

APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Biznesa augstskola Turība</i>
Registration code	<i>3343800213</i>
Legal address	<i>GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058</i>
Phone number	<i>67622551</i>
E-mail	<i>turiba@turiba.lv</i>

Self-evaluation report

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

Turība University

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I - Information on the Higher Education Institution/College

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

Turība University (TU) was founded in 1993 under the name "Turība" Ltd. Training Center. In 1998, the name was changed to the School of Business Administration Turība, Ltd. Since 2009 the name of the educational institution is Turība University. 08.05.1997. accreditation certificate No.002 has been issued to the higher educational establishment "Turība Teaching Center", which gives the right to implement accredited study programs and issue state recognized diplomas for the acquisition of higher education. Educational establishment registration No.3343800213.

TU Vision: We are the creative core and driving force behind the future Latvian economy.

TU Mission: We steer forward business ideas in the world prospering ourselves and teaching others how to prosper.

TU Values: Freedom. Entrepreneurship. Competence.

Study directions:

Law Science (Accreditation Certificate No.298):

1. First Level Professional Higher Education Study Program "Law".
2. Academic Bachelor Study Program "Law".
3. Professional Master's Degree Program in Law.
4. Doctoral study program "Law".

"Economics" (Accreditation Certificate No.209):

1. First level professional higher education program "Finance and Accounting".
2. First level professional higher education program "Marketing and Trade".
3. Professional Bachelor study program "Marketing and Sales Management".

"Information and Communication Sciences" (Accreditation Certificate No. 55):

1. Professional Bachelor study program "Public Relations".
2. Professional Bachelor study program "International Communication Management".
3. Professional Master's Degree Program in Public Relations.
4. Doctoral study program "Communication Management".

Management, Administration and Real Estate Management (Accreditation Certificate No 210):

1. Professional Bachelor's study program "Business Management".
2. Professional Bachelor study program "International Financial Management" (licensed July 2, 2018).
3. Professional Bachelor Study Program "Business Logistics Management" (licensed June 21, 2018).
4. Professional Master's study program "Business Management".
5. Professional Master's study program "Business Psychology and Human Resource Management in Business" (licensed July 2, 2018).
6. Professional Master's study program "Public administration".

7. Doctoral study program "Business Management".
8. Doctoral study program "Management Science".

"Hotel and Restaurant Service, Tourism and Recreation Organization" (Accreditation Certificate No 102):

1. First Level Professional Higher Education Program "Hospitality Service".
2. Professional Bachelor Study Program "Tourism and Hospitality Management".
3. Professional Bachelor Study Program "Business and Recreation Management".
4. Professional Master's study program "Strategic Tourism Management".

"Internal Security and Civil Protection" (Accreditation Certificate No. 55):

1. First Level Professional Higher Education Program, Organization Security (41861).
2. Professional Bachelor's Degree Program in Organizational Security (42861).

"Information Technology, Computing, Electronics, Telecommunications, Computer Control and Computer Science"

Professional Bachelor Study Program "Computer Systems". (licensed June 27, 2018);

General information about TU branches:

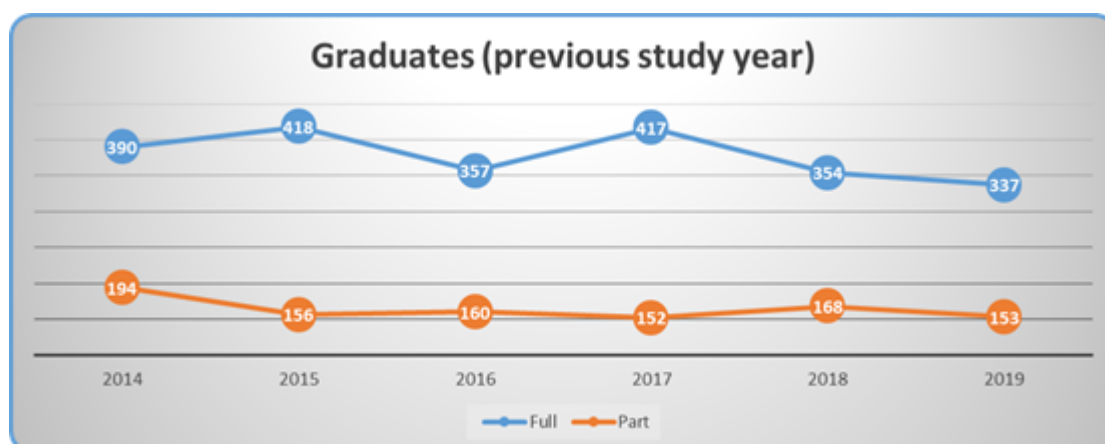
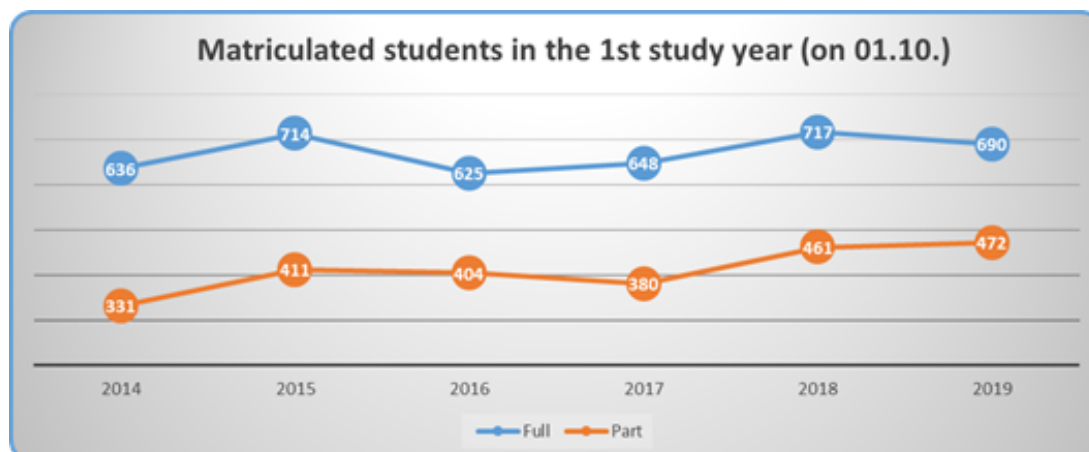
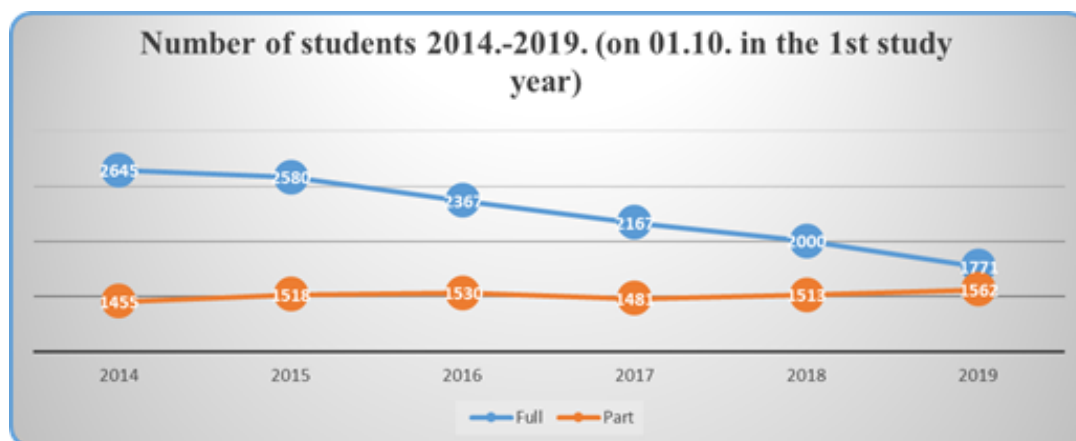
1. Cesis Branch. Established in 2002 as Cesis Study Center. 5/29/2003 is registered in the Register of Educational Institutions as a branch of Turība University, Cesis branch.
2. Talsi Branch. Established in 2002 as Talsi Studies Center. 5/29/2003 registered in the Register of Educational Institutions as Talsi Branch of Turība University.
3. Liepāja Branch. Established in 2002 as Liepāja Study Center. 5/29/2003 registered in the Register of Educational Institutions as Liepāja branch of Turība University.

Dynamics of the number of students in the higher education institution during the evaluation period.

Year	All students			Matriculated students in the 1st study year			Graduates		
	Full	Part	Sum	Full	Part	Sum	Full	Part	Sum
2014	2645	1455	4100	636	331	967	390	194	584
2015	2580	1518	4098	714	411	1125	418	156	574
2016	2367	1530	3897	625	404	1029	357	160	517
2017	2167	1481	3648	648	380	1028	417	152	569
2018	2000	1513	3513	717	461	1178	354	168	522
2019	1771	1562	3333	690	472	1162	337	153	490

Total number of students and number of students matriculated in the 1st study year on 01.10.

PL for part-time students, NL for part-time students



Higher education institution development strategy - main development objectives and defined directions of activities.

According to Turība University Strategy for 2016-2020, the University has set 4 strategic objectives for itself:

- Objective 1 Our study programs are the first choice for those who wish to study in Latvia in the directions we offer.
- Objective 2 At the heart of our activity is a student, a comfortable study process and a comfortable environment.
- Objective 3 The academic staff is knowledgeable, experienced and engaged in practical research work.
- Objective 4 Turība University is the most recognized brand in the Latvian business environment.

Priority tasks to achieve the strategic objectives:

- To improve the study content in accordance with current and trends in Latvia and the world.
- To use effective and attractive solutions in the organization and implementation of studies.
- Ensure that our performance allows us to maintain existing and obtain new accreditations in various international organizations and to promote visibility.
- Improve and modernize customer service processes to make them convenient, efficient and studio-friendly.
- Promote multicultural tolerance and integration, facilitate entry of foreigners.
- To improve and develop the campus, creating an attractive environment both for the study process and outside the study activities.
- To develop high quality, interdisciplinary and university-level academic staff.
- To promote research and publication in internationally quoted publications.
- Directing and supporting staff development in international programs, participation in projects, and experience development.
- To develop a common understanding of the culture, values and principles of the institution as an organization.
- Promote staff activities and publicity in business, scientific and community settings.
- Attract the best students, lecturers and professionals to develop products that are important for the economy.
- Communicate with clients and partners, dominate the public space.

Current TU Strategy (ENG):

<https://www.turiba.lv/en/university/about-us>

1.2. Description of the management of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.

Founder / Board. Founder-created executive body for managing Turiba University (TU) in strategic and financial matters. Proposes rector's candidature for election to the Constitutional Assembly and removal of the Rector, makes proposals to the Senate to convene an extraordinary Constitutional meeting, decides in cooperation with the Senate on academic and scientific issues, makes proposals to the Senate on establishment, reorganization or liquidation of TU Draft Constitution or its amendments, etc.

Constituent Assembly. The highest body for the representation, management and decision-making of TU academic and scientific activities. Adopt and amend the TU Constitution, elect and dismiss the Rector in accordance with the Constitution, listen to the Rector's report, elect the Senate and the Academic Arbitration Court, approve the Senate and Academic Arbitration Regulations, elect the Chairman of the Constitutional Assembly, deputy chairman and secretary.

The Constitutional Assembly shall consist of twenty representatives (twelve representatives shall be elected from the academic staff, four representatives from the students and four representatives from the general staff).

Senate. The collegial management body and decision-making body of TU personnel, which approves the rules and regulations governing all areas of the University's activities. The Senate appoints professors, associate professors, leading researchers, researchers with whom to conclude

employment contracts, approves study directions, programs and calendar schedules, decides on issues of academic and scientific activities of the higher education institution and departments, academic positions and their election procedure, approve the documents regulating the study process, decide on the establishment of the Council of Advisers, the composition of which is recommended by the TU Board, and approve the regulations of the activities of the Council of Advisers, etc.

The Senate is made up of 28 senators, 21 of whom are academic staff, 1 is from the TU Board and 6 are from the Student Council.

Advisory Convention. Advises the Senate and the Rector on the development strategy of the School.

Faculty councils. The Council evaluates and submits to the Senate proposals for the establishment, reorganization or liquidation of the structural units of the Faculty, examines the study field self-evaluation reports and reports on the actions taken to improve the study field. The Council evaluates and provides proposals to the Dean of the Faculty on the quality of study programs, student success and compliance of the study programs with the labor market requirements, basic directions of the academic activity of the Faculty, its development strategy and perspectives; faculty scientific research and international co-operation directions, new study programs and their director candidates, additions and enhancements of existing study programs, on closure of some existing programs.

The council comprises 30% of the academic and general staff, 50% of the industry professionals and 20% of the students.

The basic documents of TU activities are the Statutes of the TU (V1) and the Constitution of the Turiba University (V2). The TU organizational structure is defined in the TU organizational chart (D1) approved by the Board. The tasks and administration of each structural unit are specified in the structural regulations, but the duties of each employee are described in the job descriptions and job descriptions, in the work instructions.

The main TU long term planning document is the strategy, which is reviewed every 5 years. Currently the Strategic Guidelines 2016-2020 approved by the TU Senate are relevant. years (V46).

TU Ethics Policy (V123) contains ethical principles and norms that are binding to TU employees in their attitude to work, in their interaction, and in their relations with governmental and non-governmental institutions and business partners. Issues relating to restrictions or violations of academic freedom and rights are dealt with by the TU Academic Arbitration Tribunal, which operates in accordance with the Bylaws of the Academic Arbitration Court (N12).

The Study Regulations (N1) are the basic document regulating the study procedure in the study programs implemented by TU. It describes the organization of the study process, examinations and assessment, internships and study papers, final examinations, as well as the rights and obligations of students and lecturers.

Examination regulations (N51) specify the types and forms of examinations, the rights and duties of students and lecturers. The composition of the State Examination Commission, the procedure for approval of supervisors and the composition of the commission, the rights and obligations of the supervisor, the procedure for submission and review of the work and the examination, the rights of the student and the appeal procedure.

The practice, preparation, defense and evaluation of the practice report are carried out in accordance with the **Practice Statute** (N60), while the procedure for approving and evaluating the topic of study papers and supervisors and the obligations of students are set out in the Regulations

on Application and Defense.

The Regulations on the Development and Design of Independent Research Papers (N134) set out and approve requirements for the preparation and presentation of research papers.

Requirements for passing tests, assessment criteria, pedagogical methods, etc. are defined in the course descriptions.

The Academic Honesty and Plagiarism Regulations (N157) set out the basic principles of academic integrity for TU administration, academic, scientific and general staff, and the procedure for identifying and preventing plagiarism in student, faculty, and research papers.

TU scheme (ENG) (These links are located on the BAT internal network and will be available to experts during their visit or may be made available to experts before the visit upon request):

http://inet.turiba.lv/dok_adreses/Dok/2008_gada_marta_sakot/Sekretariats/BAT_organizatoriskas_strukturas_shema_D1_37_ENG.vers.docx

1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

Turiba University (TU) is a Quality Policy (V66), defined and approved by the Senate, which aims to promote the implementation of the TU strategy and to ensure consistently high quality as defined in the quality policy. There are general guidelines for quality policy, but detailed quality assurance activities are described in TU internal regulatory documents which cover a wide range of documents (policies, regulations, procedures, etc.).

The quality policy is published both on TU employees' intranet page, on BATIS and on www.turiba.lv. The quality policy is implemented by all TU units and their employees both within the unit and individually.

The Quality Management Manual is a Senate-approved description of maintaining the BAT Quality Management System. Its purpose is to ensure that all TU employees have a common understanding of TU quality standards.

The Quality Management Manual, together with other TU internal regulations, is available to any TU employee on the TU Employee intranet page, as well as in paper form. The TU internal normative documents binding on students are published on the TU website and in the BATIS student information system in accordance with the Senate approved list of "Binding documents published on the Internet and in the BATIS student information system" (S45). Information on amended documents as well as changes in specific documents, BATIS students and Outlook Public Folders are regularly published.

The TU quality management system is implemented in accordance with the requirements of Article 5 (21) of the Law on Higher Education Institutions of the Republic of Latvia, Standards and

Guidelines for Quality Assurance in the European Higher Education Area (hereinafter - ESG) and ISO 9001 guidelines.

Basic principles of TU quality management system:

- customer orientation;
- leadership and staff engagement;
- process approach;
- continuous improvement;
- evidence-based decision making;
- customer relationship management.

The aim of TU quality management system is to increase the efficiency of TU and the satisfaction level of all stakeholders through continuous improvement.

TU defines the following quality management document structure:

- Strategic Planning Documents (TU Strategic Guidelines with Vision Mission, Goals, Goals and Indicators for Performance Control, SWOT Analysis, Study Area Development Plans);
- Policies (Quality Policy, Ethics Policy, Personnel Policy, Personal Data Processing and Protection Policy, Security Policy for Information and Communication Technology Systems, Energy Policy, etc.);
- Documents describing the process (regulations, rules, procedures, lists, diagrams);
- Planning documents (work plans of structural units, individual work plans of lecturers);
- Supporting documents (order, personnel, correspondence, document forms, references, deeds, minutes, reports, records, etc.).

Responsibility is defined in the Regulations of the Faculties and other regulations, regulations, by-laws, procedures and job descriptions of the structural units.

The Chairman of the Management Board is responsible for the quality management system at TU. The quality manager is responsible for designing, maintaining and improving the TU quality management system. The quality manager ensures the maintenance and improvement of the process management and measurement system, performs the review of the efficiency and effectiveness of the TU quality management system by organizing internal audits, ensures the maintenance of TU normative documents, participates in the development and updating of TU organizational documentation.

It is the responsibility of the Rector and Vice-Rectors to ensure a unified pedagogical process at TU, the organization and management of the study process, the management of scientific methodological activities and the provision of study development and international cooperation.

The Dean of the Faculty is responsible for the compliance of the study programs implemented by the Faculty with the demand of the labor market, initiates the creation of new programs or the improvement of the programs to be implemented, organizes the , implementation and improvement and is responsible for the implementation of the quality management system in the faculty and for proposing improvements.

The Vice-Dean of the Faculty manages the implementation of the study process and its improvement in accordance with the TU vision, mission and strategic development plan, is responsible for the comparative assessment of study process quality and student movement analysis, as well as methodological work in the Faculty.

Program directors are responsible for the design, implementation and development of a particular study program.

Heads of Departments are responsible for systematic improvement and modernization of the study process, participation in the collection of the library, organization of scientific research and methodological work, organization of experience exchange and qualification improvement of the lecturers, preparation of plans and reports, regular meetings of the Department on topical and prospective issues of study quality and scientific research, preparation, approval and publication of study course descriptions for the current academic year.

The TU branch managers, together with the department heads and program directors, are responsible for ensuring the quality of the programs being implemented in the branches and the appropriate control process.

Heads of units are responsible for analyzing the results of surveys related to the operation of their unit, for planning and implementing corrective and preventive actions, and for ensuring continuous improvement of the unit's work.

Each TU employee is responsible for maintaining the quality management system within TU's own competence. It is the responsibility of each employee to inform management of any identified or suspected non-conformities and to propose suggestions for improvement.

Internal audits of the TU quality management system (implemented in accordance with the Quality Management System Internal Audit Regulation (N105)) are conducted to verify that the activities and results of the TU departments are consistent with the planned activities and that these activities are appropriate for achieving the objectives. Various surveys (employees, students, employers, graduates) are conducted to obtain feedback (Survey Procedure (P17)). A process and measurement system was used to improve process quality (Annex 2 to the Quality Management Manual).

Lecturers' qualification development is followed by TU professional competence training and departmental methodological seminars, which are dedicated to exchange of experience, introduction of new technologies and new teaching methods. Also used are the visits conducted in accordance with the Lesson Attendance Procedure (P30), as well as the results of the study course implementation survey, which are collected and analyzed at the end of each semester.

As quality assurance must comply with the standards and guidelines set by the European Association for Quality Assurance in the European Higher Education Area, the higher education institution recognizes in its study process that quality assurance is a guarantee of study outcomes and graduates' competitiveness in the labor market.

Eligible internal quality assurance measures are as follows:

- annual identification of weaknesses and strengths of study fields, changes, opportunities for development and internal self-evaluation;
- Competent study direction management by the Faculty Council, heads of departments and study program directors, including student self-government;
- listening to students' opinions by advising students and collaborating on the development of a qualification paper;
- continuous evaluation of the study process, using various forms and methods of diagnostics, for example, conducting regular questionnaires (student survey), as well as analyzing the results obtained and discussing the students' thoughts with the lecturers (feedback);
- regular meetings of the academic staff at the Faculty Council meetings, where the contents of the courses and the possibilities for their improvement according to the development of the scientific fields are discussed, taking into account the latest scientific and technical achievements;
- involvement of students and graduates in scientific activities, promoting the development of

qualitative papers based on the latest scientific achievements (student research results are published and reported at local and international conferences);

- invitation of students to the Faculty Council meetings, where problems concerning the quality assurance of the study courses and adjustments in the content of study programs are discussed.

The quality of studies is also ensured by the regular improvement of individual study courses, using the latest teaching aids and books prepared by the academic staff involved in the study fields.

The most important performance evaluation criteria are student satisfaction level, employer references, graduate profile - competitiveness in the labor market (application of knowledge and skills in professional activities), accreditation - national and international, enrollment / graduation rates and financial indicators.

Quality Policy (ENG):

http://nodarbibas.turiba.lv/regdok_en.asp (In the section on Regulating documents - Higer Education)

Quality Management Guide (information in Latvian) (This link are located on the BAT internal network and will be available to experts during their visit or may be made available to experts before the visist upon request):

http://inet.turiba.lv/dok_adreses/Dok/2008_gada_marta_sakot/Sekretariats/Kvalitates_vadibas_rokasgramata_V139_1.versija.docx

In addition, the document "Quality Policy" is attached in Annex.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		Quality policy. Quality management manual.Faculty Regulations. Hospitality procedure. Survey procedure. Article 1.3 of the Report.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		Regulations for the Development, Approval and Change of Study Programs.Process measurement system included in the Quality Management System Manual. Appendix to paragraph 1.2. report.

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Complies
		Study regulations. Examination regulations. State examination regulations. Study course descriptions. Appendix to paragraph 1.2. report.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		Hospitality procedure. Survey procedure. Process measurement system included in the Quality Management System Manual.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies
		Process measurement system included in the Quality Management System Manual. Survey procedure, questionnaire.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		The improvement of the study direction is ensured by the constant cooperation with Latvian and foreign companies and organizations, which ensure the achievement of the study goals. New study programs and their actualization are developed in cooperation with representatives of industry companies. The directions of scientific research correspond to the strategy of the institution of higher education, study directions and corresponding study programs, they correspond to the actualities of the branch and the needs of the labor market. Report p.5,6.

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

1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study

programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The study direction “Management, administration and real estate management” includes 7 study programs of the Faculty of Business Administration (hereinafter - UVF) and 1 of the Faculty of Law (hereinafter - JF), the content of which is based on consultations with professional organizations in the field recommendations of lecturers, students, employers and graduates, as well as following similar study programs in foreign universities:

1. Professional bachelor's study programme "Business Administration" (42345)
2. Professional bachelor's study programme "International Finance Management" (42345)
3. Professional bachelor's study programme "Business Logistics Management" (42345)
4. Professional master's study programme "Business Administration" (47345)
5. Professional master's study programme "Business Psychology and Human Resource Management in Business" (47345)
6. Professional master's study programme "Public Administration" (47345)
7. Doctoral study programme "Business Administration" (51345)
8. Joint doctoral study programme "Management Science" (51345)

The Professional bachelor's study program "Business Administration", the professional master's study program "Business Administration" and "Public Administration" and the doctoral study program "Business Administration" are long-term study programs (started in 1996, 2001, 2007 and 2008 respectively), study programs which in previous periods have obtained accreditation of study programs for a maximum term of 6 years, which indicates the quality and sustainability of study programs.

In order to strengthen the scientific capacity and taking into account the recommendations of the previous accreditation experts, a joint doctoral study program “Management Science” was established in cooperation with Daugavpils University in 2014. Based on the recommendations of the employers and discussions in the media and focus groups, the professional bachelor's study programs “Business Logistics Management”, “International Finance Management” and Professional master's study program “Business Psychology and Human Resource Management in Business” were licensed and launched in 2018.

The economic and social importance of the programs included in the study direction is underlined by the fact that in general Latvia is well below the EU average indicators in the criteria of human capital and entrepreneurship[1]. Human capital more than anything else determines the quality of life of the people of a country. Human capital has three dimensions –**education, health and work**. Each dimension is closely interlinked to each other. **High quality education** will increase your chances of working in an exciting and well-paid job. Each **well paid job** adds value to the society and increases the tax revenue that finances quality education and health care.[2]. Investments in human capital, especially in the training of older workers, should be considered to mitigate the adverse effects of ageing on business performance. The ability to learn in later stages of life is also greater among university graduates.[3]

Quality, lifelong and creativity-oriented education is a necessity of the 21st century, enabling it to respond to the challenges of global competition and demographics, and is a prerequisite for changing the economic model (clause 32) [4]

In order to make study direction more competitive and increase the demand for Turība graduates more in the labour market, cooperation with employers and various industry organizations, the

Latvian Employers' Confederation and the Latvian Chamber of Commerce and Industry is carried out involving all these parties in organizing and planning the study process.

Quality and sustainability is also evidenced by the survey of employers conducted by prakse.lv, which places BAT in 3rd place[5].

Surveys of the graduates show that the graduates are satisfied with the quality of studies and the compliance of the program with the requirements of the labour market, which is also proved by the fact that the majority of graduates work in their speciality[6]

Professional bachelor degree programs allow you to gain competencies and enter the labour market after 4 years of study, or combine studies with work in the evening or extramural form. Professional bachelor's degree programs provide an opportunity for graduates of the first level professional higher education program (implemented in the direction of "Economics") to continue their studies. In turn after completing the professional bachelor's degree programs, there are opportunities to continue studies at a higher level - Master level degree programs.

After graduating master level programs, students also have the opportunity to continue their studies at the higher level - doctoral programs in Latvia or abroad. Consequently the Turiba Faculty of Business Administration ensures a full three level cycle of education.

A detailed description of these programs and their analysis will be provided in the self-evaluation section of each program, including references to the uniqueness of these programs compared to other similar programs in Latvia and abroad.

(The information in the links below is in Latvian)

[1] <https://www.makroekonomika.lv/vai-darba-tirgu-spesim-konkuret-ar-maksligo-intelektu>

[2] <https://www.makroekonomika.lv/latvijas-cilvekkapitala-raksturojums>

[3] https://datnes.latvijasbanka.lv/diskusijas-materiali/DM_3_2019_lv.pdf

[4] https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

[5] <http://www.prakse.lv/tops>

[6] http://inet.turiba.lv/faili/Absolventu_aptauja_2017.pdf

This link is located on the BAT internal network and will be available to experts during their visit or may be made available to experts before the visit upon request.

1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.

The aim of the study direction is to provide comprehensive theoretical and practical knowledge, to develop students' economic and business thinking, to train managers and leading specialists in various branches of national economy, managers - leaders to promote the development of enterprises and their competitiveness in changing socio-economic conditions and international market.

The development of the study direction is closely related to the Strategic Guidelines of Turiba University

2016-2020

(<https://www.turiba.lv/storage/files/bat-strategiskas-pamatnostadnes-2016-2020-gadam-v46-5-vers-eng.pdf>), (hereinafter – Turiba). The goals and tasks set in the Turiba strategy promote the development of the study direction as a whole and the study programs included therein as well.

To ensure the development and sustainability of the study direction “Management, administration and real estate management”, the aims and tasks of the study programs have been aligned with the actions described in the Latvian Sustainable Development Strategy (Latvia 2030)[1]

The following directions of Latvia 2030 strategy are used in the development plan for the study direction and implementation of programmes:

- It is the quality of education that is very important for specification of life and work opportunities of a person in Latvia. (..)If inequality in the field of education continues its increase, the shrinking human capital of Latvia will not be fully used (paragraph 116 of the strategy).
- (..)systematic co-operation of general and vocational educational institutions with institutions of higher education becomes important both in creating the content of the studies and in promoting the improvement of the competence of teachers. (140).
- (..) human capital in European countries mainly occurs and develops in employment process, upon individuals improving their knowledge in the system of lifelong education and at work place, training of adults and more active involvement of formal education institutions and employers in provision of informal education offer is an important task also for Latvia(147)
- (..) institutions of higher education and institutions of vocational education have an opportunity to develop training of adults as stable action direction necessary for the Educational institutions in co-operation with regional entrepreneurs should be aware of local and global tendencies in the national economy in order to be able to foresee and offer such content and format of studies, which would promote regional development and the competitiveness of individuals and organisations in economy of tomorrow (148).
- (..) a solution should be found for the way to create a link between the system of formal education and informal education, and further education of adults so that those who have not followed the traditional path of education would be provided with equal mobility opportunities not only within the scope of educational system, but also in the labour market (149)
- E-lessons. In addition to the usual study process educational institutions should create distance learning programmes, using e-technologies. Institutions of higher education may create programmes, which mainly take place in the e-environment (..)(163)
- Study e-books. Study books and materials should be freely available also in the e-environment (164).
- Integration of further education in the system of formal It is necessary to ensure the recognition of the knowledge, skills and competences acquired in informal way (..) An efficient evaluation system of courses of further education, which is free of bureaucratic obstacles, should be formed so that people who have not followed the traditional path of education would be provided with equal mobility possibilities both within the scope of educational system and the labour market (166).
- In order to promote economic activities and the ability to engage in entrepreneurship, state support not only to entrepreneurship, but also to education of existing and potential entrepreneurs and popularisation of good practice is necessary. Sectoral associations and other non-governmental organisations representing the interests of entrepreneurs should assume a specific role (..)(167).

- Entrepreneurship is a driver of innovation, and it creates wealth and improves the standard of living. (..) When creating the entrepreneurial environment of Latvia, firstly, the possibilities for making innovative entrepreneurship an attractive career choice for the largest part of the society should be In this area the support possibilities of social partners and other non-governmental organisations should be used more, the activities of clusters, incubators and competence centres should be improved and the mentor movement should be developed (175).
- In modern economy the role of knowledge, institutions of higher education and research becomes more important.(..) . Institutions of higher education and research institutes of Latvia should be as open as possible and should promote distribution of knowledge both in national region and the Baltic Sea Region(..)(174).
- The centre of innovative, eco-efficient and competitive economy should lie in initiative and an environment providing support to entrepreneurship. Support to the generation and commercialisation of new ideas, knowledge transfer and user-based studies, global science, innovations (..)(33).

How specific strategy points are implemented in specific study programs is discussed in the self-evaluation report section of each program.

Tasks included in the course of action have been taken into consideration by the Faculty of Business Administration (hereinafter UVF) when developing the study direction: UVF Council meeting on May 16, 2019 evaluated and updated tasks to be implemented for implementation of strategic goals (Minutes No.2 / 2019)[2].

The main tasks for the study direction are as follows:

- To ensure the creation, development and application of practical skills for effective management of the company, organisation or structural unit;
- To develop the skills and competences necessary for a manager, to ensure the development of the individual competencies and provide the possibility to continue further education in higher level programs;
- To ensure acquisition of knowledge and skills necessary for the profession;
- To promote the development of attitudes that ensure the acquisition of qualification and promote the student's competitiveness in the changing socio-economic circumstances;
- To create motivation for further education;
- To promote the development of the student into a spiritually developed, free, responsible and creative personality;
- To develop economic thinking and promote students' analytical skills;
- To promote the student's creative development in the daily study process, as well as to develop initiative, awareness, accuracy;
- To promote self-learning, develop skills and abilities required for information gathering;
- To ensure high quality education competitive in EU;
- To promote the proportion of research in studies;
- To conduct professional research in economics and business.

The planned result (learning outcome) of the study direction “Management, administration and real estate management” is highly qualified managers who are able to organize and manage team work to achieve specific goals. To be able to orientate in the business and economic environment, to promote the development of entrepreneurship and the Latvian economy with their knowledge and practical activities.

The study discipline and the individual study programmes have very good prospects in the Latvian as well as the global context.

Cooperation among HEIs, research institutions and private sector as well as the transfer of research and innovation to the industry, enhancement of entrepreneurship has also been determined as priority for Latvia in the near future and therefore the aims of the study direction and its implementation are directly related to the interests of the state and its vision of development.

(The information in the links below is in Latvian)

[1] https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_6.pdf

[2] UVF Council Meeting Minutes No.2 / 2019, Riga, May 16, 2019. Accessible at: H:\UVF\A_LIETU NOMENKLATURA\2019_Nomenklatūra\2.05.-06_Fakultates Domes lesumi, sezu protokoli ar pielikumiem

This link is located on the BAT internal network and will be available to experts during their visit or may be made available to experts before the visit upon request.

1.3. SWOT analysis of the study direction with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study direction for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study direction for the next assessment period shall be provided.

Strengths of the study direction:

- students' satisfaction with the organization of their study work;
- good material and technical support;
- good infrastructure;
- study programs of study direction have continuity, students have the opportunity to continue studies in a higher level program after graduation;
- students have access to a wide range of methodological materials;
- ability to develop study programs according to labour market requirements;
- students participate in university conferences;
- Conformity of the study program to professional standards
- interdisciplinary approach is used in the study process, with emphasis on independent work, which motivate students for further education and career development;
- professionalism of the academic staff;
- involvement of practitioners in the study process;
- involvement of visiting foreign lecturers.

Weaknesses of the study discipline:

- students lack time for independent studies;
- not a *fast enough* rise in the number of educators with doctoral degrees;
- a small number of field or market studies/research by both students and educators.

Opportunities for the study direction:

- increasing trust in private universities and their ability to deliver quality education;
- to attract more foreign lecturers from cooperation universities;
- to increase the number of scientific experts in scientific research;
- to participate in the development of Latvian economy and entrepreneurship by carrying out research activities.

Threats to the study discipline:

- decline in demographics in the student age group (18 - 25);
- wide range of study programs at other universities;
- the constant amount of state scholarship places in state higher education institutions, irrespective of the decrease in the number of students;
- unclear public policy on higher education.

Weaknesses and threats in the study discipline have been evaluated and explanations are given how Turība plans to eliminate or improve weaknesses, avoid threats, use opportunities:

<i>Weaknesses of the study discipline:</i>	<i>Measures taken</i>
Not a <i>fast enough</i> rise in the number of educators with doctoral degrees	Turība University strives to attract lecturers with a doctoral degree each year, offering them both permanent academic positions and guest lectures. This process will continue in an effort to attract new doctors. During the reporting period, several lecturers with doctoral degrees were involved (A. Bulis, Z. Driņķe, J. Derkevica-Pilskunga, A. Vanags, D. Vasiļevska, D. Rone, I. Linde etc.) Doctoral students are also involved in the study process (A. Pētersons, N. Kozlovskis, S. Jeromanova-Maura, I. Krievs, etc.).
Students lack time for independent studies	It is possible to continue studies in distance learning.

A small number of field or market studies/research by both students and educators

The number of studies/research is gradually increasing due to the increasing research activity of doctoral students, and students are encouraged to develop practical research as part of their final theses. The annual scientific conference brings together researchers from a variety of disciplines, with student participation increasing every year. UVF cooperates with LCCI and conducts research which is of interest of its members. Two research works are being carried out in cooperation with research centre SKDS: 1) Business environment research "Turiba Business Index", which describes the opinion of Latvian entrepreneurs about the state of the Latvian business environment in general; 2) research on business education. UVF lecturers working in various associations, inform about the readiness of the higher education institution to carry out market research involving both students and lecturers.

Threats to the study discipline:

Measures taken

Decline in demographics in the student age group (18 - 25)

The programs of the study direction do not focus on young students, but on representatives of different age groups; distance education programs are being implemented that allow people of all ages as well as people abroad to study and an increasing number of distance learning students are Latvian citizens who live or work abroad. All programs of the study direction are implemented also in English, thereby increasing the number of students by attracting foreign students from different countries, and the number of foreigners in study programs increases every year.

