

**Latvia University of Life Sciences and Technologies**



**Management, Administration and Management of Real Property**

**SELF-ASSESSMENT REPORT**

**Part 3**

**Study programme “Human Resource Management”**

Jelgava 2025

### 3.1. Indicators Describing the Study Programme

**3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.**

By changing the study direction of the study program, the following parameters of the study program were changed: title, kind and form of study, workload, language, degree to be awarded, and admission requirements:

	01/09/2007-31/08/2023	from 01/09/2023
Title of the programme	Career Counsellor	Human Resource Management
Field of study	Education, pedagogy and sports	Governance, administration and real property management
Programme code in accordance with the education classification of Latvia	47142	47762
Kind and form of studies	Full-time studies; Part-time studies	Full-time studies
Workload	80 CP or 120 ECTS	120 CP
Language of the programme	Latvian	Latvian, English
Degree to be awarded	Professional master's degree in educational sciences	Professional master's degree in human resource management
Qualification to be awarded	Career Counsellor	Career Counsellor
Admission requirements	<ul style="list-style-type: none"> <li>• Level 2 professional higher education or the teacher qualification,</li> <li>• Professional bachelor's degree in educational sciences,</li> <li>• Professional bachelor's degree of social sciences in psychology or the psychologist qualification,</li> <li>• Other academic (incl. pedagogical) or level 2 professional higher education, with work experience in the chosen field of study, as evidenced by a certificate from the applicant's workplace, which indicates the position to be held, their main responsibilities and work experience in counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• First cycle higher education in pedagogic and educational sciences, social services or business studies and administration (or equivalent to higher education);</li> <li>• First cycle higher education in social and human sciences (or equivalent to higher education) and passing an admission examination.</li> </ul> <p>English language proficiency at least at B2 level if the programme is delivered in English.</p>

The changes made relate to changes in the industry and labour market requirements.

Since 2007, the programme with the previous title “Career Counsellor” was included in the field of study Education, Pedagogy and Sports, which was closed because the professional master's programme “Career Counsellor” changed the field of study and the title. From September 2023, the title of the programme is “Human Resource Management”, and the programme has been given permission to join the accredited LBTU field of study Governance, Administration and Real Property Management.<sup>1</sup>

Changes in the number of credits were made by aligning the Latvian credit point system with the European credit transfer system (1 CP = 1 ECTS).

**The parameters for the study program are not changed during this evaluation procedure.**

The study field fully complies with one of the three priorities set out in the Latvian National Development Plan 2021-2027 – knowledge and skills for personal and national growth, which focuses on the volume and quality of knowledge and skills, which are an important resource for individual and national growth, acquiring the necessary skills and knowledge, working in a good workplace, doing business or creating new practical/theoretical knowledge<sup>2</sup>.

***3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.***

The programme Human Resource Management corresponds to the field of study Governance, Administration and Real Property Management. This is in accordance with the goals and objectives of the study program "Human Resource Management". The aim of the study field is to ensure the preparation of internationally competitive, high-professional level management specialists, not only in the fields of business and project management, but also in human resources management.

The study field is accredited until 27.05.2027.

Currently, several study programs are being implemented in the field of study: the professional bachelor's program "Commercial business and company management" (240 CP), the professional master's program "Project management" (90 CP or 120 CP), the professional master's program "Business management" (90 CP or 120 CP) and the academic master's program "Agricultural and food business management" (120 CP).

Both the scope of the study program (120 credit points) and the duration of its implementation (2 years) are in accordance with the regulations on the state professional higher education standard for full-cycle higher two-year programs and their admission requirements, regardless of whether the potential student's previous, i.e. bachelor's, education is professional or academic.

The teaching staff of the study program work in two European networks of higher education institutions that train career guidance specialists (VALA; NICE). Both the experience gained there and the situation in the global labor market have contributed to the realization of the program also in English. Interest in the studies is mainly among residents of India, Uzbekistan, and Sri Lanka. However, non-compliance with our admission requirements (the number is too small to open a

---

<sup>1</sup> Plan for the Development and Consolidation of Programmes of Latvia University of Life Sciences and Technologies. Jelgava, 2023-2027

<sup>2</sup> National Development Plan of Latvia 2021-2027. Cross-Sectoral Coordination Center Riga 2020. Available: <https://www.mk.gov.lv/lv/media/15165/download?attachment>

study group) and the requirements of the migration services are the two main hindering reasons for studying in English so far. It is possible to implement the study program in English because the number and competence of teaching staff is sufficient to ensure this.

According to the national education classification, the code of the programme is **47762**, and the combinations of the relevant numbers have the following explanations:

*Higher education degree (47)*

Group of educational programmes – *Social services (762)*

Thematic field of education – *Social services*.

The code of the programme and the field of study were selected based on Cabinet regulation No. 322 of 13 June 2017 Regulations regarding the Latvian Education Classification (only LV).

The title and code of the programme in the Latvian education classification<sup>3</sup> and the professional qualification and professional degree to be awarded after completing the programme are interrelated and result from the content of the programme and the professional competences to be built up by students. The title of the programme Human Resource Management and the degree to be awarded in human resource management represent the functions to be performed by a career counsellor.

The establishment of the programme was determined by the extended activity of career counsellors in the field of human resource management. The justification for this can be found in the International Standard for the Classification of Education (UNESCO ISCED 2013) and the Classification of European Skills, Competences, Qualifications and Occupations (ESCO).

In the International Standard Classification of Education, code **0923** refers to social work and counselling. Social work and counselling is the study of the welfare needs of communities, specific social groups and individuals and of appropriate ways of meeting those needs. The focus is social wellbeing, with an emphasis on social policy and practice. Educational programmes and qualifications with the following main content are classified as follows: vocational counselling and vocational guidance<sup>4</sup>.

An entry for a career guidance advisor (code **2423.1**) in the ESCO classification<sup>5</sup> confirms that it belongs to the field of management. Career guidance advisors provide guidance and advice to adults and students on making educational, training and occupational choices and assist people in managing their careers, through career planning and career exploration. Career guidance advisors provide guidance, instructions and advice to adults and students on making educational, training and occupational choices and assist people in managing their careers through career planning and career exploration. They help identify options for future careers, assist individuals (career guidance beneficiaries) in designing their training programmes and help people to reflect on their ambitions, interests and qualifications. Career guidance advisors may provide advice on various career planning issues and make suggestions for lifelong learning if necessary, including learning recommendations. They may also assist the individual in the search for a job or provide guidance and advice to prepare a candidate for recognition of prior learning.

Code **24** from the International Standard Classification of Education (ISCO-08) indicates that the profession of career guidance advisor is included in the category of business and administration professionals, while code **2423** refers to the thematic occupational category of personnel and careers professionals. The description states that personnel and careers professionals provide professional business services related to personnel policies such as employee recruitment or development, occupational analysis and vocational guidance. The tasks include the following: a) advising on and performing personnel functions relating to employee recruitment, placement,

---

<sup>3</sup> Cabinet regulation No. 322 “Regulations regarding the Latvian Education Classification”. Riga 13 June 2017. (only LV).

<sup>4</sup> UNESCO Institute for Statistic (2013). International Standard Classification of Education: Fields of Education and Training.

<sup>5</sup> Occupations. Retrieved: [https://esco.ec.europa.eu/en/classification/occupation\\_main](https://esco.ec.europa.eu/en/classification/occupation_main)

training, promotion, compensation and employee-management relations or other areas of personnel policy; b) examining and analysing jobs performed in a company by various means, including interviews with workers, supervisors and management, and writing detailed position, job or occupation descriptions; c) preparing occupational information or working on occupational classification systems; d) advising and working on the foregoing and other aspects of job and occupational analysis in such fields as personnel administration, workforce research and planning, training or occupational information and vocational guidance; e) studying and advising individuals on employment opportunities, career choices and further education or training. Examples of the occupations classified: career advisers and vocational guidance counsellors<sup>6</sup>.

The **goal of the programme** is to provide professional higher education that meets the economic, cultural and social needs of the country, is based on the theoretical foundations of the field sciences, and are aligned with the requirements of the professional standard, with students being prepared for independent scientific research activities and developing competences that allow them to professionally perform their responsibilities of a career counsellor in human resource management.

**Main objectives of the programme:**

1. To build up skills in individual application of theoretical knowledge, cognitive and research skills to solve a specific problem.
2. To build up skills in analysing theoretical findings and practical experience in human resource management, the social environment, the labour market, career choices, planning and career management.
3. To facilitate the acquisition of methodological experience in career development guidance and counselling and to develop professional competence and critically evaluate and use it in future professional activity.
4. To provide support for the acquisition of competence in scientific research and use of the research results in the field of human resource management in the national economy in the context of sustainable development.
5. To encourage the self-realization of students' personal potential in terms of lifelong learning, thereby enhancing their competitiveness under changing socio-economic conditions and in the international labour market.

**Learning outcomes:**

*Expected formal learning outcomes:* a professional master's degree in Human Resources Management and professional qualification as a career counsellor (Professional code – 2423 10).

