and Establishment Administration” is implemented in accordance with the practice regulations. For students with a Bachelor's degree in Economics, Finance, Management, Entrepreneurship and/or Level 2 Higher Professional Education in Management of Enterprises and Institutions (enrolling in the program with 60 CP and obtaining only a Master's degree) , 5 years), but those with a tertiary or higher professional degree who are planning to obtain both a Master's degree in Public Administration and a Professional Qualification “Head of Organization” enter the program with 80 CP, (duration of studies - 2 years) , professional qualification practice is planned for 26 CP.

DU provides support in the implementation of practical placement by organizing introductory and closing conferences, as well as counseling students during the practical placement, thus contributing to the successful achievement of the practical placement results.

If necessary, the DU supervisor of practical placement contacts the supervisor in the workplace and addresses practice-related issues, discusses the student's activities during the practical placement, provides recommendations for the improvement. During the closing conference on practical placement each student presents a report on the work carried out, answers the questions of the commission thus ensuring reciprocity exchange of experience.

**Placement goal** is familiarizing with the work of state and local government institutions, acquiring and improving practical knowledge, skills and abilities necessary for international and national criteria for professionals having appropriate qualification who would be able to sustain the state and local government administration structure and functioning as well as development in accordance with the strategic needs of the country, region, and local governments.

**Placement objectives:**

- offering students to form a unified view of the structure and functions of community and establishment administration;
- developing skills of analytical assessment of the principles of establishment activity and its functionality for the establishment goals and mission and related contexts as well as their compliance with the legislation in force;
- improving skills in the elaboration of establishment goals, defining mission, understanding the basic trends of activity and personnel management, integrating various science ideas;
- developing professional need for critical assessment of one's activity and decisions in broader context of the development trends of Latvia and European Union countries;
- facilitating the development of professional skills, implementing regulating functions in community and establishment administration structures and involving in the improvement of this sphere policies and their implementation practice.

## **Placement content:**

### **1. students with 60 CP total study programme amount:**

- analysis of the specifics of state institution or establishment administration work structure and assessment, understanding its legal base and principles of functioning;
- assessment of the long-term and short-term work planning of establishment;
- assessment of the quality management system of the institution.

### **2. students with 80 CP total study programme amount:**

- analysis of the legal and economic aspects of the organization of work of state administration, local government establishments and enterprises;
- assessment of the long-term and short-term work planning of establishment;
- assessment of the quality management system of an establishment;
- analysis of sustainability, spirituality, and ethical aspects of state administration, local government establishments and enterprises;
- diagnosis, investigation, and assessment.

The student prepares a practice report in accordance with the regulations of practice. The practice report is reviewed and evaluated by the practice supervisor appointed by the DU Programme Director. The following evaluations influence the overall assessment of the practice: evaluation from the practice supervisor, assessment of the practice report, defence of the practice report.

## **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.**

Between 2014 and 2019, 60 Master's theses were defended in PMSP "Community and Establishment Administration". The design and defense of Master's theses was carried out in accordance with the methodological guidelines of the scientific work.

The analyzing the themes of Master's theses in PMSP "Community and Establishment Administration" it can be concluded how the students' research interests are closely related to the main research subject issues of management science, mainly evaluation of organizational aspects (18 papers), organizational culture (8 papers) , leadership personality integrative research (16 papers defended), the opportunities of the growth of the organizational staff opportunities (10 papers defended), organizational sustainability strategies implementation within the organization (6 papers defended) and other topical management issues.

### **Assessment of defended Master's theses:**

2013/2014 study year - 20 Master's theses defended, the average mark – 8,75;

2014/2015 study year - 14 Master's theses defended, the average mark – 8,5;

2015/2016 study year - 4 Master's theses defended, the average mark – 9;

2016/2017 study year - 6 Master's theses defended, the average mark – 7,83;

2017/2018 study year - 7 Master's theses defended, the average mark – 9;

2018/2019 study year - 9 Master's theses defended, the average mark – 9,22.

The average marks for Master's theses vary slightly - mostly from 8,5 to 9,22 points. The most common marks are 8 (very good) and 9 (excellent).

It should be concluded that students carry out research of socially relevant and practically significant problems, which help prospective specialists to develop professional competence, to understand various aspects of organization activities, to develop the product necessary for professional activities, as well as to investigate some specific topical issues in the region.

## **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.**

According to the Order of the Cabinet of Ministers Nr. 685 *"On Science, Technology Development and Innovation Guidelines 2014-2020"*. The aim of science, technology and innovation policy is to develop the knowledge base and innovation capacity of Latvia and to coordinate the innovation system, to create a more efficient knowledge transfer environment and to strengthen the innovation capacity of enterprises by developing the demand for new knowledge.