Wide range of study programs at other universities

Lecturers express their professional opinion in public space, conduct guest lectures in schools, participate in projects, thus promoting Turiba and its study programs. Increasing the competitiveness of the study direction in regions is possible by increasing the involvement of lecturers and students in research in the field, thus gaining two benefits - students' practical experience in conducting research and lecturers' ability to produce scientific publications on the basis of research.

The study direction "Management, administration and real estate management" development plan is based on three documents:

- Decisions of the study direction accreditation commission.
- Latvia's Sustainable Development Strategy 2030.

- Turiba Strategic Guidelines 2016-2020.

Development plan drafting process:

- Recommendations, directions of development, strategic guidelines should be evaluated at the UVF methodological seminar.
- Setting development goals and objectives in collaboration with program directors, Dean of Faculty, Vice Dean.
- Evaluation and approval of the development plan by the UVF Council.

The development plan is attached in the appendix Nr.1.

1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study direction.

Structure of study discipline and corresponding study program management (management)

Study programme directors	Carry out the practical implementation of their study program, prepare reports, make proposals on necessary changes in the program in accordance with the needs of the labour market; maintain links with program students, cooperate with professional organizations in the field.
The Head of the Department of Commerce and Department of Law	Recruits the appropriate lecturers, supervises the symbiosis of academic and scientific research work in the study process.
The UVF Vice Dean	Carries out a practical implementation of the study discipline, works closely with students and graduates, uses their views for formulating proposals for the development of the study discipline.
The UVF dean - head of the study direction	Supervises the process of design and implementation of the study direction, promotes the development of the study direction and its existing programs, and, if necessary, proposes the design and incorporation of new programs in the direction.
The UVF Council	Examines the self evaluation reports (PNZ), recommends improvements needed, evaluates the development plan and actual trends, recommends programs and plans to the Senate for approval, and amendments.
Turiba Senate	Approves programs to be included in the study discipline. Approves new programs.

Terms used in the table: UVF - Faculty of Business Administration

Management of the study direction is implemented in a timely manner and is evaluated as

effective, enabling rapid response to changes in the situation and implementation of necessary improvements. The cooperation between the program directors, the head of the department, the vice dean and the dean - head of the study direction is important. Collaboration is implemented through methodological seminars, department meetings, discussions on the implementation of the study process, its improvement and actual trends. There is close cooperation between program directors in implementing study courses and participating in the organisation and evaluation of student internship and study papers.

The existing cooperation between the UVF Dean - head of the study direction and the UVF Council in evaluating the implementation of the direction, actual trends and opportunities for development is essential.

The UVF Dean - head of the study direction reports to the Senate on the effectiveness and possible improvements in the program quality carried out in the previous study year.

Programme director

- analyse the achievement of the study program goals, the demand for study program graduates in the labour market and the quality of studies using quantitative indicators;
- number of students per study year;
- number of drop-out by study year and its causes;
- dynamics of students' progress in study courses and State examinations;
- demand of graduates in the labour market;
- graduate employment;
- offer of study opportunities in Latvian and foreign education market.

Quantitative indicators are provided by the Study Department.

The heads of the department and dean analyse the quality of the study process and its implementation (the work of elected and part time lecturers), using quantitative indicators: structure of the academic staff; qualification and development of the academic staff; practical experience of the academic staff in their relevant study courses; research, methodological and consultative activities of the academic staff; publications of the academic staff.

Departments review the results of the analysis during the final department meeting for the academic year and submit them to the program director.

The quantitative indicators are provided by the Departments, Personnel and the Science Department.

Other departments also participate in the implementation of the study direction: Study information centre, Information system department, Library and Student Council.

The self evaluation procedure for the study process (Approved by Senate 22.01.2014. decision) states that the goal of self-evaluation of study programs and process is to ensure continuous improvement of study quality management.

The management structure of the study direction and description of tasks of structural units is attached in the appendix Nr.2.

1.5. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal

education recognised within the study direction by providing specific examples of the application of these procedures.

The enrolment regulations are in compliance with the Law on Higher Education Institutions, Cabinet of Minister regulations No. 846 "Regulations on requirements, criteria and procedure for enrolment in study programmes" as of 10.10.2006 and the Study regulations of Turība University. All citizens of the Republic of Latvia, persons who are entitled to the non-citizen passport issued by the Republic of Latvia, permanent and temporary residents of Latvia or persons based on inter university agreements shall be entitled to study at TU. TU Rector shall issue a decree on enrolment.

Enrolment requirements for students of the study program are specified in the Turība enrolment Regulations for the respective academic year (Turība enrolment Regulations for the academic year 2019/2020 can be viewed at (<https://www.turiba.lv/en/admission/admission>)).

Study period, professional experience, previously acquired formal and non-formal education are recognized in accordance with Turība [By-law on the recognition of knowledge, skills and competences achieved outside formal education or obtained by professional experience](#) (information accessible on the home page section Study process)[1].

The study results achieved through previous education or professional experience are evaluated and determined in accordance with the study programs implemented by Turība; if they meet the relevant requirements of the study programs implemented by Turība, they shall be recognized and the relevant credits shall be awarded.

A person, who is not a student of the respective study program may be enrolled in the corresponding study period of this study program, after recognition of the study results and if necessary, the scope of additional study courses or study modules and respective examinations to be completed are determined individually.

- The following criteria must be met for the recognition of study results achieved through prior education or professional experience:
 1. documents submitted by the person contain clear, unambiguous and complete information regarding the knowledge, skills and competences obtained or achieved;
 2. at least one credit point can be granted for the recognised knowledge, skills and competences;
 3. the previous education obtained by the person meets the enrolment requirements in the respective study programme;
 4. the person has successfully passed the additional examination set by the Commission and demonstrate knowledge, skills and competence corresponding to the relevant study program or part thereof.
- Study Results gained through professional experience can be recognised only if:
 1. in the part of the respective study program which consists of practice, in addition, these study results must be achieved in the area of professional activity corresponding to the thematic area of education of the study program;
 2. in the study course or study module of the study program which acquires practical knowledge, skills and competence;
 3. Study results achieved in professional experience may be recognized in professional or academic study programs, and only 30 percent of the credits in a professional or academic study program may be awarded in recognition of study results achieved through professional experience.

- The study results achieved in previous education can be recognized if they correspond to the level of higher education and have been achieved:
 1. in an accredited study program;
 2. in professional further education program, the acquisition of which gives the possibility to obtain the fourth or fifth level of professional qualification;
 3. in a separate course or study module of the study program which the person has acquired as a listener;
 4. as a part of the study program;
 5. in other forms acquired outside formal education (except for study programs corresponding to regulated professions).
- One credit for study results achieved through prior education or professional experience may be awarded if they have been achieved through at least one week (40 academic hours) of learning.
- Study results achieved and recognized in previous education or professional experience may not be counted as final examinations, state examinations, final examinations, qualification examinations or doctoral theses of the relevant study program.

Graduates of programs implemented in this study direction may demonstrate readiness to continue further education, and there are cases where graduates of a bachelor's or master's degree wish to enhance their professional competencies. An application for starting education at later stages is written; the application and the supporting documents attached are reviewed by UVF, evaluated and a comparison of credit points is drawn up, transferring the credit points previously obtained and an individual study plan is drawn up for the for the remaining credit points.

Describing opportunities for recognition of professional example and non-formal education in the study direction, it should be noted that a specially organised commission makes decisions regarding the recognition of previous professional experience and its equivalence to specific study courses on the basis of the application and the documents submitted in the case of graduates of the professional bachelor's study program "International Finance Management".

[1] http://nodarbibas.turiba.lv/regdok_en.asp

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

Study progress/achievements are evaluated on a 10-point scale based on the following criteria:

- Extent and quality of knowledge gained.
- Skills and competences acquired.
- Attitude towards learning.
- Dynamics of development of learning achievements.

The assessment system is designed by the lecturer of the respective study course, according to the credit points and scope of the study course, and the assessment system is described in each study program. The whole assessment system is regulated by [Examination regulations](#) pārbaudījumu nolikums[1], [Study regulations](#), [Regulations on Application and Defence of Study Papers](#),

[Regulations on compilation and layout of independent research papers](#) (these regulations are accessible to students and lecturers on BATIS).

The lecturer of the study course can develop his/her own criteria according to the expected learning outcomes of the course, using the general evaluation criteria included in the study regulations.

The following basic principles are followed when assessing study results/achievements:

- Transparency of assessment of knowledge and skills - in accordance with the stated aims and objectives of the Program, as well as the objectives and tasks of the study course, there is a set of requirements for positive assessment of educational achievements;
- The principle of compulsory assessment - it is necessary to obtain a positive assessment for the acquisition of content of the study program

In order to make the grading system more "transparent" and more understandable to students, each study program includes the number of regular tests and independent work and their weightage in the final assessment; weightage is given for the final examination as well. Students can also see their marks on their BATIS, and thus follow their study progress.

One of the most important indicators of the institution 's performance is the results of state examinations (regulated by [State examination regulations](#)). The State Examination Commissions are formed by inviting professionals of the field, university lecturers and is chaired by a doctor of science from another university or research institute.

Evaluating the results of the examination, it is possible to evaluate the quality of the study process implemented at the higher education institution and to draw conclusions.

Average assessments for state examinations

Study programme	Study year 2013/14	Study year 2014/15	Study year 2015/16	Study year 2016/17	Study year 2017/2018	Study year 2018/2019
UV	7.71	7.31	7.24	7.96	8.25	8.49
UM	7.85	7.73	7.96	8.33	8.38	7.97
VM	6.8	7.25	6.67	7.83	7	7.33
Total	7.45	7.43	7.29	8.04	7.87	7.93

Terms used in the table: UV - Professional bachelor's study programme "Business Administration", UM - Professional master's study programme "Business Administration", VM - Professional master's study programme "Public Administration".

Average indicators in the direction have generally improved.

The professional master's study program "Business Psychology and Human Resource Management in Business" has the first graduates and the average grade is 9, which is explained by high motivation and interest of the students in this program.

Methodological work is carried out during UVF methodological seminars and department meetings to assess students' achievements, methods of evaluation of achievements, and, if necessary, solutions are sought. Lecturers are encouraged to share their experience and provide suggestions and apply new methods.

Student surveys that are carried out at the end of each study course and once a year on the whole study process play an important role in determining the conformity of assessment methods to the

program goals and the needs of the students. The results are evaluated and solutions are sought for preventing the problems identified.

Graduate surveys, which take place every two years, provide an opportunity to assess how well graduates feel in the labour market, and how their knowledge and competences are assessed.

The students can get acquainted with the criteria, requirements and procedures for student assessment on the Turiba homepage: http://nodarbibas.turiba.lv/regdok_en.asp.

This information is also available on BATIS (Regulatory Documents section of the Study Information section)

<https://batis.turiba.lv/b3.dll/BAT/1/08C898327CEB2522376DE54020200220172100156> (login with student password).

[1]http://inet.turiba.lv/dok_adreses/?nr=&psearch=p%E2rbaud%E2jumu+&Process=&st_search=&m_search=

This link is located on the BAT internal network and will be available to experts during their visit or may be made available to experts before the visit upon request.

https://batis.turiba.lv/pasn/b_pasn.dll/BAT/2/C874A0451C77716DF162E54020191130130414284

(login with password).

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

Turiba pays special attention to principles of academic integrity and its observance by developing the regulatory framework, organizing informative seminars for lecturers, organizing informative work with students and using anti-plagiarism tools. A number of internal normative enactments have been drafted to combat plagiarism:

1. The Regulations on compilation of students' independent papers determine the sequence and procedure for writing individual papers, with particular attention to procedure for references.

2. The Regulations on academic integrity and plagiarism identifies certain types of plagiarism, describing each of them as follows:

- Absolute plagiarism or playing with words. The author of the work submits work written by another author or authors under his/her name.
- Word by word plagiarism. The author of the work copies large fragments, one or more paragraphs or its parts to another text and submitting it as his/her own without citing references to the original sources.
- Unethical plagiarism. The author of the work submits a work under his/her name in which the names of other author/s who participated in the work are not mentioned.
- The author of the work cites another student/s who had not participated in the compilation of the work as authors.
- Submitting the work repeatedly although the author/s guarantee that the work has not been submitted for publishing or assessment elsewhere.
- The author of the work takes the work of another author retaining the original content,

paraphrasing it a little or not changing it at all and submits it as his/her own work.

- Incorrect sources. The work contains references to non-existing sources or deliberately exaggerated list of sources and literature without any references in the text.
- Secondary sources. The author of the work copies large fragments, one or more paragraphs or parts from secondary sources and submits it as primary sources.

The Study Regulations stipulate the students' obligation to study in good faith within the framework of the respective study program and to use the works of other authors only to the amount corresponding to the purpose of their use in carrying out research, obligatory indicating the author and title of the work used. It is stipulated that each test must be submitted in the form of a properly designed work and that there is no right to submit a single work several times unless it is substantially supplemented. The Study Regulations foresees cases where a student has not acted in good faith and has submitted a plagiarism or repeatedly submitted the same work without any significant additions. In such cases the student has to repeat his / her work, but in case of repeated violation the student is expelled. The State Examination Regulations regulate cases when students have submitted plagiarism for defence of their final thesis (qualification paper, bachelor's thesis or master's thesis). In such a situation the study regulations stipulate that the student is expelled with the right to rewrite and submit the thesis for defence within three years, but if the work shows signs of plagiarism repeatedly, the student is ex matriculated without the right to defend the thesis.

One of the tools for discovering plagiarism, the origin and the lawful use of which is unquestionable, is the unified computerized plagiarism control system (VDPKS)[1], which was created jointly by Latvian higher education institutions and wherein it is possible to compare the works of students [2] of 16 Latvian higher education institutions as well as documents therein. Turība has joined this system and examines every qualification, bachelor, master and doctoral thesis submitted.

As of November 15, this year, Turība is launching the Turnitin[3] plagiarism system, an additional tool for combating plagiarism that can be used for student independent research .by supervisors.

If plagiarism is identified, students are not admitted to the defence and are forced to rewrite and submit their work and pay an additional fee for the defence.

According to the Turība regulations, if a match is found between 15% and 30% of the work submitted to the VDPKS, the work is evaluated by a commission of three staff members organized by the Dean of the Faculty. However, if there is more than 30% of match then the is considered to be plagiarism without further examination.

Papers of UVF students showing signs of plagiarism are evaluated by a commission formed by a Rector's decree, and the work is recognized as plagiarism if the following is recorded:

- similarity in views, comments, conclusions or recommendations expressed;
- similarity in order of sources used, references, citations, and facts;
- the same typing errors or common phrases are found in the work;
- similarity in the title of the paper, the plan and structure of the work.

There were 5 works of plagiarism in the field between 2015 and 2019, of which three in the bachelor program and six in the master's program (4 in the English medium programs).

The students mainly used the works of the students of the University of Latvia; the use of Turība students' works was also found. There is a considerable decrease in such violations; three works of plagiarism in the study year 2017/18, no plagiarism in 2018/2019, and only one in November 2019.

Principles of academic integrity, as well as cases of plagiarism, are discussed during methodological seminars.

To minimize such violations, students are introduced to the principles of academic integrity within the framework of various study courses and seminars organized by independent research supervisors.

[1] Accessible at (password protected): <https://plag3.lu.lv/cgi-bin/ul>

[2] University of Latvia, BA School of Business and Finance, Turība University, University of Daugavpils, University of Culture and Economics, Jēkabpils Agrobusiness College, Liepāja University, Latvia University of Life Sciences and Technologies, Rezekne Academy of Technology, "RISEBA" University of Business, Arts and Technology, Rīga Stradiņš University, Rīga Technical University, International Cosmetology College, Transport and Telecommunication Institute, Ventspils University College, Vidzeme University College

[3] <https://www.turnitin.com/>

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

The list of study programmes implemented at Turība is accessible on the Turība webpage:

<https://www.turiba.lv/en/admission/study-programs>

The responsibility for correspondence of the information available on the website to the information available in the official registers lies with each study program director, for the study direction - the Dean and for the overall accessibility - the Development Department.

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

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

Turība [Quality policy](#) (see document in other appendix part) stipulates that:

The Quality Management System of Turība University is organized using a systemic approach for efficient and continuous improvement which has been designed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the strategic guidelines of Turība.

- Turība identifies processes as well as maintains, uses and enhances a process measurement/benchmarking system:

1. The Faculties, departments and other departments, management, employees and students shall be responsible for improving the performance of Turiba.
 2. All Turiba stakeholders shall also be involved in the enhancement of Turiba's performance.
 3. Turiba personnel (including its students) shall be involved in the introduction of the quality assurance policy and the maintenance and enhancement of the quality management system.
- Study programmes:
 1. The design and approval of study programmes shall be organised in accordance with the internal procedures approved by the Turiba Senate.
 2. The study programmes that are designed in accordance with the Turiba strategy shall have clearly formulated goals and learning outcomes.
 3. Turiba students and educators as well as employers and social organisations shall be involved in the design of the study programmes.
 - Students:
 1. Turiba's study process are student centred underlining an individual approach towards students during the study process.
 2. Turiba students are actively encouraged to participate in the enhancement of the study process.
 3. The teaching/learning methods, pedagogical approaches, introduction of innovations and new technologies are regularly reviewed.
 4. Involvement in the labour market and establishment of new enterprises is actively promoted during the study process.
 5. Assessment is consistent and in accordance with Turiba approved procedures. The assessment criteria and methods are communicated to both students as well as assessors.
 6. All complaints, suggestions and appeals are reviewed in accordance with procedures approved by Turiba.
 - Study process:
 1. The study process at Turiba is in accordance with the goals set and consistent, approved and published rules and regulations that describe the whole study process from the moment of enrolment of students till their graduation.
 2. The progress of students' study process is constantly monitored by Turiba.
 - Personnel:
 1. Competent personnel are employed in accordance with clearly defined, transparent and fair recruitment procedures.
 2. The study process is provided for by highly qualified Latvian and foreign educators, who are characterized by academic professionalism and integrity, as well as intolerance to academic fraud.
 3. Turiba provides its personnel opportunities and motivates them to enhance their professionalism and carry out research activities.
 4. Student and educator exchange and cooperation with other foreign higher educational institutions is promoted
 - Resources:
 1. Turiba provides all the necessary financial, personnel and materials resources required for its students and ensuring the performance of its activities.
 2. A high level, modern material technical base, modern infrastructure and comfortable, safe and tidy environment is provided to support the study process.
 3. A convenient and supportive customer service is also provided.
 - Information:

1. Turiba systemises and analyses information regarding its activities and uses it for the enhancement of its study programmes and the internal quality management system.
 2. A systematic self-assessment of Turiba activities is carried out.
 3. Turiba cooperates with students, employers and other stakeholders to ensure a consistent feedback system.
- Informing the Society:
 1. Turiba publishes, clear, precise, objective, actual and easily accessible information about its activities through its webpages, social network profiles and informative brochures.
 2. Turiba personnel actively participate in forming public opinion through publications, lectures, seminars and conferences and are actively involved in social organisations.
 - Review:
 1. Turiba regularly evaluates the correspondence of its study programmes to the expectations and needs of the students and the changing requirements of the society as well as the achievement of the goals set
 2. The review of study programmes is aimed at ensuring the actuality of its study programmes and their continuous development and is carried out with the involvement of students, employees, employers and social organisations.

Qualitative indicators of the programme in the study direction are measured using various instruments and various statistical indicators from Turiba's internal database system such as the number of students enrolled; number of alumni and students are also used. Survey of various target audiences are used to gather information on the level of satisfaction of students, employers, alumni and employees, the pedagogical performance of educators, professional career of alumni for example salaries, career growth etc.

The Quality Management Manual (Document v 139, approved by the Senate on 22.05.2019, Minutes No.5) regulates in detail the objectives and standards of the Quality Management System, the various processes and measurement systems, and other relevant quality assurance measures. The documents are accessible in electronic form at (internal information system and will be available to experts during their visit or may be made available to experts before the visit upon request):

http://inet.turiba.lv/dok_adreses/?nr=&psearch=kvalit%E2tes&Process=&st_search=&am_search=

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

The procedure for development and approval of study programs in the study discipline was approved by the Turiba Senate meeting on 24.04.2019 and its decision as of 26.04.2019. Minutes of Board Meeting No.9 Before this internal legislation was adopted, study programs were designed and revised in accordance with the then existing procedures of Turiba.

The procedure for the program design process is as follows:

- The development of a new study program can be initiated by the Faculty Council, Dean, Head of Department, Student Council.
- The proposal to create a new study program is considered at the Faculty Council meeting, which makes the decision.
- Following the decision of the council meeting to create a new study program, the dean or head of department organizes the preparation of the application for the establishment of the study program, which consists of:
 1. substantiation of topicality of the study program in the national and international context;
 2. substantiation of the necessity of the study program, indicating significant differences from similar study programs implemented by BAT;
 3. justification of compliance with BAT strategy and BAT resources;
 4. an evaluation of the potential program director;
 5. cost and profitability assessment.
- Application for study program development is examined by a commission consisting of the rector, vice-rector for scientific and academic work, vice-rector for study development and international cooperation, head of finance department, dean or head of department, which proposes the study program development., potential program director and the student council representative.
- Upon receipt of a positive decision of the commission, the Dean or Head of the Department organizes a working group for the preparation of the study program content and implementation, which consists of potential stakeholders such as BAT representatives, lecturers, employers and social partners involved in the implementation of the study program.
- The description of the content and implementation are developed in accordance with the criteria for the assessment of the requirements set forth in the fifth paragraph of Article 55² of the Law on Higher Education Institutions and Cabinet Regulation No.795 "Regulations for Licensing Study Programs".
- The dean or head of department organizes independent study program expertise, which is attached to the study content and implementation description.
- The Faculty Council shall review the description of the content and implementation of the study and decide on putting forward the study program to the Senate for approval.
- Study content and implementation documents shall be submitted to the Senators for approval not later than two weeks before the Senate meeting.
- The Senate gives a decision on the implementation of the study program and approves the program director.
- The Director of the Study Program prepares for the Academic Information Center (AIC) an application for the licensing of the study program, signed by the Rector, and submits them to the AIC for a license for the study program.

During the reporting period, in accordance with the recommendation of the Dean of the UVF and the Faculty Council, an evaluation was carried out and a decision was made to open new professional bachelor study programs: International Finance Management and Business Logistics Management; and Professional Master's Program in Business Psychology and Human Resource Management in Business.

If changes are to be made in a licensed study program, the following procedure shall be followed:

- Changes in the study program can be proposed by the program director, dean, head of department, faculty council, student council.

- Changes in the study program to be approved by the BAT Senate can be as follows:
 1. changes in the requirements set when starting the study program;
 2. changes in the place, form, language of study program implementation;
 3. changes regarding the compliance of the study program with the study discipline;
 4. the changes made during the period of accreditation of the study discipline regarding the duration or scope of the study program that exceed 20 percent to those specified in the application for the accreditation of the study program in the corresponding study disciplines;
 5. Reduction of qualification Turiba academic staff working in the respective discipline or study program since the previous accreditation of the study discipline if it concerns at least 20 percent of the total number of academic staff working in the respective study discipline or at least 50 percent of the overall performance (not including the elective part of the study program, internship and final examinations) in the respective study discipline is no longer ensured by the academic staff elected at BAT.
- Desired changes in the study program shall be submitted by the program director for consideration by the Faculty Council, which shall decide on making the changes and forwarding it for approval to the Senate.
- After approval of the changes in the Senate, the program director prepares an application, signed by the rector, about the changes in the study program and submits it to the AIC.

The closure of the study programs is carried out according to the following procedure:

- The closure of the study program is proposed by the program director, dean, head of department at the Faculty Council, vice-rector for scientific and academic work, or rector.
- The Faculty Council considers the proposal to close the study program and forwards to the Senate for its decision.

Documents on the procedure for designing and revising study programs are available here (*intranet*):

http://inet.turiba.lv/dok_adreses/?nr=&psearch=programmu+izstr&Process=&st_search=&am_search=

Review of the study programs according to the objectives to be achieved and the requirements of the labour market takes place by regularly preparing the program plan for the new study year. Necessary changes, proposed by the program director, take into account labour market requirements, UVF council recommendations, and student recommendations as well. Changes made, such as new optional courses, updating of compulsory courses, changes in regulatory requirements are evaluated and approved by the UVF Council and Turiba Senate.

The mechanism for obtaining and providing feedback:

- with the students - at the end of each study course and the academic year students fill in a questionnaire in which they express their objections or recommendations for the development of the study program. The results of the student surveys are processed by the Development Department and passed on to the faculties. Faculties take these student recommendations into account when amending or supplementing the content of study programs;
- with graduates - once every two years the Development Department organizes student surveys. In these surveys graduates working often provide information on what was missing in the content of a course to ensure the necessary knowledge, skills and competences;
- with employers - at the end of each practice, the practice enterprise provides information on the student's knowledge and skills by answering questions such as - basic skills, professional

skills, demonstration of initiative, etc. The Council of the Faculty of Business Administration includes a number of employers' representatives whose views are carefully heard, debated and analysed. The information obtained is processed and used by modifying or supplementing the content of study programs.

2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes of the examination of the complaints and proposals and the improvements of the study direction and the relevant study programmes are communicated by providing the respective examples.

Students have access to information regarding opportunities for making complaints and suggestions (internal information system):

http://inet.turiba.lv/dok_adreses/?nr=&psearch=iesniegumu+izs&Process=&st_search=&am_search=

All claims and suggestions should be made to the Study Information Centre (SIC), which will then be addressed to the responsible department. The structural unit responds to the results of the review and the improvements made (deadlines are controlled). This procedure is set out in the Procedure for reviewing student applications received by the Study Information Centre approved by the Senate on 24.04.2019 and the Board decree dated 26.04.2019.

In turn, the document "Procedure for acceptance and review of claims", approved by decree No.55 of the Deputy Chairman of the Board as of 14.09.2011. states that 2.2. Turiba accepts any claim addressed to it by a natural or legal person and gives its author a substantive reply in accordance with the procedures prescribed by the laws and regulations of the Republic of Latvia.

Acceptance of claims

Claims from natural or legal persons are accepted as written applications by the heads of structural units, in departments and faculties - also by assistants and secretaries, in the Secretariat - by secretary, in the Study Information Centre (SIC) - employees of the Study Information Centre.

Claims in writing shall be filed and registered with the Secretariat or the SIC, as appropriate. Written claims shall be answered in writing.

Any employee of BAT who hears an oral claim shall inform the head of their unit. Responses to oral submissions shall be agreed with the complainant.

If the complainant wishes to address the matter to Turiba management (the Chairman of the Turiba Board or his deputy) in person, the Board secretary shall arrange an appointment.

Review of oral complaints and decision-making

If an oral complaint does not require additional verification, head of a structural unit makes a decision on the case and informs the complainant accordingly.

If a complaint requires additional information, the complainant should be duly informed about this fact.

If a complaint requires transfer to another structural unit in charge of the particular issue, it should be performed either by sending an e-mail letter to the head of the particular unit or by informing the head of unit orally and simultaneously – informing the complainant.

Review of written complaints, decision-making and providing response.

After receiving a written complaint, secretary of the Secretariat or employee of SIC no later than the next working day forwards it to the head of the structural unit responsible for the particular issue. Prior to that secretary or an employee of SIC should verify if the complaint concerned is not a repeated complaint.

In case of dealing with a repeated complaint, it is submitted attaching documents related to previous claims or complaints.

In accordance with written instructions of the head of a structural unit, secretary of the Secretariat or employee of SIC forwards a copy of complaint to the responsible executive who prepares information necessary for assessment of the situation.

The Head of the responsible structural unit assesses the prepared information and takes a decision.

The Secretary of the Secretariat or employee of SIC ensure/control that the response is provided in a timely manner.

The Secretary of the Secretariat or employee of SIC has the right to ask responsible executives information regarding the review of a particular complaint.

After making a decision the responsible executive prepares a written answer to the complainant based on the decision made and submits it for signature to the head of the responsible unit

After providing a reply to a written complaint, its time and method of delivery is registered at SIC or Secretariat register

All information accumulated during the process of reviewing a complaint is filed with the Secretariat or SIC.

Record-keeping and preventive activities.

Heads of structural units ensure filing of oral complaints in their units and prepare annual (every June) reports of all complaints received in their units and submit them in writing formally or by e-mail

The Secretary of the Secretariat and an employee of SIC prepare a summary of the written complaints received and submit it to the Head of Secretariat.

The report shall be prepared listing the themes and number of complaints as well as listing actions taken and recommendations for increasing effectiveness of the system.

The Head of Secretariat summarises the reports received and prepares recommendations for streamlining functions or processes in the areas which have received repeated complaints.

Responses are thoughtful and organized to provide information as quickly and efficiently as possible:

1) Written complaints and suggestions - answers are provided in writing, according to the method of receipt through SIC or the responsible department, the answer is sent using various methods, choosing the most appropriate for informing a particular student - e-mail, post, BATIS notification can also be used phone;

2) Oral complaints and suggestions - answers are provided by the recipient or the responsible

department, orally (in person, by phone, in writing (e-mail, BATS notification)).

Let's give an example of the implementation of student proposals, in the reporting period new elective courses have been introduced in the field of study according to the students' recommendations, for example, Spanish. In response to the students' complaint about dissatisfaction with the work of the lecturers, the lecturer was replaced, and students was informed in person and sending an e-mail.

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

Statistics are compiled in accordance with the Personal Data Processing Policy (approved by the Management Board decision No 21 of 08.05.2018).

In accordance with the policy, personal data are stored in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data concerned are processed, personal data may be kept longer insofar as personal data are processed only for archival purposes in the public interest, for scientific or historical research purposes or for statistical purposes in accordance with Article 89 (1) of this Regulation, provided that appropriate technical and organizational measures intended to protect the rights and freedoms of the data subject are carried out.

Turiba has developed an internal data processing system, which enters and stores the necessary data and can be accessed with a password.

Data is regularly collected on student numbers and status (updated monthly, external reports provided), mobility (updated continuously, twice yearly reports), success rates, internship, as well as final thesis topics (as required) and state examination results (2 times a year). If necessary, data may be requested (from the Study Department, International Department, Faculty) and collected for in-depth analysis. The data are used for the improvement of the study discipline, including changes in the credit points of individual study courses, addition of new study courses (especially in Parts B and C), conversion or removal of outdated study courses.

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

The Standards and Guidelines for Quality Assurance in the European Higher Education Area [1](ESG) set out the key standards that universities must meet to ensure the quality of their education:

1. Quality assurance policy

BAT has a Quality Assurance Policy that supports:

- Organisation of quality assurance system ([Quality policy](#), Quality management handbook);
- the responsibility for quality assurance of departments, departments, faculties and other structural units, as well as the higher education institution's management, individual staff members and students (Regulations of the Faculties, [Student council regulations](#), Ethics policy);
- academic integrity and freedom and intolerance towards academic fraud ([Regulations on academic integrity and plagiarism](#); [Academic arbitration regulations](#));
- combating all forms of lack of tolerance and discrimination against students or staff - multicultural environment, giving everyone the opportunity to study regardless of gender, race, health (Turiba University internal regulations);
- the involvement of external stakeholders in quality assurance, with the involvement of employers, social partners and the Faculty Council through their recommendations for improvement.

All publicly available documents are accessible at: http://nodarbibas.turiba.lv/regdok_en.asp

2. Program design and approval

Programmes:

- study programs are developed in accordance with education and professional standards, providing students with both academic/professional knowledge, clearly articulating both skills and competences, to fully prepare students for the labour market in line with current industry trends;
- they are designed according to the requirements of the standards - taking into account the proportion of compulsory and elective courses and their scope in credit points. Study program levels are designed to create continuity;
- are built around carefully planned practice opportunities;
- are subject to the approval procedures set by the higher education institution, are developed taking into account also the provisions of the Constitution of the higher education institution, programs and plans are finally approved by the BAT Senate.

3. Student-centred teaching, learning and assessment

- Taking into account and respecting the diversity of the student body and their needs, the educator decides on the most appropriate teaching methods for each group individually, adapting it to the individual characteristics and abilities of the group;
- taking into account and using different ways of implementing the programs, the topics are presented in an interactive way, where appropriate, by asking questions to students and encouraging discussion, as well as through presentations, seminars, group work;
- teaching methods and pedagogical methods are regularly evaluated through methodological seminars, discussions, department meetings, visits;
- learners are encouraged to become independent - under the guidance of the lecturer - independent studies, independent work, research, practice is a compulsory part of the study process. ;
- fostering mutual respect in student-lecturer relationships - through dean lessons, introductory seminars, individual and group discussions with students; discussing problem situations at methodological seminars;
- There are appropriate procedures for resolving student complaints - the "*Procedure for acceptance and review of complaints*" has been developed, the procedure for contesting the study course results is stipulated in the *Study Regulations*, the contesting of the State Examination results is in accordance with the State Examination Regulations. Turiba regulations on rotation of tuition fee discounts for 2019/2020 define the procedure for

contesting the results (scholarships, discounts) in the academic year.

The following shall be taken into consideration for the assessment of students:

- the assessors are familiar with the methods of tests and examination and receive support for the improvement of their skills in this field - the lecturers work in accordance with the *Study Regulations, the Examination Regulations*, assessment criteria are discussed in seminars and at the meetings of the Department. Supported by Dean, Vice Dean, Head of Department;
- the assessment criteria and methods, as well as the criteria for putting marks, have been made public in advance - *the Study Regulations, the Examination Regulations, study course descriptions and regulations* are available to each student and lecturer in the BATIS system;
- assessment gives students the opportunity to show the extent to which they have achieved the expected learning outcomes - assessment criteria for regular and final tests;
- Students receive feedback - a follow-up analysis takes place in the form of discussions where the student will be able to identify the strengths, weaknesses;
- Practice and study papers are evaluated by a commission of two lecturers, the state examination is evaluated by a commission composed of five (including professional) members.

4. Matriculation of students, study process, recognition of qualifications and certification

- Enrolment regulations that set out the criteria for admission and procedure for matriculation are accessible both on Turiba's internal information system (BATIS) as well as the Turiba webpage [Enrolment regulations for the study year 2019/2020](#)).
- Prior to submitting documents to the university, prospective students have access to relevant information on the Turiba website, including study program content, tuition fees, procedure for obtaining scholarships and budget places and rotation of tuition fee discounts, etc. <https://www.turiba.lv/en/admission/admission>
- Both the website and the regulatory documents provide information on student mobility opportunities and criteria <https://www.turiba.lv/en/admission/exchange-studies>(also [Erasmus+ mobility programme regulations](#)).
- Study progress - matriculation, study content, study process organisation are determined by Study regulations. ([Study regulations](#)).
- Turiba also implements the recognition of results achieved in previous education or professional experience ([By-law on the recognition of knowledge, skills and competences achieved outside formal education or obtained by professional experience](#)).
- Monitoring of the study process of students is carried out - surveys, summary of examination results, compilation of statistics of students.

5. Teaching staff

- Academic staff shall be recruited on a regular basis as appropriate [Regulations for Election for Academic Staff](#)
- Lecture visits are conducted regularly to assess the educators' professional qualifications in their daily work. After passing the course exam students have the opportunity to express their opinion on all the lecturers. The surveys are conducted anonymously, and students are encouraged to express their views about the lecturers, indicating their positive and negative qualities. Provides opportunities and encourages educators to develop their professionalism.
- There is a regular planning and implementation of the academic staff development policy, and it is planned to support qualification improvement measures also financially - to pay the tuition fee, as well as travel and accommodation expenses, if necessary. The academic staff is involved in scientific research (creative) work. There will be incentives for academic staff and students to publish more of their research, paying for translation and publication.

Research results are published in internationally available and peer-reviewed editions.

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences.