*Expected formal learning outcomes:* competences that allow career counselling activities in the field of human resource management to be performed professionally, thereby helping clients to choose a future educational or employment path; information to be found, structured, processed and communicated quickly and rationally as well as educational activities and scientific research activities to be conducted.

The programme provides students with knowledge, skills and competences corresponding to level 7 of the *Latvian Qualifications Framework (LQF)* and the European Qualifications Framework (EQF) (Cabinet Regulation No. 322 Regulations Regarding the Latvian Education Classification, Riga, 13 June 2017 (prot. No. 30, §18)). The learning outcomes are in line with the professional standard for a career counsellor and closely relate to research in the field of career guidance and human resource management. Students have the opportunity to acquire theoretical knowledge and improve practical work skills through work placements. They acquire the following knowledge, skills and competences necessary for their professional activity:

Upon completing the programme, master students will be able to demonstrate:

---

<sup>6</sup> Personnel and careers professionals. Retrieved:  
[https://esco.ec.europa.eu/en/classification/occupation\\_main#overlayspin](https://esco.ec.europa.eu/en/classification/occupation_main#overlayspin)

**Knowledge:**

1. In-depth knowledge and understanding of human resource management processes and strategies.
2. In-depth knowledge and understanding of the professional activity of a career counsellor in providing career guidance in various contexts to individuals of various ages, cultures and social groups.
3. In-depth and integrated knowledge of career guidance and counselling services in human resource management in enterprises and organizations from various industries of the economy.

**Professional skills:**

1. To analyse, compare and assess various human resource management processes in the provision of career guidance in companies and organizations and identify opportunities for the improvement.
2. To organize advisory activities and advise clients at various stages of life on career choices.
3. To independently deal with the regulatory documents governing the industry and analyse human resources in the labour market and the job search process.
4. To select and employ data acquisition and processing methods appropriate to the objectives, tasks and target audience of the research; to perform an analysis and assessment of the results.

**Soft skills:**

1. To build up cooperation and organizational skills relevant to the profession - to cooperate, communicate, establish dialogue and work in a team.
2. To independently analyse, synthesize and use the knowledge and skills built up in the courses in new situations and different ways for career counselling and research on human resource management.

**Competence:**

1. To independently assess and implement the acquired theoretical knowledge and practical skills in managing human resources in enterprises and organizations from various industries of the economy and to participate in the process.
2. To independently integrate innovative knowledge and skills from various fields for effective career guidance and the development of human resource management strategies and career counselling programmes and methodologies.
3. To perform individual professional self-development in accordance with the standards of ethics and competence of a career counsellor.

Both the workload of the programme (120 credit points) and the duration (2 years) are in line with the national standard of professional higher education<sup>7</sup>.

Form of studies: full-time studies.

Languages: Latvian and English.

---

<sup>7</sup> Cabinet regulation No. 305 Regulations regarding the National Professional Higher Education Standard. Riga, 13 June 2023 (only LV)

### 3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The employment and integration of graduates into the labour market is affected by factors such as the economic situation in the country, labour market demand and supply, as well as the competence and experience acquired by the graduates themselves for pursuing or starting a career.

OECD data show that a higher level of education increases graduates' chances of being employed,<sup>8</sup> and this could also be applied to graduates from this programme. Most of them are employed in a professional job relevant to their education. They can then make much greater use of the knowledge and experience gained during their university studies.

The employment of graduates from the programme is indicated by data for 2022 when the programme was still contained in the field of study Education, Pedagogy and Sports (data retrieved from <https://www.viis.gov.lv/monitoringa-riki> (LV only)). The data are presented for three previous years.

Indicator	2020 (graduates in 2019)	2021 (graduates in 2020)	2022 (graduates in 2021)
Graduate employment rate: master studies: the thematic group Education	91.5%	88.2%	86.1%
Graduate income after graduation, EUR a year: the thematic area Pedagogical Education and Educational Sciences	17 011	17 737	15 979

The study Career Guidance Practices for Adults in Latvia and Opportunities for the Improvement confirms that career development guidance services are well developed in Latvia, yet career guidance specialists, including graduates from this programme, are and will be in demand in both the education and labour markets. For example, based on data from the National Education Information System (1 October 2023), career counselling services were available in 24 out of 53 professional education institutions<sup>9</sup>. The *Lifelong Career Support Strategy 2020-2030* also highlights the need for highly educated, qualified career guidance professionals to contribute to the priority objectives in education and training, as during a global economic downturn Europe need to fully exploit the potential of everyone to promote sustainable economic development based on knowledge and innovation, with high levels of employment and economic, social and territorial cohesion<sup>10</sup>.

In addition, as inequalities in society increase, career counsellors will be needed to achieve *social capital build-up objectives*, including providing equal opportunities and social inclusion. Representing a care-focused profession, career counsellors enable a range of actions and conditions for disadvantaged social groups and guide them to access opportunities that might otherwise be denied to them. Career counsellors are those who, through their activities, support individuals in their efforts to adapt their careers to changing labour market conditions<sup>11</sup>. Therefore, their professional activities, both now and in the future, will be necessary in the fields of education and employment.

<sup>8</sup> OECD (2023), Education at a Glance 2023: OECD Indicators, OECD Publishing, Paris. Retrieved: <https://doi.org/10.1787/e13bef63-en>.

<sup>9</sup> Study Career Guidance Practices for Adults in Latvia and Opportunities for the Improvement (identification number: IZM2023/4/AK) Final report for European Social Fund Project Establishment and Implementation of an Education Quality Monitoring System No.8.3.6.2/17/I/001. Commissioned by: Ministry of Education and Science. Reported by: Oxford Research Baltics Ltd, Riga, 2023.

<sup>10</sup> European Lifelong Guidance Policy Network. (2015). *Strengthening the quality assurance and evidence base for lifelong guidance*. Finnish Institute for Educational Research (FIER), University of Jyväskylä

<sup>11</sup> ICCDPP (2015). *European Union Ministers Reaffirm the Role of Career Guidance in Mediating between Labour Market Demand and Supply*. Available: <https://www.iccdpp.org/european-union-ministers-reaffirm-role-career-guidance-mediating-labour-market-demand-supply/>

Career counsellors as support service providers are needed by individuals and organizations at all levels of education and employment, thus contributing to both short-term and long-term goals in societal development. The *short-term goals* involve providing information and advice, building up individuals' knowledge and skills (decision-making and awareness of opportunities in career management) and building motivation for work and learning. The *long-term goals*, which relate both to the individual (integration into a continuous learning process, matching knowledge and skills to labour market requirements, successful integration into the labour market, growth, labour productivity) and to the economy as a whole (productivity increases, new processes could be introduced into organizations, unemployment decreases etc.). At the policy level, the objectives should be viewed as one of the human resources development initiatives<sup>12</sup>. Therefore, both general and professional education institutions, including higher education institutions, the State Employment Agency, private companies and other organizations, including non-governmental organizations and self-employed career guidance specialists, will be involved in providing career guidance. Career guidance services are long-term activities aimed not only at facilitating the choice of a career path appropriate to an individual's abilities and interests but also at providing the skills to plan and manage one's own career throughout life.

The main medium- and long-term labour market projections state that career counsellors, as well as curriculum developers, educational institutions (as training providers), businesses and industry are among the policymakers and end-users of labour market projections, meeting medium-, short- and long-term needs in the socio-economic development of society. The responsibility for career guidance rests with the SEA and educational institutions and their career counsellors, involving cooperation partners such as industry and social partners, the Ministry of Education and Science, the Ministry of Economics and the State Education Development Agency<sup>13</sup>. Careers counsellors need to assess what decisions individuals and organizations take and what longer-term expectations are more likely to influence the decisions, as well as what factors and signals of expectations influence their career prospects in the medium and long term, when the beneficiary needs help in making decisions about career choices in the medium and/or long term, as well as when they need to decide between several short-term options.

The employment of graduates has largely been determined by the research topics of their master's theses developed and defended during their university studies on career guidance in general and vocational education, as well as in adult employment.

**3.1.4. 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 into different study forms, types, and languages.**

Every academic year, 15 first-year students have an opportunity to apply for state-funded study places. In the later semesters, the rotation of students is done for such study places.

Academic year	Number of students			
	Total	Entrants	Graduates	Dropouts
2016/2017	33	21	9	8
2017/2018	36	17	14	10
2018/2019	32	17	11	9
2019/2020	30	23	13	9

<sup>12</sup> Hughes, D., Bosley, S., Bowes, L., Bysshe, S. (2002) *The Economic Benefits of Guidance*. University of Derby, p.9-10

<sup>13</sup> Medium and Long-Term Labour Market Forecasts. Informative Report 2020. Available: [https://www.em.gov.lv/sites/em/files/labour-market-forecasts-2020-full1\\_0.pdf](https://www.em.gov.lv/sites/em/files/labour-market-forecasts-2020-full1_0.pdf)

2020/2021	31	19	5	5
2021/2022	40	16	16	9
2022/2023	30	14	11	11
2023/2024	26	16	8	9
2024./2025.	27	17	8	8

The main reasons for dropping out:

- Of their own free will:
  - some stop studies in the first semester because the intended expectations have not been met and, as a result, there is a lack of internal motivation to study;
  - some have enrolled, but do not study;
  - failure to meet their financial obligations arising from outstanding course requirements;
  - inability to combine studies with employment. The **tuition fee** per semester for full-time studies is EUR 1100.
- Academic years 2020/2021 and 2021/2022 – the impact of the Covid-19 pandemic on student health and the deterioration of personal life conditions.
- Students do not return from a study break (academic leave).
- Some are unable to adapt to the modern university environment and its requirements because they have previously studied more than 10 years ago.