In order to improve the Master's study program, a survey of students, graduates and employers is conducted at the end of each academic year, which helps to monitor the quality of the study process. The analyses of the survey results for the reference period, the content of the study program indicated that the students are generally satisfied with the structure of the study program, the quality of teaching, the content and presentation of the study course, assessment requirements, as well as guest lecturers. The methodological literature is sufficient.

Co-operation of the Study Program Council is carried out both, through a direct communication with the graduates and employers and through surveys. These types of contacts provide a feedback to the labor market - employers and graduates. The results of the surveys and the suggestions allow to carry out a dynamic response to the changes in the labor market and the demand for qualified specialists.

The questionnaires were offered to managers of companies and institutions, where graduates and students of the program were asked to express their opinion about the program from the employer's point of view.

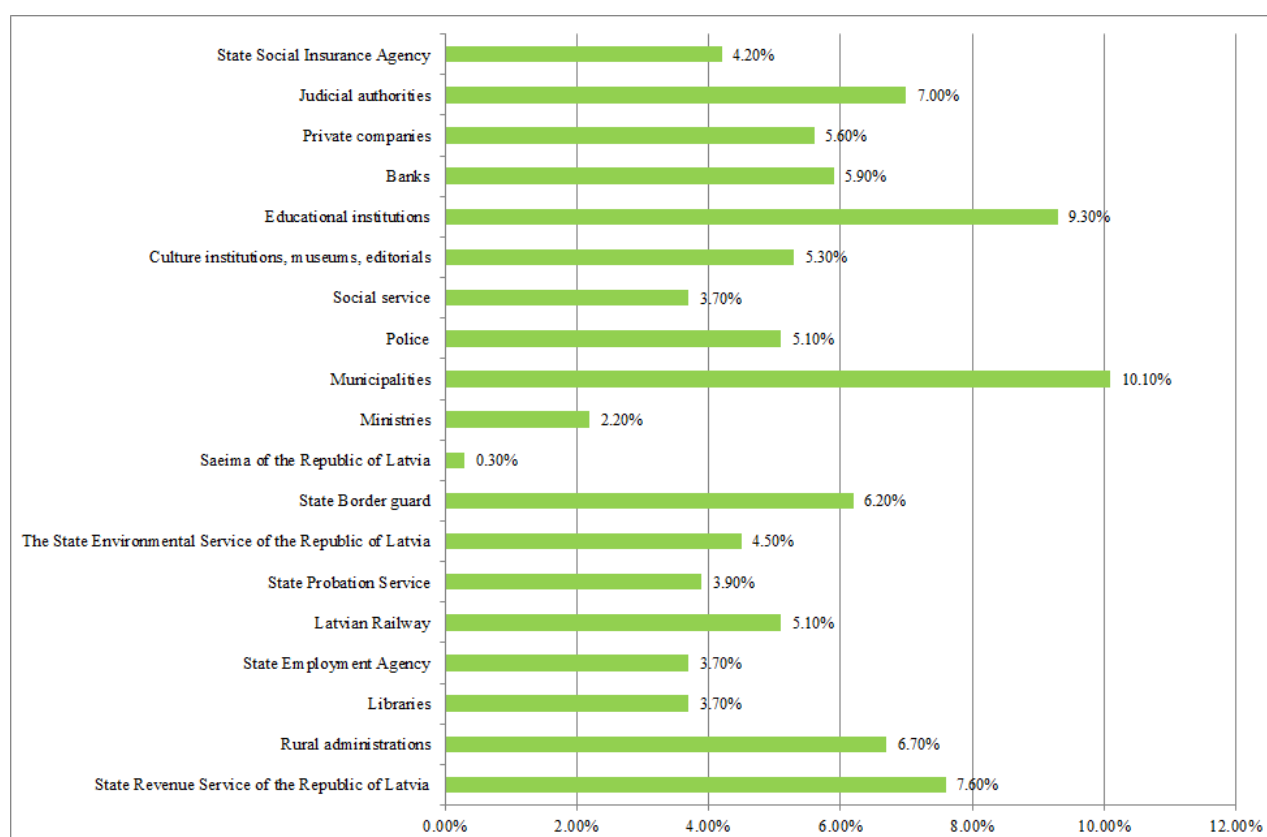
According to the results of the employers' survey, the readiness of the graduates of the PMSP "Community and Establishment Administration" for the labor market in Latvia and in the world is good, they have a determination, responsibility, discipline, initiative, willingness to learn, and a need for a professional development, ability to work with people, to widen the horizons. Thus, the high competitiveness of program graduates is also based on their personal qualities - talent, workability and motivation. All employers emphasized that the graduates use the acquired knowledge for their professional work and that they have a potential for career development. The most important requirements when hiring new employees are the following: the Master's degree, computer skills, previous work experience and communication skills. In general, the survey materials show that the majority of graduates purposefully have chosen the study program and highly value the knowledge acquired during the studies.