6. Learning resources and support for students

- Increased attention is being paid to this standard.
- The infrastructure provisions at TU are regularly appended, renewed and modernised;
- The library regularly purchases new literature, both in print and in electronic format.
- Students of all departments have free access to the library and other resources at all times.
- Students are provided assistance during consultations with educators. The student can address any questions concerning the study process to the Study Information Center, the department or faculty, or the International Department on international mobility issues.

7. Information management

- Qualitative indicators of the programme are measured using various instruments and various statistical indicators from Turiba's internal database system such as the number of students enrolled; number of alumni and students etc. are also used. Survey of various target audiences are used to gather information on the level of satisfaction of students, employers, alumni and employees, the pedagogical performance of educators, Professional career of alumni for example salaries, career growth etc.
- The satisfaction of students with the existing system is ascertained by the annual students' survey and if necessary, improvements are made to the TU information system BATIS, computer and LAN connection in the lecture halls as well as to the quality of the WiFi internet access.
- The dynamics of qualitative results are analysed at the management level as well as by each structural unit thereby ensuring prompt and adequate decision making to take the necessary corrective and preventive action required to maintain and enhance the overall quality of services provided and the level of satisfaction of customers.
- Within the scope of its competence, Turiba collects and compiles students' studies, progress and drop-out indicators.
- Students are regularly updated through BATIS with the latest information about their deadlines, changes in normative documents, etc. Students also have access to study course descriptions and study materials.
- Alumni surveys are conducted on a regular basis to ascertain their career progression.

8. Informing the Society

- Increased attention is being paid to this standard.
- Information regarding activities of students, alumni and their success stories are regularly published;
- Educators work in the public domain as opinion makers and opinion leaders through not just the publication of research articles but also expressing recommendations and opinions in the mass media;
- Turiba news is published on the website <https://www.turiba.lv/en>, and on Turiba profile on various social networks, such as *facebook.com* and *Instagram*. As well as on mass media.

9. Program monitoring and periodic review

Program monitoring and periodic review of

- the content of the program, taking into account the results of recent research in the sector, thus ensuring that the program remains relevant;

- changing needs of society;
- student workload, study progress and graduation;
- effectiveness of student performance assessment procedures;
- students' expectations, needs and satisfaction with the program;
- study environment, support services and their relevance to the program objective.

Programs are regularly evaluated and reviewed with the involvement of students and other stakeholders. The information collected is analyzed and the program is updated to ensure it is up to date. The results of the program evaluation are published on the Turība website in the form of annual PNZ reports, which are available here (information in Latvian): <https://www.turiba.lv/lv/augstskola/studiju-virzienu-pasnovertejuma-zinojumi-un-parskati>

10. Cyclic external quality assurance

Cyclic external quality assurance is implemented in the process of licensing study programs and accrediting study disciplines.

Licensing and accreditation do not end with post-assessment activities at the university. Turība ensures that progress from previous external quality assurance is taken into account in preparation for the next.

[1] Standards and guidelines for quality assurance in the European Higher Education Area (ESG). Accessible a (information in Latvian)t: http://www.aic.lv/portal/content/files/AIC%20ESG2015%20int-1_2.pdf

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

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

Turība uses only private funds for study provision. Turība's financial position is remarkably stable. Every financial year, starting from the foundation of the university, has ended with a profit. The reason for this is the successful economic activity of the higher education institution as well as well-considered and goal oriented activities in the field of education. The financing plan for each year is determined by the budget of the institution. Revenue consists of tuition fees for higher education, participation fees for seminars, hotel services and income from other economic activities. Expenditure is planned in the budget proportional to the revenue, the main items of which are salaries of staff, social security payments, maintenance of premises and utilities, material expenses for provision of the study process, purchase of new equipment, as well as renovation and repair of premises. Financial resources to ensure the implementation of the study programs in the study discipline:

- The net turnover for the financial year 2018/2019 is EUR 5 564 614, the gross profit is EUR 1 488 422 and the profit after tax for the year is EUR 375 967.
- Turiba's revenue from tuition fees has increased by 9.1 % (by 382 549 EUR). Total net turnover increased by 8.1% (415 606 EUR).
- Total after-tax profit for the year increased is EUR 375 967 and in comparison to the financial year 2017/2018 decreased by 18.8% due to an increase in operating costs.
- Amount of share capital in the balance sheet of the reporting year as of 30.06.2019 is 2 134 300 EUR with retained earnings of EUR 2 248 501.
- Total equity of EUR 5 975 502.

Sources of funding for research include Turiba funding, as well as individual projects involving Turiba or individual lecturers. This funding is used both for participation in conferences with reports and for translation of publications. For indexing a publication in Scopus or WoS databases, an additional bonus is given to the lecturers. Both conference papers and publications are written about the issues included in the study programs, and the researched material is used in the study process and included in the respective study courses.

Another factor determining the stability of a higher education institution is the diversified and branched structure of study programs and forms of study, which allows Turiba to compensate income in one sector when the market narrows in another sector. Combined with prudent, thrifty and efficient use of resources, a stable revenue base is a necessary factor for the continued operation of the university.

Investments in the development of Turiba are made by forecasting changes in the demographic situation as well as in the European Higher Education Area and Latvian regulatory system. Such an approach ensure the Turiba's future growth.

Costs per student in 2018/2019 academic year attached in the Appendix nr.3.

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

Turiba has at its disposal all the resources necessary for the implementation of the study discipline and the corresponding study programs:

1. All necessary conditions/environment for studies are present – new conference halls, lecture rooms, computer classes, and modern library with a spacious reading room. The lecture rooms are equipped with high quality visual equipment – white boards, OHTs and screens, multimedia projectors, audio and video equipment. Students have access to computer workstations. Stationary multimedia projectors as well portable one are available. There is sports hall which can also be used in the study process.
2. Students can use the whole territory of Turiba for practical lessons (except places which have been leased out or restricted areas), including the car park and other buildings.
3. Business incubator has been created for special training of students and they can practically acquire professional skills in business management processes.

4. The infrastructure provisions at TU are regularly appended, renewed and modernised;
5. The library regularly purchases new literature, both in print and in electronic format.
6. Students of all departments have free access to the library and other resources at all times.
7. Students are provided assistance during consultations with educators. The student can address any questions concerning the study process to the Study Information Center, the department or faculty, or the International Department on international mobility issues.
8. Turiba provides part-time distance learning (e-studies) ,using INTERNET technologies.The Information Systems Department provides technological support to the study process, to ensure the maintenance and improvement of the information system.

During 2018/2019, BAT has created the environment (Moodle platform) for the development of e-learning and has consultant. The activity of e-studies is coordinated by the faculty and the head of departments, and the duty of the lecturers is to improve their study courses and develop new ones.

In a situation of falling number of full-time students, increasing work intensity and occupancy, distance learning is one of the forms of study that allows them to continue their studies while maintaining a stable income base for the university and contributing to its overall development.

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

The Information Systems Department is a structural unit of Turiba that provides for the study process by offering students and lecturers BATIS, which contains information about the whole study process in terms of calendar plan, study courses and their lecturers, requirements and rights in the study process, regular, and final examinations, study and student loans, academic leave, guest lectures, conferences, discussions, and other current events in Turiba.

Information about possibilities to use Turiba library services is included in the study course descriptions of all study programs.

The main task of the library is provide the latest text books and scientific literature for the various study programmes and research directions offering access to not only a wide range of text books and press editions but also to online and local databases and other information resources.

The Turiba University library offers students a modern automated free access library with an electronic subscription/registration system as well as access to books and periodicals using the electronic catalogue ALISE: <https://w3i.turiba.lv/Alise/en/home.aspx>. If the user has a computer with Internet access, *Turiba* library's electronic catalog can be accessed from anywhere in the world.

The list of business-related books available in the library is appropriate for ensuring a successful study process for both Latvian and foreign students. The library subscribes to periodicals in print and electronic form. The library resources are mostly in Latvian, Russian, English and German. The

heads of the various departments and programme directors in cooperation with the library personnel work out the list of books, journals and electronic databases to be purchased for the new forthcoming academic year.

The University subscribes to online electronic databases: LETA, Nozare.lv., Letonika, Lursoft, Scopus, ScienceDirect, EBSCO Academic Search Complete, EBSCO eBooks Academic Subscription Collection, EBSCO Business Source Complete, also constantly using trial databases: <https://www.turiba.lv/en/library/online-databases>.

Online databases are accessible for students not only at the Turiba library, but also remotely by logging in with their password on to the BATIS environment.

The library provides users with a comfortable and work-friendly environment. The total area of the library is 1532 m². Extensive collection of free-access books - subscription with user-accessible electronic catalogue (708,40 m²), library reading room with latest press issues (772,90 m²). Currently, 182 work places are available for students, 59 of them computerized and there is also a quiet reading room and specialized work places for group work. Technical space 51,10 m².

The library offers a variety of library services to students and other users of the library: <https://www.turiba.lv/en/library>

Library working hours:

- For subscriber's: Monday - Thursday 10.30 - 18.30; Friday 11.00 - 18.30; Saturday 8.30 - 16.00.
- Reading room: Monday - Saturday 00.00 - 24.00

Night subscription, an additional service provided is a service that offers the opportunity to borrow and use resources on-site (printed matter, books, periodicals, etc.) beyond official Library working hours.

Turiba University Library is a member of LATABA (Latvian Academic Library Association).

Suggestions about the need to supplement information resources can be made by program directors, department heads, deans. The proposal is considered by the Rector's Council and in case of a positive decision, the resource maintaining unit (e.g. Library, Information Systems Department) evaluates the information resource proposals, develops an estimate and makes the necessary agreements.

Turiba invests annually in supplementing the library's information resources (both for purchasing literature and subscribing to electronic databases).

3.4. Provide information on the procedures for attracting and/or employing the teaching staff (including the call for vacancies, employment, election procedure, etc.), and the assessment of their transparency.

Study process take place under the guidance of experts, educators who are practitioners: entrepreneurs, business executives, accountants, marketing, e-commerce sales executives, who provide not only theoretical knowledge but also practical experience, to prepare students for practical tasks in real life situations. The elected academic staff are also actively involved in various projects and professional associations.

The staff recruitment and employment processes at Turiba are determined by several regulations. Regulations on Election of Academic Staff approved by Senate 28.09.2016 meeting determine the procedures by which:

- assistants, lecturers, assistant professors are elected;
- associate professors and professors on the boards of other relevant professors of higher education institutions are proposed for election.

Vacant positions of academic staff in Turiba departments are appointed by the Rector on the proposal of the Dean of the Faculty, the Director of the study program or the head of the department. Applicants, both resident and non-resident, with education and / or professional experience in accordance with the requirements of the Higher Education Institution Law and Turiba job descriptions, may apply for vacant positions in the academic staff. The process is open, with Turiba administrative staff and other faculties participating as observers.

Turiba University announces competition for vacancies in academic positions twice each academic year. It is a long-term strategy, which allows to increase the proportion of academic staff elected at Turiba University as permanent academic staff by 1-2 lecturers every year.

Application procedure:

- The competition shall be announced by the Turiba Personnel Division in accordance with the regulatory enactments of the Republic of Latvia on the recommendation of the Rector and the approval of the Board.
- Applicants must submit their application to the Turiba Secretariat within one month from the date of publication of the vacancies.
- The application must be accompanied by a copy of the CV, educational, academic and scientific credentials, a list of publications and / or significant achievements in the speciality (industry) during the last six years, and any other project specified in the publication.
- Upon submission of the application, the Applicant shall be acquainted with these Regulations. If the applicant submits documents by mail, then at the request of the applicant the Regulations will be sent to him by e-mail.
- Applicants' documents for election to the position of Associate Professors and Professors in the boards of professors of other higher education scientific boards shall be submitted by Turiba Personnel Division to Turiba science department for evaluation.
- The Scientific Council of the Turiba science department shall evaluate the eligibility of applicants for the position of Associate Professor and Professor and report on its decision to the Turiba Senate.
- At the meeting of the Turiba Senate, by open vote, a decision is made to recommend the election of the Board of Professors of Science of another higher school.
- Upon receipt of a positive approval from the Turiba Senate, the Rector prepares a letter to the professors council of another university, asking them to evaluate and elect the candidate for the position (while guaranteeing payment for the work of the respective professors' council).

The competition takes place in three (3) rounds:

- In the first round of the competition, the documents submitted by the applicants are checked for their compliance with the requirements announced.
- Documents submitted in the second round of the competition are examined by the departments, inviting the candidates.
- In the third round of the competition, candidates for the academic staff positions are evaluated and elected according to the regulations of the Faculty's Extended Council.

After the applicants have been elected for academic positions, Turība shall enter into employment contracts with them for the period of election specified in the regulatory enactments of the Republic of Latvia.

If the employment contract is terminated during the specified term of the election, the new employment contract shall be concluded only after re-election to the academic position.

The lecturers of the study field are reviewed every year and replaced if necessary.

The procedure for the election of associate professors and professors is determined by the by-laws of the Turība Council of Joint Professors of Economics and Business, approved by the Senate on 0210.2019.

The procedure for the selection of scientific research assistants, researchers and leading researchers at the Turība Institute of Business Technology is determined by the by-laws of the Institute of Business Technologies.

Turība staff who have obtained LZP expert rights in Economics and Business administration:

No.	Structural unit	Name Surname	Degree	Duration
1	KDK	Liniņa I.	Ph.D.	21.02.2021
2	KDK	Zvirgzdiņa R.	Dr. oec.	15.11.2020.
3	VK	Lūka I.	Dr.paed.	18.11.2022.
4	TVK	Grizāne T.	Dr. oec.	16.08.2020.
5	KDK	Ābeltiņa A.	Dr.oec.	16.03.2020.
6	KDK	Vasiļevska D.	Dr. sc.admin.	17.05.2020

Abbreviations used in the table: KDK - Departament of Commerce, VK - Language Department, TVK - Department of Tourism and Hospitality.

Regulations on the election of the academic staff are available here (internal information system):

http://inet.turiba.lv/dok_adreses/?nr=&psearch=%E2la+v%E7l%E7%F0anu&Process=&st_search=&am_search=

Visiting lecturers are attracted through the UVF Council and cooperation partners, businessmen, professional associations. Visiting lecturers are evaluated by the faculty and the personnel department by assessing their professional experience and education. A contract is concluded with visiting educators, for the duration of the specific work.

3.5. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their

qualification (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.

In order to ensure the qualification and quality of work of the academic staff, an incentive system of remuneration has been established, which is described in the Regulations of the organization of Turība staff remuneration (approved by the Senate on October 23, 2019):

- Academic staff with a fixed-term salary system shall prepare an electronic report of their individual work plan at least twice during the study year, at the end of December and June.
- Academic staff who are temporary staff (the hourly rate), the monthly salary is calculated by multiplying the amount of scheduled academic hours recorded in the individual work schedule by the hourly rate and divided by ten.
- Payment for paid services and unplanned guided work shall be made in the form of bonuses in addition to the salary at the end of each semester, but not later than January for Semester 1 and July for Semester 2 or the relevant month.
- The total funding of the Faculty for the remuneration of the academic staff and academic positions is 19% of the total tuition fee income in the respective program.
- If there is an overall positive cash balance for the faculties at the end of the financial year, 15% of it is transferred to each faculty bonus fund in proportion to the balance of each faculty, and 85% is placed in a reserve for faculty development.
- The funding of the academic staff and visiting lecturers is distributed by the deans of the faculties to the departments in proportion to the number of credit points of the study courses implemented in the department and the number of academic groups. In agreement with the Dean, the number of students in the academic group may be changed.
- The salaries of the academic staff of the respective department shall be determined by the head of the department in agreement with the dean and the vice-rector for academic work, but they shall not be lower than the rates established by the Cabinet of Ministers.
- For lecturers with academic load in student groups of more than 30 students (regardless of the number of adjoining groups), the rate is increased by 0.67% for each additional student starting from the 31st student in the particular group. All students who have an active student status and have no payment debts are taken into account, and the actual attendance of lectures is not counted and not taken into account. The amount of the additional payout is calculated each month and paid along with the payroll for that month.
- Remuneration for visiting lecturers
 - A contract is concluded with visiting educators, for the duration of the specific work.
 - The hourly rate set for visiting lecturers is not less than the rates set by the Cabinet of Ministers.
 - Remuneration shall be paid in accordance with the actual pedagogical workload recorded in the delivery acceptance act
 - Foreign visiting professors are paid travel and accommodation expenses in Latvia once per study year.
 - The responsible faculty, which invites the foreign visiting lecturer, prepares an estimate of the planned costs. The total costs are shared between all faculties in proportion to their revenues.
 - The director of the program receives a performance bonus based on the qualitative

- and quantitative criteria that have been met.
- The quantitative criteria for the Program Director's bonus are as follows:
 - The bonus is applied to and paid for each calendar month in the course of a study year at the rate of salary
 - Bonus is calculated for the two periods of the academic year - I semester and II semester based on the information submitted by the Study Department to the Finance Department on the number of Latvian students matriculated as of September 15 and January 15.
 - From September 1, 2019, the program directors' bonus is set at the rate of EUR 0.25 (gross) per month for each student studying and paying for the program. The bonuses are paid twice a year at the end of each semester. These bonuses are not applicable to doctoral programs.
- The qualitative criteria for the Program Director's salary are as follows:
 - Development of self-assessment reports.
 - Organization of employer surveys.
 - Attracting external financing.
 - Working with and retaining students.
 - Work with lecturers, lecture visits.
 - Improvement of publicity.
 - Cooperation with branches.
 - Improvement of program quality.
- The Dean assesses the qualitative criteria for the Program Director's bonus. In the event that the work for the Program Director is carried out by another person, the Dean shall be entitled to pay part of the salary of the Program Director to another person.

Improvement of the educators' qualification is the motivation of Turība academic staff and the enhancement of their experience and scientific potential.

Further qualification is provided for by lecturers participating in conferences, publishing articles, monographs, sharing experiences or teaching courses within Erasmus +. E.g., R. Zvirgziņa, L. Liniņa, participated in international conferences (Žilina, Porto, Madrid), and Z. Driņķe, I. Bruksle in exchange of experience, and the experience acquired is used in the study process for its further improvement.

During the study year the lecturers of the field are involved in projects organized by Turība, where lecturers additionally acquire professional competences and foreign language skills. The acquired knowledge is used in the study process in work with students.

In order to increase the interest of the lecturers to improve their qualification, discussions and exchange of experience are organised during seminars held at UVF departmental meetings. The lecturers are granted funding for participation in international scientific conferences, and publishing of monographs.

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

Educators who are involved in the implementation of the study direction are elected academic staff, as well as practitioners - entrepreneurs, heads of various structural units and professionals of other fields, as well as visiting lecturers. During the reporting period 109 - 89 educators were involved. Educators participate in research, take part in project implementation, go on mobility to partner universities. Guest lecturers share their practical experience and participate in practical seminars.

The lecturers involved in the study programs carry out the prescribed academic workload according to their position, which includes not only lectures, practical work, but also preparation for lectures, evaluation of regular exams. Each lecturer continues his / her self-education, self-improvement, acquiring current information in the study course he / she teaches and further scientific research in the chosen field. This is done through self-study, participation in conferences and gaining experience in raising the quality of the study process at other universities, and lectures within Erasmus + mobility as well. The Erasmus + mobility program is valuable for improving the study process at BAT.

Lecturers show active interest and go to partner higher education institutions (For example, I.Bruksle., I.Liniņa, Z.Driņķe, O. Onževs, R. Zvirgzdiņa, A.Medne). Incoming mobility, which is a significant benefit for both lecturers and students, is also gradually increasing.

Unfortunately, the standards set by the European Commission (10% staff mobility for student mobility) are not sufficient for every lecturer to benefit from Erasmus +. No other significant problems have been observed in the implementation of Erasmus mobility for the lecturers.

Information attached in appendices:

- *a table (in Excel format) providing basic information on the teaching staff involved in the field of study, indicating their degree / qualification, the status of their election at the university, the study programs and courses they participate in and proof of knowledge of the official language and foreign language (if applicable) Nr.4.1..*
- *CVs of teaching staff (Curriculum Vitae in Europass format).*
- *statistics on incoming and outgoing mobility of teaching staff during the reference period Nr.4.3.*

3.7. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).

The Student Council (SP) Regulations determine the support available for students (approved by the Senate as of 28 September 2016)

The tasks of the Turība SP are, among other things, to represent students in the national and international environment, to identify students' needs, interests and desires for improvement of the academic process and to make proposals for their implementation, as well as to draft SP budget and monitor its use.

Turība SP has the right to request and receive information and explanations from authorised representatives of all Turība structural units regarding any issues related to the interests of the

students;

Study process support is provided by program directors, heads of departments, branch managers, vice dean, dean, helping students integrate into the study process and providing answers to questions by advising on the study process. Communication can take place both in person and over the telephone, as well as via digital communication (E-mail, Skype).

Distance learning students can also use the communication tools available on Moodle.

The Student Information Centre also provides support to students by advising on issues regarding conclusion of contracts, continuation of studies, termination of studies, change of study form.

Support for international students, including psychological support is provided by the International Department.

In accordance with the Business Incubator Regulations (approved by the Senate on 23.01.2019) its services are available to students, graduates, teaching staff, other employees of higher education institutions, as well as to any business start-up or entrepreneur. Students widely use the services provided:

Service "Legal address" that entails permission to register one's enterprise with its legal address at Turība University, Graudu street 68 A, Riga, LV-1058, as well as metal locker for receipt of correspondence and document storage.

Service "Hot desk" that provides a free work station on the Business Incubator premises that is not specifically allocated to any client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service "Legal address". The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

Service "Dedicated desk" provides a fixed work station on the Business Incubator premises that is specifically allocated and reserved for solely one client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service "Legal address". The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

The service "Room for events" provides the opportunity to lease the Business Incubator premises for specific events. The service includes access to relevant equipment (internets, WiFi, projector, screen, computer, TV, whiteboard, furniture), as well as use of kitchen facilities.

Service "Event Organisation" includes planning, organising and managing events for clients with the help of Business Incubator team.

II - Description of the Study Direction (4. Scientific Research and Artistic Creation)

4.1. Description and assessment of the directions of scientific research and/or artistic creation in the study direction, their compliance with the aims of the higher education institution/ college and the study direction, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).

The research activities of the study direction correspond to the priorities set by the Turība, which pay special attention to the provision of high-quality higher education, development of new knowledge and their application in solving issues important for the Latvian economy and society.

The research is carried out in accordance with the tasks set for the economy - to conduct professional practice-based research in economics and trade.

Research directions and topics of the lecturers:

- A. Abeltina - Economics and entrepreneurship, innovation
- I. Ate - language teaching, academic writing
- I. Bruksle - Business and economics, specifics of pricing, business environment, its competitiveness
- A. Bulis - Economics, competitiveness factors, economic cooperation in the context of Latvia-China
- E. Evarts - Historical aspects of cultural environment
- J. Derkēvica-Pilskunga - Economics and trade, risk and crisis communication - impact on Latvian enterprises
- A. Dimants - social media, journalism
- A. Doniņa- tourism business, management processes
- Z. Driņķe - Business and economics, effectiveness of quality management system in organizations, business problems
- V. Ēvele - study process and language learning
- S. Jeromanova -Maura - social entrepreneurship
- L. Kļaviņa - learning Latvian language as a foreign language
- A. Komarovska - language learning
- N. Kozlovski - Logistics, supply chains
- I. Krievs - commercial law, data protection law
- K. Liepiņa - developing language skills
- I. Liniņa - customer relationship management systems in retail companies in the Baltics
- I. Lūka- education management, language teaching/learning process, internationalisation of education
- K. Taha Zeineldin Mansour - communication management
- A. Medne - problems of harmonization of tax rates, practical aspects of accounting;
- L. Mirlina - communication processes, public involvement
- J. Načiščionis - administrative law
- O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business;
- N. Ozoliņš - legal aspects of business
- J. Ozols - forecasting business processes
- A. Pētersons - communication process, intercultural communication.
- D. Šuškovnika - psychological aspects of human behaviour.
- A. Vanags - strategic partnership, leadership
- D. Vasiļevska - sustainable development, innovation, education management
- A. Vāne - entrepreneurship in the health care sector
- I. Veikša - intellectual property rights
- R. Zvirgzdiņa - SME development in Latvia

Scientific research in the field: participation in scientific and practical research work, projects, conferences, publication of monographs. Evaluating performance it could be said that the scientific

research activity of the study direction has improved during the reporting period and lecturers are more actively involved in research.

Scientific monographs of the lecturers involved in the study direction:

- 1) R. Zvirgzdiņa, I. Avotiņš – „Valsts parāda vērtspapīru plūsmas vadība„ [Managing government bonds](monograph). Rīga, SIA Biznesa augstskola Turība, 2020.g.
- 2) Z. Driņķe, "Kvalitātes vadības sistēmas Latvijas mazo un vidējo uzņēmumu konkurētspējas paaugstināšanai" ["Quality Management Systems for Increasing the Competitiveness of Latvian SMEs", Rīga, SIA Turība University, 2019.
- 3) I. Liniņa, "Kā piesaistīt un noturēt pircēju" [How to attract and retain customers], Rīga, SIA Turība University, 2018.
- 4) I. Veikša u.c., Organizational and individual security (monograph). Rīga, SIA Biznesa augstskola Turība, 2019.g.
- 5) I. Veikša, V.Ulmane, O. Edgars, J. Načisčions, I. Krievs et al. Collective monograph. Latvijas Tiesību Sistēma. [Latvian legal system] Rīga, SIA Biznesa augstskola Turība, 2017.g.
- 6) A. Pētersons,"Latvijas iedzīvotāju atvērtība starpkultūru komunikācijai" ["Latvian people's openness to intercultural communication"], Rīga, SIA Turība University, 2019.
- 7) R. Zvirgzdiņa, J. Vanags, H.Jirgena „Globalizācija un piena ražošanas intensifikācijas ekonomiskie aspekti Latvijas piensaimniecībā. [Intensification of globalization and economic aspects of Latvian Dairy Farms.] Turība University, Riga 2014.
- 8) I. Lūka et al. (ed.) (2014) *The Teacher of the 21st Century: Quality Education for Quality Teaching*. Newcastle upon Tyne: Cambridge Scholars Publishing, 346 lpp.; ISBN 978-1-4438-5612-6. [Web of Science DB; British Library Cataloguing].
- 9) I. Bruksle, A. Medne, O. Onževs, Z. Driņķe, R. Zvirgzdiņa et. al., collective monograph "Uzņēmējdarbības vide un tās attīstības aspekti" [Business environment and its development aspects] Turība University, Rīga, 2013.

Activities in editorial boards of scientific publications:

- 1) R. Zvirgzdiņa - editorial board of scientific conferences of Kaunas University of Technology, editorial board of Turība journal Acta Prosperitatis
- 2) D. Vasiļevska - member of editorial board, journal reviewer "Advances in Economics and Business" (USA) and Member of editorial board, journal reviewer "American Journal of Educational Research" (USA)
- 3) I. Lūka - Member of the Editorial Board for an international, interdisciplinary scientific journal „Journal of Education Culture and Society"

In conclusion, the direction of scientific research at the university is effectively planned, implemented and evaluated. These and other studies and scientific activities are used for knowledge transfer, implementation of study courses, as well as for publicity in the external environment. The annual plan of scientific and other activities is evaluated and analyzed at various meetings of the university management.

More information can be found in the appendices on samples of educators' publications and educators' CVs.

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

Scientific research and the study process are closely related and complement each other. This interaction is manifested as follows:

1. The final results of the lecturers' scientific research, which are published in scientific monographs, scientific publications, etc. are used in the study process, approbation of research results, using practical examples obtained during the research, encouraging the students to get acquainted with the research and promoting the study course acquisition.
2. Within the study process, lecturers develop new ideas for scientific research, as new aspects and issues that have not been researched yet or little researched emerge during the study process.
3. Students are required to compile various research papers or reports within the framework of several study courses. Each year bachelor program students are required to write study papers that are related to the study courses and during the final semester - bachelor thesis wherein students carry out real research on problems related to enterprise operations or the economic environment, within the framework of the qualification acquired. In turn, in master programs, students carry out research projects in various study courses and write a master's thesis.

Educators give advice both during the study courses and by organizing seminars for their students on how to successfully develop independent research, how to work with library databases, etc.

4. Every year an international scientific conference is organized at Turiba with a special focus on the student section. Students are invited to participate at the conference with their research, which is developed in close connection with the study process and the study courses (business, financial and personnel management, logistics, accounting and taxation, etc.).

There is an increasingly active use of lecturers research in student theses.

5. in doctoral studies, research is carried out through the whole study process: twice a year doctoral seminars are organized, where the research, doctoral students' scientific progress and problems are discussed. Doctoral students can approbate their knowledge by participating in the study process.

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

Collaboration in scientific research is carried out through educators' participation in international conferences, including abroad and by carrying out research in cooperation with foreign researchers and implementing international cooperation projects.

Every year Turiba organizes international scientific conferences where Turiba educator and colleagues from other countries share their research, information accessible on the Turiba website:

<https://www.turiba.lv/en/research/scientific-conference/history-of-scientific-conferences>

Lecturers of the study direction regularly participate in international scientific conferences abroad; examples of successful and repeated cooperation: University of Zilina (Slovakia), Lower Silesia University Wroclaw, (Poland), Porto Polytechnic University (Portugal), Vilnius Gediminas Technical University (Lithuania), Kaunas University of Technology (Lithuania). Educators also regularly participate in international conferences organized by other Latvian higher education institutions, such as Rezekne - RTI, Jelgava - LLU ESAF, Liepaja University, RISEBA.

Turiba publishes the scientific journal *Acta Prosperitatis* every year. The magazine is indexed by the international EBSCO database, and this journal publishes scientific research of Doctors of science and doctoral students from Latvian and foreign universities.

Electronic versions of the magazine are available on the BAT website: <https://www.turiba.lv/en/research/journal-acta-prosperitatis>

Educators of the study direction engage in research work and write scientific articles in cooperation with foreign researchers, for example, A. Bulis, A. Pētersons, L. Āzena, I. Linde, I. Lūka, J. Načiškonis etc..

In 2019 an international cooperation project was implemented by UVF:

Intensive Course Green Logistics NPHE-2019/10314., NordPlus, Partners - Mykolas Romeris University (Lithuania), Turku School of Economics / Turku University (Finland) and Southern Denmark University (Denmark). Ieva Bruksle was project manager for academic matters, educators from the study direction were also involved. Information regarding the projects is available on the Turiba website: <https://www.turiba.lv/en/university/projects>

Overall, the project provided diverse opportunities for collaboration, ideas for new initiatives and projects. It is planned to continue this project.

Cooperation has been started with the Finnish [Lapland University of Applied Sciences](#) on the implementation of a new project.

Lecturers throughout the university are involved in two EU-funded projects on "Improving Governance at Turiba University" and "Strengthening Academic Staff of Turiba University in Strategic Specialization Areas" as well as nine other projects. The projects enables the strengthening of lecturers' competences, and promoting cooperation with foreign lecturers involved in the projects.

Cooperation in the study direction on scientific research can be considered successful and it is planned to develop it further by engaging in the implementation of new projects and continuing existing scientific cooperation. All the study programs of the study direction benefit from the cooperation, because the lecturers involved can use newly acquired experience and competences to work with students.

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

the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

The goal of Turiba strategy is to focus on the development of the academic staff: Our academic personnel are knowledgeable, highly experienced and carry out research work that is useful in practice. During these years a stable team with relatively little variability has been formed, able to implement the study process based on both theory and practice. Turiba provides opportunities both for the continuation of academic education and opportunities for participation in various further education courses. Anticipating the increase in the number of foreign students, English courses were also organized for groups of employees with different backgrounds using Turiba's resources. Several educators were involved in various ERASMUS + projects.

In 2019, participation in the EU-funded project "Strengthening Academic Staff of Turiba University in Strategic Specialization Areas" offers even more opportunities. Up to February next year, four professional development seminars are planned on a variety of very topical themes.

Similarly, both last year and this year we funded the publication of several scientific monographs, as well as participation in conferences, presenting internationally quoted scientific research. Turiba has established procedures for one-time payment to the author or team of scientific articles, published and indexed in the scientific databases of SCI, SSCI or SCOPUS, Web of Science and Engineering Village.

The funding provided for 2019/2020 year is sufficient to ensure the professional development of the academic staff.

To emphasize that Turiba faculty members are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Each month, a number of educators express their opinions on areas such as economics, politics, energy, ICT, healthcare, media and communications, law, tourism and hospitality, among others on mass media. The image of the academic staff- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

The research activities of lecturers is carried out in accordance with the tasks set for the direction - to conduct professional practice-based research in economics and entrepreneurship. More information is provided above in section 4.1.

Appendix:

1) samples of data collections of scientific research and/ or artistic innovations relevant to the study direction, Nr.5.

2) a list of the most significant publications of the teaching staff Nr.6.

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

Student involvement in scientific research is encouraged within the study direction.

Students carry out practice-based research within the framework of their study papers, bachelor and master's theses, which are presented during the defence of their study papers, and provides an opportunity to discuss their research results and their application in practice.

Right from the first year of study students are involved in scientific research of various types and degrees of complexity. Students' interest in research is promoted through study courses such as Research methods and Presentation skills, Econometrics, Statistical research methods, Marketing research, Scientific research. Independent research papers are elaborated within the framework of each study year, and during the last year of study students conduct research related to their bachelor or master's thesis.

At the annual Turiba scientific conferences, special attention is paid to student participation and students are motivated to participate. The best student research works are published on the Turiba website: <https://www.turiba.lv/en/research/student-research>. Student participation in the conference is increasing year by year. There is a trend of student repeated participation in forthcoming conferences as well, which demonstrates the students' interest and readiness to conduct practical business-based research.

The scientific research of the students in the professional bachelor study programs is carried out as follows:

1. During the study process, developing individual papers, study papers, diploma papers.
2. International scientific conferences, both at BAT annual and other universities.
3. Studies requested from various employers' organizations.

The scientific research of the students of the professional master's study programs is carried out as follows:

1. During the study process, developing independent research and presenting it, as well as developing a master's thesis.
2. International scientific conferences, both at BAT annual and other universities. It is also possible to participate in scientific conferences organized abroad.
3. Studies requested by sector-specific organizations.

Doctoral students' scientific research is carried out as follows:

1. Developing independent research papers, presenting them at international conferences.
2. Publication of the results of their research, together with the supervisor, in indexed databases such as SCOPUS and the Web of Science.
3. When publishing monographs or textbooks in BAT.

In conclusion, the involvement of students in the process of scientific research is evaluated as competitive both in local and startup environment. This is evidenced by the increase in the number of students in these activities.

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

their impact on the study process.

Different study process innovations and innovative methods are applied in the study process. Turība lecturers were provided with the opportunity to acquire various skills and knowledge in several seminars:

1. Innovations in Higher Education Pedagogy - Learning Objectives, Learning Outcomes, Independent Studies, November 2017.
2. Innovations in Educational Management - Contemporary Trends in Higher Education in Latvia, Europe and the World. December 2017.
3. Innovations in Higher Education Pedagogy - The influence of local culture and history on the openness of society and individuals to multiculturalism. March 2018.
4. Innovations in Higher Education Pedagogy - Cultural Differences in the study process. April 2018.
5. Enhancement of linguistic competence of lecturers - Opportunities to acquire foreign languages in an interactive complex learning language course. May 2018.
6. Innovations in Higher Education Pedagogy - Using the constructivist approach in the distance learning. May 2018.
7. Innovations in Higher Education Pedagogy - "Design Thinking Lab" Workshop. June 2018.
8. Professional competence of university lecturers - Plagiarism and academic integrity in the study process. November 2018.
9. Professional competence of university lecturers - technological provision for E-study materials. December 2018.
10. Innovations in Higher Education Pedagogy- The latest in psychology - From conscious practice to research worth the Nobel Prize. January 2019.
11. Enhancement of lecturers' language competence - Academic English Writing. March 2019.
12. Professional competence of university lecturers - Application of Contemporary Teaching / Learning Methods and Strategies at HEI. April 2019.
13. Innovations in Information Technologies and their application in the study Process - Opportunities for improvement of e-study materials. June 2019.
14. Professional competence of university lecturers - Academic Integrity ", October 2019.
15. Professional competence of university lecturers- Getting Started with Originality Checker. November 2019.
16. Professional competence of university lecturers - Administrative efficiency, quality and financial management aspects. November 2019.
17. "Innovations in Higher education content" January/February 2020.
18. "Online learning methods" January/February 2020.