The programme is full-time. Students study the content of the programme by attending the educational institution on Fridays and Saturdays from 8:30 to 18:00, including distance learning<sup>14</sup>. The classes are scheduled for Fridays and Saturdays based on student surveys referring to the problem of combining employment and studies as one of the reasons.

From the academic year 2024/2025, the programme is also delivered in English. There has been interest in the programme from foreign applicants in previous years too, yet often the various bureaucratic hurdles and stringent migration checks are the reason why there has been only one student from Pakistan who graduated in the academic year 2019/2020.

As part of the programme, students have an opportunity to participate in the annual international Nordplus VALA (Network of Career Counselling and Guidance Programmes at Higher Education Institutions in the Nordic and Baltic Countries) summer schools held at both the University of Jyväskylä in Finland and Norway Inland University of Applied Sciences. Since 2016, one to two students have participated each year. From 2016 to 2020, it was the International Summer School on the Use of ICT in Guidance and Counselling, and from 2021 to 2024, the summer school was called Career Guidance for Social Justice. During the Covid-19 pandemic, the summer schools were held online. Unfortunately, students' willingness to participate in ERASMUS+ international exchanges has been negatively affected by both the Covid-19 pandemic and geopolitical security risks, which have both changed their willingness to go on longer mobility trips and created additional travel problems.

From 2020, every second academic year students take an international common module Shared Understanding of Career Guidance in International Context. It is an international e-learning environment that brings together students from Tartu University (Estonia), Tampere University (Finland) and Latvian University of Life Sciences and Technologies. The module aims to equip the students from the participating countries with in-depth knowledge and understanding of career guidance systems in Latvia, Finland and Estonia; through group work and seminars, the students share their experience and analyse the career guidance systems in the education and employment fields in both their home and partner countries. The module is curated from Tartu University's Moodle platform (<https://moodle.ut.ee/login/index.php>).

---

<sup>14</sup> Procedure for delivering distance learning at LBTU. Decision by the Rector of LBTU No. 4.3.-8/197, Jelgava, 02/11/2023.

During the spring semester 2022/2023, students had an opportunity to participate in international e-learning seminars on career choices for young people held by the German Institute for Talent Development (IfT Institut für Talententwicklung GmbH) lecturers. The students received certificates for their participation in the workshops.

Since its establishment, the programme has had state-funded study places, and almost all of them had been granted to students based on their performance (see Annex 8).

**3.1.5. *Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).***

Not applicable.

## **3.2. The Content of Studies and Implementation Thereof**

**3.2.1. *Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.***

The content of the programme corresponds to the goal, objectives and learning outcomes of the programme. The name of the programme Human Resource Management corresponds to the content of the programme, which is designed to lead students to a master's degree in human resource management and a qualification as a career counsellor. The content is up-to-date and complies with the requirements of the relevant legal acts:

- the national education classification<sup>15</sup>, - the code corresponding to the programme, i.e. the degree and professional qualification to be awarded and the description of knowledge, skills and competences required by (NQF) level 7.
- Section 55<sup>16</sup> - of the Law on Higher Education Institutions – a special document governing the programme – the description of the content and delivery thereof.
- Cabinet Regulation No 305. Regulations regarding the State Standard for Professional Higher Education (see Annex 2).
- Professional Standard Requirements for a career counsellor.

A detailed list of legal acts that govern and determine the compliance of the programme with the industry can be found in Annex 10.

The content of the programme has been developed in accordance with the field of study Governance, Administration and Real Property Management and aligned with the Occupational Standard for Career Counsellors. The content of the courses is mutually aligned and allows the

---

<sup>15</sup> Cabinet regulation No. 322 (prot. No. 49 § 8) Regulations regarding the Latvian Education Classification. Riga 13 June 2017 (prot. No. 30 §18) (LV only)

<sup>16</sup> Law on Higher Education Institutions, Section 55, (1) paragraph

learning outcomes of the courses and programme to be achieved. This was also confirmed by the experts who evaluated the change of the field of study for the programme that the name of the programme Human Resource Management, the master's degree to be awarded in human resource management and the qualification of a career counsellor are in line with the content of the enhanced programme, including that of the courses delivered<sup>17</sup>.

The content of the programme is designed in a way that students become competent to apply their theoretical knowledge in practical counselling sessions according to the broad profile of professional activity, the industry or the specifics of the company. They have to be able to deeply understand the nature of human resource management and the trends, examine the labour market and its needs, assess factors in career development; assess the professional suitability of their clients; provide support in searching for a job or starting up an individual business; perform various tasks related to career and human resource management, which require professional competences in the field of management and administration.

Both the degree and the qualification to be awarded indicate the specific content of the programme both from a perspective of human resources management and from a perspective of career counselling and guidance.

**The Classification of Occupations** states that career counsellors belong to the second main occupational group Senior specialists. It states that employees in occupations from the second main group Senior specialists conduct scientific research, educate the public, draft legislation and methodological documents, participate in planning the development of an industry or an area of activity and the necessary material and financial resources, practically work on the creation of tangible and intangible values at all enterprises, as well as independently. Senior specialists work under the supervision of managers who could, in some cases, be supervisors. Career counsellors belong to subgroup 24 Senior commercial and administrative (administration) specialists, which is also specified in the professional standard by code 2423 10.

During the process of changes to the study program (15.04.2024. - 23.04.2025.), the Career Counselor professional standard was updated. The updated standard is currently publicly available in the register of professional standards ([https://registri.visc.gov.lv/profizglitiba/stand\\_registrs\\_2017.shtml](https://registri.visc.gov.lv/profizglitiba/stand_registrs_2017.shtml) (LV only)). It was agreed at the meeting of the Sub-Council for Tripartite Cooperation of Vocational Education and Employment on March 26, 2025 (Protocol No. 2). The standard defines the following basic responsibilities: a career counselor is a specialist who informs, educates and advises clients (including students, parents, teachers, employees, job seekers, the unemployed and employers, people with special needs) on issues of lifelong career development, provides support to clients in planning and shaping their careers, including in making decisions about the choice of profession, work, formal, non-formal and informal education; helps develop career management, including job search skills; advises people of different ages, social and cultural backgrounds individually and in groups; informs and educates the society on issues related to career guidance services (including developing information materials, writing articles, speaking at seminars and in the mass media). Career counsellors work for state and local government institutions, non-governmental organizations, educational establishments and companies in personnel or human resource management or as self-employed persons or sole proprietors<sup>18</sup>. The basic tasks of the updated professional standard have been clarified, emphasizing lifelong career guidance, which clearly defines the professional tasks and responsibilities of a career counsellors in line with the requirements of today's labour market and industry.

The **NICE** (Network for Innovation in Career Guidance and Counselling in Europe) handbook for career guidance and the academic training of counselling professionals' points to a

---

<sup>17</sup> Learning Quality Committee. Decision on making changes in the field of study and programme. Riga, 23 August 2023, No. 2023/17-I

<sup>18</sup> Career Counsellor Professional Standard. Retrieved: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0367.pdf> (LV only)

necessary competency framework for career counsellors as practitioners. This requires a high level of professional competence, i.e. a master's degree, in providing career development guidance and providing various kinds of service to solve career problems. A career counsellor must be competent to support people facing career problems in times of crisis and great uncertainty when problems are multifaceted and situations are unpredictable, while knowing that their decisions can have a serious impact on the rest of their lives.

Building on highly specialised knowledge and competences, a career counsellor must be able to develop a strategic approach to enable the client to make gradual progress in his/her career development. The competences of a career counsellor correspond to **EQF level 7**.

The European Competence Standards for the Academic Training of Career Practitioners prescribes the following **competences that budding career counsellors need to build up**:

- general professional competences,
- career counselling competences,
- career education competences,
- competences in career assessment and information,
- competences in career service management,
- social system intervention competences<sup>19</sup>.

The content of the programme Human Resources Management was designed in accordance with **Cabinet regulation No. 305 Regulations regarding the State Standard for Professional Higher Education**. The content of the programme is reflected in the study plan (see Annex 1), which includes compulsory courses with a workload of 39 credit points (hereinafter CP), restricted elective courses with a workload of 9 CP, elective courses with a workload of 3 CP, a work placement with a workload of 39 CP and a master thesis with a workload of 30 CP (see Annex 1). Of the current seventeen courses, the core courses are as follows: VadZM002 Career Consulting (9 CP), EkonM022 Human Resource Management (6 CP), VadZM006 Communication in Career Guidance (6 CP), DatZM001 Human Resource Analytics (3 CP), VadZM003 Career Service Management (4 CP), as well as three traineeships: VadZR001 Human Resource Management (9 CP), VadZR002 Career Consulting (15 CP) and VadZR003 Consulting and Research in Human Resource Management (15 CP). The development of a master's thesis (VadZM004 Master's thesis 30 CP) is essential, during which students demonstrate their academic knowledge and professional competence for the acquisition of a professional degree and qualification (see Appendix 9).