The main advantage of the program is that the content is balanced between the offered fields, especially the fact that the students' independent work (Master's thesis, reports, practical work, practical tasks) allows to link the acquired knowledge. The survey results were presented to the

program lecturers, university management, administrative staff, as well as to program's students. In order to improve the quality of the study program, a survey was also carried out among the employers who work in the company or institution for graduates of the Master's study program.

The results obtained in the graduates' questionnaire were discussed at the Program Council meetings as well as at Faculty of Education and Management's Council meetings. It is useful to take into account the most common recommendations for further development of the study program.

Summary of the opinion of the graduates of PMSP "Community and Establishment Administration" program, some main trends can be singled out. Most graduates continue the work as they did when they joined the program, with a high proportion of graduates being heads of municipalities in their departments, the heads of public administration or leading professionals, and a small proportion employed in the private sector. However, the most of the graduates have mentioned that after the graduation they are more likely to stay in jobs and plan for a career. Most of the professional activities of the graduates of PMSP "Community and Establishment Administration" are implemented in Latgale region (Daugavpils, Kraslava, Preili, Rezekne, Livani, Jekabpils, Balvi, Aluksne, Gulbene etc.). The management of PMSP "Community and Establishment Administration" is responsible for supporting and promoting the growth and employment of DU graduates, therefore various consultations and meetings with the employers are organized. The table shows the statistics about the spheres of employment of graduates of the program in Latvia.



The data gained from the survey of the program graduates indicate that the study program corresponds to the existing requirements of the labor market; the program is in line with the sustainable development objective of the organizational development; program acquisition assists employees in their personal development; the content of the offered study program can ensure the competitiveness of the graduate of the program as a specialists also in the international labor market; the program provides sufficient professional orientation for professional qualification.

## 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.**

It should be noted that due to the implementation of the program, participation in Erasmus + activities is not possible during part-time studies.

In addition, since the program is only implemented in the part-time studies, there is a very significant constraint that hinders outgoing mobility. Since all students in the program are employed and are mainly employed in the leading administrative positions. Mobility periods abroad may present a risk of losing their job and/or making it difficult to find work, which diminishes students' motivation to take advantage of the offered mobility opportunities offered. The incoming mobility opportunities in the professional Master's study program, which is implemented only in part-time studies, are practically impossible, therefore, by providing documentation for accreditation, the Program Council decided to offer studies in full-time format.

### **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.**

Study programme resources and provision (see the information provided in chapter 3 criteria 3.1.-3.3.) fully comply with the study programme implementation conditions and with reaching the outcomes of studies. Students have at their disposal premises for studies, material and technical base, instruments and equipment (for preparing, combining, integrating, visualizing, and disseminating study and research materials), information networks (Internet, DU net, Moodle), databases (library network, DU research centre databases, free access to databases), materials (research materials, scientific publications, including publications in *Web of Science* and *Scopus*, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized applications and software (*Standart Office*, *SPSS*, *GIS*, data visualization online tools and software, online media) that are needed for the acquisition of all the study courses in the study programme; these as well as an opportunity of research work of various stages ensure a flexible and student oriented environment. For the programme implementation, the necessary technical equipment is provided (computers with licensed software, projectors, interactive boards, etc.), various teaching methods are practised (teamwork, role plays, simulations, seminars, discussions, etc.).

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

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

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

During the reporting period the composition of the teaching staff in the scientific and academic sphere is constantly improving. In the academic year 2013/2014, 20 lecturers were involved in the implementation of the program, only one of them was a visiting lecturer, the rest of them had a basic job. 17 lecturers or 85% have doctoral degrees, including 40% professors and associate professors, 45% associate professors and 15% lecturers with a master's degree.

Comparatively, in the academic year 2017/2018, the program was implemented by 22 lecturers, including four visiting lecturers, and the rest at DU had their main job. 14 lecturers or 81.8% have doctoral degrees, among them 40.9% are professors and associate professors, 31.8% are docents, 9.01% are leading researchers from DU scientific institutes and 18.1% are lecturers with master's degree . This proportion of lecturers involved in the study program is related to changes in the academic positions of the teaching staff, which indicates the increase of the capacity of the study program.