The lecturers are open to the use of various innovative tools in organizing the study process. For example, UVF organized a methodological seminar on the use of mobile applications in lecturers' work, which received a lot of positive feedback from the lecturers who applied the acquired knowledge in practice.

Lecturers use the e-learning platform Moodle in distance learning courses for both designing materials and self assessment questions.

UVF is its business incubator, an environment tailored to develop business ideas and innovative solutions. Students can work individually, in teams, get useful tips.

Under the auspices of the UVF, the Turība Mentors Association has been established to promote

business innovation by advising and supporting young entrepreneurs. Information accessible on Turiba homepage: <https://www.turiba.lv/en/university/turiba-university-business-incubator>

To support business innovation, the "Business Night" is organised, which is a business idea contest where teams of participants create a business idea plan within 24 hours, which would at the same time provide a solution to one of the challenges posed by the organizers. Lecturers of the study direction participate providing consultation to participants and evaluating the results.

It should be noted that during the reporting period, the 13 lecturers have acted as experts of the Latvian Council of Science, which is an important source of research quality and a precondition for the development of scientific innovations.

Name Surname	Field of science	Sub branch of science	Duration
Ābeltiņa A.	Social Science	Economics and business	16.03.2020.
Davidova J.	Social Science	Economics and business Education sciences	21.09.2022 26.03.2022
Dimants A.	Social Science	Mass media and communication	26.03.2022
Iliško D.	Social Science	Economics and business Education sciences	16.02.2022 26.03.2022
Kokina I.	Social Science	Economics and business	21.08.2022
Liniņa I.	Social Science	Economics and business	21.02.2021
Lūka I.	Social Science	Economics and business Education sciences	18.11.2022 22.12.2019
Načisčionis J.	Social Science	Law Science	15.11.2020
Škuškovnika D.	Social Science	Psychology	22.10.2018.
Pētersons A.	Social Science	Mass media and communication	21.06.2020.
Vasiļevska D.	Social Science	Economics and business	17.05.2020

Veikša I.	Social Science	Law Science	20.12.2020
Vēvere V.	Social Science	Economics and business	18.12.2022
	Humanities and Social Sciences.	Philosophy, ethics, religion	21.06.2020
Zvirgzdiņa R.	Social Science	Economics and business	15.11.2020.

The use of innovative solutions promotes greater student engagement and interest in the study and research process.

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

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

To fully realize the goals of the directions and achieve the learning outcomes, cooperation with Latvian and foreign higher education institutions, employers and employers' organizations is implemented.

Cooperation with employers and Professional organisations

Cooperation is implemented as follows:

- 1) students have the opportunity to go on study visits to companies and business organizations, for example, Latvian Chamber of Commerce and Industry, SIA Poligrāfijas grupa Mūkusalā, Hotel Janne, Madara Cosmetics, AS Sakret, SIA Silja, SIA Gemoss and others;
- 2) educators invite visiting lecturers, who are professionals and representatives of companies, managers, accountants, financiers, marketing specialists, logistics specialists;
- 3) business cooperation partners provide internship placements in case of necessity, internship is often offered also to graduates who wish to maintain ties with their higher education institution;
- 4) entrepreneurs - employers - are invited to participate in state examination commissions and evaluate student research works.
- 5) representatives of the study direction regularly participate in discussions and seminars organized

by the Confederation of Latvian Employers and the Latvian Chamber of Commerce and Industry on topical issues related to the industry and national economy; educators are members of several other industry associations, as well such as: Latvian Association of Economists, Association of Accountants of the Republic of Latvia, Latvian Direct Marketing Association, Latvian Traders Association, Logistics association.

Cooperation with employers is ensured by organizing UVF Council meetings. Entrepreneurs and employers' representatives work in the UVF Council - information on Turiba homepage: <https://www.turiba.lv/en/university/faculty-councils>. The Faculty Council discusses all the major issues of the Faculty, such as the content of study programs, and updates the content according to the requirements of the labour market.

The cooperation is realized both on a contractual basis and on the basis of the long-term cooperation of UVF management and lecturers with industry organizations and employers, graduates.

Cooperation with Latvian HEIs/colleges that implement similar study directions and study programmes

Turiba has concluded several cooperation agreements with other higher education institutions in Latvia. Cooperation agreements are concluded according to the study programs implemented, cooperation covers both the provision of study processes, in case of liquidation of programs, and the possibility to continue education at a higher level, cooperation in the implementation of research, e.g. Baltic International Academy, University of Latvia, Riga Technical University, RISEBA, BA School of Business and Finance.

Turiba lecturers attend scientific conferences of other higher education institutions, welcome other university lecturers to their conferences. Conferences are held every year and one of the Turiba faculties is responsible for the organization each year. The organization of the 2020 conference is entrusted to the UVF.

Cooperation with foreign HEIs

Collaboration agreements have been concluded with more than 100 HEIs worldwide with these enable organization of scientific forums of better quality and broader scope and exchange of students and educator internship abroad. Cooperation is under way through Erasmus + mobility, double degree, bilateral exchange programs. Information on opportunities and partner institutions is accessible at the BAT website: <https://www.turiba.lv/en/for-students/exchange-programs/erasmus>

Collaboration is ongoing on various international projects. Lecturers of the study direction participated in the NordPluss project in 2019, partners - Mikolas Romeris University (Lithuania), Turku School of Economics/ Turku University (Finland) and Southern University of Denmark (Denmark).

A cooperation project with Finnish partner institution will start soon.

Successful cooperation with other higher education institutions in Latvia and abroad is ongoing within the study direction. Cooperation with several foreign universities, both in joint projects and in the mobility of lecturers and students is ongoing and is planned to be intensified.

The main precondition for the implementation of cooperation is the student-centred approach and the development of competences appropriate to the labour market, as well as the development of the lecturers' competences.

Information on cooperation agreements is attached in the appendix Nr.7.

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

The attraction of foreign students and lecturers mainly takes place within the framework of the Erasmus + Mobility Program and its procedure is specified in the "Erasmus + Mobility Program Regulations" (approved by the Senate on 22.05.2019).

Foreign students at Turiba University

A foreign student shall apply for the Erasmus Exchange Program using an online application form at www.turiba.lv by the date specified by Turiba, accompanied by a copy of an identity document, a photograph, a Curriculum Vitae and a Study Agreement containing the study courses offered by Turiba. The study agreement must be signed by the Foreign Student and the Partner Institution.

Upon receipt of an application from a foreign student, Turiba shall examine the possibility of ensuring that the foreign student has access to all the study courses included in the study agreement. If possible, the Dean of the respective Faculty and the Vice-Rector for Studies Development and International Cooperation sign the study agreement. If changes to the study agreement are required, the signed study agreement is accompanied by changes sent to the partner HEI.

After the study agreement is signed, the foreign student is included in the exchange student study group by the Rector's decree. A separate student file is created for the foreign student.

After completing studies at Turiba, the foreign student is awarded an academic certificate of the courses he / she has acquired and a certificate of time spent in Erasmus studies.

Twenty-seven students from South Korea, Ukraine, Kazakhstan, Georgia, Russia, Moldova and Belarus studied in Turiba in the bilateral exchange programs in the academic year 2018/19.

Mobility of university lecturers and staff

The number of Turiba lecturers as guest lectures for the next study year, their distribution by faculties shall be determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

The Turiba Faculty shall, by decree of the Dean, determine the procedure for the selection of lecturers for the mobility program, with priority given to lecturers who have not participated in the mobility program for a long time and those that teach study courses in English.

By October 1 of the current year, Turiba faculties shall submit to the International Cooperation Department the list of lecturers nominated for participation in the mobility program.

The number of Turiba staff for experience exchange for the next study year, their distribution by structural units shall be determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

Turiba structural units shall submit to the International Cooperation Department by 1 October of the current year a list of the staff nominated for participation in the mobility program.

Prior to commencement of the mobility, the Lecturer concludes a tripartite Teaching Agreement with the host institution and Turiba.

Prior to the commencement of the mobility, the Turiba staff member concludes a tripartite

experience exchange agreement with the host institution or company and Turiba.

Following the mobility, the Turiba lecturer or staff member shall submit the Erasmus Mobility Report online at <https://webgate.ec.europa.eu> and the Mobility Certificate.

Every year, lecturers go for both experience exchange and teaching under the Erasmus program. For example educators I.Bruksle, I. Liniņa, R. Zvirgzdiņa, O.Onževs, Z. Driņķe.

Increasingly, lecturers come to Turiba within the framework of the Erasmus exchange program.

Within the European Social Fund project no. 8.2.2.0/18/A/019 “Strengthening academic staff of Turiba University in areas of strategic specialization” a guest lecturers, for example Maria Kovacova from Slovakia, will come to UVF during the first year.

UVF has a successful partnership with guest lecturers from Singapore and the UK, who teach a variety of study courses twice a year. Cooperation with Francis Harman, head of the US-based company InC Blue, and Inessa Shundeeva, who is responsible for the Baltic region, has also begun with the co-organization of guest lectures for finance and accounting study courses.

Students who have studied abroad within the framework of Exchange programmes

Students of the study direction make use of the opportunity to go abroad for exchange. Students have taken the opportunity to avail Erasmus mobility for studies as well practice placements. It should be noted that during the reporting period, graduates of bachelor as well as master programs took the opportunity to obtain a double degree while studying at a partner university in Finland and France.

Appendix includes data on foreign students and teaching staff during the reference period and outgoing Nr.8. and incoming student mobility during the reference period by study program Nr.9.

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

Agreements on cooperation in the provision of practice have been signed both by UVF within the study direction.

Students also have the opportunity to apply for internship provided by Turiba, internship is registered in an internal database, and students can apply through their BATIS system.

UVF maintains close cooperation with alumni and the companies they represent, who regularly offer internship placements.

Internship placement offers from various Latvian and foreign companies are sent to UVF e-mail.

Information is made public by placing it on a bulletin board, on the BATIS system, as well as by publishing it on Turiba homepage: <https://www.turiba.lv/en/for-students/internship-abroad>

Often, however, UVF students find their own placements without the help of Turiba. Turiba evaluates whether it is possible to fulfill the practice tasks indicated in the specific description at the respective practice place and, if so, signs a standard tripartite practice agreement (Turiba-student - practice place).

The organization of the practice is described in detail in the Turiba Practice regulations, along with illustrated examples Nr.10. The practice regulations and information on agreements on provision of practice can be found in the appendix Nr.11.

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

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

The following factors determined the choice of cooperation partner:

- DU is one of the largest classical state universities in Latvia;
- DU is a university with almost centuries old traditions;
- a regional centre of higher education, science and culture, which unites and develops the academic and research potential of Eastern Latvia in the natural, humanities, educational and social sciences;
- 134 cooperation agreements have been concluded with 20 European Union countries, such as the United Kingdom, Belgium, Denmark, Estonia, Lithuania, Poland, Slovakia, Finland, Spain, Switzerland, Turkey, Germany, Sweden, etc.
- DU has ten scientific institutes and centres (including the Institute for Sustainable Education, the Institute of Social Research); researchers and lecturers are ever more actively involved in the development and implementation of various projects.
- DU's major research activities include: comparative (comparative) research in the humanities; sustainable education, pedagogical theories and sectoral pedagogy, lifelong learning; research in management science, sustainable development of society; social studies in economics.
- DU and Turiba have a shared vision and consistent goals.

The joint doctoral program “Management Science” was launched and licensed in 2014. The uniqueness of this program is justified by the opportunity to obtain doctoral education in all three

sub-branches of management science - business management, community management and education management, thus offering students the opportunity to study and analyse a variety of current trends and issues in management science.

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

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

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

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

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

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

The study program is acquired through lectures, seminars, doctoral seminars, colloquiums, conferences, projects and consultations with the educators and scientific supervisors involved in the implementation of the program, as well as independent studies. The implementation of the inter-university Doctoral Program in Management science is ensured by the Doctoral Studies Council, which consist of three teaching staff from Turība and three from DU.

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

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

Decisions of the study direction accreditation commission as of 18.06.2013. The following assessment was given for the study direction by the experts:

Accreditation decision	Quality	Resources	Sustainability	Cooperation
Accreditation for 6 years + compulsory recommendations	Good	Good	Good	Deficiencies to be overcome within a two year period

Recommendations of the Accreditation Commission for the direction:

- To develop top-level cooperation with other HEIs in joint study programs and modules for student exchange.
- To increase the number of quantitative and qualitative research publications.
- Involve more people from the industry in the learning process.
- Improve feedback communication with all stakeholders.
- Review strategy to maintain student enrolment.
- The concept of the doctoral program is not clear enough, it needs development. The selection criteria and time planning should be more precise. There is a need to increase the level of research in the program and to publish more scientific papers. Cooperation with other HEIs implementing doctoral programs should be expanded.

Recommendations have been taken into account and efforts have been made to address them by promoting collaboration, increasing involvement in research, involving industry professionals in the study process, and working to improve feedback. One of Turiba goals is: student centred activity, convenient study process and comfortable environment and one of the tasks is to achieve a decrease in student drop outs and implementation of active measures to achieve it.

The actions taken to implement the recommendations have enabled enhancement of the implementation of the direction.

Report on implementation of recommendations can be found in the appendix Nr.12. (6.2. part).

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

Programs licensed during the reporting period:

- Professional bachelor's study programme "International Finance Management"
- Professional bachelor's study programme "Business Logistics Management"
- Professional master's study programme "Business Psychology and Human Resource Management in Business"
- Joint doctoral study programme "Management Science"

The report on implementation of the recommendations for the study programs is attached in Appendix Nr.12.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Normatīvie dokumenti_ENG.docx	Normatīvie dokumenti_LV.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	BAT_organizatoriskas_strukturas_shema_D1_38.vers_ENG.pdf	BAT_organizatoriskas_strukturas_shema_D1_38.vers.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	1_Studiju_virziena_attīstības_plāns_en.docx	1_Studiju_virziena_attīstības_plāns.docx
Management structure of the study direction	2_Pārvaldības_struktūra_en.docx	2_Pārvaldības_struktūra.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	4_1_Vadības_virziena_docetāji_en.xlsx	4_1_Vadības_virziena_docetāji.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_Vadība_ENG.pdf	CV_Vadība_LV.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	4_3_Mācībspēku_mobilitāte_en.docx	4_3_Mācībspēku_mobilitāte.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	6_Mācībspēku_publicāciju_saraksts_en.docx	6_Mācībspēku_publicāciju_saraksts.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	7_Sadarbības_līgumu_saraksts_en.pdf	7_Sadarbības_līgumu_saraksts.pdf
Statistical data on the teaching staff and the students from abroad	8_Ārvalstu_studējošie_un_mācību_spēki_en.docx	8_Ārvalstu_studējošie_un_mācību_spēki.docx
Statistical data on the mobility of students (by specifying the study programmes)	9_Studējošo_mobilitāte_en.docx	9_Studējošo_mobilitāte.docx
Description of the organisation of the traineeship of the students	10_Prakses_organizācijas_apraksts_eng.docx	10_Prakses_organizācijas_apraksts.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	11_informācija_par_prakses_nodrošināšanu_EN.pdf	11_informācija_par_prakses_nodrošināšanu_LV.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	12_Rekomendāciju_izpildes_pārskats_en.docx	12_Rekomendāciju_izpildes_pārskats.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	13_Apliecinājums_par_valsts_valodas_zināšanu_en.pdf	13_Apliecinājums_par_valsts_valodas_zināšanu.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		

Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	BAT Iesniegums Par studiju virziena akreditaciju_En1.edoc	BAT Iesniegums Par studiju virziena akreditaciju1.edoc

Other annexes

Name of document	Document
Izmaksas uz studējošo	3_Vadības_virziena_izmaksas_.xlsx
Costs per student	3_Vadības_virziena_izmaksas_en.xlsx
Publiskā pārvalde - salīdzinājums ar līdzīgām programmām	14_Publiska_parvalde_salidzinajums_LV.docx
Public Administration - comparison with similar programs	14_Publiska_parvalde_salidzinajums_eng.docx
Kvalitates_politika.docx	Kvalitates_politika.docx
Kvalitates_politika_eng.docx	Kvalitates_politika_eng.docx
Salīdzinājums ar augstskolām UV	10_Salīdzinājums_ar_augstskolām_UV.docx
Salīdzinājums ar augstskolām UV	10_Salīdzinājums_ar_augstskolām_UV_en.docx
Salīdzinājums ar augstskolām SF	10_Salīdzinājums_ar_augstskolām_SF.docx
Salīdzinājums ar augstskolām SF	10_Salīdzinājums_ar_augstskolām_SF_en.docx
Salīdzinājums ar augstskolām BL	10_Salīdzinājums_ar_augstskolām_BL.docx
Salīdzinājums ar augstskolām BL	10_Salīdzinājums_ar_augstskolām_BL_en.docx
Salīdzinājums ar augstskolām BM	10_Salīdzinājums_ar_augstskolām_BM.docx
Salīdzinājums ar augstskolām BM	10_Salīdzinājums_ar_augstskolām_BM_en.docx
Salīdzinājums ar augstskolām UM	10_Salīdzinājums_ar_augstskolām_UM.docx
Salīdzinājums ar augstskolām UM	10_Salīdzinājums_ar_augstskolām_UM_en.docx
Salīdzinājums ar augstskolām DU	10_Salīdzinājums_ar_augstskolām_DU.docx
Salīdzinājums ar augstskolām DU	10_Salīdzinājums_ar_augstskolām_DU_en.docx
Salīdzinājums ar augstskolām DV	10_Salīdzinājums_ar_augstskolām_DV.docx
Salīdzinājums ar augstskolām DV	10_Salīdzinājums_ar_augstskolām_DV_en.docx
Diplomdarbu tēmas UV	2_Diplomdarbu_tēmas_UV.docx
Diploma Paper Topics UV	2_Diplomdarbu_tēmas_UV_en.docx
Maģistra darba tēmas UM	2_Maģistra_darba_tēmas_UM_en.docx
Zinātniskās pētniecības piemēri	5_Zinātniskās_pētniecības_piemēri_vadība (10) (Autosaved)2.xlsx
Zinātniskās pētniecības piemēri	5_Zinātniskās_pētniecības_piemēri_vadība_en.xlsx
2_Maģistra_darba_tēmas_UM.docx	2_Maģistra_darba_tēmas_UM.docx

International Finance Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Finance Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Anna</i>
Surname of the study programme director	<i>Medne</i>
E-mail of the study programme director	<i>anna.medne@turiba.lv</i>
Title of the study programme director	<i>Mg.oec., Mg.pead., Mg.agr.</i>
Phone of the study programme director	<i>67618746</i>
Goal of the study programme	<i>To provide professional studies that meet the economic, cultural, national defence and security, as well as social needs, are based on the theoretical foundations of the field of science, comply with the standards of the profession and are applicable in practice. To provide the opportunity to acquire knowledge and skills necessary for the head of finance to be able to fully implement sustainable financial management of state, local governments and various types of companies both locally and internationally.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide students with the opportunity during the study period to successfully complete the study program and obtain a social science Bachelor's Degree in Management Sciences with relevant intellectual, professional, academic and practical competencies.</i> <i>2. To develop abilities to strengthen knowledge of business management in a goal oriented manner and to promote the use of this knowledge in the development of one's bachelor thesis and professional activities.</i> <i>3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.</i> <i>4. To develop practical skills in finance management processes in an organisation.</i> <i>5. To comprehensively promote independent research in the field of management science aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.</i> <i>6. To master the skills of dialogue and argumentation to express one's views.</i> <i>7. To promote participation in further scientific research by motivating further education at the master and doctoral level.</i> <i>8. To contribute to enhancing the quality of private higher education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. To provide students with the opportunity during the study period to successfully complete the study program and obtain a social science Bachelor's Degree in Management Sciences with relevant intellectual, professional, academic and practical competencies. 2. To develop abilities to strengthen knowledge of business management in a goal oriented manner and to promote the use of this knowledge in the development of one's bachelor thesis and professional activities. 3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice. 4. To develop practical skills in finance management processes in an organisation. 5. To comprehensively promote independent research in the field of management science aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results. 6. To master the skills of dialogue and argumentation to express one's views. 7. To promote participation in further scientific research by motivating further education at the master and doctoral level. 8. To contribute to enhancing the quality of private higher education. 1. Ability to plan and forecast the effective operation of the company in accordance with the set goals, economic environment and labour market situation. Design and improve the financial management and control system according to the organization's business model. 2. Ability to work individually and in a group, using their knowledge and leadership skills, ability to take responsibility for their performance; 3. Ability to represent a company in dealings with other companies, organizations, institutions including municipalities and state institutions 4. Ability to work with other companies, owners, and other stakeholder groups to achieve company goals. 5. Ability to communicate in at least two foreign languages Ability to implement social and civic skills for social dialogue in the community and to contribute to the organization's reputation. 6. Ability to use information and communication technologies 7. Ability to provide conformity of labour protection and fire safety regulations at the enterprise. 8. Ability to ensure compliance with the regulations on labour relations in an enterprise. 9. Ability to ensure compliance with civil protection and environmental protection legislation. 10. Ability to define financial goals of business operations, prepare short-term and long-term plans to achieve them. 11. Ability to make forecasts and plans to achieve financial goals of the company's business activities. 12. Ability to analyse the economic factors of an organization's internal and external environment that influence its performance as well as assess their impact on the performance of the organization. 13. To make changes in the budget in accordance with legislative changes; assess budget implementation over the financial period, identify deviations, make recommendations to reduce / correct deviations detected. 14. To manage/ organise / control the budgeting process involving managers at different levels. 15. Ability to identify, assess an organization's financial risks and manage mitigation processes. 16. Ability to manage cash flow planning and tax optimization processes within a company, as well as oversee the implementation of an organization's financial plans. 17. To organize international cooperation and financial flow with partners. 18. To organize cooperation of the company with domestic and international partners 19. Ability to analyse relationships in international financial transactions, as well as to assess organizational development opportunities in domestic and international markets. 20. To manage the preparation of company financial statements in accordance with regulatory enactments and IFRS, and their approval and submission to financial organizations. 21. To organize and facilitate cooperation with financial institutions, organizations and companies. Ability to represent the organization in financial matters in cooperation with audit and supervisory authorities. 22. Ability to develop an organization's investment policy and manage international projects. 23. To assess the company's financial performance for the company, cooperation partners and leading competitors, taking into account industry performance. 24. Ability to organize and manage management accounting within the company. 25. Ability to understand and implement personnel management policies of an organization. Ability to evaluate the competencies of employees involved in the accounting process and, if necessary, advise financial staff. 26. Ability to conduct scientific research in management and to demonstrate the research results using presentations.
Final examination upon the completion of the study programme	Bachelor Thesis

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Finance</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Finance</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 4 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Finance</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 4 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Finance</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- In accordance with the changes made to the profession classification included in the structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences), the *professional qualification to be awarded is changed from "Head of an Enterprise" to "Head of Finance"*.
- The learning outcomes to be achieved were clarified and aligned with the basic requirements for the profession of "Head of Finance" and the competences defined therein.
- There was a change of the program director.

No *significant changes* were made in the parameters of the professional bachelor's study program "International Finance Management", the changes done mainly concern changes in the sector and requirements of the labour market.

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

The implementation of the program was started in the study year 2018/2019. There is a noticeable upward trend in the number of students which also includes foreign students.

Statistical data on students during the reference period are provided in Appendix 1.

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

The professional bachelor study program „international Finance Management" (hereinafter SF) ends with the award of a professional bachelor's degree in business administration and a fifth level professional qualification and the award of the professional qualification of *head of finance*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - *Head of Finance*.

The aim of the professional bachelor study program is to provide professional studies that meet the economic, cultural, national defence and security, as well as social needs, that are based on the theoretical foundations of the field of science, comply with the standards of the profession and are applicable in practice (information in latvian)[1]. To provide the opportunity to acquire knowledge and skills necessary for the head of finance to be able to fully implement sustainable financial management of state, local governments and various types of companies both locally and internationally.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To provide students with the opportunity during the study period to successfully complete the study program and obtain a professional bachelor's degree in business management with relevant intellectual, professional, academic and practical competencies.
2. To develop abilities to strengthen knowledge of business management in a goal oriented manner and to promote the use of this knowledge in the development of one's bachelor thesis and professional activities.
3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.
4. To develop practical skills in finance management processes in an organisation.
5. To comprehensively promote independent research in the field of management science aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.
6. To master the skills of dialogue and argumentation to express one's views.
7. To promote participation in further scientific research by motivating further education at the master and doctoral level.

To contribute to enhancing the quality of private higher education.[2]

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in financial management and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to solving the business' financial issues, take on responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances.

The program is designed to develop the competences necessary for work as the head of finance, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills necessary for the head of finance, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - head of finance and a professional bachelor degree holder.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.

[1]

(Information un Latvian)

gada 26. augusta Ministru kabineta noteikumi Nr. 512 "Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu" <https://likumi.lv/doc.php?id=268761>

[2] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The study program "International Finance Management" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on business and finance management and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of head of finance and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as current issues in finance management, as well as taking into account changes in the regulatory framework.

Proposals for updating the study program are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet.

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

The aim and tasks of each study course are related to the aim of the whole program (to provide the opportunity to acquire knowledge and skills necessary for the head of finance to be able to fully implement sustainable financial management of state, local governments and various types of companies both locally and internationally) tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences required to work professionally within their competencies as defined in their relevant job descriptions. The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study

program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of Head of Finance, the content of the program envisages practice of 26 CP, which consists of Practice 1, Practice 2, Practice 3 and Pre-diploma practice.

The purpose of the practice work (internship) is to strengthen the theoretical and practical knowledge of the economic environment of business activities and their economic processes, accounting of business operations, organisation of personnel, financial and quality management in

the enterprise.

Practice enable students to develop their skills in assessing company performance, evaluating company performance, internal and external auditing, evaluating companies international business transactions, evaluating financial and quality management processes and their influencing factors, independently analysing information and performing practical financial management tasks (at the practice enterprise), to acquire new knowledge of business and financial management processes.

Practice allows students to develop the following competencies: to evaluate the overall economic activity of the company, to analyse the economic situation, to evaluate the economic and financial situation of a particular company, to evaluate the international commercial transactions of the company, to evaluate the quality management processes of the company, to develop substantiated recommendations on the organisation of various process and enhancement of the enterprise's operations. This corresponds to the aims and objectives of the program and enables developing the competencies needed for the profession of head of finance.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Latvian Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

English group students do internships in Latvian companies (joint ventures, exporting companies, cooperation partners companies) and in companies in other EU member states, as well as in their home country companies.

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

UVF while consulting students on their final theses, invites them to conduct research on topics that are topical for companies and relevant to practice.

The implementation of the program was started in 2018, and the second study year is currently being implemented, thus it is not possible to give an assessment of the topics of the final theses.

The appendix includes:

- table on the compliance of the study program with the state education standards (Appendix 3);
- table on the compliance of the qualification obtained in the study program with the profession standards (Appendix 4);

- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The institute was recommended by a number of leading Latvian companies, including New Rosme Ltd, Sakret AS, European Distance Education High School, Riga Distance Education High School, Nikos Travel Ltd, Moller Auto, LIDA, CSDD, Latvian Television and more. The high evaluation and close cooperation of employers allows us to follow the most up-to-date trends in the labor market by improving the content of study programs following the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center, SKDS also organizes an annual survey of entrepreneurs, which gathers entrepreneurs' views on which higher education institutions are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

There are no graduates in the program, so it is not possible to carry out a graduate survey.

The survey of employers, who collaborate with students within the framework of the practice, reflects appreciation of the students' work discipline, interest and knowledge.

On the whole, students and employers give a good evaluation of the study process organized by Turība and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A

direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

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

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus +* mobility program offers for the respective academic year.

The program was launched in 2018 and is currently in its second year. Students most often avail mobility opportunities in their second and third study year. There is currently no student mobility in the program.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus +* mobility program^[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

^[1] Regulations on *Erasmus +* Mobility Program (Approved by Turiba University). Senate meeting minutes No.5 dated 22.05.2019.

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part.

Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turība invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme and "Microsoft Office" programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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

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

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

With the launch of the study program in 2018/2019 – 13 % of new educators joined. This is mainly due to the involvement of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but instead three new lecturers have been elected, one of whom was previously a guest lecturer.

Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turība (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

19 educators are involved in the study programme.

Out of the educators involved in the implementation of the program:

1. 9 lecturers in the university have the following positions: 2 associate professors, 2 assistant professors, 5 lecturers.
2. 10 visiting lecturers: 2 visiting professors, 1 visiting assistant professors, 7 visiting lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in business, economics, communication sciences, law, etc. Guest lecturers include industry professionals, entrepreneurs, department heads, project managers and business consultants, e-commerce professionals who are closely linked to business on a daily basis. They actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as heads of enterprises.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).
3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical

tools and methods;

- c. improving the mechanism and criteria for evaluation of study papers;
- d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

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

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and

encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- I. Avotiņš – Financial markets and instruments.
- I. Bruksle - Business and economics, specifics of pricing, business environment, its competitiveness.
- A. Bulis - Economics, competitiveness factors, economic cooperation in the context of Latvia-China.
- A. Doniņa - tourism business, management processes.
- Normunds Kozlovskis - Logistics, supply chains.
- I. Liniņa - customer relationship management systems in retail companies in the Baltics.
- A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
- O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
- N. Ozoliņš – legal aspects of business.
- D. Šuškovnika - psychological aspects of human behaviour.
- V. Vēvere – philosophy in practice, various aspects of business and communication.
- R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Bruksle I., Liniņa L., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in Latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database: Web of Science
- Bulis, A., Kabiraj, S., Siddik, N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, <https://doi.org/10.1177/0972150918814104>
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES IN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Praude V., Liniņa I. (2018). Pārdošanas vadība. [Sales management] Rīga: Turība University, 2018., 407 p.
- Liniņa I. (2018) Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187.
- Medne A., (2015) Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turība University, Acta Prosperitatis No.6, Turība University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development,Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
- Onževs O., Kolerte G. (2018). Acta Prosperitatis. Journal of Turība University. No. 9.; Riga; Turība, Ārējā tirgus apgūšanas iespējas Skandināvijā informācijas un komunikācijas tehnoloģiju jomā [Foreign market opportunities in Scandinavia in the field of information and communication technologies], pp. 5.-22.
- Šuškovnika D. & Muzikante I. (2018). Human Values and attitudes towards money. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference Rezekne Academy of Technologies. ISSN 1691-5887, 153-162 p
- Vevere V. (2018). Co-dependence, regard for other and ethical demand: Z. Bauman and K. E.

Logstrup. Education, Culture, Society. Book of abstracts, 5th International Scientific Conference, Wroclaw 11-12.09.2018, p. 11

- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Iclel 2018) Pages: 678-687. Database: ThomsonReutersWoS.

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students' interest in research and encourage students' participation in Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme.

Criteria	2018/2019
Number of students	16

No. of educators	19
Educators of the faculty implementing the program	14
Educators of other faculties	5
Ratio of students to teaching staff	0.84

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_SF_en.docx	1_Statistika_studenti_SF.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstība izglītības standartam_SF_en.docx	3_Atbalstība izglītības standartam_SF.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbalstība profesijas standartam_SF_en.docx	4_Atbalstība profesijas standartam_SF.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_SF_en.xlsx	5_Kartējums_SF.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_SF_en.xlsx	6_Plāni_SF.xlsx
Descriptions of the study courses/ modules	SF_apr-not-ENG.pdf	SF_apr-not-LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploma_SF_en.pdf	8_Diploms_SF.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Studentu_pārņemšana_SF_en.pdf	9_Studentu_pārņemšana_SF.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _ par zaudējumu kompensāciju_en.pdf	15 _ Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	14_Studiju_līguma_paraugs_en.doc	14_Studiju_līguma_paraugs.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Rosita</i>
Surname of the study programme director	<i>Zvirgzdiņa</i>
E-mail of the study programme director	<i>rosita@turiba.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	<i>67618746</i>
Goal of the study programme	<p><i>The aim of the study programme is to educate managers and leading specialists in various sectors of the economy, managers - leaders in order to promote the development of enterprises and enhance their competitiveness in changing socio-economic conditions and in the international market in order to increase the level of overall business competencies in the society.</i></p> <p><i>To ensure the mission, vision, values and goals are formulated and brought to life in an innovative way for the organization. To provide oversight of global industry processes and organizational processes, co-ordinate inter-organizational, interdisciplinary collaboration. Plan, organize and monitor organizational performance, development, analyse investments in physical environment and resource development, align organizational human resource management strategy, policies and objectives with organizational objectives, compare them with industry trends and global processes.</i></p>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To form a logical, successive, balanced set of compulsory and optional study courses within the program, which would provide students with the necessary scientific knowledge.</i> <i>2. To provide in-depth, comprehensive acquisition of knowledge, which will provide the opportunity to understand the regularities and principles of current economic development, the processes taking place in the economic environment and to make decisions according to the changes in the situation.</i> <i>3. To ensure the creation, development and application of practical skills for effective management of the company, organisation or structural unit;</i> <i>4. To use methods such as group work and creative assignments in the study courses, which would provide students the opportunity to take on responsibility for the results of the group work, present their research results and critically evaluate them, and to use new approaches.</i> <i>5. To develop the skills and competences necessary for a manager, to ensure the development of the individual competencies and provide the possibility to continue doctoral studies after the acquisition of the program.</i> <i>6. To contribute to enhancing the quality of private higher education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Ability to plan and forecast the effective operation of the company in accordance with the set goals, economic environment and labour market situation. 2. Ability to work individually and in a group, using their knowledge and leadership skills, ability to take responsibility for their performance; 3. Ability to represent a company in dealings with other companies, organizations, institutions including municipalities and state institutions 4. Ability to work with other companies, owners, and other stakeholder groups to achieve company goals. 5. Ability to communicate in at least two foreign languages 6. Ability to use information technologies 7. Ability to provide conformity of labour protection and fire safety regulations at the enterprise. 8. Ability to ensure compliance with the regulations on labour relations in an enterprise. 9. Ability to ensure compliance with environmental legislation in an enterprise. 10. Ability to define the financial objectives of business operations 11. Ability to make forecasts and plans to achieve financial goals of the company 12. To develop a budget for the next financial period, evaluating the economic environment of the industry and the financial results of the company 13. To make changes in the budget in accordance with legislative changes; assess budget implementation over the financial period, identify anomalies, make recommendations to reduce / correct anomalies detected 14. To manage/ organise / control the budgeting process involving managers at different levels 15. To manage accounting processes within the company 16. To manage cash flow planning and tax optimization processes within the company 17. To organize international cooperation and financial flow with partners. 18. To organize cooperation of the company with domestic and international partners 19. To analyse correlations in international financial transactions 20. To manage the preparation, approval and submission of the company's annual report to financial organizations 21. To organize and facilitate cooperation with financial institutions, organizations and companies 22. Ability to manage international projects 23. To assess the company's financial performance for the company, cooperation partners and leading competitors, taking into account industry performance 24. To organize and manage management accounting within the company 25. Ability to evaluate the competencies of personnel involved in accounting and, if necessary, advise on the selection of financial personnel, develop job descriptions 26. Ability to carry out scientific research in the field of management science
Final examination upon the completion of the study programme	Master's thesis

Study programme forms

Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 2 years, 1 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 1 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>

Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 1 years, 5 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences. The English language test for applicants who plan to study in English is organized by taking a test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme. The English language test for applicants who plan to study in English is organized by taking a test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies distance education - 1 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	1
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies distance education - 2 years, 1 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	1
Language	<i>latvian</i>
Amount (CP)	80

Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- In accordance with the changes made to the profession classification included in the structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences), the professional qualification to be awarded has been changed from "Head of Enterprise and Institutions" to "Head of an Organization".
- The learning outcomes to be achieved were clarified and aligned with the new "Head of an organisation" professional standard and the competences defined therein.
- There was a change of the program director.