The courses in management provide students with an opportunity to acquire the necessary knowledge, skills and competences in human resource management: EkonM022 Human Resource Management (6 CP); VadZ5099 Management of Organizations (3 CP); VadZ6023 Quality Systems (3 CP); VadZ5100 Coaching and Leadership (3 CP). Taking the compulsory study course **Human Resource Management**, students acquire in-depth knowledge, skills and competence about human resource management processes in the organization and what are the tasks and functions of a career counsellor's professional activity in human resource management. This study course is taken in the 1st semester with the aim of developing in-depth knowledge (at the level of understanding and application) and skills as a basis for further study courses in the fields of management and career counselling. The course **Management of Organizations** provides in-depth knowledge of application of management processes and functions in various kinds of organizations, depending on the influence of conditions of the internal and external environments for organizations (including their limited resources). The course gives the understanding and application of scientific thought and latest trends in management and organizational behaviour in decision-making, managing organizations in dynamic and uncertain conditions. Taking the course **Quality Systems**, students gain in-depth knowledge of quality, its role in commercial activity and the development of quality systems in the world. During the course, master students get acquainted

---

<sup>19</sup> European Competence Standards for the Academic Training of Career Practitioners: NICE Handbook Volume 2, 2016, pp. 49-62

with the most common quality systems and the practical application. In the course **Coaching and Leadership**, students learn coaching and leadership skills in depth to be competent in employing various coaching techniques, as well as understand coaching strategies and the leader's influence on the organization. These four courses are already delivered at LBTU in the field of study Governance, Administration and Real Property Management, two professional master programmes Business Management and Project Management. The knowledge, skills and competences acquired are necessary in the professional activities of any career counsellor.

Based on the broad scope of career counselling, it is important to acquire in-depth knowledge and skills in managing career services in various employment environments. This is done during the course **Career Service Management** (4 CP), which develops competence in designing and analysing a career services management strategy to effectively achieve both the individual professional development and career goals of employees and the development goals of the organization.

Developing career counselling and communication competences is essential for performing direct tasks. The course **Career Consulting** (9 CP) provides an in-depth understanding of theories on career development and career counselling, interrelationships between personal and professional development in relation to careers and the stages of career counselling in various human life cycles and environments. Students learn to apply theories in practice, i.e. the ways to raise career awareness as well as shape, develop and plan the career throughout the lifespan. Students acquire in-depth knowledge of career planning methods, how to design career development programmes and methodologies, career counselling documentation and supervision in career counselling and build up experience in selecting career counselling and research methods (observation, interviews, contingency analysis etc.). The in-depth knowledge of the most important findings in the theory and practice of career development and career counselling as well as information on the most important classical and contemporary research enable the students to develop the skills and competences to apply theories in counselling practice. In the course **Communication in Career Guidance** (6 CP), students build up knowledge of the nature, kinds and functions of and barriers to communication and the specifics of information perception, delivery and understanding in career management guidance, an understanding of the models of communication used in guiding clients as well as in networking and establishing contacts with various (information and assistance) services and individuals, as well as skills to interact with various target audiences. The aim of the course is to deepen knowledge of and skills and competences in communication to be able to properly communicate for career management guidance.

When planning human resource development, maximizing the impacts of human resource analytics is essential for organizations and companies. Therefore, the course **Human Resource Analytics** (3 CP) provides a deeper understanding of the role of analytics in human resource management as well as the role of reasoned decisions in attracting employees to an organization and in career development, satisfaction, job performance and employee retention. The course builds up skills in analysing various kinds of data and forecasting and simulating human resource needs.

The course **Labour Law and Job Search** (3 CP) aims to provide students with in-depth knowledge of and skills in job search strategies, labour law and relevant legal acts, as well as to develop competence in the application thereof by providing career guidance to clients. The course **Digital Technologies in the Workplace** (3 CP) builds up knowledge of and skills and competence in the diversity of digital technologies and online resources in the workplace and an in-depth understanding of how to effectively manage a career counsellor's professional activity in human resources management by using the possibilities of digital technology and online resources, depending on the specific needs, and by evaluating the effectiveness in receiving career guidance. However, building up research competence in evaluating career counselling and guidance in human resources management is provided by the courses **Research Methodology** (3 CP) and **Data Processing and Analytics** (5 CP). The courses equip students with in-depth knowledge of and

skills in investigating situations, conducting and developing research and evaluating the results, based on primary and secondary data. Both courses develop the skills necessary for successfully conducting research and analysing, interpreting and presenting the data obtained.

Students produce master theses (30 CP) to prove their theoretical knowledge, methodological and organizational skills in human resource management and career counselling. A master thesis involves both theoretical and empirical research with elements of novelty or practical application. When producing a master thesis, the student proves his/her readiness for scientific research work and ability to independently conduct research and solve specific research problems. The basic concept of a master thesis (choice of a research area and problem, a topic and subtopic, scientific structure of the thesis, identification of bibliographic sources and selection of research methods) is agreed with the supervisor. The master student collects, analyses and interprets the research results according to a certain research scheme in a certain standard form, which is prescribed by the guidelines for writing and defending a master thesis. The choice of a topic for a master thesis begins already in the first semester.

The programme requires taking three professional work placements where master students, under the guidance of supervisors, apply and strengthen the theoretical knowledge acquired and build up skills and competence to perform the professional tasks of a career counsellor in human resource management. During the first professional traineeship **Human Resource Management** (9 CP), students learn about human resource management processes in an organization and examine in depth the situation in human resource management for managing career development guidance. In this way, the theoretical knowledge acquired is consolidated in practice to build up professional skills, general skills and competence in human resource management. During the second professional traineeship **Career Consulting** (15 CP), students practise counselling clients of various ages and social groups, test diagnostic methods, support clients in designing their individual career plans, CVs, cover letters and job advertisements. Students pursue their personal and professional development and prepare for their independent professional activity as career counsellors as well as enhance their research knowledge and skills. The goal of the traineeship is to master and develop the theoretical knowledge, skills and competences needed for career counselling. During the third traineeship **Consulting and Research in Human Resource Management** (15 CP), students perform research on career development guidance and manage human resources. They acquire in-depth skills and competence in selecting and applying proper counselling and research methods for career guidance in human resource management. The goal of the placement is to develop and demonstrate in practice competence in counselling and research for human resource management, thereby providing career guidance to both individuals and organizations (see Annex 7).

Both the traineeships and a master thesis represent the horizontal basis of the programme, with the knowledge, skills and competences being integrated according to the objectives of the traineeship and the aim and specific research tasks of the master thesis.

The content of the programme was designed to purposefully guide students through various learning pathways from building up knowledge and understanding of human resources, career development, career counselling and the role of career guidance (both at the individual and organizational level) to mastering extended and conceptual knowledge of and competences in human resource planning and management and the impact on the economic and social development of society at the regional, national and global levels. This is also indicated by the course mapping, which is created by evaluating and comparing the learning outcomes of both the programme and the courses in accordance with the professional standard for career counsellors (see Annex 9).

The development and updating of courses are governed by LBTU regulations (LBTU Vice-Rector of Studies decision Procedure for Designing Course/traineeship Programmes and the

Procedure for Registering and Updating Information in the LBTU IS Course Register<sup>20</sup>, which stipulates that a course/traineeship programme should be reviewed and updated with the latest data and information at least once every two years for a self-assessment of the master programme. The regular revisions of course content is done by the teaching personnel delivering the particular courses, based not only on the latest information in the field but also on the proposals made by students in surveys and by employers during a programme evaluation, as well as during master thesis defence sessions, which are summarised and included in a report by the State Examination Committee.

**3.2.2. *In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the 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 (if applicable).***

The LBTU professional master programme Human Resource Management was designed for long-term implementation, which is determined by the developments (e.g. in the field of networking and research) and scientific trends in human resource management in the field of career development guidance and counselling in Europe and worldwide. The content of the courses contained in the programme is regularly reviewed and updated, and the list of literature and sources used is supplemented to ensure that awarding a master's degree is based on the latest developments and findings in the social sciences. The teaching personnel regularly enhance their knowledge and professional competence through participation in scientific conferences and research projects. The participation of teaching personnel in various national and international research projects and activities contributes significantly to the delivery of the programme (see Annex 5).

In relation to human resource management in career counselling, those delivering the programme have accumulated long-term experience in various research projects, representing the Institute of Business and Management Science (UZVA), the Institute of Economics and Regional Development (EKRA) and the Institute of Education and Home Economics (IMI), LBTU (see Annex 12).

The teaching personnel involved in the programme are members of several professional, scientific and international organizations, which contribute significantly to the implementation of the latest achievements and knowledge in the learning process (see Annex 13).

Industry professionals have been involved in the programme to evaluate student graduation theses as part of the State Examination Commission during the past six years (see Annex 14).