Eleven faculty members are LZP experts in management science, economics and business, psychology, sociology, law science, six of them are LZP experts in two fields of science. Such certification of the quality of lecturers in different fields of science enables both to conduct and conduct interdisciplinary research. Particularly useful is such a combination of qualifications in the "Community and Establishment Administration" Program, which in itself is integrative and is based on the findings of several sciences. Considering the setting that is incorporated in the new NAP 2021-2017, a project places an emphases on the need to encourage the development of higher education programs which include the implementation and of interdisciplinary and modular programs, including the introduction of programs that involves the acquisition of various competences and skills, opportunities. This can be predicted that the proposed PMSP programm will be able to implment such tasks, both in content and by combining lecturers with broader scientific interests. The set of interdisciplinary competencies allows the students and graduates of the program to join the labor market as highly qualified employees for work in public administration and public institutions, based on the need for social innovation and process optimization, high quality assurance and system management.

Such employees are well-suited to work in small, medium and large organizations as they will be fluent in a variety of organizational management issues, management and law, economics, sociology, and innovation-oriented enterprises. The main advantage of graduates of the program in the labor market is their interdisciplinary knowledge, which allows them to fit into the problems of today's global society according to local needs and the ability to see transdisciplinary solutions



between different fields.

In general, this can be concluded that during the reporting period the lecturers involved in the program are constantly focusing on the broadening of their research interests, their professional development and the continuous improvement and development of the quality of the courses taught.

The qualification of the academic staff involved in the implementation of the study program corresponds to the achievement of the study program results, as well as the realization of DU goals and tasks. The teaching staff are professionals in their field of science who have proven competence in the field research and the use of e-environment in the study process, as well as participated in the international projects and developed teaching aids and materials.

The professors involved in the PMSP program are high-level administrative managers of various departments of the university, 7 of them are members of scientific editorial boards of several international journals, the rest are members of various associations, consortia and councils in Latvia and internationally in EU countries.

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

The qualification of the academic staff involved in the implementation of PMSP “Community and Establishment Administration” complies with the requirements of the Law on Higher Education Institutions concerning the study programme implementation in a university type higher education institution. The term set in section 39 of the Law on Higher Education Institutions – “Lecturers and assistants without a scientific and academic degree need a five year practical service appropriate to the subject to be taught” – is observed.

Not only the academic staff of the study direction is involved in the study process, but also specialists of multiple fields, who with their professional experience not only deepen students’ practical knowledge and skills within the study courses, but also increase students’ employment opportunities after graduation. Having acquired knowledge in the study courses, students are motivated to study deeply the interconnections of various processes taking place in society in the interaction of several sub-branches of science. In order to stimulate students’ interest towards various economic sectors, the lecturers of the study programme regularly introduce Master’s students to the topics of their research projects and involve students in research work, which enables them to participate in the research of complex societal problems.

The following practitioners are engaged in the implementation of PMSP “Public and organizational management”:

*Nikolajs Jefimovs*, a lawyer of the Department of Enterprise Supervision of Daugavpils City Council, delivers the study course “Legal framework of management of enterprises and organizations”, which provides students with practical advice on the legal regulation of management processes, providing knowledge and skills required for professional practical placement, research and for the

elaboration of Master's theses.

*Jānis Radionovs*, an individually practicing sworn lawyer, delivers the study course "Legal framework of management of enterprises and organizations", providing students with practical advice on the legal regulation of management processes, within the framework of research work, professional practical placement and elaboration of Master's theses.

*Edmunds Čižo*, a board chairman of "Magony Agency" Ltd., "NMS Riga", "Chemi Pharm Group", delivers the study courses "Economic analysis and forecasting", "Micro and microanalysis", "Analysis and planning of business and public sector data", through his practical experience promoting students' implementation of new business ideas, developing team building skills, fund raising, as well as stimulating contact with managers of various companies and institutions.

*Vineta Dubrovskā*, a head of DU Administrative Unit, delivers the study course "Document and IT management", providing students with practical consultations on personnel management and document management issues both within the study course and professional practical placement.

*Alise Griķe*, DU Project coordinator with many years of experience in project development and management, delivers the study course "Management theory and project development", which provides students with practical advice on the implementation of various business ideas, project development and management within research work and professional practical placement.