No significant changes were made in the parameters of the professional master's study program "Business Administration", the changes done mainly concern changes in the sector and requirements of the labour market.

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

The total number of students during the reporting period has been on average over 300 every year: there is interest in both full-time and part-time study opportunities, moreover the number of foreign students in the program is rising. An average of 63 new professionals have joined the labour market each year during the reporting period. Although there are students who have been expelled, the reasons are most often personal.

Statistical data on students during the reference period are provided in Appendix 1.

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

Professional Master study programme „ Business Administration" (hereinafter UM) ends with the award of a professional master's degree in business administration and a fifth level professional

qualification and the award of the professional qualification of *Head of an organisation*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - *Head of an organisation*.

The aim of the professional master's study program is to educate and train managers and leading specialists in various sectors of the economy, managers - leaders in order to promote the development of enterprises and enhance their competitiveness in changing socio-economic conditions and in the international market in order to increase the level of overall business competencies in the society.

To ensure the mission, vision, values and goals are formulated and brought to life in an innovative way for the organization. To provide oversight of global industry processes and organizational processes, co-ordinate inter-organizational, interdisciplinary collaboration. Plan, organize and monitor organizational performance, development, analyse investments in physical environment and resource development, align organizational human resource management strategy, policies and objectives with organizational objectives, compare them with industry trends and global processes.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To form a logical, successive, balanced set of compulsory and optional study courses within the program, which would provide students with the necessary scientific knowledge.
2. To provide in-depth, comprehensive acquisition of knowledge, which will provide the opportunity to understand the regularities and principles of current economic development, the processes taking place in the economic environment and to make decisions according to the changes in the situation.
3. To ensure the creation, development and application of practical skills for effective management of the company, organisation or structural unit.
4. To use methods such as group work and creative assignments in the study courses, which would provide students the opportunity to take on responsibility for the results of the group work, present their research results and critically evaluate them, and to use new approaches.
5. To develop the skills and competences necessary for a manager, to ensure the development of the individual competencies and provide the possibility to continue doctoral studies after the acquisition of the program.
6. To contribute to enhancing the quality of private higher education.[\[1\]](#)

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in organisational management and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to solving the business issues, take on responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances, develop strategic vision.

The program is designed to develop the competences necessary for work as the head of an organisation, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills necessary for the head of an organisation, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - head of an organisation and a professional

master's degree in business administration.

The enrolment requirements - bachelor degree, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

If a professional bachelor's degree in social sciences has been obtained, the applicant can be admitted to the program with a realization period of 1.5 or 1.6 (part-time) years. If an academic bachelor's degree has been obtained, as well as a professional bachelor's degree in other fields of science, the applicant may be admitted to the program with a realization period of 2 or 2.1 (part-time) years.

[1] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The study program "Business administration" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on business administration and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of head of an organisation and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as current issues in business administration, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet. For example, the significant role of export in the operations of Latvian companies was discussed in the UVF Council, and a recommendation was received to promote students' knowledge of export and import processes, and a decision was made to include such a course in the program.

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

The aim and tasks of each study course are related to the overall goals of the whole study program to educate and train managers and leading specialists in various sectors of the economy, managers - leaders in order to promote the development of enterprises and enhance their competitiveness in changing socio-economic conditions and in the international market in order to increase the level of overall business competencies in the society.

To ensure the mission, vision, values and goals are formulated and brought to life in an innovative way for the organization. To provide oversight of global industry processes and organizational processes, co-ordinate inter-organizational, interdisciplinary collaboration. Plan, organize and monitor organizational performance, development, analyse investments in physical environment and resource development, align organizational human resource management strategy, policies and objectives with organizational objectives, compare with industry trends and global processes, the tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences to work professionally within their competencies, as defined in their job responsibilities. The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

In order to ensure the inclusion of topical issues in the study courses, methodological work is implemented at the faculty and departments, take place discussions, lecturers improve their knowledge by participating in seminars, conferences and working in companies, knowledge and experience are transferred to study courses.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self

assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

Distance learning students have the same rules for studying and the same requirements for full-time study. The only difference is that there are no scheduled contact hours. But there is a possibility, if a distance learning student can and wants, then there are opportunities to attend lectures, face-to-face seminars. If necessary, students are provided with face-to-face counseling. The final and final examinations are usually taken by the student in person. More detailed information can be found in the Study Regulations ([Study Regulation](#)), which contain additional provisions on the distance learning process:

- (1) the distance learning period shall be ten calendar months, excluding July and August;
- 2) study programs and study plans determine the study courses to be acquired in the respective study year, their volume and the number of credit points. The course of study course acquisition within the year is chosen by the student;
- 3) students take the final examinations, exams and final examinations of the study course either in person or remotely, using online voice and image digital means of communication. The type and form of the Examination shall be governed by the Examination Regulations;
- 4) when taking the final examinations of the study course and the final examinations of the study year remotely, the student shall present an identity document (passport or ID card) or a student certificate;
- 5) when conducting the final examinations of the study course and the final examinations of the academic year, the lecturer determines what kind of digital means of voice and image will be used;
- 6) distance learning is based on independent studies, using the study material published on the distance learning platform (Moodle), as well as library funds, Internet resources or other sources of information.
- 7) distance learning students may attend lectures in full-time or part-time studies free of charge, with prior contact and coordination with the relevant lecturer or department;
- 8) Students shall take the state examination in distance learning according to the calendar schedule. The procedure of passing the State Examination is determined by the Regulations of the State Examination.
- 9) During the studies, the student can receive consultations on the issues related to the acquisition of the respective study course outside the hours specified in the timetable without additional charge. Counseling times for each lecturer are determined by the list of lecturers' consultation

times published on the Department notice board and on the website of the School. The student can also receive paid consultations. The student co-ordinates the time of paid consultation with the lecturer.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of the head of an organisation, the content of the program envisages practice: 1) Pre-Master thesis practice to the scope of 6 CP for students who have obtained professional Bachelor's degree, have undergone practice at the previous educational level in various companies or organizations; 2) Practice 1 and Pre-Master thesis practice to the scope of 26 CP for students who have obtained an academic

Bachelor's degree.

The task of practice work is to consolidate theoretical and practical knowledge of the organization's business activities, principles of strategic management and personnel management of the company, specifics of marketing activities.

Practice enables students to develop skills to evaluate the company's business results, evaluate company's operations, evaluate marketing activities and their influencing factors, evaluate the company's personnel and strategic management principles, independently analyse information and organize various organisational processes for the company's operations (at the practice enterprise), to acquire new knowledge of an organisation's strategic management processes.

Practice allows students to develop the following competencies: to evaluate the company's overall business activities, strategic management, personnel management, and marketing principles, to develop substantiated recommendations on the organization of various processes in the company and improvement of the company's activities.

Practice provides the opportunity to evaluate specific problem situations in a particular organization, as well as obtain information for the development of the Master's thesis. This corresponds to the aims and objectives of the program and enables developing the competencies needed for the profession of head of an organisation.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make strategic decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Turiba Mentor's Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

English group students do internships in Latvian companies (joint ventures, exporting companies, cooperation partners companies) and in companies in other EU member states, as well as in their home country companies.

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

The students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying during the reporting period, it should be concluded that they are current and relevant to topical business issues and problems. The final master thesis topics chosen usually are related to solving certain issues/problems in the organisation or enterprise, and the most frequently analysed issues are: business development opportunities, development strategies, process enhancement, company's organizational processes,

personnel management, marketing, quality improvement, process model development (the best master theses (rated 7 and above) over the last three years in the Professional Master study programme „ Business Administration” (hereinafter UM) are listed in the appendix).

Analysing the final thesis evaluations, they are above seven during the reference period and even above eight during two study years.

State examination average scores

Study programme	Study year 2013/14	Study year 2014/15	Study year 2015/16	Study year 2016/17	Study year 2017/2018	Study year 2018/2019
Business administration(UM)	7.85	7.73	7.96	8.33	8.38	7.97

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- List of final thesis topics (Appendix 2):
 - table on the compliance of the study program with the state education standards (Appendix 3);
 - table on the compliance of the qualification obtained in the study program “Business administration” with the profession standards (Appendix 4);
 - study course scheme for achieving the learning outcomes (Appendix 5);
 - study program plan (Appendix 6);
 - syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The institute was recommended by a number of leading Latvian companies, including New Rosme Ltd, Sakret AS, European Distance Education High School, Riga Distance Education High School, Nikos Travel Ltd, Moller Auto, LIDA, CSDD, Latvian Television and more. The high evaluation and close cooperation of employers allows us to follow the most up-

to-date trends in the labor market by improving the content of study programs following the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center, SKDS also organizes an annual survey of entrepreneurs, which gathers entrepreneurs' views on which higher education institutions are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (U VF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing U VF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

Graduate surveys are also conducted every two years. The 2017 Alumni Survey included 522 alumni, most of them (211) U VF graduates. Graduates of the Master's program "Business Management" in the 2017 survey accounted for the majority of graduate students (37%). Graduates confirm that the profession is in demand in the labor market, as 84% of the respondents were already working. According to the survey, 35% (36% of respondents are not willing to answer) graduates have higher incomes. After answering the question - How has graduating influenced your professional career? - 46% of the respondents declare that they have improved their professional competence within their job. It has to be admitted that 19% of respondents say that their university career has not been influenced by their graduation, probably because they have already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational specialty? - where 65% answered in the affirmative. When analyzing the response to the current job grade category, 34% of respondents noted that they were specialists, executives. 60% of respondents indicate that they work as managers of different levels. 81% of graduates indicated that they continued their studies at BAT at the next level after graduation, which confirms the high evaluation of graduates and the conformity of the acquired skills and knowledge with the labor market. Graduate survey data show that 33% of senior executives and 14% of senior executives. Data for the 2019 survey are also being compiled.

A survey of employers revealed a variety of facts about the attitude of postgraduate students towards work, which was assessed on three main aspects: interest, discipline and accuracy, and all three were good and excellent (only 5% were sufficient). Students' knowledge and skills were evaluated in a five-point system. Professional ethics - 4.92. The efficiency of work planning and organization was evaluated with 4.82, professional opinion argumentation and communication - 4.80, problem solving and use of computer programs at work - 4.77. Knowledge of business processes taking place in the economic environment was evaluated with an average score of 4.53. As we can see all ratings are very high - above 4.5.

Companies such as Arco Real Estate, Dinaz, European Distance Learning High School and others

recommend the Master's degree program in Business Management according to a study conducted by en and the Latvian Employers' Confederation.

On the whole, students, graduates and employers give a good evaluation of the study process and competence development organized by the higher education institution.

The information collected in the surveys is used to improve the content and quality of studies. A direct example is the development of the course and its materials based on progressive work qualification standards. In addition, work on electronic databases is actively involved, thus preparing students to substantiate and argue the results of their research and practical work on the basis of academically accurate and correct sources. In addition, based on the students' knowledge, the approach to teaching is also adapted within the courses and studies, focusing on greater cooperation between students and lecturers.

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

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus +* mobility program offers for the respective academic year.

Student mobility in the study program is active with students availing the opportunities offered by *Erasmus +* program for studies in the Netherlands, Austria, Spain, Finland, Croatia, Germany, Cyprus, France, etc. Students have obtained double degrees from a French partner university. Students actively use the opportunity to go on practice/internship.

Mobility is on the increase during the reporting period. The is also incoming mobility of students from different EU countries - France, Italy, Czech Republic, also Turkey.

Incoming and outgoing mobility

LRI code	Title of the study programme	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
47345	Professional Master study programme „Business Administration”						
	<i>Erasmus+</i> studies	3	7	6	6	12	9
	<i>Erasmus+</i> practice placement	7	20	13	25	55	61
	Other mobility programs	3	4	2	2	5	2

Incoming mobility	1	0	6	5	7	3
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Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus +* mobility program[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on *Erasmus +* Mobility Program (Approved by Turiba University Senate meeting minutes No.5 dated 22.05.2019)

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme and "Microsoft Office" programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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

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

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

Every year since 2013 the number of educators has been increasing:

- study year 2013/2014 – additional 3%
- study year 2014/2015 – additional 1 %
- study year 2015/2016 – additional 15%
- study year 2016/2017 – additional 6%
- study year 2017/2018 – additional 14 %
- study year 2018/2019 – additional 10 %

Which is mainly related to the attraction of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, one elected lecturer has terminated employment relations, but instead three new lecturers have been elected, one of whom was previously a guest lecturer.

Based on annual assessments as well as feedback from the labour market and students, the quality of teaching has improved. Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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

learning outcomes.

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turība (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

35 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1. 20 lecturers in the university have the following positions: 3 professors, 4 associate professor, 4 assistant professors, 16 lecturers.
2. 15 visiting lecturers: 2 visiting professors, 4 visiting assistant professors, 9 visiting lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in business, economics, communication sciences, law, etc. Guest lecturers include industry professionals, entrepreneurs, heads of organisations, project managers and business consultants, who are closely linked to business on a daily basis. They actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as a head of an organisation.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).
3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - c. improving the mechanism and criteria for evaluation of study papers;
 - d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turība educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers

express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turība educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

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

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- I. Ate - language teaching, academic writing.
- L. Āzena - business environment development, destination marketing.

- I. Bruksle - business and economics, specifics of pricing, business environment, its competitiveness.
- A. Bulis - economics, competitiveness factors, economic cooperation in the context of Latvia-China.
- A. Doniņa - tourism business, management processes.
- Z.Driņķe - business and economics, effectiveness of quality management system in organizations, business problems.
- V. Ēvele - study process and language learning.
- N. Kozlovski - Logistics, supply chains.
- I. Krievs - data protection law.
- K. Liepiņa - developing language skills.
- I. Liniņa - customer relationship management systems in retail companies in the Baltics.
- I. Lūka - pedagogijas un pētniecības prakse, valodu apmācību metodoloģija.
- A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
- J. Načisčionis - administrative law.
- O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
- A. Vanags - strategic partnership, leadership.
- D. Vasiļevska - sustainable development, innovation, education management.
- A. Vāne - entrepreneurship in the health care sector.
- R. Zvirgzdiņa - SME development in Latvia.

Some examples

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- Ēvele V., Komorovska A. "Effective Professional Language Learning", *Journal of Turiba, University Acta Prosperitatis* No. 10. Publisher Turiba University, Ltd. 2019.161p. (7-23) ISSN 1691-6077
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- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS

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- Liniņa I. (2018). Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187.
- Lūka I. (2019). Creating a Culture-Based Language Learning Course for Developing Adult Learners' 21st Century Skills. Journal of Education Culture and Society, 2, 151.-169.lpp., ISSN doi:10.15503/jecs20192.151.169 [Web of Science, ERIH]
- Medne A. (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turība University, Acta Prosperitatis No.6, Turība University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development,Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
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- Onževs O., Kolerte G. (2018). Acta Prosperitatis. Journal of Turība University. No. 9.;Rīga; Turība. Foreign market opportunities in Scandinavia in the field of information and communication technologies., pp. 5.-22.
- Vanags A., Ābeltiņa A., Zvirgzdiņa R. (2018). Partnership strategy model for small and medium Enterprises. Problems & Perspectives in Management Volume 16, Issue 1, 2018. pp. 336-347.
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Icllel 2018) Pages: 678-687. Database: ThomsonReutersWoS.

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students' interest in research and encourage students' participation in Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of

state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	318
No. of educators	35
Educators of the faculty implementing the program	27
Educators of other faculties	8
Ratio of students to teaching staff	9.1

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_UM_en.docx	1_Statistika_studenti_UM.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstiba izglitibas standartam_UM_eng.docx	3_Atbalstiba izglitibas standartam_UM.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbalstiba profesijas standartam_UM_eng.docx	4_Atbalstiba profesijas standartam_UM.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_UM_en.xlsx	5_Kartējums_UM.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_UM_en.xlsx	6_Plāni_UM.xlsx
Descriptions of the study courses/ modules	7_Apraksti_UM_en.pdf	7_Apraksti_UM.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_UM_en.pdf	8_diploms_UM.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_studentu_parnemsana_UM_EN.pdf	9_Studentu_pārņemšana_UM.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _ Par zaudējumu kompensāciju_en.pdf	15 _ Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	14_Studiju_līguma_paraugs_en.doc	14_Studiju_līguma_paraugs.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Logistics Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Logistics Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Rosita</i>
Surname of the study programme director	<i>Zvirgzdiņa</i>
E-mail of the study programme director	<i>rosita@turiba.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	<i>67618746</i>
Goal of the study programme	<i>To provide high quality studies and active research work, to provide the competencies necessary for the management of business processes, based on the latest theoretical knowledge, promoting independent research in the field of economics and business. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide qualitative, competitive EU education, participate and conduct professional research in economics, entrepreneurship and business logistics management.</i> <i>2. To develop abilities to strengthen knowledge of business management in a goal oriented manner and to promote the use of this knowledge in the development of one's bachelor thesis and professional activities.</i> <i>3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.</i> <i>4. To develop practical skills in business administration processes.</i> <i>5. To comprehensively promote independent research in the field of entrepreneurship aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.</i> <i>6. To master the skills of dialogue and argumentation to express one's views.</i> <i>7. To promote participation in further scientific research by motivating further education at the master and doctoral level.</i> <i>8. To create the opportunity for students to gain a qualification in close relation with their future profession.</i> <i>9. To contribute to enhancing the quality of private higher education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Ability to analyse the economic situation, environmental factors, identify changes in the environment 2. Ability to evaluate the external and internal environmental factors of the company and their impact on the company's operations 3. Ability to assess business risks 4. Ability to manage change, define internal and external environmental risks 5. Ability to start a business, evaluate the required investments and business models 6. Ability to use state support tools for business start-ups and availing loans 7. Ability to plan the company's operations, development directions, define mission and vision 8. Ability to define the company's strategy, goals according to the needs of stakeholders 9. Ability to evaluate business development opportunities and optimize activities to achieve goals 10. Ability to develop measures to prevent and mitigate commercial and financial risks 11. Ability to implement business operations, develop tactical plans and plan business operations 12. Ability to coordinate the functioning of the company as a whole, ability to provide a safe working environment 13. Ability to determine the resources needed for the company's operations 14. Ability to perform financial analysis and accounting 15. Ability to select, effectively manage and coordinate personnel, motivate employees and evaluate their performance 16. Ability to manage production processes in a company 17. Ability to organize services management in a company 18. Ability to organize company's logistics 19. Ability to develop enterprise's management information system and quality management system 20. Ability to organize marketing and marketing principles in a company 21. Ability to develop new products / services and create the company's product range 22. Ability to develop a company's pricing policy 23. Ability to develop the sales system in a company 24. Ability to develop and manage projects 25. Ability to understand the information technology capabilities and applications necessary for the company's operations 26. Ability to optimize a development oriented tax system and apply the appropriate tax regime for a company 27. Ability to comply with relevant binding regulatory requirements 28. Ability to comply with labour law relations and labour protection requirements 29. Ability to perform work tasks in compliance with the requirements of the civil and environmental protection laws and regulations 30. Ability to demonstrate personal, social and civic, interpersonal and intercultural skills enabling active and effective participation in professional activities and creating social dialogue in society 31. Ability to adhere to the basic principles of professional and general ethics and generally accepted standards of conduct. 32. Ability to conduct applied research, prepare publications and present them 33. Ability to use knowledge and methods to explain sustainable development issues and to draw evidence-based conclusions 34. Ability to analyse and evaluate various processes and their efficiency. Ability to organize and control the development and drafting of documents in accordance with the requirements of regulatory enactments. 35. Ability to organize and take on responsibilities, continue one's further education and training in the professional field, and develop personal skills. 36. Ability to communicate, write, read, work and speak fluently in one or more foreign languages, understanding and using professional terminology and concepts. 37. Students are able to independently obtain, select, analyse and use information to make decisions and resolve problems. 38. Ability to apply the knowledge and skills acquired to conduct business logistics management. 39. Ability to use various business logistics methods to improve company processes 40. Ability to understand the effectiveness of the organization, as well as to create a logistics management system in the company.
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Final examination upon the completion of the study programme	<i>Bachelor Thesis</i>
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Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 4 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 4 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- The learning outcomes to be achieved were clarified and aligned with the basic requirements for the profession of "Head of an enterprise" and the competences defined therein.
- There was a change of the program director.

No *significant changes* were made in the parameters of the professional bachelor's study program "Business Logistics Management", the changes done mainly concern changes in the sector and requirements of the labour market.

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

The implementation of the program was started in the study year 2018/2019. There is a noticeable upward trend in the number of students which also includes foreign students.

Statistical data on students during the reference period are provided in Appendix 1.

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

Professional bachelor's study programme "Business Logistics Management" (hereinafter BL) ends with the award of a professional bachelor's degree in business administration and a fifth level professional qualification and the award of the professional qualification of *head of an enterprise*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - *head of an enterprise*.

The aim of the Professional bachelor's study programme is to provide high quality studies and active research work, to provide the competencies necessary for the management of business processes, based on the latest theoretical knowledge, promoting independent research in the field

of economics and business. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To provide qualitative, competitive EU education, participate and conduct professional research in economics, entrepreneurship and business logistics management.
2. To develop abilities to strengthen knowledge of business management in a goal oriented manner and to promote the use of this knowledge in the development of one's bachelor thesis and professional activities.
3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.
4. To develop practical skills in business administration processes.
5. To comprehensively promote independent research in the field of entrepreneurship aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.
6. To master the skills of dialogue and argumentation to express one's views.
7. To promote participation in further scientific research by motivating further education at the master and doctoral level.
8. To create the opportunity for students to gain a qualification in close relation with their future profession.
9. To contribute to enhancing the quality of private higher education.[\[1\]](#)

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in business management and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to solving the business' logistic issues, take on responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances.

The program is designed to develop the competences necessary for work as the head of an enterprise, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills necessary for the head of an enterprise, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - head of an enterprise and a professional bachelor degree holder.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for

programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.

[1] Academic Information Centre Higher education level (LKI 5.-8. level) Accessible at: <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The study program "Business Logistics Management" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on business administration, logistics processes and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of head of an enterprise and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as current issues in business administration and logistics management, as well as taking into account changes in the regulatory framework.

Proposals for updating the study program are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and UVF methodological seminars, in the UVF Council, where the academic staff, representatives of employers and the industry as well as students meet.

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

The aim and tasks of each study course are related to the goal of the whole program to provide

high quality studies and active research work, to provide the competencies necessary for the management of business processes, based on the latest theoretical knowledge, promoting independent research in the field of economics and business. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally, tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences to work professionally within their competencies, as defined in their job responsibilities. The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various

learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of Head of an enterprise, the content of the program envisages practice of 26 CP, which consists of Practice 1, Practice 2, Practice 3 and Pre-diploma practice.

The purpose of the practice/internship is to consolidate theoretical and practical knowledge of the economic environment and economic processes of business operations, business operations of the organization, logistics operations of the organization, procurement procedures, marketing functions, process and warehouse management, organization of personnel and quality management.

Practice enable students to develop their skills in assessing business operations and operational environment, conduct operational evaluation of organizational processes, evaluate procurement procedures, warehouse management and other logistics processes at the enterprise, evaluate personnel and quality management processes and their influencing factors, independently analyse information and perform practical business management tasks (at the practice enterprise), to acquire new knowledge of business and logistic management processes.

Practice allows students to develop the following competencies: to evaluate the overall economic activity of the company, to analyse the economic situation, to evaluate the economic and financial situation of a particular company, to evaluate the international commercial transactions of the company, to evaluate the quality management processes of the company, to develop substantiated recommendations on the organisation of various process and enhancement of the enterprise's operations. This corresponds to the aims and objectives of the program and enables developing the competencies needed for the profession of head of an enterprise.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Turiba Mentor's Association, as well as the UVF, which cooperates with employers and employer organizations.

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

Facultu of Business Administration (FBA) while consulting students on their final theses, invites them to conduct research on topics that are topical for companies and relevant to practice.

The implementation of the program was started in 2018, and the second study year is currently being implemented, thus it is not possible to give an assessment of the topics of the final theses.

The appendix includes:

- table on the compliance of the study program with the state education standards (Appendix 3);
- table on the compliance of the qualification obtained in the study program with the profession standards (Appendix 4);
- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The institute was recommended by a number of leading Latvian companies, including New Rosme Ltd, Sakret AS, European Distance Education High School, Riga Distance Education High School, Nikos Travel Ltd, Moller Auto, LIDA, CSDD, Latvian Television and more. The high evaluation and close cooperation of employers allows us to follow the most up-to-date trends in the labor market by improving the content of study programs following the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center, SKDS also organizes an annual survey of entrepreneurs, which gathers entrepreneurs' views on which higher education institutions are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

There are no graduates in the program, so it is not possible to carry out a graduate survey.

The survey of employers, who collaborate with students within the framework of the practice, reflects appreciation of the students' work discipline, interest and knowledge.

On the whole, students and employers give a good evaluation of the study process organized by Turība and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the

students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus* + mobility program offers for the respective academic year.

The program was launched in 2018 and is currently in its second year. Students most often avail mobility opportunities in their second and third study year. However in the study year 2019/ 2020, the first student of this program went on *Erasmus* + exchange to OTH in Regensburg, Germany.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus* + mobility program^[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

^[1] Regulations on Erasmus + Mobility Program (Approved by Turiba University

Senate meeting minutes No.5 dated 22.05.2019.

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development

of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme and "Microsoft Office” programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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

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

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

With the launch of the study program in 2018/2019 – 9 % of new educators joined. This is mainly due to the involvement of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but instead three new lecturers have been elected, one of whom was previously a guest lecturer.

Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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

learning outcomes.

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turība (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

30 educators are involved in the study programme.

Out of the educators involved in the implementation of the program:

1. 17 lecturers in the university have the following positions: 2 professors, 3 associate professor, 2 assistant professors, 10 lecturers.
2. 13 visiting lecturers: 2 visiting professors, 11 visiting lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in business, economics, communication sciences, law, etc. Guest lecturers include industry professionals, entrepreneurs, heads of departments, logistics experts, project managers and business consultants, who are closely linked to business on a daily basis. They actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as heads of enterprises.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).
3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - c. improving the mechanism and criteria for evaluation of study papers;
 - d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turība educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers

express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turība educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

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

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- I. Ate - language teaching, academic writing
- L. Āzena - business environment development, destination marketing.

- V. Blūzma – history of law.
- I. Bruksle – business and economics, specifics of pricing, business environment, its competitiveness.
- A. Bulis – economics, competitiveness factors, economic cooperation in the context of Latvia-China.
- A. Doniņa – tourism business, management processes.
- N. Kozlovskis – logistics, supply chains.
- I. Liniņa – customer relationship management systems in retail companies in the Baltics.
- A. Medne – problems of harmonization of tax rates, practical aspects of accounting.
- O. Onževs – identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
- N. Ozoliņš – legal aspects of business.
- D. Šuškovnika – psychological aspects of human behaviour.
- V. Vēvere – philosophy in practice, various aspects of business and communication.
- R. Zvirgzdiņa – SME development in Latvia.

Some examples

- Ate I., Liepiņa K. (2019.) “Possibilities of Using Mind and Concept Cards in Developing Academic Writing Skills” BAT XX International Scientific Conference. “Human values in the Digital Age” Collection of articles. Riga: School of Business Administration Turība, 2019, 86.-94.p
- Āzena L, Vasiļevska D., Rivža B. (2019). Evaluation Of Smart Specialisation Influence Indicators In The Riga Planning Region (Latvia), 34th IBIMA Conference 2018, Madrid, Spain, 2019.g.
- Blūzma V. (2019). Legal Regulation of the Abolition of Serfdom in Baltic Governorates of the Russian Empire in Early 19th Century: Historical Background, Realisation, Specific Features and Effect. In: Sixth International Scientific Conference. Social Changes and Global World. Proceedings. Vol. 1. Law. Stip: Goce Delcev University in Shtip, pp. 575 –588. ISBN 978-608-244-647-9
- Bruksle I., Liniņa I., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in Latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database: Web of Science
- Bulis A., Kabiraj S., Siddik N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, Global Business Review, First Published January 30, 2019, <https://doi.org/10.1177/0972150918814104>
- Doniņa A., Bukovska I. (2018). Staffing Challenges In The Restaurants In Riga, Proceedings of the XIX International Scientific Conference of the School of Business Administration Turība “Latvia 100: Expectations, Achievements And Challenges” 43-56 lpp [EBSCO, ProQuest].
- Kozlovskis N., Zvirgzdiņa R. (2018). New trends in the supply chain management field. 4TH INTERNATIONAL CONFERENCE ON LIFELONG LEARNING AND LEADERSHIP FOR ALL (ICLEL 2018) Database: ThomsonReutersWoS
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Liniņa I. (2018). Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187.
- Medne A., (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turība

University, Acta Prosperitatis No.6, Turība University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development, Conference proceedings in electronic form ISSN 1691 – 6069, 2015.

- Onževs O., Kolerte G. (2018). Acta Prosperitatis. Journal of Turība University. No. 9.; Riga; Turība. Foreign market opportunities in Scandinavia in the field of information and communication technologies], pp. 5.-22.
- Ozoliņš N. (2017). EFFECTIVENESS OF PUBLIC PRIVATE PARTNERSHIP AGREEMENT, 5. at an international scientific and practical conference. SCIENCE AND EDUCATION IN GLOBALIZATION in the collection of articles, Panevezys (Lithuania).
- Škuškovnika D. & Muzikante I. (2018). Human Values and attitudes towards money. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference Rezekne Academy of Technologies. ISSN 1691-5887, 153-162p.
- Vevere V. (2018). Co-dependence, regard for other and ethical demand: Z. Bauman and K. E. Logstrup. Education, Culture, Society. Book of abstracts, 5th International Scientific Conference, Wrocław 11-12.09.2018, p. 11.
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Icllel 2018) Pages: 678-687. Database: ThomsonReutersWoS.

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction. Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students 'interest in research and encourage students' participation in Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	46
No. of educators	30
Educators of the faculty implementing the program	23
Educators of other faculties	7
Ratio of students to teaching staff	1.53

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_BL_en.docx	1_Statistika_studenti_BL.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstība izglītības standartam_BL_eng.docx	3_Atbalstība izglītības standartam_BL.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbalstības profesijas standartam_BL_eng.docx	4_Atbalstība profesijas standartam_BL.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_BL_ENG.xlsx	5_Kartējums_BL.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_BL_en.xlsx	6_Plāni_BL.xlsx
Descriptions of the study courses/ modules	7_Apraksti_BL_en.pdf	7_Apraksti_BL.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploma_BL_en.pdf	8_Diploms_BL.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Studentu_pārņemšana_BL_EN.pdf	9_Studentu_pārņemšana_BL.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _ par zaudējumu kompensāciju_en.pdf	15 _ Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	14_Studiju_līguma_paraugs_en.doc	14_Studiju_līguma_paraugs.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Psychology and Human Resource Management in Business

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Psychology and Human Resource Management in Business</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Zane</i>
Surname of the study programme director	<i>Drinķe</i>
E-mail of the study programme director	<i>zane.drinke@turiba.lv</i>
Title of the study programme director	<i>Ph.D</i>
Phone of the study programme director	<i>67607660</i>
Goal of the study programme	<i>To promote studies at the corresponding level and active research work, to provide the competencies necessary for the management of business processes and human resources management based on the latest theoretical knowledge, promoting independent research in the field of management science. To implement science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To realize the opportunity to successfully acquire the study program and obtain the Master's degree in the planned study period in accordance with the corresponding intellectual, professional, academic and practical competences.</i> <i>2. To develop abilities to purposefully acquire in depth knowledge in business management with a focus on human resources management, business psychology and to promote the use of this knowledge in the development of Master's thesis and professional activities.</i> <i>3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.</i> <i>4. To develop practical skills in business administration processes.</i> <i>5. To comprehensively promote independent research in the field of management science aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.</i> <i>6. To acquire the skills of dialogue and argumentation of the views, using knowledge of human resource management, business psychology and entrepreneurship in general.</i> <i>7. To promote participation in further scientific research by motivating further education at the doctoral level.</i> <i>8. To contribute to enhancing the quality of private higher education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Ability to formulate the organization's mission, vision, values, development strategy, internal and external environment. 2. Ability to implement innovative solutions to achieve organizational goals. 3. Ability to lead oneself and others towards the goals of the organization through effective team collaboration. 4. Ability to identify the main directions of the organization and make decisions according to the needs of stakeholders. 5. Ability to develop a personnel management system that is consistent with the organization's strategy. 6. Ability to evaluate the financial and economic performance of the organization. 7. Ability to set control indicators and monitor action plans to achieve goals. 8. Ability to manage crisis situations and changes in the organization. 9. Ability to collaborate with functional managers and staff to organize concerted action. 10. Ability to evaluate processes in the context of organizational performance and results. 11. Ability to use organizational resources effectively, maximizing organizational and community benefits. 12. Ability to ensure the implementation of organizational development plans while maintaining and enhancing the organization's value. 13. Ability to manage operational risks. 14. Ability to comply with relevant binding regulatory requirements. 15. Ability to ensure compliance with the regulations on labour relations 16. Ability to organize compliance with labor protection requirements. 17. Ability to apply the latest psychology and human resources knowledge in practice. 18. Ability to evaluate existing and potential employees using coaching methods. 19. Ability to ensure compliance with the requirements of the civil protection and environmental regulatory enactments. 20. Ability to use knowledge and methods to explain sustainable development issues and to draw evidence-based conclusions for the industry. 21. Ability to demonstrate personal, social and civic, interpersonal and intercultural skills. 22. Ability to adhere to the basic principles of professional and general ethics and generally accepted standards of conduct. 23. Ability to communicate, write, read, work and speak fluently in one or more foreign languages, understanding and using professional terminology and concepts. 24. Ability to organize and continue one's further education and training in the professional field, and develop personal skills.. 25. Ability to create an effective organizational environment, to generate and apply knowledge, to integrate knowledge of different fields, to create new knowledge. 26. Ability to conduct research and prepare publications, interpret, analyse results, and present them. 27. Ability to argue, explain and discuss complex or systemic aspects of the given industry or professional field. 28. Ability to apply human resources management methods in companies. 29. Ability to select, evaluate, motivate human resources using modern HR theories. 30. Ability to form a team in multinational companies, to control remote work.
Final examination upon the completion of the study programme	Master's thesis

Study programme forms

Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 1 years, 5 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences. The English language examination for applicants who plan to study in English is organized by taking a test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme. The English language examination for applicants who plan to study in English is organized by taking a test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 1 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional bachelor's degree or professional qualification after successful completion of a 4 year study programme in the field of social sciences.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 2 years, 1 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>To enrol into the master study program the applicant must show a diploma certifying award of professional or academic bachelor's degree or professional qualification after successful completion of a 4 year study programme.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Organisation</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- In accordance with the changes made to the profession classification included in the structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences), the professional qualification to be awarded is changed from "Head of an Enterprise" to "Head of Organisation".
- The learning outcomes to be achieved were clarified and aligned with the new "Head of an organisation" professional standard and the competences defined therein.

No significant changes were made in the parameters of the professional master's study program "Business Administration", the changes done mainly concern changes in the sector and requirements of the labour market.

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

The implementation of the program was started in the study year 2018/2019. There is a noticeable upward trend in the number of students which also includes foreign students. There is also interest in part time studies in the extramural department. The program has its first graduates.

Statistical data on students during the reference period are provided in Annex 1.

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

Professional master's study programme "Business Psychology and Human Resource Management in Business" (hereinafter BM) ends with the award of a professional master's degree in business administration and a fifth level professional qualification and the award of the professional qualification of *Head of an organisation*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - *Head of Finance*.