---

<sup>20</sup> LBTU Vice-Rector of Studies decision Procedure for Designing Course/traineeship Programmes and the Procedure for Registering and Updating Information in the LBTU IS Course Register No. 2.4.-8/8, Jelgava 20/03/2024. Retrieved: [https://mans.lbtu.lv/sites/default/files/2024-03/Studiju\\_kursu\\_izstradasanas\\_un\\_atjaunosanas\\_kartiba\\_2024.pdf](https://mans.lbtu.lv/sites/default/files/2024-03/Studiju_kursu_izstradasanas_un_atjaunosanas_kartiba_2024.pdf)

**3.2.3. *Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centered principles are considered in the implementation of the study process.***

The principles of student-centred learning, teaching and assessment are observed in managing the learning process following the requirements set by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)<sup>21</sup>:

- considering and respecting the diversity of the student population and their needs when designing appropriate learning pathways for them. For example, replacing contact hours with work in the e-learning system according to a pre-agreed plan;
- considering and using various ways of delivering the programme, depending on the possibilities;
- using a variety of teaching methods as appropriate;
- regularly evaluating and adapting learning styles and teaching methods;
- encouraging the learner to tend towards independence, while providing guidance and support from the teaching personnel;
- promoting mutual respect between the learner and the teaching personnel member.

Delivering student-centred education, our teaching personnel apply a diverse range of teaching methods as appropriate:

- **Traditional methods:** lectures, practical works/ assignments, seminars;
- **Methods that build up analytical, critical, systematic and creative thinking as well as communication skills:** group work, discussions, debates, presentations, case studies and simulations, problem-solving, study tours, educational games etc.
- **Methods that encourage students to work independently and in groups:** reports, essays, homework, research studies.
- **Meetings with professionals from the industry:** during the ESAF alumni week.

The teaching personnel constantly vary and apply a diverse range of methods. The predominant methods used to deliver courses, apart from lectures, are as follows: **discussions, individual and group practical work as well as presentations.**

**Lectures** are the main method of teaching both in general and field courses as well as in professional specialization courses. Multimedia technologies are extensively used in lectures. Lecture materials are available to students on the *Moddle* platform, which facilitates work in the classroom and allows more time to be devoted to analyses of lecture materials given in advance as well as critical evaluations and discussions of the current topic. **Guest lectures** are also delivered by industry experts within field courses to enhance the quality of learning. In this way, students increase understanding of the possibilities of applying theory in practice.

**During practicals**, students consolidate their knowledge acquired during lectures and build up skills in the practical application of various methods, thereby developing an understanding of various regularities in the provision of career guidance in human resource management, based on their theoretical knowledge and critical thinking. For this purpose, course handouts are supplied, which are also available on the LBTU Moodle platform.

During lectures and practicals, **group and pair work** is often practised, and the students learn to work in a team and enhance their communicative and presentation skills as well as build up the ability to do an assignment together and take responsibility, as well as develop the ability to delegate responsibilities and control processes.

---

<sup>21</sup> Standarti un vadlīnijas kvalitātes nodrošināšanai Eiropas Augstākās izglītības telpā (ESG). (2015). Brisele, Beļģija

The **discussion method** is widely applied, and students engage in conversations and argue their points of view on a particular topic. This method builds up the ability to discuss in an argumentative and constructive manner, as well as stimulates thinking to understand the topics of a course. **Debate** is also practised in several courses (e.g. Management of Organizations; Human Resource Management; Career Counselling; Communication in Career Guidance; all the three work placements). As a result, students develop self-confidence, presentation skills and the ability to see patterns in various human resource management, analytical and research processes. Several courses (e.g. Career Counselling; Communication in Career Guidance, Quality Systems; Coaching and Leadership; Labour Law and Job Search; Management of Organisations; Career Service Management; Research Methodology) include **seminars** that provide students with an opportunity to learn and master their independent work skills, thus encouraging their self-learning. At the same time, seminars allow students to develop inductive and deductive reasoning skills, which should enable them to select the most appropriate sources of information, data and facts for presentations. In various courses, prior knowledge is very important for students in seminars, as well as their ability to use information technologies and work individually and in groups, which can contribute to their skills and the quality of independent work.

The courses Human Resource Management, Research Methodology as well as Human Resource Analytics involve **situation simulation**, and students simulate real situations, present the results to others and justify their opinions. Several courses (Communication in Career Guidance; Professional Ethics in Human Resource Management; Quality Systems; Labour Law and Job Search; Career Counselling; Human Resource Analytics; Research Methodology; Data Processing and Analytics) also involve **case studies** to enable students to apply the knowledge they have acquired in practice to various real situations and build up the skills to perform analyses, draw conclusions and make recommendations.

**Study tours** (e.g. in Career Service Management; Career Counselling) are also held to meet, interact and discuss with industry experts and to obtain up-to-date information necessary for the courses.

**Information technologies** are used to build up research skills, present student papers as well as write and format them according to the requirements and develop skills to search for information and use databases and e-resources.

In delivering student-centred education, an important form of learning is **academic personnel consultations** (according to an approved schedule available on the ESAF website, in the LBTU IS, on the Moodle platform and at the institutes). Students also may meet with their academic personnel at other times if agreed individually. Students can communicate with their teaching personnel electronically using the LBTU unified e-mail system and, in some courses, via the Moodle platform. Students value the most direct communication for acquiring knowledge and skills and e-communication for solving organizational problems.

**3.2.4. *If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).***

Latvia University of Life Sciences and Technologies (LBTU) implements traineeships in accordance with the Cabinet Regulation No. 305 of 13 June 2023 “Regulations regarding the National Professional Higher Education Standard” and LBTU internal regulatory documents:

- LBTU Traineeship Organisation Regulation<sup>22</sup>;
- Programme Plan (see Annex 1);
- Approved course (traineeship) programme (see Annex 7).

The programme includes three professional traineeships: *VadZR001 Human Resource Management 9 CP*; *VadZR002 Career Counselling in Human Resource Management 15 CP*; *VadZR003 Consulting and Research in Human Resource Management 15 CP*, during which students consolidate their theoretical knowledge, as well as develop skills to apply it. The participation of teaching personnel: the traineeship supervisor plays an organizational and advisory role.

The content of the traineeship, in accordance with the basic requirements of the career counsellor professional qualification to be obtained and the specific requirements necessary for the performance of responsibilities and main work tasks, is determined by the Career Counsellor Standard and course/traineeship programmes (see Annex 7).

The traineeships are held during the semester when there are no scheduled classes or individual studies and examinations. The duration of each traineeship and the kind of traineeship assessment (with a mark) are specified in the course/traineeship programmes.

The purpose of each traineeship is to enable students to consolidate their theoretical knowledge and expand the overall competence of a career counsellor in human resource management and to acquire a set of practical skills necessary for organizing and providing career guidance to meet the social welfare needs of communities, specific groups and individuals. For each traineeship, traineeship tasks and the knowledge, skills and competence to be acquired during the traineeship are developed individually. The connection of traineeship tasks with the learning outcomes to be achieved in the programme is presented in the mapping (see Annex 9). The regulations for organizing traineeships can be found in Appendix 17.

LBTU tends to offer traineeships, but LBTU does not provide them to students from the programme. Since students are mostly working in the industry, they find work placements themselves, depending on the assignments to be completed during each traineeship.

Often, it is their workplace or the organization where the student is required to complete the internship tasks. Each traineeship' organization has a mentor under whose supervision the student completes the traineeship.

For example, in the first professional practice “Human Resources Management”, students must study and learn about the human resources management processes of an organization and career support within it. The most popular organizations are usually local government institutions related to general, vocational education, social services, personnel management and administration, as well as employment (NVA). Similarly, this can also be done by institutions in the private sector.

A career consulting traineeship is usually an organization where students learn skills and abilities in career counselling and provide career support - to consult and advise various clients individually and in groups.

The tasks for the traineeship “Consulting and Research in Human Resources Management” have a deeper research significance and are related to performing a master's thesis research, which has a practical scientific contribution to solve specific issues of career guidance and consulting in human resources management. Therefore, students carry it out in organizations where they can research, analyze, develop and approbate the necessary methodologies, models or tools in career consulting. For most students, these organizations are their current or potential workplaces or various project works in the industry.

Possible internships for foreign students can also be found in Latvian international companies and career centers of Latvian universities. For example, a few years ago, a Pakistani student studying in the program completed a career counseling and research traineeship at both the

---

<sup>22</sup> Traineeship Organisation Regulation of Latvia University of Life Sciences and Technologies. Approved by LBTU Senate's decision No. 11-157 of 13/12/2023 and amended by decision No. 12-3 of 09/10/2024

Riga Stradiņš University Career Center and the RTU Career Center. In organizing the internship, the foreign student received support from the program's teaching staff, who facilitated the establishment of contacts with the career centers of the respective universities.

**3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).**

Not applicable.

**3.2.6. 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 marks of the final theses.**

In the last six years, 72 master theses have been presented, the majority of which, i.e. 29 (40 %), focused on general education, 12 (17 %) on professional secondary education, 5 (7 %) on organizations, 5 (7 %) related to employment in a municipality. More than ten master theses have assessed the involvement of various social groups at risk in the labour market and lifelong learning.