*Margarita Nesterova*, a practicing psychotherapist, delivers the study course "Culture of communication in management", provides practical consultations on business ethics and communication issues, personnel management, team building both within the study course and professional practical placement, and in the elaboration of Master's theses.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The lecturers involved in the study program actively participate in the scientific research, both at the national and international level (see Appendix for a list of publications, patents of the lecturers for the reference period). The lecturers involved in the program publish their work in Latvian and internationally recognized scientific journals and collections of articles (over 400 sources in the reporting period). The scientific capacity of the teaching staff is evidenced by the publications indexed in the Web of Science and SCOPUS databases (195 for the reference period in total), the number of final theses conducted and the research conducted during the last 6 years. The results of the scientific research of the lecturers are available for the students of the doctoral study program, where the students analyze and critically evaluate the findings of the latest scientific research.

For example, the article published by the DU lecturers in 2019; Jefimovs N., Lavrinenko O., Teivans-Treinovsky J. (2017). Issues in the area of secure development: trust as an innovative system of economic growth factor in border regions (Latvia-Lithuania-Belarus). *Journal of Security and Sustainability Issues* 6 (3), 435-444. <http://jssidoi.org/jssi/papers/papers/view/220>, ISSN 2029-7017 print ISSN 2029-7025 online. EBSCO Publishing, Scopus; the insights are integrated into the study course "Public Administration and European Union Guidelines".

Professor's article: Zvirgzdiņa R., Skadiņa H., Liniņa I. (2019). Effect of Microeconomic Factors on Business Models in the Fintech Industry. (Indexed in: SCOPUS), integrated into the study course "Economic Analysis and Forecasting"; lecturers Chizh, E., Ignatjeva, S., & Lavrinenko, O. (2018). Assessment of convergence processes of financial depth indicators in states with different levels of economic development. *Journal of Security and Sustainability Issues*, 7 (3). ISSN 2029-7017 print / ISSN 2029-7025 online. (Indexed in: SCOPUS) article is also integrated in the course "Economic Analysis and Forecasting". Program's lecturers article: Davidova, J. & Kokina, I. (2018). Paradigms, approaches and principles of knowledge management (58-65). In V. Dislere (Ed.), *Rural Environment. Education. Personality: Proceedings of the 11th International Scientific Conference*, 354-363. DOI: <https://doi.org/DOI:10.22616/REEP.2018.006>. WOS: 000471007300006 (Indexed in: Web of Science, Clarivate Analytics, Crossref, EBSCO, Agris). The findings of the article are integrated into the course "Innovative Organization Management".

Academic staff members upload their publications in science portals "Researchgate" or „Academia" and include in the literature in study course descriptions for students to use them for their independent work.

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

The academic staff involved in the PMSP "Community and Establishment Administration" cooperate with each other both in research, developing and publishing joint research papers and teaching aids, as well as in designing, developing and teaching joint study courses within the framework of the study programme. The published monographs and research articles are used in the study process. The master students are well aware of the publication activity of both their scientific advisor and other faculty involved in the programme, as most of the students in the programme are

actively engaged in scientific cooperation with the faculty involved in the implementation of the study programme.

The development and implementation of each study course involves several members of the academic staff. Their mutual cooperation contributes to the quality of the study courses, both in the design and implementation stages.

At the end of each study year the work loads of the academic staff members for the next study year are planned at the departments taking into consideration the results of the assessment of respective study courses by students and self-analysis of the academic activity produced by the academic staff members estimating the compliance of the academic staff members with the improvement and teaching of the particular study courses. The academic workloads are approved in accordance with the procedure of the accounting of the work load of the academic staff at DU (see in appendix).

At the moment of submitting the self-assessment report there are 22 academic staff members and 48 students in the programme.

# 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	Statistics_ENG_Management science.xlsx	Studējošo statistika.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Compliance_standard ENG.docx	Atbilstība valsts izglītības standartam_magistri.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance_profession standard (1).doc	Atbilstība profesijas standartam.doc
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping_ENG.zip	kartējumi_LV.zip
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Study plans_PMSP.zip	Studiju plāni_PMSP.zip
Descriptions of the study courses/ modules	Study course descriptions_PMSP.zip	Kursu apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	ENG_Diploma_Supplement_PMSP.zip	Diploms_pielikums_SOV.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Agreements_ENG.pdf	Sabiedrības un organizāciju vadība_ligumi.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Guarantee_ENG.doc	Apliecinājums_garantija.PDF
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	AGREEMENT_STUDIES_ENG.docx	LĪGUMS PAR STUDIJĀM DU.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		