The aim of the professional master's study program is to promote studies at the corresponding level and active research work, to provide the competencies necessary for the management of business processes and human resources management based on the latest theoretical knowledge, promoting independent research in the field of management science. To implement science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To realize the opportunity to successfully acquire the study program and obtain the Master's degree in the planned study period in accordance with the corresponding intellectual, professional, academic and practical competences.
2. To develop abilities to purposefully acquire in depth knowledge in business management with a focus on human resources management, business psychology and to promote the use of this knowledge in the development of Master's thesis and professional activities.
3. To acquire knowledge and skills of contemporary business administration theories, methods and their application in practice.
4. To develop practical skills in business administration processes.
5. To comprehensively promote independent research in the field of management science aimed at the development of enterprises and the national economy, search for innovative approaches and solutions based on the latest theoretical concepts in business administration, and the presentation and publication of their results.
6. To acquire the skills of dialogue and argumentation of the views, using knowledge of human resource management, business psychology and entrepreneurship in general.
7. To promote participation in further scientific research by motivating further education at the doctoral level.
8. To contribute to enhancing the quality of private higher education.[\[1\]](#)

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in organisational management and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to solving the business issues, take on responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances, develop strategic vision.

The program is designed to develop the competences necessary for work as the head of an organisation, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills necessary for the head of an organisation, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - head of an organisation and a professional master's degree in business administration.

The enrolment requirements - bachelor degree, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The study program "Business Psychology and Human Resource Management in Business" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on business administration and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of head of an organisation, highlighting psychological aspects of human resources management in order to be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as current issues in business administration and human resources management, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and Faculty of Business Management (hereinafter FBM) FBM methodological seminars, in the FBM Council, where the academic staff, representatives of employers and the industry as well as students meet. For example, the FBM Council discussed the labour market situation in Latvia and the skills that entrepreneurs want to see in their company managers and received a recommendation to enhance students' knowledge of human resource management aspects, and therefore it was decided to launch a new program and include study courses that would enhance these competences.

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

The aim and tasks of each study course are related to the goal of the whole program (to promote the appropriate level of studies and active research activities, to provide the competences necessary for business process management, human resource management, based on the latest theoretical knowledge, promoting independent research in the field of management science. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally.), tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences to work professionally within their competencies, as defined in their job responsibilities. The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

In order to ensure the inclusion of topical issues in the study courses, methodological work is implemented at the faculty and departments, take place discussions, lecturers improve their knowledge by participating in seminars, conferences and working in companies, knowledge and experience are transferred to study courses.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best

contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of the head of an organisation, the content of the program envisages practice: 1) Pre-Master thesis practice to the scope of 6 CP for students who have obtained professional Bachelor's degree, have undergone practice at the previous educational level in various companies or organizations; 2) Practice 1 and Pre-Master thesis practice to the scope of 26 CP for students who have obtained an academic Bachelor's degree.

The aim of practice/internship is to consolidate theoretical and practical knowledge of business operations, industry trends, establishment, maintenance and termination of employment relationships, systematic analysis of personnel's social, demographic and economic indicators, management style, management processes, management communication with internal and external environment, provision of information to different state institutions and their exchange in the external environment.

Practice enables the student to develop skills in evaluating company performance, critically evaluating HR information, diagnosing problems and their solutions, explaining and discussing them, independently structuring one's learning and working with others to make strategic planning to manage other people's performance, improving one's business competencies in psychology and human resource management in business; to acquire new knowledge of the strategic management processes of an organization.

Practice enables students to develop the following competencies:

- independently acquire, select and analyse information and use it to solve human resource management problems;
- understand organizational relationships through business psychology aspects;
- apply knowledge and skills for effective management of the company and its departments, strategy development and control;
- analyse business processes and adopt appropriate decisions;
- to make sound recommendations on how to organize different processes in the company and how to improve the company's operations.

Practice provides the opportunity to evaluate specific problem situations in a particular organization, as well as obtain information for the development of the Master's thesis. This corresponds to the aims and objectives of the program and enables developing the competencies needed for the profession of head of an organisation.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make strategic decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Latvian Quality association, Turiba Mentor's Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

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

The students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying during the reporting period, it should be concluded that they are current and relevant to topical business issues and problems. The final master thesis topics chosen usually are related to solving certain issues/problems in the organisation or enterprise.

Faculty of Business Administration (FBA) while consulting students on their final theses, invites them to conduct research on topics aimed at resolving problems of an organisation or enterprise that are topical for enterprises and relevant to practice.

Implementation of the program was started in 2018, and at the end of 2019, 8 master's theses have been developed on the following topics:

- Komandas vadīšanas politikas izstrāde "Ring". [development of team management policy for the enterprise"Ring"].
- Mentoringa sistēmas izveide ieslodzījuma vietu pārvaldē nodarbinātajiem. [Development of a mentoring system for prison administration staff].
- Ražošanas uzņēmuma SIA "ILGEZEEM" iekšējās starpodaļu komunikācijas uzlabošanas iespējas. [Opportunities for improvement of internal departmental communication in production company "ILGEZEEM" Ltd.].
- Līderības paaugstināšanas iespējas VAS "Latvijas autoceļu uzturētājs", izmantojot zirgu koučinga metodi. [Leadership development opportunities in the state joint stock company "Latvijas autoceļu uzturētājs" using equine coaching method].
- Darba devēju domāšanas kļūdu, stereotipu ietekme uz darba iespēju izmantošanu ieslodzītām personām pēc atbrīvošanas. [Impact of employer's prejudices, stereotypes on employing prisoners after their release].
- Klientu apmierinātības paaugstināšanas modelis AS "Swedbank". [Customer satisfaction enhancement model for AS "swedbank"].
- Koučinga metožu integrēšana uzņēmuma "Inser IT" vadības iekšējā komunikācijā darbinieku motivācijas paaugstināšanai. [Integration of coaching methods in the internal communication of "Inser IT" management to increase employee motivation].
- SIA "Gungera kosmētika" darbības stratēģijas izstrāde. [Development of operational strategy for "Gungera kosmētika" Ltd.].

Analysing the master theses grades, the average grade is 9, which is explained by the high motivation and interest of the students in this program

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- table on the compliance of the study program with the state education standards (Appendix 3);
- table regarding the conformity of the qualification obtained in the study program to the relevant profession standards (Appendix 4);
- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The institute was recommended by a number of leading Latvian companies, including New Rosme Ltd, Sakret AS, European Distance Education High School, Riga Distance Education High School, Nikos Travel Ltd, Moller Auto, LIDA, CSDD, Latvian Television and more. The high evaluation and close cooperation of employers allows us to follow the most up-to-date trends in the labor market by improving the content of study programs following the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center, SKDS also organizes an annual survey of entrepreneurs, which gathers entrepreneurs' views on which higher education institutions are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

There are no graduates in the program, so it is not possible to carry out a graduate survey.

The survey of employers, who collaborate with students within the framework of the practice, reflects appreciation of the students' work discipline, interest and knowledge.

On the whole, students and employers give a good evaluation of the study process organized by Turība and competence development.

The information collected from the surveys is used to improve the content and quality of studies. A direct example is the enhancement of the course and its materials based on progressive work qualification standards. In addition, students are actively involved in work on electronic databases, thus preparing students to substantiate and argue their research and practical work results on the

basis of academically accurate and correct sources. Moreover, based on the students' knowledge, the teaching approach is also adapted within the courses with a focus on greater student-lecturer collaboration.

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

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus +* mobility program offers for the respective academic year.

Implementation of the program was started in 2018 and it has been observed that Master's students show less interest in exchange programs than students of Bachelor's programs, but are more active in the use of internship opportunities. There was no student mobility in the first year but in the study year 2019/ 2020, the first two students of this program went on *Erasmus +* exchange to Universidad Carlos III de Madrid, Spain.

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus +* mobility program[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on *Erasmus +* Mobility Program (Approved by Turiba University Senate meeting minutes No.5 dated 22.05.2019)

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part.

Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turība invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme, „Microsoft Office” and other programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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

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

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

With the launch of the study program in 2018/2019 – 20 % of new educators joined. This is mainly due to the involvement of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, one elected lecturer has terminated employment relations, but instead two new lecturers have been elected, one of whom was previously a guest lecturer.

Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turība (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

26 educators are involved in the study programme.

Out of the educators involved in the implementation of the program:

1. 13 lecturers in the university have the following positions: 4 professors, 1 assistant professor, 3 associate professors, 5 lecturers.
2. 13 visiting lecturers: 2 visiting professors, 1 visiting assistant professors, 10 visiting lecturers.

4 of the guest lecturers are currently PhD students at Turība and RTU.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in business, psychology, communication sciences, law, etc. Guest lecturers include industry professionals, entrepreneurs, heads of organisations, business consultants and coaches, who are closely linked to business on a daily basis. They actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as a head of an organisation.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).
3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:

- a. continuing to organize public lectures and seminars, particularly in the regions;
- b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
- c. improving the mechanism and criteria for evaluation of study papers;
- d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

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

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- V. Blūzma – history of law.
- I. Bruksle - business and economics, specifics of pricing, business environment, its competitiveness.
- A. Bulis - economics, competitiveness factors, economic cooperation in the context of Latvia-China.
- A. Doniņa- tourism business, management processes.
- Z. Driņķe - business and economics, effectiveness of quality management system in organizations, business problems.
- A. Dimants – social media, journalism.
- V. Ēvele – study process and language learning.
- E. Kaļve – mediation, reemigration, national identity.
- I. Lūka - aspects of language teaching/learning, research methodology.
- N. Ozoliņš – legal aspects of business.
- A. Plaude – psychological aspects, emotional intelligence.
- D. Šuškovnīka – psychological aspects of human behaviour.
- A. Vanags – strategic partnership, leadership.
- R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Blūzma V. (2019). Legal Regulation of the Abolition of Serfdom in Baltic Governorates of the Russian Empire in Early 19th Century: Historical Background, Realisation, Specific Features and Effect. In: Sixth International Scientific Conference. Social Changes and Global World. Proceedings. Vol. 1. Law. Stip: Goce Delcev University in Shtip, pp. 575 –588. ISBN 978-608-244-647-9
- Bruksle I., Liniņa I., Zvirgzdiņa R. (2019). Price discounts as a goods promotion factor in Latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database: Web of Science
- Bulis A., Kabiraj S., Siddik N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, <https://doi.org/10.1177/0972150918814104>
- Driņķe Z., Zvirgzdiņa R., (2018). Quality management system and models for small and medium enterprises development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Ēvele V., Komorovska A. (2019). “Effective Professional Language Learning”, *Journal of Turība, University Acta Prosperitatis* No. 10. Publisher Turība University, Ltd. 2019.161p. (7-23) ISSN 1691-6077
- Gereiša S.Z., Kirstuka L., Kļave E. (2018). Mediation. Concepts. Test. Role playing. Textbook. Riga: Courthouse Agency. 174 pp
- Luka I. (2019). Creating a Culture-Based Language Learning Course for Developing Adult Learners' 21st Century Skills. *Journal of Education Culture and Society*, 2, 151.-169.lpp., ISSN
- Ozoliņš N. (2017). EFFECTIVENESS OF PUBLIC PRIVATE PARTNERSHIP AGREEMENT, at an international scientific and practical conference SCIENCE AND EDUCATION IN GLOBALIZATION article collection, Panevezys (Lithuania).

- Plaude A., Ozola L. (2017). Non-Violent Communication Intervention Program by M. Rosenberg on Changes in Empirical and Emotional Self-Regulation Indicators in Children 8-9 Years Old. Society. Integration. Education. Proceedings of the International Scientific Conference. Vol. I, (591-602).
- Škuškovnika D. & Muzikante I. (2018). Human Values and attitudes towards money. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference Rezekne Academy of Technologies. ISSN 1691-5887, 153-162 p
- Vanags A., Ābeltiņa A., Zvirgzdiņa R. (2018). Partnership strategy model for small and medium Enterprises. Problems & Perspectives in Management Volume 16, Issue 1, 2018. pp. 336-347
- Zvirgzdiņa R. (2018). Partnership strategy model for small and medium Enterprises. Problems & Perspectives in Management Volume 16, Issue 1, 2018. pp. 336-347.
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Icllel 2018) Pages: 678-687. Database: ThomsonReutersWoS.

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students 'interest in research and encourage students' participation in Turiba conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section

work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	89
No. of educators	26
Educators of the faculty implementing the program	21
Educators of other faculties	5
Ratio of students to teaching staff	3.42

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_BM_en.docx	1_Statistika_studenti_BM.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstība izglītības standartam_BM_eng.docx	3_Atbalstība_izglītības_standartam_BM.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbalstība profesijas standartam_BM_eng.docx	4_Atbalstība_profesijas_standartam_BM.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_BM_en.xlsx	5_Kartējums_BM.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_BM_en.xlsx	6_Plāni_BM.xlsx
Descriptions of the study courses/ modules	7_Apraksti_BM_en.pdf	7_Apraksti_BM.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_BM_en.pdf	8_Diploms_BM.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Studentu_pārņemšana_BM_EN.pdf	9_Studentu_pārņemšana_BM.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15_Par_zaudējumu_kompensāciju_en.pdf	15_Par_zaudējumu_kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_Apliecinājums_par_angļu_valodu_prasmi_en.pdf	13.1_Apliecinājums_par_angļu_valodu_prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	14_Studiju_līguma_paraugs_en.doc	14_Studiju_līguma_paraugs.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Rosita</i>
Surname of the study programme director	<i>Zvirgzdiņa</i>
E-mail of the study programme director	<i>rosita@turiba.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	<i>67618746</i>
Goal of the study programme	<i>To ensure high quality studies and active research of doctoral students in order to educate highly qualified specialists in economics and business and to promote the development of this science in Latvia</i>
Tasks of the study programme	<i>1. To develop abilities to strengthen knowledge of economics and business in a goal oriented manner and to promote the use of this knowledge in the development of one's doctoral thesis and professional activities.</i> <i>2. To acquire knowledge and skills of contemporary research methods and their application in practice.</i> <i>3. To develop practical skills in pedagogical work of the modern university.</i> <i>4. To comprehensively promote high quality scientific research and publishing of its results in recognized peer-reviewed publications.</i> <i>5. To master the skills of dialogue and argumentation to express one's views.</i> <i>6. To discuss the results of doctoral students' assumptions and research in order to develop research skills necessary for the compilation of doctoral thesis, including critical creative analytical skills</i>
Results of the study programme	<i>1. Ability to display extensive research knowledge and skills, to manage business management and research processes in companies using the latest research-based knowledge and skills.</i> <i>2. Ability to demonstrate knowledge and understanding of current scientific theories and insights</i> <i>3. Ability to demonstrate mastery of research methodology and modern research methods</i> <i>4. Ability to solve industry related problems and make complex decisions using design thinking principles and knowledge of consumer needs, behavioural change, circular economy, responsible business, general social skills, and emotional intelligence</i>
Final examination upon the completion of the study programme	<i>Doctoral thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree or equivalent education and report.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science, Doctor of Science (Ph.D.) in economics and business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree or equivalent education and report. The English language examination for applicants who plan to study in English is organized by taking a test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science, Doctor of Science (Ph.D.) in economics and business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- *The degree to be awarded has been changed from "Doctor of Science in Management (Dr.oec.)" to Doctor of Science (Ph.D.) in Economics and Business- in accordance with external regulations, i.e. 23.01.2018. Cabinet of Ministers Regulations on Branches and sub branches of science in Latvia and December 27, 2005 Cabinet Regulation No.1001.*
- The learning outcomes to be achieved were specified.
- There was a change of the program director.

No significant changes in the parameters are made, the changes are mainly related to regulatory enactments.

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

The total number of students and the interest for doctoral studies has increased every year during the reporting period, and the number of foreign students is increasing as well. Each year, a young researcher graduates and receives a Ph.D. Although there are students who have been expelled, the reasons are most often personal.

The aim of Turība is not so much the number of doctoral students enrolled but doctoral programs activities for the development of study programs of other levels and scientific thought in the fields that interest us. Another important issue is the growth of the academic staff of our university. The aim of the Higher Education Institution is to carry out research and work in the field of applied research on current issues related to the development of society and economy. It is in this direction that the emphasis is placed on doctoral activities.

Statistical data on students during the reference period are provided in Annex 1.

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

The title of the academic doctoral study program "Business administration" (hereinafter DU) corresponds to the content of the program, which is basically designed as an in-depth study and result-oriented research in economics and business and its sub branch business administration.

The academic doctoral study program "Business administration" by its very name implies to potential students that by fulfilling the enrolment requirements they will start their studies directly in the field of business administration, where studying and acquiring the program in a goal oriented manner the student will acquire the knowledge, skills and competences necessary for the obtaining a doctor of science degree in economics and business.

This, in its turn, proves that the theoretical knowledge has been acquired and the doctoral thesis has been successfully defended. The research activity and program requirements have been fully complied with. This part achieves the aim and objectives and the learning outcomes:

1. Ability to display extensive research knowledge and skills, to manage business management and research processes in companies using the latest research-based knowledge and skills.
2. Ability to demonstrate knowledge and understanding of current scientific theories and insights.
3. Ability to demonstrate mastery of research methodology and modern research methods.
4. Ability to solve industry related problems and make complex decisions using design thinking principles and knowledge of consumer needs, behavioural change, circular economy, responsible business, general social skills, and emotional intelligence.

The learning outcomes envisaged in the program are in line with the goals set and will enable to educate highly qualified specialists in economics and business and to promote the development of the aforesaid science in Latvia. The program is designed to enable students to develop competences necessary for a doctor of science that are acquired through a student-centred research and development process. The program is designed in such a way that the student is orientated and prepared for successfully writing and defending the Doctoral Thesis, which is an integral part of the program.

Doctoral studies in Latvia can be considered as a special type of study, which does not fit into the common system, when graduation of the study program means obtaining a degree and / or professional qualification, because in Latvia the doctoral defence process, i.e.. acquisition of the scientific degree is separate from the implementation of the doctoral program and it takes place in a specially regulated - doctoral defence process (see Cabinet Regulation No.001 of 27 December 2005 "Procedure and Criteria for Awarding the Scientific Doctoral Degree"). Completion of the doctoral study program according to these regulations is one of the prerequisites for starting the doctoral defence process. However, it is undeniable that writing a doctoral thesis should be considered as a key element of the doctoral program, thus ensuring the doctoral student's readiness for the doctoral defence process.

From the moment of matriculation of a student to obtaining his / her doctoral degree, the student acquires skills and competences, which provide the basis for obtaining a doctoral degree in economics and business, in accordance with the aim, tasks and learning outcomes of the program.

Requirements for enrolment - Master's degree and elaborated report (enabling the identification of the branch of science, identification of the potential research topic and its novelty) correspond to the program aims, tasks and learning outcomes, so that the student can start the study process and obtain the desired education.

Admission to the doctoral study program is in accordance with Turība enrolment regulations for

academic year 2020/2021. (approved by the Senate on 23.10.2019) (all regulations are available here: http://nodarbibas.turiba.lv/regdok_en.asp), which the following procedure:

- show a diploma certifying award of master's or professional master's degree while applying for doctoral studies;
- submit a paper of 10 pages to the programme director for enrolment in the respective doctoral study programme while applying for doctoral studies;
- It is also possible to register for doctoral study programmes with a master's or professional master's degree in a branch related to the chosen doctoral programme with the decision of the respective doctoral programme council;

In accordance with the Doctoral Study Regulations (approved by the Senate on November 28, 2018) enrolment is based on the submission of documents that meet the requirements of the Turiba enrolment regulations, as well as interviews with the applicant and a positive evaluation of his / her report.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

Academic doctoral study program "Business administration" (hereinafter DU) has set a strategic goal - To ensure high quality studies and active research of doctoral students in order to educate highly qualified specialists in economics and business and to promote the development of this science in Latvia, which corresponds to the level 8 knowledge, skills and competences of the European Qualifications Framework mentioned in the Latvian education qualification framework.

The program is important for the development of the country and the region, and for increasing the scientific potential. The Latvian economy must be provided with specialists educated in an international environment for the academic and research environment.

The award of the doctoral degree is based on the achievements and knowledge of economics and business science. Already upon choosing and applying for the theme of the doctoral thesis, the doctoral student justifies the topicality of the theme and the issues that allow to identify the novelty of the potential research. The doctoral thesis itself contains an empirical study of the actual situation in the economy and business. Consequently the actual situation is investigated by evaluating both the positive and the not-so-positive achievements and offering theoretical insights and practical solutions. Practical solutions are related to proposals for improvement of management processes, and models, systems developed. Proposals of a theoretical nature involve refining the conceptual approach.

The aim of each study course is to contribute appropriately to the achievement of the overall aim of the academic doctoral program. Both compulsory and optional study courses are related to the aim of the program to obtain the knowledge, skills and competences necessary for the development of a doctoral thesis.

In accordance with the Cabinet of Ministers Regulation No.1001 of December 27, 2005 "Procedure and Criteria for award of a Doctor of science degree", the provisions of Paragraph 15.2 determine that the results of the doctoral thesis must play a significant role in the respective sub-branch of science. The doctoral thesis shall include a substantiation of the topicality of the chosen topic, the novelty of the research and its contribution to the sub-branch of science and the practical applicability of the results. The requirements of the legal framework have been fulfilled in all the defended doctoral theses.

Consequently, in order to obtain a doctoral degree in economics and business, the doctoral candidate must compile his/her doctoral thesis on a theme that is topical, novel and based on scientific and empirical research carried out in the field of science, and that offers an solution for improvement that is applicable in practice.

Practical business solutions have been developed in the theses defended during the reporting period.

The doctoral theses elaborated and successfully defended during the reporting period can be seen in section 2.5.

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

The doctoral program offers opportunities to study and conduct scientific research in the field of business administration, which is a sub branch of economics and business. To develop research on various issues and processes related to business administration, resolving problem situations in different sectors of national economy, as well as interdisciplinary research, for example "Management of Tourism Enterprises in the Context of Cultural Diversity of Consumers" (Ē. Lingebērziņš), "Implementation and Use of a Customer Relationship Management System in Baltic Retail Companies" (I. Liniņa), "Possibilities to Improve the Management of Government Debt Securities in Latvia" (I. Avotiņš), Application of Quality Management Systems (Z. Driņķe), Variable management model of social enterprise in Latvia (S. Jeromānova-Maura), Management of export capability of Latvian security enterprise services in the Baltic States (V. Veinbergs), "Technology and innovation management" (S. Gupta), "The Impact of Supply Chain Compliance on Competitiveness of Logistics Businesses"(N. Kozlovskis), "Motivation Management of IT Professionals in Modern Latvia "(S. Gribānova) etc.

The results of these research activities make an important contribution to the enrichment of economic and business and an important contribution to the improvement of business administration processes and the development of good practices. Scientific research have been validated during the doctoral study process by presenting the achievements at the meetings of the

Doctoral Council, presentations at international scientific and practical conferences, publishing of articles in journals and conference proceedings. Upon successful defence of the doctoral thesis, the Republic of Latvia has gained additional emerging researchers and at the same time rejuvenated academic staff with further positive career development and professional development. Doctoral students, N. Kozlovskis, Dz. Arbidāns, S. Jeromanova –Maura, A. Vāne, A. Pētersons, V. Veinbergs, H. Skadiņa, A. Vanags, Z. Driņķe during their doctoral studies participated in the implementation of bachelor and master level study programs by giving lectures and supervising bachelor and master theses. Other doctoral students participate as guest lecturers, sharing their professional and research experience, as well as validating/disseminating their research results.

At the end of their studies, doctoral students are able to demonstrate extensive research knowledge and skills, manage businesses and research processes in companies using the latest research-based knowledge and skills, demonstrate knowledge and understanding of current scientific theories and insights, research methodologies and modern research methods, resolve sector-specific challenges and make complex decisions using design thinking principles and knowledge of consumer needs, behavioural change, circular economy, responsible entrepreneurship, general social skills, and emotional intelligence.

Upon successful completion of doctoral studies, students have the ability to carry out original research in their doctoral thesis, the ability to communicate their field of research to a wider scientific community and the society, and the ability to conduct independent analysis, synthesis and evaluation. The involvement of doctoral students as lecturers facilitates study discussions on business administration problems in different fields.

It can be noted that the study program plays an important role both in the development of scientific knowledge, the development of practical and innovative solutions and the preparation of new highly qualified lecturers who with their knowledge and experience can participate in the implementation of professional bachelor and master programs at Turība and elsewhere.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials.

In accordance with the provisions of Article 6 (4) of the Law on Higher Education Institutions, the teaching staff is entitled to choose the appropriate teaching/learning methods. Each lecturer involved in the implementation of the doctoral study program knows the current topical issues in his/her subject. They are especially reviewed within the study course and discussed with doctoral students. Doctoral students are invited to propose possible solutions to current issues, which have explored and analysed by the respective lecturers. Solutions could be in the form of presentations,

essays or a test, but the study courses definitely include an evaluation and analysis of the possible solutions. The solutions proposed by the doctoral students are evaluated from the point of view of academic importance, practical application and, of course, whether the solution is related to the chosen theme of the doctoral thesis.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

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

The final thesis - doctoral theses are elaborated by the students on topical issues of economics and business. Evaluating the topics of the doctoral theses defended during the reporting period, it should be concluded that they are current and relevant to topical business administration issues and problems. The doctoral thesis topics chosen usually are related to resolving certain issues/problems in the management of organisations or enterprises.

Doctoral theses defended in the study programme

No.	Name Surname	Topic	Supervisor	Reviewer	Date of Defence of doctoral thesis
1.	H., A. Kirchwehm	An Offset Execution Model for small a medium Enterprises	V. Zariņa	J. Vanags, A. Zvirbule-Bērziņa, S. Begec	28.04.2015.
2.	I. Zemīte	Uzņēmējdarbības vadīšanas novērtējums kultūras nozarē [Evaluation of business administration in the culture sector}	S. Jēgere	J. Vanags, M. Pelše, D. Plinkus	28.04.2016.
3.	Ē. Lingebērziņš	Tūrisma uzņēmuma vadīšana gala patērētāja kultūras atšķirību kontekstā [Management of Tourism Enterprises in the Context of Cultural Diversity of Consumers]	V. Zariņa	I. Lūka, I. Brence, U. Wagensil	22.09.2016.
4.	I. Liniņa	Attiecību ar patērētājiem vadības sistēmas ieviešana un lietošana Baltijas valstu mazumtirdzniecības uzņēmumos [Implementation and use of CRM system in retail companies in the Baltic States]	V. Praude	Dz. Atstāja, A. Zvirgule-Bērziņa, R. Daugeliene	14.05.2017.

5.	I. Avotiņš	Valsts parāda vērtspapīru plūsmas vadības pilnveidošanas iespējas Latvijā [Possibilities to Improve the Management of Government Debt Securities in Latvia]	R. Zvirgzdiņa	A. Ābeltiņa, S. Keišs, M. Misankova	06.03.2018.
6.	Z. Driņķe	Latvijas mazo un vidējo uzņēmumu konkurētspējas paaugstināšanas iespējas kvalitātes vadības sistēmas piemērošanas rezultātā [Opportunities for increasing the competitiveness of Latvian SMEs as a result of application of Quality management systems]	A. Deniņš	J. Vanags, A. Zvirbule, M. Kovāčova	12.06.2019.
7.	A. Vanags	Mazo un vidējo uzņēmumu konkurētspējas paaugstināšanas iespējas, izmantojot partnerības pilnveidošanas modeli [Possibilities of enhancement of competitiveness of SMEs using partnership enhancement models]	A. Ābeltiņa	J. Vanags, A. Zeps, M. Kovāčova	21.05.2019.

Research provides an opportunity to integrate the results obtained, to integrate improvement solutions into economics and business, which is also one of the major overarching goals in defining the topic, objects to be researched and the research design, and the planning process is supported by supervisors as well as during doctoral seminars organised by the doctoral council.

The appendix includes:

- table on the compliance of the study program with the state education standards (Appendix 3);
- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts

surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The university is advised by a number of leading Latvian companies, including SIA New Rosme, JSC Sakret, and the European Cooperation with Market and Opinion Research Center SKDS also organizes an annual survey of entrepreneurs on which higher education institutions working in the field of business education are the most recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

Within the framework of the survey, students of the UVF doctoral study program (29% of UVF doctoral students participated in the survey) provided positive evaluations of the studies for which "University Pedagogy and Management" and "Research Methodology in Management" with a maximum of 5 points evaluating the knowledge acquired in the course. Students have also indicated that they want an even greater reflection of the latest achievements and problems in the study course (assessment 4 points out of 5 possible), which is also taken into account when implementing the program in the future.

Graduate surveys are also conducted every two years. The 2017 Alumni Survey included 522 alumni, most of them (211) UVF graduates. Graduates confirm that the profession is in demand in the labor market, as 84% of the respondents were already working. According to the survey, 35% (36% of respondents are not willing to answer) graduates have higher incomes. After answering the question - How has graduating influenced your professional career? - 46% of the respondents declare that they have improved their professional competence within their job. It has to be admitted that 19% of respondents say that their university career has not been influenced by their graduation, probably because they have already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational specialty? - where 65% answered in the affirmative. When analyzing the response to the current job grade category, 34% of respondents noted that they were specialists, executives. 60% of respondents indicate that they work as managers of different levels. 81% of graduates indicated that they continued their studies at BAT at the next level after graduation, which confirms the high evaluation of graduates and the

conformity of the acquired skills and knowledge with the labor market. Data for the 2019 survey are also being compiled.

On the whole, students, graduates and employers give a good evaluation of the study process and competence development organized by the higher education institution.

The information collected in the surveys is used to improve the content and quality of studies. A direct example is the development of the course and its materials based on progressive work qualification standards. In addition, work on electronic databases is actively involved, thus preparing students to substantiate and argue the results of their research and practical work on the basis of academically accurate and correct sources. In addition, based on the students' knowledge, the approach to teaching is also adapted within the courses and studies, focusing on greater cooperation between students and lecturers.

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

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus +* mobility program offers for the respective academic year.

Students of the program have undergone mobility to broaden their research practice and further their knowledge of economics and business in various countries, gaining international experience.

One student from Uzbekistan had come on an exchange program to take advantage of Turiba's scientific and technical base and competencies.

Incoming and outgoing mobility

LRI code	Title of the study programme	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
51345	Doctoral study programme "Business Administration"						
<i>Erasmus+</i> studies		0	0	0	3	0	2
<i>Erasmus+</i> practice placement		0	0	0	1	1	0
Other mobility programs		0	0	0	0	0	0
Incoming mobility				1	0	0	0

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus +* mobility program^[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of

the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[1] Regulations on *Erasmus + Mobility Program* (Approved by Turiba University Senate meeting minutes No.5 dated 22.05.2019)

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme, „ Microsoft Office” and other programmes are also available in the library reading room. The possibility of using ProQuest, Sage, EBSCO and other databases, subscribed by Turiba is also important.

<https://www.turiba.lv/en/library/online-databases>

3.2. Assessment of the study provision and scientific support, including the resources provided within the cooperation with other science institutes and institutions of higher

education (applicable to the doctoral study programmes).

Within the framework of the doctoral program there is regular cooperation with other institutions of higher education. BAT has good cooperation with Daugavpils University lecturers' participation in the study process, scientific discussions. Doctoral students from the BA School of Business and Finance, Latvia University of Life Sciences and Technologies, Riga Technical University participate in the Promotion Council of Economics and Entrepreneurship at BAT.

The university's modern infrastructure (including computers with SPSS software) provides a conducive environment for study and research. The library resources of the university are constantly evolving, supplementing them with the business management literature that fits the profile of the program. Thematic exhibitions are organized at the initiative of the program. In addition, doctoral students are encouraged to use other public libraries, including the specialized library of the University of Latvia, Faculty of Social Sciences, and the National Library of Latvia, funded by taxpayers. The library has access to the latest scientific literature electronic databases, such as EBSCO and others. c., in printed form - scientific journal of the branch "Forbe", "Latvian Economist", "Capital", etc. For the purpose of studies the program has purposefully promoted the publication of scientific literature in the Latvian language publishing house (I. Linina, Z. Driņķes, I. Avotiņa, R. Zvirgzdina) books on Sales Management, Quality Systems, Government Debt Market Flow, which are actively used in business management studies in other Latvian higher education institutions.

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

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

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences.

Since 2013 the increase in the number of educators has been as follows:

- study year 2013/2014 – additional 0%
- study year 2014/2015 – additional 7%
- study year 2015/2016 – additional 0%
- study year 2016/2017 – additional 0%
- study year 2017/2018 – additional 0 %
- study year 2018/2019 – additional 1 %

The number of doctors or science and educators involved in the implementation of the program has been stable during the reporting period with the exception of considerable changes only during two study years due to termination of employment and involvement of visiting professors.

The stability of the elected educators has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both

the quality of studies and students' ability to apply knowledge within the labour market.

Long-term cooperation has been established with specialists in the field who have experience in teaching. Participation of lecturers in conferences, presentation of papers at conferences, preparation and publication of publications - this is the contribution of the lecturers towards their further qualification. At the same time, higher qualification means additional knowledge, experience, which is passed on to the students during the study process at a much higher quality level than that which existed before the further qualification. Lecturers who have improved themselves, raised their qualifications, of course, are promoted to higher academic positions.

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

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff (doctors of science - professors, associate professors) who are permanently elected Turība staff, as well as guest lecturers from other Latvian universities participate in the implementation of the study process.

19 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1. 11 lecturers are doctors of science who have the following positions at the university: 4 professors, 4 associate professor, 3 assistant professors.
2. 8 visiting lecturers: 4 visiting professors, 4 visiting lecturers.

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

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

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).

3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - c. improving the mechanism and criteria for evaluation of study papers;
 - d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

Information on the number of scientific publications of the academic staff involved in the implementation of the doctoral study program in the reference period is attached in Appendix 5 of the report on the study direction (Appendix 5. Examples of scientific research activity.)

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).

Participation of the academic staff involved in the implementation of the study program in research projects:

J. Davidova:

1. Since 2006 - Chief editor of International scientific journal „Problems in Music Pedagogy”, (indexed in ERICH Plus, Proquest and EBSCO databases).
2. Since 2017 - Member of science committee of International scientific journal “Finnish Journal of Music Education”.
3. Since 2016 - Member of science committee of International scientific journal “Interdisciplinary Journal for Music and Art Pedagogy” (CFMAE), University of Tallin, Estonia.
4. Since 2016 - Member of science committee of International scientific journal “Social Studies: Theory and practice”, Pomeranian University, Poland.
5. Since 2016 -Member of science committee of International scientific journal “Pedagogical Almanach”, Veliko Trnovo University, Bulgaria.
6. Since 2014- Reviewer for International scientific journal „UNIVERSAL JOURNAL OF MANAGEMENT” (Horizon Research Publishing Corporation, USA).