Academic year	Thematic areas						Number of master theses defended
	General education	Professional education-on	Organizations	Municipalities	Adults	Youth	
2018/2019	5	4	-	2	-	-	<b>11</b>
2019/2020	3	5	1	-	2	2	<b>13</b>
2020/2021	4	-	-	1	-	-	<b>5</b>
2021/2022	6	-	2	1	6	1	<b>16</b>
2022/2023	4	-	-	1	3	3	<b>11</b>
2023/2024	4	1	1	-	2	-	<b>8</b>
2024./2025.	3	2	1	-	2	-	<b>8</b>
Total (number, %)	29 (40 %)	12 (17 %)	5 (7 %)	5 (7 %)	15 (2 %)	6 (8 %)	<b>72 (100%)</b>

Of the total, 15 (2 %) of the research related to the professional development of employees, the development of their career management skills and the receipt of career development guidance in organizations, as well as the attractiveness of the workplace for employee retention. The research targeting municipalities (7%) focused on the introduction and provision of career guidance to their residents or some social groups. Some of the research dealt with social policy problems related to the security, equality, wellbeing and personal and working lives of individuals from social risk groups, e.g. adults (long-term unemployed, shelter residents, young mothers, young people at risk of social exclusion, pre-pensioners, resocialization of convicted persons etc.). The following processes have been researched as part of master theses: career education, career management and planning, career development, choice of professions and careers, inclusion and integration of the individual into the labour market (education, employment), professional identity, job search, motivation for career development and planning, as well as human resource development in an organization. There was research focusing on various stages of career transition, e.g. maternity leave, graduation, job change, pre-retirement, career change etc.

The research done within master theses has been relevant for students themselves and the organizations they represent, both in the education and employment sectors in specific municipalities and/or organizations. The career guidance and consultation methodologies

developed as part of master theses are a tool for solving problems in human resource management. These methodologies are partially or fully tested during professional traineeships and put in practice at the request of the organizations or on the initiative of the master student.

Assessment of master theses in the programme:

Indicator	Academic year						
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024./2025.
Number of master theses defended	11	13	5	16	11	8	8
Average mark for master theses defended	Rating – defended	8,1	8.8	8.0	8,3	8.4	8.62
Number of best master theses defended	3	3	1	4	5	4	5
Number of best master theses to be implemented in practice	9	11	5	14	10	7	7

The best master theses are defended with marks of 10 "with distinction" and 9 "excellent". The most outstanding graduates also receive a diploma of excellence.

### 3.3. Resources and Provision of the Study Programme

*3.3.1. 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.*

The available resources for learning, including the organizational units involved and the necessary support personnel meet the requirements for the delivery of the programme. Delivering the programme involves LBTU **teaching personnel** from two faculties from the following institutes:

- the Institute of Business and Management Science as the key institute and the Institute of Economics and Finance, Faculty of Economics and Social Development (ESAF).
- the Institute of Computer Systems and Data Science and the Institute of Mechanics and Design, Faculty of Engineering and Information Technology (IITF).

The academic personnel involved in delivering courses have adequate research and academic experience in teaching. Research papers and presentations of the results at conferences and scientific seminars as well as participation in scientific projects represent the research activities of the academic personnel (see Annex 5).

A strong study base is formed by mutual cooperation between teaching staff, which ensures the interconnection of study courses in various ways. For example,

- several teaching personnel are involved in delivering the following courses (Career Consulting, Human Resource Analytics, Labour Law and Job Search, Research Methodology, Data Processing and Analytics);
- planning and discussing the learning process at the institutes, institute meetings, the methodology commissions and Board of Faculty meetings;

- teaching personnel from various institutes and from other Latvian higher education institutions are involved in practice defence committees and state examination committees.

In accordance with the LBTU Regulation of Studies, the programme is delivered by the Faculty of Economics and Social Development (ESAF), the Dean's Office of the Faculty, the Institute of Business and Management Science as the key institute and the programme director and coordinated by the LBTU Centre for Studies. Technical support in managing the learning process is provided by an ESAF IT specialist.

**The information and methodological resources, databases and literature** available in the library meet the requirements for delivering the programme, i.e. to train qualified career counsellors in human resources management.

The LBTU Fundamental Library (FL), information centres and information rooms provide systematic and qualitative access to information, including scientific and educational literature (in Latvian and English) in education, psychology, research methodology, human resource management, management science and sociology. Of the total LBTU Fundamental Library collections, 24% relate to social sciences.

The Centre for Studies and Scientific Information of the Faculty of Economics and Social Development (ESAF), as well as the Methodology Room of the Institute of Social Sciences and Humanities, are used for delivering the programme. The Centre stores defended master theses in career counselling. The resources available in the Centre and the Methodology Room are linked with the LBTU FL and can be viewed on the LBTU FL website (<https://llu.fb.llu.lv/lv/datubazes-un-katalogi/llu-informacijas-centru-un-informacijas-kabinetu-elektroniskie-katalogi>).

The LBTU Fundamental Library stock is mainly shaped based on teaching personnel recommendations. A book request form is available on the website (<https://llu.fb.llu.lv/lv/pakalpojumi/gramatu-iegade-llu-fb-krajumam>). Based on requests by teaching personnel and other library users, the LBTU FL purchases the requested publications. The LBTU FL has developed a Collection Acquisition Policy, which stipulates that the main priority is given to LBTU programmes and research fields. In accordance with the Legal Deposit Law, the LBTU FL as a library of national significance receives one copy of each printed and electronic publication in the relevant fields.

The sources of information that are not available in the library collection could be searched for through LBTU network-subscribed databases or outside the LBTU network through the LBTU Information System, at the LBTU Fundamental Library Reference and Information Centre, or interlibrary loan services could be used.

For delivering the programme, access to subscribed e-journal and e-book databases and trial databases is provided, e.g.:

- **The Web of Science**, which contains versatile scientific information not only in exact sciences but also in social sciences and humanities. The database provides unified access to information on research papers in high-impact factor journals, conference proceedings etc. and shows citations;
- **Scopus** – Elsevier's bibliographic and citation information database;
- **Wiley Online Journals** database containing ~1000 journal titles in economics, business, education and social sciences;
- **EBSCOhost, CAB Abstracts** databases, which also contain information on education.

The **Google Scholar** search engine for research papers allows the possibility to locate a research paper on the Internet and access the texts of papers of the journals that the LBTU FL has subscribed to (CABI, EBSCO, ScienceDirect, Scopus, the Web of Science and others). The possibility to connect to subscribed e-journal and e-book databases outside the LBTU network is provided using the LBTU IS user account.

Both teaching personnel and students have online access to LBTU-published proceedings and journals included in the following databases created by the Fundamental Library: Research papers by LBTU teaching personnel and researchers and LBTU journal papers and conference

proceedings. For example, the following international scientific conference proceedings and journals are published by LBTU annually:

- **Rural Environment. Education. Personality” (REEP)** / [Latvia University of Life Sciences and Technologies. Faculty of Engineering. Institute of Education and Home Economics]. ISSN 2661-5207 (online). ISSN 2255-8071 (print). DOI: 10.22616/REEP), which can be accessed in the LBTU FL databases: [AGRIS](#), [CAB Abstracts](#), [Crossref](#) (2018., 2019., 2020., 2021., 2022), [EBSCO Central & Eastern European Academic Source](#), [Web of Science™](#), [Clarivate Analytics \(former Thomson Reuters\) \(2012.g.-2020.g.\)](#), [Primo Central \(ExLibris\)](#);
- **Economic Science for Rural Development**/[Latvia University of Life Sciences and Technologies. Faculty of Economics and Social Development]. ISO 3297. ISSN 2255-9930 online. Conference papers are indexed by the [Web of Science™](#), [Clarivate Analytics \(former Thomson Reuters\)](#), [AGRIS](#), [CABI](#), [EBSCO Academic Search Complete](#) databases and [Google Scholar](#).

All of the above-mentioned informational and methodological resources, as well as access to databases and library collections, are used by students to write scientific articles and various study works, including final theses (master's theses). This is confirmed by the annual online articles of the Student and Master's Scientific Conference ([Inženierzinātņu studentu un maģistrantu zinātniskā konference | IITF](#) (LV only)).

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

Not applicable.

**3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).**

Human Resource Management is a full-time face-to-face professional master programme and delivered in the Latvian language. The programme is offered in English too, yet in the 2024/2025 academic year, no foreign student was admitted.

Planned funding for delivering the programme in 2025:

Funding sources:

- Public funding for the professional master programme: EUR 80631.00 (25 state-paid budget places in Years 1 and 2)
- Tuition fee for the professional master's programme delivered in Latvian – 2 200.00 EUR per year (currently, there are no self-paid students).
- Tuition fee for the professional master's programme delivered in English – 3 000.00 EUR per year (currently, there are no self-paid students).

**For the professional master programme Human Resource Management, delivered full-time in the Latvian language, 25 state-funded study places have been allocated.**

Detailed cost calculations of potential funding for the programme:

1. *Indicators that are taken into account in calculating the cost per student per year:*

- The **basic annual cost per student has been set by the government** at EUR 1867.60 in accordance with Paragraph 16 of Cabinet regulation No. 994 of 12 December 2006 Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget (hereinafter Cabinet regulation No. 994) and the increase of academic salaries due to the reform of teaching personnel salaries in accordance with Cabinet regulation No. 445 of 5 July 2016 Regulations Regarding Remuneration of Teachers (hereinafter Cabinet regulation No. 445);
- A **cost factor** is set at 1.06 in accordance with Annex 1 of Cabinet regulation No. 994 – the minimum cost factor for the thematic field of education Social Wellbeing.
- A **factor for the master-level programme** is set at 1.5 in accordance with Cabinet regulation No. 994, Paragraph 13.
- **Public funding per student** has been set in the amount of 100% for the professional master programme Human Resources Management at EUR 3225.24 for 2024 (including social security costs per student at EUR 265.50).

## 2. For the learning process:

- The **required amount of academic work, in hours, for one academic year for two years**: students must acquire 60 credit points (CP) during one academic year. The required number of contact hours (lectures, practicals/laboratory classes, seminars): 1 CP is equal to 8 h, for two years it is 120 CP or 960 h. In addition to the contact hours, 160 h a year are planned for students for other learning-related work (student paper marking, examinations, tests etc.), for two years, it is 320 h. The total amount of academic work for two years is 1280 h (960+320=1280).
- The **required number of workloads for an academic year for one level of studies (master)**: by the decision of the Senate of LBTU, the following number of academic hours has been set per year per workload:
  - professor – 900 h
  - associate professor – 920 h
  - assistant professor – 940 h
  - lecturer/assistant – 960 h.

Teaching personnel of various positions are engaged in delivering the programme, yet for the calculation of the number of required workloads, the average number of hours for an assistant professor are considered: 1280 h (academic work) / 940 h (worked hours per full-time equivalent workload) = **1.36 FTE workloads**.

- **Funding needed for teaching personnel salaries for two courses for one academic year**: EUR 1863.00 (assistant professor remuneration per full-time equivalent workload (Cabinet regulation No. 445)) \* 1.36 FTE workloads \* 12 (months) \* 1.2359 EUR (social tax) = **37 576.50 EUR**.

The material and technical resources are provided for delivering any LBTU programme, thereby not involving extra expenses. Some additional expenses consist of infrastructure maintenance and programme delivery expenses, which are covered by the funding allocated for 25 state-funded study places.

The total cost for delivering the programme consists of:

- Remuneration – 75% (salaries for teaching personnel, teaching assistants and economic personnel)
- Scholarships – 5%
- Goods and services – 19%, including utilities – 10%
- Fixed capital formation – 1%.

## 3. Costs per student and the distribution thereof:

Public funding is granted in accordance with the Cabinet Regulation No. 994, and the Regulation prescribes a methodology for calculating the basic costs of a study place and related social security costs. The methodology prescribes a formula for calculating the basic costs of a study place, which consists of 7 main indicators: N1 – salary, N2 – mandatory state social insurance contributions paid by the employer per study place per year, N3 – costs of business trips and official trips per study place per year, N4 – costs of services per study place per year, N5 – costs of materials, energy, water and equipment per study place per year, N6 – costs of books, magazines and journals per student per year, N7 – costs of modernization of equipment per study place per year.

Using the methodology prescribed by Cabinet Regulation No. 994, the cost composition for the professional master's programme was calculated depending on the kind of finance for a study place: state-funded and self-paid studies:

<b>Code</b>	<b>Indicator</b>	<b>Cost composition of state-funded study places, %</b>	<b>Breakdown of the costs of a state-funded study place, EUR</b>	<b>Breakdown of the costs of a paid study place, EUR</b>	<b>Breakdown of the cost of a paid study place for foreign students, EUR</b>
N1	Salary per study place per year	70.90	2106	1560	2126
N2	Mandatory state social insurance contributions paid by the employer	16.73	497	368	502
N3	Cost of business trips and official trips	0.15	5	3	5
N4	Paid services	4.03	120	89	121
N5	Materials, energy, water and equipment	4.06	121	89	122
N6	Books, magazines and journals	0.94	28	21	28
N7	Equipment and modernization costs	3.19	95	70	96
	<b>Total per study place</b>	<b>100.00</b>	<b>2970</b>	<b>2200</b>	<b>3000</b>

4. The minimum number of master students needed to ensure a high-quality learning process:

- State-funded study places - 17
- Student-paid study places in Latvian – 23
- Student-paid study places in English – 17.

### 3.4. Teaching Staff

**3.4.1. 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 qualifications of the teaching staff members contribute to the achievement of the learning outcomes.**

The qualifications of academic personnel as well as visiting professors, associate professors, lecturers and assistants meet the requirements for delivering the programme and comply with the relevant legal acts.

The composition of teaching personnel is adequate to deliver the programme at a high level of quality. (see Annex 5). The numbers of academic personnel (elected and non-elected) involved in the programme are as follows:

Position	Academic year			
	2021/2022	2022/2023	2023/2024	2024/2025
Professors	1	1	1	2
Visiting professors	-	-	-	1
Associate professors	2	3	2	3
Assistant professors	1	1	1	2
Elected lecturers	6	2	2	2
Visiting lecturers	-	5	5	4
Leading researchers	1*	1*	1*	3*
Researchers	1*	1*	1*	1*
Total	10	12	11	14

\*Leading researcher and researcher: both are associate professors.

The selection criteria for teaching personnel involved in delivering the programme are appropriate to the specifics of the programme and relevant courses. In the academic year 2024/2025, for example, 14 teaching personnel are involved in the programme, of which 8 have doctoral degrees and 6 have master's degrees. Three of them are studying for a PhD. Ten teaching personnel are elected ones. The number and professionalism of teaching personnel are sufficient to achieve the learning outcomes. Most of the courses, i.e. 14 out of 17, are delivered by teaching personnel members representing both academia and industries:

No.	Courses	Field/industry	Number
1.	Human Resource Management	Higher education: administration of a marketing and communication department	1
2.	Management in Organizations	Higher education: administration of an organizational unit	1
3.	Career Consulting	Welfare segment: social and employment services	1
4.	Digital Technologies in the Workplace	Secondary professional education: computer science and ICT	1
5.	Quality Systems	Military industry: the National Armed Forces, development and implementation of personnel training plans	1
6.	Labour Law and Job Search	Welfare segment: social and employment services; law and jurisprudence	2

7.	Coaching and Leadership	Coaching industry: systemic processes at organizations, transformation coaching	1
8.	Human Resource Analytics	Secondary professional education: computer science and ICT	1
9.	Data Processing and Analytics	Secondary professional education: computer science and ICT; welfare segment: project coordination	2
10.	Research Methodology	Secondary professional education: computer science and ICT; welfare segment: project coordination	2
11.	Practice Human Resource Management	Work placement supervisors: industry representatives	
12.	Practice Career Consulting	Work placement supervisors: industry representatives	
13.	Practice Consulting and Research in Human Resource Management	Work placement supervisors: industry representatives	
14.	Master Thesis	Master thesis research advisors; experts who evaluate the career guidance and counselling methodology developed by students: industry representatives	

The need for and regularity of professional development of teaching personnel is prescribed by:

1. Law on Higher Education Institutions (1995)<sup>23</sup>;
2. Cabinet regulation No. 129 of 25 February 2021 Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position<sup>24</sup>, which lays down the procedure for evaluating the scientific and teaching qualifications of an applicant for the position of a professor or associate professor by the Board of Professors in the respective field and provides that the scientific and pedagogical qualifications acquired during the last six years shall be taken into account when evaluating the eligibility of the applicant for the position of a professor or associate professor. Organizational competence, which indicates the experience and ability to manage personnel, is also part of the teaching qualification.
3. The LBTU Statute on Academic Positions<sup>25</sup>, which sets the requirements for applicants for academic positions (professor, associate professor, assistant professor, leading researcher, lecturer, researcher and assistant).

The teaching personnel involved in the delivery of the programme regularly upgrade their academic qualifications:

- At least once every six years, the academically elected teaching personnel attend a professional development programme for higher education teachers Innovations in University Didactics (160 h).
- The LBTU Language Centre offers English language courses (32 h) for LBTU teaching personnel. Several teaching personnel members have raised their qualifications by taking such courses over the last six years.

<sup>23</sup> Law on Higher Education Institutions (1995). Retrieved: <https://likumi.lv/ta/id/37967-augstskolu-likums> (LV only)

<sup>24</sup> Cabinet regulation No. 129 of 25 February 2021. Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position. Retrieved: <https://likumi.lv/ta/id/321300-profesora-vai-asocieta-profesora-amata-pretendenta-un-amata-esosa-profesora-vai-asocieta-profesora-zinatniskas-un-pedagogiskas-...> (LV only)

<sup>25</sup> LBTU Statute on Academic Positions. Senate decision No. 11 – 108, 10/05/2023. (LV only)

- Seminars on database use and academic integrity held by the LBTU Fundamental Library.
- Educational courses jointly held by LBTU and the Competence Development Centre of Zemgale region (ZRKAC). For example, the use of ICT *and online tools in the learning process, including the creation of content and presentations; conflict resolution methods; competence in change thinking etc.*
- Latvian inter-university seminar Challenges of Good University Management in a Dynamic Environment. LLU/DU/LiepU etc.