I. Kokina:

1. Project – The bridge of integration. Grant agreement No. PMIF/8/2019/2/0 Activity No.3 izd.kat.A., expert.
2. Internal research project of Daugavpils University. 14-95/1. Student involvement in internal quality assurance process at Daugavpils University. Researcher. (2019)
3. ESF project No.8.2.3.0/18/A/010 “Improvement of Daugavpils University management and management competencies”. Change management agent for the project (2019)
4. ESF project No.8.3.2.1/16/I/002 “Implementation of national and international events for the development of educated talents”. Evaluator of scientific research work. (2019)
5. ESF project No.8.2.1.0/18/I/005 “Modernization of Daugavpils University study field “Education, Pedagogy and Sport” for the development of the second level professional higher education study program “Teacher” and integrated professional bachelor study program “Teacher” compulsory curriculum.” – Expert (2018)
6. ESF project No.8.2.1.0/18/I/003 “Reducing fragmentation of study programs and strengthening resource sharing through the development, licensing of Bachelor study programs in Special Education and accreditation of the study direction Education, Pedagogy and Sport”, expert. (2018)-

I. Linina:

1. European Social Fond project 8.5.2.0/16/I/001 „Improvement of sectoral qualification system for development and quality assurance of vocational education” expert in simulation equipment evaluation (2017.).
2. European Social Fond project 8.5.2.0/16/I/001 „Improvement of sectoral qualification system for development and quality assurance of vocational education” Expert in functional analysis of sectoral classification structure (2017.).
3. ESF project „Improving governance BAT”, Project number: 8.2.3.0/18/A/007, Change management agent for the project. (2018-2020)

I. Lūka:

1. ASEM Education and Research Hub for LLL Network 4 “National strategies of Lifelong Learning with regard to citizens' motivation and barriers against continuing education and training” University of Latvia manager, senior researcher. From September 2008;
2. Erasmus+ Key Activity 2 project, „Cultural knowledge and language competences as a means to develop the 21st century skills” project applicant, project manager and researcher. 6 partners: Latvia, Croatia, Czech Republic, Slovenia, Romania, Poland. Project No. 2018-1-

HR01-KA204-047430(2018 – 2020);

3. *Erasmus+* Key Activity 2 project „Language skills and intercultural issues in the hospitality industry: unity in diversity in the EU labour market” project applicant, project manager. 9 partners: Latvia, Croatia, United Kingdom, Italy, Slovenia, Romania, Lithuania, Czech Republic, Turkey. Project No. 2016-1- HR01-KA202-022160 (2016 – 2018);
4. *Erasmus+* Key Activity 2 project „Key skills for European Union hotel staff” project applicant, project manager. 6 partners: Latvia, Croatia, United Kingdom, Italy, Slovenia, Romania. Project No. 2014-1-HR01-KA204-007224 (2014 – 2016).

D. Vasiljevskā:

1. ESF project No. 8.3.6.1 OECD TALIS 2018, (Starptautiskais mācīšanas un apguves pētījums) [Research on international teaching/learning], researcher. (2019)
2. State research programme "Challenges of the Latvian state and society and their solutions in the international context (INTERFRAME-LV)", researcher. (2018 – present)
3. Improvement of the management of the Latvian University of Agriculture, quality management system specialist. 8.2.3.0/18/A/009 (2018 – present)
4. State research programme ECOSOC.LV project 5.2.3. researcher. (2014 – 2018)
5. Project “Strengthening of excellence and capacity of Ventspils University College as a scientific institution” No. 2015/0029/2DP/2.1.1.3.3/15/IPIA/VIAA/012, financed by ERAF, position – senior expert. (2015)
6. ESF project “Latvia and Turkey: near and far”, grant agreement No.IF/2013/1.a./20 (project applicant, coordinator). (16th December 2014 – 30th June 2015).

Study programme lecturers R. Zvirgzdiņa, I. Lūka, J. Načisčionis, A. Baumanis, A. Ābeltiņa, Z. Driņķe I. Liniņa, O. Onževs, J. Ozols are involved in ESF project „Improving governance BAT”, Project No.: 8.2.3.0/18/A/007 and ESF Strengthening of academic staff of the School of Business Administration Turība in areas of strategic specialization Project No. 8.2.2.0/18/A/019

The University has three permanent doctoral councils, one of which is in economics and business

Permanent Doctoral Council for Economics and Business: (rector's decree as of 13.01.2020. No. 54/1)

1. R. Zvirgzdiņa, Dr.oec., Turība University, Chairperson of the Council.
2. I. Lūka, Dr.paed., Turība University, Deputy chairperson of the Council.
3. I. Liniņa, Dr.oec., Turība University.
4. D. Vasiļevska, Dr.oec., Turība University.
5. B. Rivža, Dr.habil., Latvia University of Life Sciences and Technologies.
6. I. Kokina, Dr.psych., Daugavpils University.
7. J. Vanags, Dr.oec., Riga Technical University.
8. Dz. Atstāja, Dr.oec., BA School of Business and Finance
9. J. Krūmiņš, Dr.oec., University of Latvia.

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and

practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- Z. Driņķe - business and economics, effectiveness of quality management system in organizations, business problems.
- J. Davidova - education management, knowledge management.
- I. Godmanis - risk management, business models.
- I. Kokina - management theory and practice, education management, psychology.
- I. Liniņa - customer relationship management systems in retail companies in the Baltics.
- I. Lūka - pedagogical and research practice, language teaching methodology.
- J. Načisčionis - administrative law.
- O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
- J. Ozols - forecasting business processes.
- A. Vanags - strategic partnership, leadership.
- V. Vēvere - philosophy in practice, various aspects of business and communication.
- D. Vasiļevska - sustainable development, innovation, education management.
- R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Davidova J., Zavadskā, G. & Rauduvaite A. (2019). Levels and indicators for assessment of singing voice of 6-8 years old children. *Pedagogika*, 133(1), 149-160. DOI: <https://doi.org/10.15823/p.2019.133.8>

Indexed in: SCOPUS, C.E.E.O.L., EBSCO Publishing, Index Copernicus, MLA

- Davidova J. & Kokina I. (2019). Study environment in the context of higher study quality assurance: Case study at Daugavpils University (Latvia). In J.Domenech, P.Merello, E.de la Poza, D.Blazquez, & R.Pena-Ortiz (Eds.), *Proceedings of the 5th International Conference on Higher Education Advanced (HEAD'19)* (pp.1305-1312). Valencia: Editorial Universitat Politècnica de Valencia.
- Davidova J., Kokina I. (2018). "Information Environment in a Higher Education Establishment as a Means of Improving the Quality of Education". *Proceeding of ICERI2018 Conference*, 12h-14th November 2018, Seville, Spain. ISBN: 978-84-09-05948-5, pp. 8800 – 8807.
- Driņķe Z. (2019). Quality management systems for increasing the competitiveness of Latvian small and medium enterprises. Riga: BA Turība (Monograph).
- Driņķe, Z., Zvirgzdiņa, R., (2018). Quality management system and models for small and medium enterprises development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Godmanis I. (2019.) Implementation of modern multidimensional risk management in industrial enterprise. conference proceedings , Book 2, Vol.2.- NORDSCI International conference on social sciences, 19-23 August, NOVOTEL, Athens, Greece.
- Linina I., Vēvere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES ON THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rēzekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS

- Liniņa, I. Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187. (Monograph)
- Luka I. (2019). Creating a Culture-Based Language Learning Course for Developing Adult Learners' 21st Century Skills. *Journal of Education Culture and Society*, 2, 151.-169.lpp., ISSN doi:10.15503/jecs20192.151.169 [Web of Science, ERIH]
- Načisčionis J., Skrastiņa U., Tumalavičius V. (2018). „SECURE DEVELOPMENT OF PUBLIC ADMINISTRATION” *Journal of Security and Sustainability Issues* ISSN 2029-7017 print/ISSN 2029-7025online 2018 September Volume 8 Number 1
- Onževs O., Kolerte G. (2018). *Acta Prosperitatis. Journal of Turība University*. No. 9.;Rīga,Turība,Ārējā tirgus apgūšanas iespējas Skandināvijā informācijas un komunikācijas tehnoloģiju jomā [Foreign market opportunities in Scandinavia in the field of information and communication technologies], pp. 5.-22
- Vanags A., Ābeltiņa A., Zvirgzdiņa R. (2018). Partnership strategy model for small and medium Enterprises. *Problems & Perspectives in Management* Volume 16, Issue 1, 2018. pp. 336-347.
- Vasilevska D., Rivza B. (2019). Interaction between digitization and small business in rural territories of Baltic States. 19th International Multidisciplinary Scientific Geoconference, SGEM 2019; Albena; Bulgaria; 30 June -6 July 2019; Volume 19, Issue 1, 2019, Pages 369-376, ISSN: 13142704, (Scopus).
- Vevere, V. (2018). Co-dependence, regard for other and ethical demand: Z. Bauman and K. E. Logstrup. *Education, Culture, Society. Book of abstracts*, 5th International Scientific Conference, Wroclaw 11-12.09.2018, p. 11
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Icllel 2018) Pages: 678-687. Database: ThomsonReutersWoS.
- Avotiņš I., Zvirgzdiņa R. (2020). Opportunities for Improvement of the Management of Government Debt Securities Flow in Latvia. Rīga: BA Turība. (Monograph)

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students' interest in research and encourage students' participation in various international conferences and Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers.

Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	32
No. of educators	19
Educators of the faculty implementing the program	16
Educators of other faculties	3
Ratio of students to teaching staff	1.68

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_DU_en.docx	1_Statistika_studenti_DU.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbilstības izglītības standartam_DU_en.docx	3_Atbilstība izglītības standartam_DU.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_DU_en.docx	5_Kartējums DU.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_DU_en.xlsx	6_Plāni_DU.xlsx
Descriptions of the study courses/ modules	7_Apraksti_DU_en.pdf	7_Apraksti_DU_.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_DU_en.pdf	8_Diploms_DU.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Studentu_pārņemšana_DU_EN.pdf	9_Studentu_pārņemšana_DU.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _Par zaudējumu kompensāciju_en.pdf	15 _Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	12_ Apliecinājums par doktoriem_DU_en .pdf	12_ Apliecinājums par doktoriem_DU.pdf
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	11 Apliecinājums par atbilstību Augstskolas likumam_DU_en.pdf	11_ Apliecinājums par atbilstību Augstskolas likumam_DU.pdf
Sample (or samples) of the study agreement	14_1_Studiju_līguma_paraugs_doktorantūra_en.doc	14_1_Studiju_līguma_paraugs_doktorantura.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	13_AIP_atdzinums_DU_en.pdf	13_AIP_atdzinums_DU.pdf

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Zane</i>
Surname of the study programme director	<i>Drinķe</i>
E-mail of the study programme director	<i>zane.drinke@turiba.lv</i>
Title of the study programme director	<i>Ph.D.</i>
Phone of the study programme director	<i>67607660</i>
Goal of the study programme	<i>To provide professional studies, which comply with professional standards and are practically applicable in the field of economics, culture, national defence and security, as well as social needs, based on the theoretical foundations of branch science. ; to provide the opportunity to acquire knowledge and develop the skills necessary for a head of an enterprise in order to promote the development of enterprises and promote their competitiveness in changing socio economic circumstances and in the international market.</i>
Tasks of the study programme	<i>1. To increase the proportion of research in studies. 2. To improve qualification of managers of different levels in an enterprise. 3. To develop and optimize study organization forms and study programs. 4. To contribute to enhancing the quality of private higher education.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Ability to analyse the economic situation, environmental factors, identify changes in the environment. 2. Ability to evaluate the external and internal environmental factors of the company and their impact on the company's operations. 3. Ability to assess business risks and manage changes, define internal and external environmental risks. 4. Ability to start a business, evaluate the required investments and business models 5. Ability to use state support tools for business start-ups and lending. 6. Ability to plan the company's operations, development directions, define mission and vision. 7. Ability to define the company's strategy, goals according to the needs of stakeholders. 8. Ability to evaluate business development opportunities and optimize activities to achieve goals. 9. Ability to develop measures to prevent and mitigate commercial and financial risks. 10. Ability to implement business operations, develop tactical plans and plan business operations. 11. Ability to coordinate the functioning of the company as a whole, ability to provide a safe working environment. 12. Ability to determine the resources needed for the company's operations. 13. Ability to perform financial analysis and accounting. 14. Ability to select, effectively manage and coordinate personnel, motivate employees and evaluate their performance. 15. Ability to manage production processes in a company. 16. Ability to organize services management in a company. 17. Ability to organize company's logistics. 18. Ability to develop enterprise's management information system and quality management system. 19. Ability to organize marketing and marketing principles in a company. 20. Ability to develop new products / services and create the company's product range. 21. Ability to develop a company's pricing policy. 22. Ability to develop the sales system in a company. 23. Ability to develop and manage projects. 24. Ability to understand the information technology capabilities and applications necessary for the company's operations. 25. Ability to optimize a development oriented tax system and apply the appropriate tax regime for a company. 26. Ability to comply with relevant binding regulatory requirements. 27. Ability to comply with labour law relations and labour protection requirements. 28. Ability to perform work tasks in compliance with the requirements of the civil and environmental protection laws and regulations. 29. Ability to demonstrate personal, social and civic, interpersonal and intercultural skills that enable active and effective participation in professional activities and building social dialogue in the society. 30. Ability to adhere to the basic principles of professional and general ethics and generally accepted standards of conduct.. 31. Ability to conduct applied research, prepare publications and present them. 32. Ability to use knowledge and methods to explain sustainable development issues and to draw evidence-based conclusions. 33. Ability to organize and take on responsibilities, continue one's further education and training in the professional field, and develop personal skills.. 34. Ability to communicate, write, read, work and speak fluently in one or more foreign languages, understanding and using professional terminology and concepts.
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Final examination upon the completion of the study programme	<i>Bachelor Thesis</i>
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Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 4 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 4 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>

Qualification to be obtained (in english)	<i>Head of an Enterprise</i>
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Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education. The English language test for applicants who have passed the Centralized Examination in another foreign language is performed by passing the test.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies distance education - 4 years, 3 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous Education - secondary education .</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of an Enterprise</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- In accordance with the changes made to the profession classification included in the structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences), the *professional qualification to be awarded is changed from "Head of Enterprise and Institutions" to "Head of an Enterprise"*.
- The learning outcomes to be achieved were clarified and aligned with the new "Head of an enterprise" professional standard and the competences defined therein.
- There was a change of the program director.

No *significant changes* were made in the parameters of the professional bachelor's study program "Business Administration", the changes done mainly concern changes in the sector and requirements of the labour market.

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

The total number of students during the reporting period has been over 500 (570 students on average during the reporting period) every year: there is interest in both full-time and part-time study opportunities, moreover the number of foreign students in the program is rising. An average of 72 new professionals join the labor market each year. Although there are students who have been expelled, the reasons are most often personal.

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

Professional bachelor study programme "Business Administration" (hereinafter TV) ends with the award of a professional bachelor's degree in business administration and a fifth level professional qualification and the award of the professional qualification of *head of an enterprise*.

The aims, tasks and learning outcomes of the program are set out according to the professional qualification - *head of an enterprise*.

The aim of the professional bachelor study program is to provide professional studies, which comply with professional standards and are practically applicable in the field of economics, culture, national defence and security, as well as social needs, based on the theoretical foundations of branch science (information in latvian)[1]; to provide the opportunity to acquire knowledge and develop the skills necessary for a head of an enterprise in order to promote the development of enterprises and promote their competitiveness in changing socio economic circumstances and in the international market.

The tasks of the program are to educate and train students for a specific profession and according to the set goal, they are:

1. To increase the proportion of research in studies.
2. To improve qualification of managers of different levels in an enterprise.
3. To develop and optimize study organization forms and study programs.
4. To contribute to enhancing the quality of private higher education.[2]

The expected learning outcomes of the program correspond to the aims set and enable students to present basic and specialized knowledge in the field of entrepreneurship (enterprise) management and to apply it to professional, artistic, innovative or research activities; ability to take a scientific approach to problem solving in entrepreneurship, take on responsibility and initiative; ability to make decisions and find creative solutions in changing circumstances.

The program is designed to develop the competences necessary for work as the head of an enterprise, which are acquired through a student-driven learning process with the ability to combine studies with work. In order to develop the professional skills necessary for the head of an enterprise, the program includes study courses which build and develop their general and transversal skills, with a particular focus on knowledge that forms their professional skills and competences.

From matriculation to ex matriculation, the student acquires the skills and competences appropriate to the program aims, tasks and learning outcomes and gains skills and competences that correspond to the qualification to be obtained - head of an enterprise and a professional bachelor degree holder.

The enrolment requirements - secondary education, are in line with the programme's objective, objectives and learning outcomes, so that the student can begin the study process and obtain the education he or she desires.

Enrolment for studies shall be on the basis of a competition based on centralised examination results in study subjects: Latvian language and Foreign language (English, German, French or Russian), with the exception of persons who completed secondary education prior to 2004, persons who have completed secondary education abroad or persons with special needs. Persons, who completed secondary education prior to 2004 and persons with special needs shall be enrolled for programmes based on the assessments recorded in the document certifying secondary education in the study subjects Latvian and Foreign language (English, German, French or Russian): The marks were harmonised to centralised examination assessments.

[1]

(Information un Latvian)

gada 26. augusta Ministru kabineta noteikumi Nr. 512 "Noteikumi par otrā līmeņa profesionālās

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The study program "Business administration" has been developed in accordance with the requirements of the labour market and includes courses necessary for the development and improvement of professional skills. The content of the study courses is designed to provide students with the necessary knowledge on business administration and other general study courses, helping them to acquire the skills and competences necessary to pursue the profession of head of an enterprise and be competitive in the labour market. The study courses included in the program are updated to include current issues in the field, supplemented with new theoretical concepts, as well as current issues in business administration, as well as taking into account changes in the regulatory framework.

The program is periodically reviewed with the involvement of students and other stakeholders.

Proposals for updating are made by the lecturers of the study courses, the program director, and the recommendations of the employers are appreciated.

The update of study courses is evaluated at the department meetings and Faculty of Business Administration (FBA) methodological seminars, in the FBA Council, where the academic staff, representatives of employers and the industry as well as students meet.

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

The aim and tasks of each study course are related to the aim of the whole program (to provide the opportunity to acquire the knowledge and skills necessary for the head of an enterprise in order to

promote the development of companies, to promote competitiveness in changing socio-economic circumstances and in the international market)) tasks and learning outcomes to be achieved by providing students with the knowledge, skills and competences required to work professionally within their competencies as defined in their relevant job descriptions. The most up-to-date information in the field is included in the study courses. The information included in the study courses does not overlap, but complement each other throughout the study period.

In order to ensure the inclusion of topical issues in the study courses, methodological work is implemented at the faculty and departments, take place discussions, lecturers improve their knowledge by participating in seminars, conferences and working in companies, knowledge and experience are transferred to study courses.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through lectures, visual aids and database materials. Lectures as a teaching/learning method is used in mostly in those subjects/study courses where there is a possibility of giving more theoretical knowledge and there is not enough necessity for group work or discussions. Seminars as teaching/learning method is used in those subjects where students have greater possibility of carrying out independent research. Students have the opportunity of presenting and defending their opinions during such seminars. Group work is used in those subjects where team work is necessary to understand the theory. The problem solving method allows to develop practical skills, such as conducting financial analysis of company operations, tax calculations.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

Distance learning students have the same rules for studying and the same requirements for full-time study. The only difference is that there are no scheduled contact hours. But there is a possibility, if a distance learning student can and wants, then there are opportunities to attend lectures, face-to-face seminars. If necessary, students are provided with face-to-face counseling. The final and final examinations are usually taken by the student in person. More detailed

information can be found in the Study Regulations ([Study Regulation](#)), which contain additional provisions on the distance learning process:

- (1) the distance learning period shall be ten calendar months, excluding July and August;
- 2) study programs and study plans determine the study courses to be acquired in the respective study year, their volume and the number of credit points. The course of study course acquisition within the year is chosen by the student;
- 3) students take the final examinations, exams and final examinations of the study course either in person or remotely, using online voice and image digital means of communication. The type and form of the Examination shall be governed by the Examination Regulations;
- 4) when taking the final examinations of the study course and the final examinations of the study year remotely, the student shall present an identity document (passport or ID card) or a student certificate;
- 5) when conducting the final examinations of the study course and the final examinations of the academic year, the lecturer determines what kind of digital means of voice and image will be used;
- 6) distance learning is based on independent studies, using the study material published on the distance learning platform (Moodle), as well as library funds, Internet resources or other sources of information.
- 7) distance learning students may attend lectures in full-time or part-time studies free of charge, with prior contact and coordination with the relevant lecturer or department;
- 8) Students shall take the state examination in distance learning according to the calendar schedule. The procedure of passing the State Examination is determined by the Regulations of the State Examination.
- 9) During the studies, the student can receive consultations on the issues related to the acquisition of the respective study course outside the hours specified in the timetable without additional charge. Counseling times for each lecturer are determined by the list of lecturers' consultation times published on the Department notice board and on the website of the School. The student can also receive paid consultations. The student co-ordinates the time of paid consultation with the lecturer.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

In order to achieve the expected learning outcomes of the study program and to encourage students to acquire the skills and competences necessary for the profession of head of an enterprise, the content of the program envisages practice of 26 CP, which consists of Practice 1, Practice 2, Practice 3 and Pre-diploma practice.

The purpose of the practice work (internship) is to strengthen the theoretical and practical knowledge of the economic environment of business activities and their economic processes in the organization of marketing, personnel, financial and quality management in the enterprise.

Practice enables students to develop skills to evaluate the company's business results, evaluate company's operations, evaluate marketing activities and their influencing factors, conduct marketing audits, evaluate personnel, financial and quality management processes and their influencing factors, independently analyse information and organize organisational process for the company's operations (at the practice enterprise), to acquire new knowledge of business administration process and functions.

Practice allows students to develop the following competencies: to evaluate the enterprise's business activities as a whole, to analyse the economic situation, to evaluate external and internal environmental factors of the enterprise, marketing activities of the enterprise, to evaluate the financial situation of the enterprise, human resources management, quality management processes; to make sound recommendations on how to organize different processes in the enterprise and how to improve the enterprise's operations. This corresponds to the aims and objectives of the program and enables developing the competencies needed for the head of an enterprise.

The student, through practice, acquires and strengthens the theoretical knowledge acquired during the study courses. Theoretical knowledge is systematized, strengthened and expanded through practical work. Student would be able to make decisions based on knowledge. Student would become creative and innovative, would be able to define problems and offer definite measures and

models to resolve the problems.

Within the limits of its competence, Turiba shall support the student in the achievement of the tasks set within the framework of the internship by appointing an individual practice supervisor from Turiba, who provides the student with support in performing the internship tasks.

Students have the opportunity to do practice at a place of their choice, but Turiba has also signed cooperation agreements with companies to provide practice placements. Students can approach the Program Director, who is active in the Latvian direct marketing Association, Turiba Mentor Association and maintains cooperation with employers, as well as the UVF, which cooperates with employers and employer organizations.

English group students do internships in Latvian companies (joint ventures, exporting companies, cooperation partners companies) and in companies in other EU member states, as well as in their home country companies.

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

The students work out the final thesis on topical and important areas and topics of practice. Evaluating the topics of the final thesis of the students studying during the reporting period, it should be concluded that they are current and relevant to topical business issues and problems. The final thesis topics are chosen to solve a problem in the enterprise or organization, and the most frequently analysed issues are: analysis of the enterprise's economic activity and development opportunities and strategy development, marketing improvement, personnel management development opportunities, quality management, increasing efficiency and competitiveness (in the appendix we add the best theses (with marks of 7 and above) compiled by students of the Business administration program over the last three years).

Analysing the final thesis evaluations, they are above seven during the reference period and even above eight during two study years.

State examination average scores

Study programme	Study year 2013/14	Study year 2014/15	Study year 2015/16	Study year 2016/17	Study year 2017/2018	Study year 2018/2019
Business administration	7.71	7.31	7.24	7.96	8.25	8.49

The final thesis research provides students the opportunity to integrate the data obtained in the labour market, which is also one of the main overarching goals when planning the topic of the thesis, the research subject and the organization with the support of supervisors during the planning process.

The appendix includes:

- List of final thesis topics (Appendix 2)
 - table on the compliance of the study program with the state education standards (Appendix 3);

- table on the compliance of the qualification obtained in the study program “Business administration” with the profession standards (Appendix 4);
- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The institute was recommended by a number of leading Latvian companies, including New Rosme Ltd, Sakret AS, European Distance Education High School, Riga Distance Education High School, Nikos Travel Ltd, Moller Auto, LIDA, CSDD, Latvian Television and more. The high evaluation and close cooperation of employers allows us to follow the most up-to-date trends in the labor market by improving the content of study programs following the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center, SKDS also organizes an annual survey of entrepreneurs, which gathers entrepreneurs' views on which higher education institutions are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

Graduate surveys are also conducted every two years. The 2017 Alumni Survey included 522 alumni, most of them (211) UVF graduates. Graduates confirm that the profession is in demand in

the labor market, as 84% of the respondents were already working. According to the survey, 35% (36% of respondents are not willing to answer) graduates have higher incomes. After answering the question - How has graduating influenced your professional career? - 46% of the respondents declare that they have improved their professional competence within their job. It has to be admitted that 19% of respondents say that their university career has not been influenced by their graduation, probably because they have already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational specialty? - where 65% answered in the affirmative. When analyzing the response to the current job grade category, 34% of respondents noted that they were specialists, executives. 60% of respondents indicate that they work as managers of different levels. 81% of graduates indicated that they continued their studies at BAT at the next level after graduation, which confirms the high evaluation of graduates and the conformity of the acquired skills and knowledge with the labor market. Data for the 2019 survey are also being compiled.

Undergraduate study program "Business Management" is ranked among the 10 most valued study programs in Latvia for several years (according to practice.lv and research conducted by Latvian Employers' Confederation). The study program in question is recommended by companies such as Sakret, Motiva Latvija, Cido, Sanitex, Maxima, Autobrava and others.

On the whole, students, graduates and employers give a good evaluation of the study process and competence development organized by the higher education institution.

The information collected in the surveys is used to improve the content and quality of studies. A direct example is the development of the course and its materials based on progressive work qualification standards. In addition, work on electronic databases is actively involved, thus preparing students to substantiate and substantiate the results of their research and practical work on the basis of academically accurate and correct sources. In addition, based on the students' knowledge, the approach to teaching is also adapted within the courses and studies, focusing on greater cooperation between students and lecturers.

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

Each academic year, the UVF receives information from the International Cooperation Unit on the possibilities for students and lecturers to use the *Erasmus +* mobility program offer for the respective academic year.

Student mobility in the study program is active with students availing the opportunities offered by *Erasmus +* program for studies in the Netherlands, Austria, Spain, Finland, Croatia, Germany, Cyprus, France, etc. Students have obtained double degrees from Finnish and French partner universities.

Mobility is on the rise, with the highest mobility figures in the study year 2015/2016. Incoming mobility has a strong growth trend, with more and more students coming from different EU countries - especially Germany, France, Italy, Spain - but also visiting students from South Korea, Turkey, Peru etc.

Incoming and outgoing mobility

LRI code	Title of the study programme	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
42345	Professional bachelor study programme "Business Administration"						
Erasmus+ studies		6	6	16	10	7	8
Erasmus+ practice placement		0	6	3	7	3	5
Other mobility programs		1	2	6	4	4	3
	Incoming mobility	58	47	47	55	69	101

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus + mobility program*[\[1\]](#). A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

[\[1\]](#) Regulations on *Erasmus + Mobility Program* (Approved by Turiba University)

Senate meeting minutes No.5 dated 22.05.2019.

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access

to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students of the study direction have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme and "Microsoft Office” programmes are also available in the library reading room. Discussions have begun with CSC Telecom on the possibility of collaborating on the installation and use of a CRM system for program students.

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

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

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

Every year since 2013 the number of educators has been increasing:

- study year 2013/2014 – additional 6%
- study year 2014/2015 – additional 4 %
- study year 2015/2016 – additional 7%
- study year 2016/2017 – additional 4%
- study year 2017/2018 – additional 6 %
- study year 2018/2019 – additional 13 %

Which is mainly related to the attraction of new visiting lecturers, professionals.

In turn, the number of educators elected to full-time positions has been stable during the reporting period, two elected lecturers have terminated their employment relations, but instead three new

lecturers have been elected, one of whom was previously a guest lecturer.

Based on annual assessments as well as feedback from the labour market and students, the quality of teaching has improved. Stability of the elected educators and attraction of new professionals has allowed to develop feedback between lecturers and students, based on appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

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

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff elected at Turība (doctors of science - professors, associate professors and masters - lecturers), as well as guest lecturers from other Latvian universities and the professional field participate in the implementation of the study process.

52 educators are involved in the study programme.

Out of the educators involved in the implementation of the program:

1. 24 lecturers in the university have the following positions: 3 professors, 3 associate professor, 2 assistant professors, 16 lecturers.
2. 28 visiting lecturers: 4 visiting professor, 22 visiting lecturers, 2 visiting assistant lecturers.

The qualification of the educators corresponds to the prerequisites for the implementation of the program; the lecturers have acquired appropriate education in business, economics, communication sciences, law, etc. Guest lecturers include industry professionals, entrepreneurs, department heads, project managers and business consultants, e-commerce professionals who are closely linked to business on a daily basis. They actively share their experience in various seminars, thereby providing students with practical examples and field information to promote the development of the students' practical skills.

The elected lecturers are active members of professional associations, who keep in touch with employers by providing consultations and cooperation within the framework of implemented research and projects.

The qualification of educators contributes to the achievement of the learning outcomes and development of student competences appropriate for work as heads of enterprises.

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each

study course (including preparation of course descriptions).

3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses.
4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - c. improving the mechanism and criteria for evaluation of study papers;
 - d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

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

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

information in the study process.

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- A. Abeltina - economics and entrepreneurship, innovation.
- I. Ate - language teaching, academic writing.
- I. Bruksle - business and economics, specifics of pricing, business environment, its competitiveness.
- A. Bulis - economics, competitiveness factors, economic cooperation in the context of Latvia-China.
- J. Derkēvica-Pilskunga – risk and Crisis Communication - impact on Latvian Enterprises.
- A. Doniņa- tourism business, management processes.
- Z. Driņķe - business and economics, effectiveness of quality management system in organizations, business problems.
- V. Ēvele – study process and language learning.
- L. Kļaviņa – learning Latvian language as a foreign language.
- A. Komarovska – language learning.
- N. Kozlovskis - Logistics, supply chains.
- K. Liepiņa – developing language skills.
- I. Liniņa - customer relationship management systems in retail companies in the Baltics.
- A. Medne - problems of harmonization of tax rates, practical aspects of accounting.
- O. Onževs - identification, optimization and forecasting of complex economic and technical systems, information technologies opportunities in business.
- N. Ozoliņš – legal aspects of business.
- D. Šuškovnika – psychological aspects of human behaviour.
- I. Veikša – intellectual property rights.
- R. Zvirgzdiņa - SME development in Latvia.

Some examples

- Āzena L, Vasiļevska D., Rivža B. (2019). Evaluation Of Smart Specialisation Influence Indicators In The Riga Planning Region (Latvia), 34th IBIMA Conference 2018, Madrid, Spain, 2019.g.
- Bruksle I., Liniņa L., Zvirgzdiņa R., (2019). Price discounts as a goods promotion factor in Latvian retail trade. Proceedings of 20th Annual international scientific conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019, LLU, Jelgava, Database: Web of Science
- Bulis A., Kabiraj S., Siddik N.A. (2019). Competitiveness Impedimental Factors of Latvian Manufacturing Companies in China, *Global Business Review*, First Published January 30, 2019, <https://doi.org/10.1177/0972150918814104>
- Driņķe, Z., Zvirgzdiņa, R., (2018.) Quality management system and models for small and medium enterprises development. 24th EBES Conference Proceedings, Prague, Czech

Republic Hosted by University of Finance and Administration, 8.pp

- Ēvele V., Komorovska A. (2019). "Effective Professional Language Learning", Journal of Turība, University Acta Prosperitatis No. 10. Publisher Turība University, Ltd. 2019.161p. (7-23) ISSN 1691-6077
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES IN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Praude V., Liniņa I. (2018). Pārdošanas vadība. [Sales management] Rīga: Turība University, 2018., 407 p.
- Liniņa I. (2018). Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187.
- Medne A. (2015). Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turība University, Acta Prosperitatis No.6, Turība University, ISSN 1691 – 6077, Riga 2015, 95 – 106 p. Challenges for Future Development, Conference proceedings in electronic form ISSN 1691 – 6069, 2015.
- Onževs O., Kolerte G. (2018). Acta Prosperitatis. Journal of Turība University. No. 9.; Riga; Turība, Foreign market opportunities in Scandinavia in the field of information and communication technologies. pp. 5.-22.
- Škuškovnika D. & Muzikante I. (2018). Human Values and attitudes towards money. SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference Rezekne Academy of Technologies. ISSN 1691-5887, 153-162 p
- Vevere, V. (2018). Co-dependence, regard for other and ethical demand: Z. Bauman and K. E. Logstrup. Education, Culture, Society. Book of abstracts, 5th International Scientific Conference, Wrocław 11-12.09.2018, p. 11
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Ic4ell 2018) Pages: 678-687. Database: ThomsonReutersWoS.

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students' interest in research and encourage students' participation in Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	503
No. of educators	52
Educators of the faculty implementing the program	36
Educators of other faculties	16
Ratio of students to teaching staff	9.6

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika_studenti_UV_en.docx	1_Statistika_studenti_UV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstiba izglitibas standartam_UV_eng.docx	3_Atbalstiba izglitibas standartam_UV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Atbalstiba profesijas standartam_UV_eng.docx	4_Atbalstiba profesijas standartam_UV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_UV_en.xlsx	5_Kartējums_UV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_UV_en.xlsx	6_Plāni_UV.xlsx
Descriptions of the study courses/ modules	7_apraksti_UV_en.pdf	7_apraksti_UV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Diploms_UV_en.pdf	8_Diploms_UV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_studentu_parnemsana_UV_EN.pdf	9_Studentu_pārņemšana_UV.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _ Par zaudējumu kompensāciju_en.pdf	15 _ Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	14_Studiju_līguma_paraugs_en.doc	14_Studiju_līguma_paraugs.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Public Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Public Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Jānis</i>
Surname of the study programme director	<i>Načisčionis</i>
E-mail of the study programme director	<i>janis.naciscionis@turiba.lv</i>
Title of the study programme director	<i>Dr.iur, profesors</i>
Phone of the study programme director	<i>67606105</i>
Goal of the study programme	<i>To provide professional studies corresponding to the economics, culture, national defense and security, as well as social needs, based on the theoretical basis of business management science, corresponding to the profession standard of the head of organization and applicable in practice</i>
Tasks of the study programme	<i>To implement the acquisition of in depth knowledge, skills and competences in Business Administration Science, providing the ability to develop and apply legal norms, to use technology and to prepare for creative, research and teaching work in this field of public administration</i>

Results of the study programme	<p><i>Ability to present basic and specialized knowledge in the field and to apply it to carry out professional and research activities; ability to take a scientific approach to problem solving, take responsibility and initiative; ability to make decisions and find solutions</i></p> <p><i>1. Knowledge</i></p> <p><i>a. Able to demonstrate in-depth or expanded knowledge and understanding, some of which correspond to the latest discoveries in the field of Management Science and the professional field of the Head of the Organization and which provide a basis for creative thinking or research, including working in various fields</i></p> <p><i>b. Very specific knowledge, which is partly at the forefront of knowledge in the field of work or study and which is the basis for original thinking and / or research</i></p> <p><i>c. Critical understanding of issues related to knowledge problems in a specific field and the interaction of different fields</i></p> <p><i>2. Skills:</i></p> <p><i>a. Able to independently use theory, methods and problem-solving skills to perform research or artistic activities, or highly qualified professional functions</i></p> <p><i>b. Is able to argue and discuss complex or systemic aspects of the field of Management Science and the professional field of the head of the Organization with both specialists and non-specialists</i></p> <p><i>c. Able to independently direct the development and specialization of their competencies, take responsibility for the results of staff groups and their analysis, conduct entrepreneurship, innovation in the field of Management Science and Organization, conduct work, research or further learning in difficult and unpredictable conditions and, if necessary, transform them using new approaches</i></p> <p><i>d. Specific problem-solving skills needed for research and / or innovation to generate new knowledge and procedures and to integrate knowledge from different fields</i></p> <p><i>3. Competences:</i></p> <p><i>a. Able to independently formulate and critically analyze complex scientific and professional problems, justify decisions and, if necessary, perform additional analysis</i></p> <p><i>b. Able to integrate knowledge from different fields, contribute to the creation of new knowledge, development of research or professional methods, demonstrate understanding and ethical responsibility for the scientific results or the potential impact of professional activities on the environment and society</i></p> <p><i>c. Manage and transform complex and unpredictable working or learning conditions that require new strategic approaches</i></p> <p><i>d. Take responsibility for investing in professional knowledge and practice and for reviewing the strategic results of the groups</i></p>
Final examination upon the completion of the study programme	<i>State exam of which the Master's thesis is an integral part</i>

Study programme forms

Part time extramural studies distance education - 1 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree or professional qualification obtained in a program of at least four years</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Organization</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic Bachelor's degree in social sciences or Bachelor's degree in non-social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Organization</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies distance education - 2 years, 1 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>2</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic Bachelor's degree in social sciences or Bachelor's degree in non-social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Organization</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree or professional qualification obtained in a program of at least four years</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Head of Organization</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

No significant changes have been made in the parameters of the study program since the previous Accreditation sheet for the study direction, except - the titles of the degree and professional qualifications to be awarded, which have been changed in accordance with the amendments to external regulatory enactments.