The teaching personnel also raise their qualifications by participating in an annual LBTU academic conference. Each year, on average 10 LBTU teaching personnel participate in this conference as participants, and each year at least two teaching personnel involved in the programme present their papers at this conference.

In addition, the teaching personnel involved in the delivery of the programme participate in annual popular science events held by ESAF, e.g. a seminar dedicated to the scientific heritage of Professor Ervids Grinovskis; a seminar dedicated to Associate Professor Jānis Benze; a scientific and practical seminar dedicated to the scientific heritage of Professor K. Špoģis “Core Value of Science – the Diversity”.

The teaching personnel participate in seminars and activities held by various professional organizations, e.g. the Latvian Career Development Guidance Association (LKAAA), the Competence Development Centre of Zemgale Region (ZRKAC), the State Education Development Agency, the Zemgale Business Centre etc. At international level, they are:

- The *Nordplus* network VALA (Network of Career Counselling and Guidance Programs in Higher Education in Nordic and Baltic countries), in which LBTU is a permanent member;
- The network of European universities that deliver career counselling programmes: the Network for Innovation in Career Guidance and Counselling in Europe (NICE), in which LBTU is one of the founding members;
- The International Association for Educational and Vocational Guidance IAIEVG.

The teaching personnel with their competence and experience successfully serve as board members of various institutions and companies, which in turn allows a better understanding of various human resource management processes and creates good opportunities for participation in various scientific research studies.

The involvement of teaching personnel in international networks has contributed to academic cooperation in various ways, e.g. sharing experience and delivering classes within the ERASMUS+ programme, holding *Nordplus* VALA international summer schools and designing and implementing an international inter-university training module. For example,

- within the course Career Service Management, career counsellors and teaching personnel from the German Institute for Talent Development (IfT Institut für Talentwicklung GmbH) held two seminars on career education and career choice for young people at school. The students received certificates of participation (spring of the academic year 2022/2023).
- Since the academic year 2020/2021, an international common module (1 CP) “Shared Understanding of Career Guidance in International Context” is delivered to master students of three cooperation universities: Tampere University of Applied Sciences, the University of Tartu and LBTU. The module is delivered remotely via Moodle; the students and teaching personnel communicate in English. The Moodle platform of the University of Tartu serves as an e-tool. The course is available on the Moodle platform of the University of Tartu (<https://moodle.ut.ee/?lang=en>);
- *Nordplus* VALA international summer schools are held by the personnel who deliver classes and the programme director who is responsible for student involvement. The themes of the summer schools are determined by current issues in career development guidance, e.g.,
  - 2016-2020 *International Summer school on the Use of ICT in Guidance.*

- 2021-2023 *Career Guidance for Social Justice*.

- Over the last six years, the outgoing mobility activities of Erasmus+ personnel has been as follows:

Academic year	Country and university	ERASMUS+ activity		Number of teaching personnel
		Lecture delivery	Experience sharing	
2023/2024	Malta, Malta University		+	1
	Lithuania, Vilnius University of Applied Sciences	+		1
	Lithuania, Kaunas, Vytautas Magnus University, VMU	+		1
	Belgium, Atlas College Genk	+		1
2022/2023	Czechia, Czech University of Life Sciences, CULS	+		2
	Lithuania, Kaunas, Vytautas Magnus University, VMU		+	1
2021/2022	France, University of Paris		+	1
	Poland, Szczecin, West Pomeranian University of Technology		+	1
	Czechia, Czech University of Life Sciences, CULS	+		1
2019/2020	Croatia, University of Split		+	1
	Netherlands, Dronten, AERES University of Applied Sciences	+		1
2018/2019	Poland, Krakow, Jagiellonian University		+	1

For more detailed information on the composition of the academic personnel involved in the programme, see Annex 6.

Foreign teaching personnel have been involved in the programme through the common module Shared Understanding of Career Guidance in International Context since the academic year 2020/2021. This module has been created within the cooperation network NICE (Network for Innovation in Career Guidance and Counselling in Europe). The teaching personnel from LBTU, the University of Tartu and Tampere University of Applied Sciences both before and after and during the delivery of the module itself, communicate with each other through the *Moddle* platform of the University of Tartu, thereby creating a thematic learning plan for the module and a schedule for joint e-seminars (see Annex 15).

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

The qualifications and composition of the teaching personnel play an important role in providing high-quality knowledge to students and increasing their level of knowledge, skills and competence.

The delivery of the programme involves LBTU teaching personnel working in various fields of science and from two LBTU faculties: the Faculty of Economics and Social Development (ESAF) and the Faculty of Engineering and Information Technologies (IITF). The teaching personnel of all positions are involved: professors, associate professors, assistant professors and lecturers.

The structural distribution of teaching personnel involved in the programme over the past four years has been variable.

Since the change of the field of study of the programme, positive quantitative changes have been observed in the composition of teaching personnel: the number of professors has increased from one to two; there is one visiting professor, which was not involved before; the number of associate professors has increased from two to three; the number of assistant professors from one to two, as well as the number of leading researchers from one to three. The number of teaching personnel has increased from ten in the academic year 2021/2022 to fourteen in the academic year 2024/2025.

Position	Academic year							
	2021/2022		2022/2023		2023/2024		2024/2025	
	number	%	number	%	number	%	number	%
Professor	1	10	1	8.3	1	9.1	2	14.2
Visiting professor	-	-	-	-	-	-	1	7,1
Associate professor	2	20	3	25	2	18.2	3	21,3
Assistant professor	1	10	1	8.3	1	9.1	2	14,2
Lecturer	6	60	2	16.7	2	18.2	2	14.2
Visiting lecturer	-	-	5	41.7	5	45.4	4	29,0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>14</b>	<b>100</b>

Since the content of the programme is interdisciplinary in nature – it is professional and is belongs to the field of study Governance, Administration and Real Property Management”, some of the teaching personnel represent the relevant industry and have the status of visiting lecturers.

Changes in the composition of teaching personnel related to the change of the field of study, which, in turn, determined significant changes in the study plan, including the development of new courses in accordance with the educational programme category Social Services and the International Standard Classification of Occupations (ISCO-08), which indicates that the career counsellor profession is included in the group of Business and Administration specialists and the thematic group of professions of Personnel and Career Specialists.

The higher-qualification academic personnel have academic experience and opportunities to prepare new study materials faster and of higher quality. However, younger teaching personnel select and use communication methods and technologies like those of students. This contributes to the formation of a favourable psychological climate in ensuring the learning process. Both young and older and more experienced teaching personnel creatively use the opportunities provided by Moodle and various ICT tools to fully deliver the content.

The quality of the study process is largely determined by the scientific activity of the academic staff, including publication in journals that are indexed in internationally recognized publications and databases. Over the past six years (2019-2024), the following number of publications has been developed (see Appendix 19):

- Scientific publications included in Web of Science or Scopus databases – 11;
- Scopus publications in international scientific journals – 14;
- Publications in anonymously reviewed international scientific journals – 43;
- Abstracts of international conferences -3;
- Methodological guidelines – 4.

Almost all teaching staff, i.e. 12 out of 14, carry out scientific activities. However, all teaching staff are competent in the most current issues of the industry. Two teaching staff who do not carry out scientific activities have more than five years of work experience in the industry.

**3.4.3. Information on the number of the scientific publications of the academic staff members involved in the implementation of 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 or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).**

Not applicable.

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

Not applicable.

**3.4.5. 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 programme and 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 programme includes several courses delivered by several faculty members:

<b>Courses</b>	<b>Number of teaching personnel</b>
Career Consulting (9 CP)	3
Research Methodology (3 CP)	2
Data Processing and Analytics (3 CP)	2
Labour Law and Job Search (3 CP)	2
Human Resource Analytics (6 CP)	2
Traineeship "Human Resource Management" (9 CP)	4
Traineeship "Career Counselling" (15 CP)	4
Traineeship "Consulting and Research in Human Resource Management" (15 CP)	4

This requires the teaching personnel to mutually coordinate the content of a course, the teaching methods used and the assessment procedure. The institute responsible for the delivery of the programme holds methodological seminars and discussions on the management of master's theses and traineeships, the delivery of courses, current events etc. Course programmes, as well as topics

for master's theses, are reviewed and approved at institute meetings. Information is exchanged at seminars, institute meetings and dean's office meetings, as well as through personal contacts.

When developing course programmes, the teaching personnel mutually agree on the topics to be covered in the course. An analysis of current course programmes shows that, with some minor exceptions, the content does not repeat itself in the outline, which indicates cooperation between the teaching personnel. The programme director regularly holds meetings for the teaching personnel involved in the programme to discuss the further development of the programme. Cooperation between teaching personnel involved in delivering master's programmes takes the form of both the delivery of individual courses and guest lectures.

The teaching personnel-student ratio was 1:2.3 as at 01/10/2024.