According to the accreditation sheet No.210 of 26.06.2013, the degree and professional qualification to be awarded were as follows:

1. degree to be awarded - professional master's degree in public administration;
2. professional qualification - head of enterprises and institutions, code - 1210.

As in 2018 changes were made in the names of the branches of science (23.01.2018 Cabinet of Ministers Regulation No. 49 "Regulations on the branches and sub-branches of Latvian science"), the science sector, which includes entrepreneurship and governance, is defined as "economy and entrepreneurship", while its sub-sector is "Business Administration". The degree to be awarded is changed accordingly.

In accordance with changes in profession standards (Cabinet Regulation No. 626 of 09.10.2018 "Regulations on List of Mandatory Profession Standards") the profession standard "Head of Enterprises and Institutions" is no longer accepted. In line with the Sectoral Qualifications Framework developed by the National Centre for Education (VISC), a profession standard for "head of organization" will be developed instead and incorporated into 'business, finance, accounting, administration (wholesale, retail and business)'. The draft standard is currently approved by the Tripartite Cooperation Subcommittee on Vocational Education and Employment on 18 September 2019. The code has not yet been assigned.

Consequently, the new degree and professional qualifications to be awarded are as follows:

1. degree to be awarded - professional master's degree in business administration;
2. professional qualification - head of organization.

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

Public administration program	2014	2015	2016	2017	2018	2019	Total
Matriculated to 1st study year, full time studies							
	11	10	13	10	3		47
Matriculated to 1st study year, part time studies							
					12	8	20
Total number of students, full time studies							
	37	34	38	38	22	11	180
Total number of students, part time studies							
	8	4	4	1	14	19	50
Ex matriculated, part time studies (% in relation to no. of previous study year students)							
	14.29%	50.00%	0.00%	75.00%	0.00%	21.43%	
Alumni, full time studies							
	2013	2014	2015	2016	2017	2018	Total
	20	4	3	6	3	3	39

Statistical data show a steady decrease in the number of students from 2013 to 2019. This may be due to a number of reasons, namely that:

- Turība University offers only paid studies in the given study program.
- The effects of the demographic crisis are still being felt.
- A certain number of potential students have left the Republic of Latvia.

The study program is currently being implemented in the form of distance learning, although there are indications that students, if they had the opportunity, would choose to study full-time in evenings.

On the positive side, there is still a demand in the industry for professionally trained graduates in state and municipal institutions, non-governmental organizations and commercial companies. Taking into consideration that the study program is in demand and there are interested persons who would be willing to study in another form of study, the institution is ready to offer part-time studies in the program "Public administration". Those studying full-time will be more motivated and more likely to participate in *Erasmus +*.

As the data on the composition of the groups at the beginning of the academic year 2019/2020 showed, this task cannot be considered successful, despite the fact that much has been done. We have created a student accounting system that shows success, being on academic leave, being outside Latvia, being in employment law, but the information collected can certainly work more and to be able to evaluate the results of this work, records should be improved and improved individually with each student. On the other hand, the drop-out rate has to be seen in the context of the level of admission requirements. Overall, the issue of drop-outs certainly requires a broader and

more comprehensive analysis, both in quality and financial terms.

Looking at several years of comparisons of enrollment, we can conclude that overall we can be content with what we have achieved, albeit modest, but the upside is. However, the very course of the admissions campaign, when last year's level was only exceeded at the end of the admission period, shows that there is potential for growth. Moreover, in recent years there has been no significant increase in students, which may be explained by the fact that the employer does not always need a master's degree. . It is true that this process has inertia, which in our case is even higher than the national average, because the relative percentage of applicants who are themselves motivated to obtain good vocational education with practical competences. On average, or in particular, in state universities In recent years, the number of applicants has increased, as it is related to the distribution of budget places between universities.

2018/2019 Graduates of Turība met during the academic year of 2004, one of the central events of which was the establishment of the Alumni Club. The gathering brought together about 400 alumni who formed a network of contacts, participated in other activities and founded the Alumni Club. The club currently has about 200 members, but the number is growing steadily. It is gratifying that the Alumni Club also has program graduates.

Master's Degree Program in Public Administration focuses on management studies, which, once the program requirements, i.e. program goals and objectives, have been achieved, result in the achievement of a professional Master's degree in Business Management and a professional qualification in Organization Leadership. It should be noted that Business Administration studies include both theoretical and practical studies. It is important that graduates of the academic and professional bachelor's study program can continue their studies in the professional master's program. In the framework of the Master's program, the pre-master work practice additionally gives the competencies of the head of the organization necessary for the practical work. But for those who study after completing an undergraduate academic program without internships, pre-master internships and optional study courses are provided that create additional competency for the supervisor.

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

With title of Professional Master's Degree Program Business Administration prospective students are guided by the fact that, by fulfilling the admission requirements, they will continue their studies in the administration field, providing targeted study and acquisition of knowledge, skills and competences to underpin professional Master's degrees.

This, in turn, proves that they have acquired theoretical knowledge, have been in practice and successfully defended their Master's thesis. Standard and program requirements are met. This part achieves the aim and objectives and the learning outcomes - to present basic and specialized knowledge in the field and to apply it to carry out professional and research activities; ability to take a scientific approach to problem solving, take responsibility and initiative; ability to make decisions and find solutions.

The title Professional Master's study program Business Administration indicates that it is a second-

level Business Administration program, compared to the second-level Professional Bachelor's program in Business Administration and the Bachelor's Degree Program in Business Administration, which does not have any annual internship.

After completion of the professional bachelor's study program is awarded the qualification "Head of organization", the graduate has work in state institutions, municipal institutions, non-governmental organizations. The Master's degree and a qualification awarded has much more promising prospects on the labour market for professional graduate students in Business Administration Science.

The head of the organization may hold positions in state and municipal institutions, commercial companies, non-governmental organizations. In any case, the fact that according to OECD data on education in Latvia employment opportunities increase with the level of education acquired is noteworthy. (Refer (on Latvian only): <https://www.izm.gov.lv/lv/aktualitates/3653-oecd-zinojuma-salidzinati-jaunakie-dati-par-izglitiba-ra-ditajiem-dazadas-valstis> Also refer (on Latvian only): <https://www.izm.gov.lv/images/aktualitates/2019/EAG2019LVA.pdf>).

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

Already by choosing and applying for the topic of the Master's thesis, the student substantiates the topicality of the topic and the problematic issues that are theoretically debatable, either due to the shortcomings of the legal regulation or the incorrect implementation of the legal regulation or all together. The Master's thesis itself contains an empirical study of the actual situation in the national economy in the exercise of rights. Thus, the actual situation is investigated by evaluating both positive and less positive achievements and proposing solutions of either theoretical or practical nature. Practical solutions are accompanied by proposals to improve the regulatory framework. Proposals of a theoretical nature involve refining the conceptual approach.

Already by choosing and applying for the topic of the Master's thesis, the student substantiates the topicality of the topic and the issues that are theoretically debatable or topical for business development, or obsolete in the theory of business management, or inadequate regulation or incorrect execution. The Master's thesis itself contains an empirical study of the actual situation in the economy, realizing the management science settings for the development of the organization and the corresponding rights that ensure it. Thus, the actual situation is investigated by evaluating both positive and less positive achievements and proposing solutions of either theoretical or practical nature. Practical solutions involve proposals to improve the legal framework, develop

management models, improve staff and financial management. Proposals of a theoretical nature involve refining the conceptual approach.

The program was first licensed on January 4, 2007. According to 2006-2008 The policies and future legal framework of the 1990s required the preparation of highly qualified public administration professionals with a Master's degree. Therefore, initially, a Master's program in Public Administration was established. During these years, students have been offered a variety of areas of law (constitutional, administrative, human, labor, commercial, etc.) as well as opportunities to acquire or improve skills in organizational management, quality management, public finance management and management information systems. In addition to this knowledge, students have been able to acquire broader knowledge in management, economics and marketing, including internationally.

In public administration, rights and security are equally important and complementary to building a strong, knowledgeable, open, fair and legally educated public administration. According to the Latvian National Security Concept - Latvian national security has an external and internal political dimension that are interrelated. The foreign policy dimension is characterized by the current international security environment, changes in it and external threats. In its turn, the domestic political dimension is characterized by the provision of the fundamental values enshrined in the Satversme (Constitution) of the Republic of Latvia, as well as a strong civil society with a common understanding of its value orientation, Latvia's membership in the Western world, and its wish to see Latvia as an independent, democratic and who is ready to defend the country at critical moments.

Well-educated managers of public administration and municipal institutions, commercial companies and non-governmental organizations, with in-depth knowledge and competences in the field of law and management, can achieve a strong and single institutional and functional governance system, creating public confidence in public administration as a whole in your country.

Practical needs The actual issues to be acquired in the study courses are specified depending on the needs of the practice, depending on what problematic issues are considered and solved in institutions and courts, and appropriate scientific research on these problematic issues in Latvia and abroad is included. The study content is important for applicants who choose to study at Turība University. Thus, in the 2019 applicants' survey it was stated that one of the first criteria for choosing Turība for studies was the "Content of the study program".

The study courses foreseen in the study program, defense of practice and master's thesis are requirements for obtaining a master's degree. In addition, Master's thesis as a result of scientific research work is based on the achievements and knowledge of business management science and industry.

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

The aim of each study course is to make an appropriate contribution to the goal of the professional

Master's program. Both the compulsory and elective courses aim at the sub-programme's goal of acquiring the knowledge, skills and competences necessary for the practical work of the head of an organization and for further scientific research and further education at a higher level.

All study courses in the program are related to the goal of the program, which is to ensure the possibility to obtain high-quality internationally recognized professional higher education in management science according to level 7 of the Latvian Qualifications Framework by implementing professional studies in business management well-established theoretical frameworks that are relevant to the profession standard of an organization manager, are practically applicable and enable graduates of the program to pursue the professional activity of a qualified organization manager on their own.

The aim of the program is to train management science professionals who are capable of acting as head of an organization, deputy head of unit, or other qualified manager, as well as providing their knowledge in the educational process to students of higher education institutions. In addition, the graduate of the Master's program is prepared for further studies in the doctoral program in Management Science.

The content of study courses is updated before the beginning of each study year. The basis for updating study courses is dynamic changes in real life, for example, reforms of the tax system of small and medium-sized enterprises, increasing the efficiency of management of companies and institutions in the conditions of competition in local and foreign markets. Of course, when updating the content of study courses, scientific findings are taken into account. For example, on increasing the quality of management in companies and institutions (Z.Drinke's doctoral thesis and monograph "Quality management systems for increasing the competitiveness of Latvian small and medium enterprises", on the effectiveness of management in crisis conditions (J.Pilskung-Derkevica's doctoral dissertation Domino effect theory and legal regulation: Communication in risk and crisis situations - impact on Latvian companies). Publications on the ideas and proposals offered by lecturers' practitioners in the aspect of management can be found in Annex 6. All important and valuable scientific thoughts are included in the content of the study course.

When developing study courses, the authors are pointed out the need to include the most up-to-date information in the field. Every year in June, lecturers are asked to evaluate their study course descriptions and include the latest information. The same applies to distance learning materials - students annually review those for which they receive an appropriate financial reward. In order for the study courses to include information not covered in different study courses, the Syllabus of the study courses are evaluated. If any information overlaps, negotiations are held with the authors of the respective study courses, agreeing in which of the study courses this information will be included and in which not.

In order to prevent overlapping or duplication of the content of study programs, the content of the program is systematically evaluated, determining the overlap sections and criteria. Qualitative data is used, which characterizes the study course, recommendations of experts in the respective field and the results of the student survey. In order to gain confidence that the study results at the course level are related to the overall results of the study program, a mapping methodology is used.

Upon successful completion of the study program, the professional qualification of the Head of the Organization (fifth level of professional qualification with master's degree in professional science) shall be awarded, in accordance with Cabinet Regulation No. 264 "Regulations on the Classification of Occupations, Basic Tasks relevant to the Occupation and Basic Qualification Requirements" Accesable at (on Latvian only): <https://likumi.lv/doc.php?id=291004>

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

Implementation of studies

In the case of full-time students, lectures and practical lessons take place on weekday evenings. Taking into account the tendencies of the education market in Latvia, the study program envisages implementation of part-time studies. Students have overview lectures, which provide the most important directions for the study course. In order to achieve the aims of the study program, more attention is paid to the students' independent work, which is determined by the scope, content and specifics of each study course.

Distance learning students have the same rules for studying and the same requirements for full-time study. The only difference is that there are no scheduled contact hours. But there is a possibility, if a distance learning student can and wants, then there are opportunities to attend lectures, face-to-face seminars. If necessary, students are provided with face-to-face counseling. The final and final examinations are usually taken by the student in person. More detailed information can be found in the Study Regulations, which contain additional provisions on the distance learning process:

- the distance learning period shall be ten calendar months, excluding July and August;
- study programs and study plans determine the study courses to be acquired in the respective study year, their volume and the number of credit points. The course of study course acquisition within the year is chosen by the student;
- students take the final examinations, exams and final examinations of the study course either in person or remotely, using online voice and image digital means of communication. The type and form of the Examination shall be governed by the Examination Regulations;
- when taking the final examinations of the study course and the final examinations of the study year remotely, the student shall present an identity document (passport or ID card) or a student certificate;
- when conducting the final examinations of the study course and the final examinations of the academic year, the lecturer determines what kind of digital means of voice and image will be used;
- distance learning is based on independent studies, using the study material published on the distance learning platform (Moodle), as well as library funds, Internet resources or other sources of information;
- distance learning students may attend lectures in full-time or part-time studies free of charge, with prior contact and coordination with the relevant lecturer or department;
- Students shall take the state examination in distance learning according to the calendar schedule. The procedure of passing the State Examination is determined by the Regulations of the State Examination.

During the studies, the student can receive consultations on the issues related to the acquisition of the respective study course outside the hours specified in the timetable without additional charge. Counseling times for each lecturer are determined by the list of lecturers' consultation times published on the Department notice board and on the website of the School. The student can also

receive paid consultations. The student co-ordinates the time of paid consultation with the lecturer.

Evaluation of study implementation methods (including assessment):

1. The principle of openness of assessment - which takes place in accordance with the aims and tasks of the study program, as well as the aims and tasks of the study course. The descriptions of the study course define a set of requirements to achieve the result. These are regular tests, tests, reports, presentations, etc. way. The regular examination is determined as a percentage of the entire content of the study course. The total number of regular examinations is part of the final examination. Regular examinations and final examination questions and their arrangement by the lecturers are announced at the beginning of the study course and this information is available to students in the Batis system. According to the Study Regulations, during the acquisition of each study course the student must pass the regular examinations of the study course specified in the description of the study course (tests, reports, etc.). According to the study results expected in the acquisition of the course, the lecturer of the study course can develop his / her own criteria, using the general evaluation criteria included in the study regulations as a basis.
2. The principle of obligatory assessment - At the end of the study course the student takes the final examination of the study course - the exam or receives a test. Before the exam, in addition to the contact hours provided for in the study course, a pre-exam consultation is planned, except for distance learning students. Only those students who have fulfilled all the requirements specified in the description of the study course (passed all regular examinations), passed the obligations specified in the agreement on obtaining education are admitted to the final examination of the study course.
3. Principle of assessment review possibilities - If a student disputes the objectivity of the assessment received in the final examination of the study course and applies for a higher assessment, then he / she must submit to the SIC within 5 (five) working days after the final examination written, reasoned appeal. After receiving the appeal, the head of the department and the student form a repeated examination commission of the repeated study course consisting of three people (from the list of five members of the commission established by the head of the department, the student deletes two, leaving three). The commission re-evaluates the student's written examination paper or re-accepts the oral examination. The Commission's assessment is not open to challenge.

If a student disputes the objectivity of the assessment received in the final examination of the study year (study work, practice report) and applies for a higher assessment, then he / she must submit a written, motivated appeal to SIC within 5 (five) working days after the final examination. . An appeal is considered only for the examination procedure. The validity of the appeal is assessed by the established appeal commission: the dean, the vice-rector for scientific and academic work and the rector. The Commission's assessment is not open to challenge. If violations of the test procedure are confirmed, the assessor received in the test shall be canceled. The student is given the opportunity to retake the examination in accordance with the procedure specified in the relevant curriculum.

In accordance with the norms of the Law on Higher Education Institutions (Article 56, third paragraph), studies in this program are conducted mainly in the state language. At the same time, taking into account the interest of the students as well as the possibilities of cooperation, study courses in English are offered and included in the plan in case of visiting foreign lecturers at Turiba.

The implementation of study courses in the study program is organized in the form of lectures and seminars. The main task of lectures is to provide students with theoretical knowledge. They are read using the latest pedagogical methods by the teaching staff, including technical tools and,

where appropriate, special tools and aids (in separate courses). In seminars, the number of which is defined in the course description, students apply theoretical knowledge in practice. This is done both by making sure of the theoretical knowledge and by organizing individual work, group work, individual or group homework, report preparation, discussion, debate, moot court play and case solving.

A detailed course description has been developed for each study course, which provides a description of the course content, defines the course plan, the course acquisition requirements, the results, the literature to be used.

All information related to the study courses is placed in the BATIS database, including assessments (marks) are published only in this database.

The students' independent work plays an important role in studies and its scope, content and assessment of which depends on the particular study course. Students must independently study the compulsory literature specified by the lecturer, prepare specific case study solutions, draft legal acts, presentations, etc. Thus students acquire theoretical knowledge:

- lectures;
- independently researching sources of law, getting acquainted with, analyzing scientific literature, performing specific tasks of the academic staff.

Students acquire practical skills for applying theoretical knowledge:

- within study courses, preparing procedural and other legal documents, drafting reports, presentations and working in groups;
- seminars, case studies, discussions and group work;
- within student group (s) of one semester, including seminars.

In addition to studies, some students are involved in other research-related work. For example, students are given the opportunity to participate in Turiba organized conferences by presenting papers.

The development and defence of study papers is included in the study program from the first year onwards in order to ensure that the student is introduced and involved in the research work as soon as possible. A study paper is an annual, continuous research of a student on a specific legal topic or problem. Thus, an integral principle of scientific work, such as gradual and systematic manner, is realized, which allows to consolidate the acquired knowledge and acquire competences to deepen it independently. Similarly, the annual elaboration of study papers lays the foundation for the future lawyer's growth in accordance with the education system: study paper - bachelor thesis - master thesis - doctoral (doctoral) thesis. Master's thesis is one of the essential parts of this study program.

The implementation of the second level professional Master's study program in Business Administration Science takes into account the principles of student-centred education:

Involvement of students in the study process and improvement of content - participation of students in the work of the Council of the Faculty of Business Administration by discussing and accepting the plans of the second level professional study program Public Administration and its approval by the Senate. If changes to the program or plan are necessary, the issue is discussed in the Faculty Council with the participation of student representatives. The involvement of students in the improvement of the study program is also carried out by evaluating the students' feedback, which is present in the students' questionnaires, which take place both at the end of the study course and at the end of the study program. Proposals of students are taken into account as far as possible.

The above-mentioned cooperation between the students and the providers of the study process, i.e. the Department of Business and Law and the management of the Faculty of Business Administration and Law, consists in revising the study program according to the demand of the field and market trends.

Students participating in the Council meeting of the Faculty of Law and Business Administration supported the proposals, in accordance with the established procedure, will forward to the Senate for approval the amendments to the professional Master's program in Business Administration Science for the study year 2019/2020.

The methods of study evaluation are chosen in accordance with the basic principles and procedure of the evaluation of the professional study program, which are specified in the Cabinet of Ministers Regulations No.512: Regulations on the state standards for second level professional higher education [1].

When evaluating the results of the second level professional higher education studies, the lecturers of the Departments of Law and Business Administration of the Turiba observe the following basic principles:

1. The principle of openness of assessment - done in accordance with the aims and tasks of the study program, as well as with the aims and tasks of the study course. Study course descriptions define a set of requirements to achieve the learning outcomes. These include regular tests, assessments, reports, discussions, presentations, etc. The regular test is defined as a percentage of the total content of the course. The regular tests as a whole are part of the final test. Regular test and final exam questions and the examination procedure is announced at the beginning of the study course by the lecturers and this information is available to the students on BATIS. According to the Study Regulations, during the course of each study course the student has to pass regular examinations (tests, reports, etc.) specified in the study course description. The lecturer of the study course can develop his/her own criteria according to the expected learning outcomes of the course, using the general evaluation criteria included in the study regulations.
2. Principle of obligatory assessment - At the end of the study course the student takes the final examination of the study course - exam or pass/fail. Consultations are planned before each final assessment for the respective study course in addition to the contact hours foreseen for the study course, except for e-studies. Students are only allowed to pass the final concluding examination for the study course if they have fulfilled all the requirements foreseen by the study course (passed all regular tests), fulfilled all their contractual obligations.
3. Principle of possibility of review of assessment - If the student contests the objectivity of the marks received for the final concluding examination of the study course and wishes to get a higher mark then he/she shall submit a written reasoned appeal within 5 (five) working days after the final concluding examination. Having received the appeal, the head of department and the student shall form a three-member re-assessment commission (the student shall exclude two of the five commission members proposed in the list compiled by the head of the department). The commission shall once again assess the student's written test or hold an oral test. The assessment by the commission shall be not subject to appeal.

If the student contests the objectivity of the grade received in the final assessment (study paper, practice report) for the study year and aspires a higher grade, he/she shall submit a written reasoned appeal to SIC within 5 working days of the final assessment. The appeal shall review only complaints regarding the final assessment procedure. The justification for the appeal shall be evaluated by the appeal commission: dean, vice rector for research and academic affairs and the rector. The assessment by the commission shall be not subject to appeal. If there are any violations

in the procedure for final assessments the mark received shall be annulled. The student shall be given an opportunity to re-appear for the assessment in accordance with the relevant regulations.

4. Principle of diversity of assessment methods used in assessment - lecturers use such assessment methods in the professional master's study program as: answers to questions, situation solution, test, case studies. But they all involve the application of theoretical knowledge to demonstrate the student's skills in each course and in relation to other courses.
- The level of achievement is assessed on a 10-point scale or "passed / failed". The level of achievement of the learning outcomes in the final examination of the study course of the program may be assessed as "pass / fail" if the scope of the course is not more than two credit points. The grade "pass / fail" can also be used to assess the level of achievement of learning outcomes within a set of tests that are not final examinations.
 - The assessment of learning outcomes on a 10 point scale is as follows:
 1. outstanding (10) - Knowledge, skills and competence go beyond the requirements of the study program, module or study course, demonstrate ability to undertake independent research and understanding of profound problems;
 2. excellent (9) - knowledge, skills and competence are fully in line with the requirements of the study program, study module or study course, has the ability to use the acquired knowledge independently;
 3. very good (8) - fully satisfies the requirements of the study program, study module or study course, but lack of sufficient depth of understanding of some issues to apply the knowledge independently to solve more complex problems;
 4. good (7) - the requirements of the study program, study module or study course have been met in general, but sometimes there is an inability to use the acquired knowledge independently;
 5. almost good (6) - the requirements of the study program, study module or study course have been fulfilled, however, insufficient understanding of the problem and inability to use the acquired knowledge can be observed;
 6. satisfactory (5) - the requirements of the study program, study module or study course are broadly satisfied, but insufficient knowledge of some problems and inability to use the acquired knowledge;
 7. almost satisfactory (4) - overall acquisition of the study program, module or study course, but lack of understanding of some basic concepts, considerable difficulties in practical application of the acquired knowledge;
 8. poor (3) - knowledge is superficial and incomplete, the student is unable to use it in certain situations;
 9. very poor (2) - has superficial knowledge of only certain problems, most part of the study program, study module or study course has not been acquired;
 10. very, very poor (1) - lack of understanding of the main subject of the subject, almost no knowledge in the study program, module or study course.
 - When evaluating learning outcomes in a program, module or study course on a 10-point scale, Turiba may also provide additional criteria for determining a particular grade on a 10-point scale.
 - Criteria referred to in Paragraph 47 of Cabinet regulations 512 for the assessment of learning outcomes on a 10-point scale may also be applied to the assessment of knowledge, skills and competence in tests determined by Turiba within the framework of study courses.
 - The assessment "passed" or "failed" depends on whether the knowledge, skills and competence demonstrated by the student in the test corresponds to or does not correspond to the level of knowledge, skills and competence determined by Turiba.
 - Grades from "excellent" (10) to "almost satisfactory" (4) and "passed" are considered

successful.

The program culminates in a state examination consisting of the elaboration and defence of a master's thesis, evaluated by the state examination commission, as well as the central examination for lawyer's qualification.

[1]Cabinet Regulation No. 512, Riga, 26 August 2014 (protocol No. 45 § 31) "Regulations on the second level professional higher education state standard". Available (on Latvian only): <https://likumi.lv/doc.php?id=268761>

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

The internship tasks of the study program are in line with the aim of the program and the tasks are balanced with instructions of the employer in order to acquire and improve the student's competences. Students are offered internship placements with employers with whom they have a contract. Turība does not object if the student himself chooses a placement. In this case, too, a practice contract is concluded. Students' pre-master thesis practice is a way for students to obtain information that is useful not only for defending their pre-master thesis practice, but also for their Master's thesis, linking their practice lessons to suggestions for improving business management and business practice.

During the academic year 2018/2019, a study by LDDK and Prakse.lv was also carried out, in which 2,650 Latvian employers indicated which educational institutions recommended to acquire different professions. Turība ranked in the TOP 3.

Turība University has signed cooperation agreements to provide practice placements with: RIX Airport, the Supreme Court of the Republic of Latvia, the Ministry of Justice of the Republic of Latvia, the State Police of the Ministry of the Interior, the Prison Administration of the Ministry of Justice. Students undergo pre-master practice also in municipalities and their institutions. These are predominantly individual cases, but still BAT is considering concluding cooperation agreements with local authorities.

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

Students of the professional Master's study program usually choose topical issues for the Master's thesis, because they are already working in the field and face problematic issues on a daily basis. Students address these issues in their Master's thesis and use the results in the labor market. If the student has not worked in the relevant field before commencement of studies, the topic of the

Master's thesis is usually found during the internship - the student identifies the problem issues together with the internship provider and investigates them in the master's thesis. Of course, students have opportunities and they choose the research topics offered by the industry. There is no specific breakdown by years which topic would prevail.

The state examination assessments of the professional master's study program are analysed at the meetings of the Council of the Faculty of Law and, after acceptance, submitted to the Senate for information. The council meeting, evaluating the results, discusses the issue of linking the topics of Master's theses with the topics offered by employers, as well as topics on issues relevant to the national economy. The topics of Master's theses offered by employers are usually related to theoretical and practical research of management models, offering solutions from the aspect of management science, and often result in proposals for improvement of the legal framework,, but in many cases also to the study of problems of the legal system, emphasizing the development of theoretical insights. For example, "Specifics of exercise of electoral rights in prisons", "Public service, its development". Effectiveness of the administrative act and enforcement mechanisms in court.

The students work out the final thesis on topical and important areas and of practical significance. The Ministry of Justice, The Ministry of Economic, the Supreme Court, the Prison Administration and municipal institutions each year send topical research topics that are made available to students and published in the BATIS database.

Graduates' success in State exam:

Extraordinary Senate Sessions 11.12.2013. MINUTES No.48

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 8,

average rating: 7.13 (-6.38 for the 2011-2012 winter session).

2 students received excellent grade (9).

Senate June 25, 2014 MINUTES OF THE SESSION 26

In the professional Master's program in Public Administration, 12 Masters defended.

The average mark is 6.58.

MINUTES No. 50 of the Extraordinary Senate Meeting of 11.12.2014

Autumn 2014 State Examination Results

In the professional Master's study program Public Administration 3 Master's theses were defended.

The average mark is 7.69.

Extraordinary 10.06.2015 Minutes of the Senate Sitting No.7

Information on the Spring Session of the 2014/2015 academic year

Confirmation of the results of the State Examination and the Final Examination:

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 1,

average rating: 6

Extraordinary 09.12.2015 Minutes of the Senate Sitting No.12

Validation of State Examination Results for Winter 2015/2016 Study Session:

Second Level Professional Master's Degree Program in Public Administration

number of graduates - 3,

average rating: 6.67 (2014/2015 Winter Session -7.67;

2013/2014 Winter Session -7.13).

Minutes of the Extraordinary Session of the Senate, 14.06.2016

2015/2016 In the spring of the academic year in the professional master's program "Public administration"

there are no graduates

Extraordinary 07.12.2016 Minutes of the Senate Sitting No.11

In the winter semester of the academic year 2016/2017 there are no graduates in the professional Master's program in Public Administration

Minutes of the Extraordinary Meeting of the Senate, 06.06.2017

Validation of the State Examination and State Final Examination of the Spring Session of the 2016/2017 Study Year:

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 6,

average rating: 7.83

Excellent (9) received by 2 students,

no student has failed.

Extraordinary 06.12. Senate Sitting Minutes No. 11

JF Report on State Examination Results

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 1,

average rating: 8.

Extraordinary 07.06. 2018 Senate Sitting Minutes No.7

JF Report on State Examination Results

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 2,

average rating: 6.5 (-7.83 for spring 2016/2017),

no student has failed.

Extraordinary 05.12. Minutes of the 2018 Senate Sitting No.13

JF Report on State Examination Results

Second Level Professional Master's Degree Program in Public Administration:

number of graduates - 2,

average rating: 7 (2017/2018 Winter Session - 8).

JF Report on State Examination Results

At the sitting of the JF Dome of 11 June 2019 (Minutes No 14/2019)

second level professional master study program "Public administration":

number of graduates - 1,

average rating: 8 (-6.5 in spring 2017/2018),

no student has failed.

JF Report on State Examination Results

At the JF Dome meeting of 4 December 2019 (Minutes No 20/2019)

In the winter semester of the academic year 2019/2020 there are no graduates in the professional Master's program in Public Administration

Thesis topics by study years:

2013./2014.

I. Aleksejeva: SIA "Worldwide Communications" attīstības perspektīvas

Perspectives of "Worldwide Communications" Ltd. Development

M. Avlasina: Sabiedrības līdzdalība teritorijas plānošanas un būvniecības jautājumos Daugavpils pilsētā

Public Involvement in Territory Planning and Building and Construction Work Issues in Daugavpils

M. Brakše: Valsts institūciju komunikācijas procesa ar Latvijas augstskolu studentiem eiro ieviešanas laikā izvērtējums

The Evaluation of Communication Process of Government Institutions whit Latvian Students During the Introduction of Euro

I. Ermane: Attīstības finanšu institūcijas izveides pamatojums Latvijā

The Grounds for the Creation of Development Finance Institutions in Latvia

I. Ikstena: Labas pārvaldības īstenošanas prakse Sabiedrisko pakalpojumu regulēšanas komisijā

The Practice of the Good Governance at the Public Utilities Commission

L. Lenšs: Patērētāju tiesību aizsardzības institūts Latvijā

Consumer Rights Protection Institution in Latvia

A. Leščinskis: Fizisko personu datu aizsardzība valsts pārvaldē

Data Protection of Physical People in State Administration

D. Pērkone: Tiesnešu morālās vērtības

Moral Values of Judges

A. Priede: Labas pārvaldības principa piemērošana Valsts ieņēmumu dienesta darbā

The Principles of Good Administration for State Revenue Services Work

Dz. Pumpure: Pašvaldību saistošo noteikumu izdošanas problemātika praksē

Solving Practical Problems Arising in the Process of Issuing Obligatory Rules in Local Authorities

I.Silabriede: Personāla motivēšanas problemātika Latvijas Republikas Saeimā

Staff Motivation Problems at the Saeima of Republic of Latvia

E.Sondore: Mārupes novada uzņēmējdarbības vide un attīstības iespējas

Marupes Municipality Entrepreneurship Environment and Development Opportunities

Normunds Sondors: Darba līgums publiskajā pārvaldē, problēmjautājumi un iespējamie risinājumi

A Contract of Employment in Public Administration, Issues and Possible Solutions

L. Titāne: Neatliekamās medicīniskās palīdzības dienesta komunikācijas problēmas un to risinājumi

Communication Problems in the Emergency Medical Service and Their Solutions

M.a Udalova: Jelgavas novada pašvaldības komunikācijas pilnveidošanas iespējas

Jelgavas Municipality Communication Development Opportunities

D. Vanaga: Nodarbinātības tiesiskais regulējums Latvijā

Legal Order of Employment in Latvia

L. Vecgale: Uzņēmuma SIA "Open Credit" konkurētspējas novērtējums

Assessment of the Company's Ltd. "Open Credit" Competitiveness

I. Vjaterē: Iekšējā komunikācija kā Dobeles pašvaldības attīstības instruments

Internal Communication as a Tool of Improvement of Dobeles Local Government

K. Zonberga: Nevalstisko organizāciju vadītāju valsts amatpersonas statuss

The Status of a Public Official of the Non-governmental Organization's Leader

E. Žuža: Komunikācija kā biroja tehnikas pilna servisa uzņēmumu attīstības instruments
Communication as a Office Machinery Full-Service Company's Development Instrument

2014./2015.

J. Artemjevs: Publiskās pārvaldes īstenošana tiesību subjekta - Lielupes osta darbībā
Public Administration Implementation of the Legal Entity - Lielupe Port - in Action

Z. Gaboreca: Mācību efektivitātes kritēriju izstrāde nacionālā veselības dienestā
Training of the Works Efficiency Criteria for the National Health Service

L. Ozoliņa: Personāla atlases procesa novērtējums valsts pārvaldes iestādē - Slimību profilakses un kontroles centrā

Evaluations of Personnel Recruitment in a States Institution - The Centre for Disease Prevention and Control (CDPC) of Latvia

B. Veipa: Eiropas Savienības fondu apguves problēmas pašvaldībās
Problems in the Municipality on Using European Union Funds

2015./2016.

A. Gaigaliete: Kriminālsoda - piespiedu darbs - izpildes organizēšanas efektivitātes uzlabošana
Improvement of Organization Effectiveness in Performance of Criminal Sentence - Community Work

V. Lapiņa: Labas pārvaldības principa piemērošana Latvijas Republikas Augstākajā tiesā
The principle of Good governance in The Supreme Court of The Republic of Latvia

A. Mūrmane: Starptautiski vienotas un preventīvas uzraudzības sistēmas izveide kibernetizācijas pieauguma samazināšanā

International Uniform and Dissuasive Surveillance System for Cyber Growth Mitigation

2016./2017.

M. Akuratere: Rīgas pašvaldības SIA "Rīgas satiksme" attīstības perspektīvas
Development Prospects of the Riga Municipality LTD "Rīgas Satiksme"

E. Bensons-Bukšs: Valsts iestāžu pienākumi pulcēšanās brīvības nodrošināšana
Duties of Publics Authorities in Providing Freedom of Assembly

J. Borovika: Amatspersonu novērtēšanas sistēmas pilnveidošana valsts Ugunsdzēsības un glābšanas dienestā

The Improvement of Official's Evaluation System in the State Fire and Rescue Service of Latvia

A. Pētersone: Latvijā pamatstudijās studējošo skaita izmaiņu ietekmes faktoru novērtējums
Assessment of Impact Factors on Dynamics of Students in Undergraduate Studies in Latvia

A. Puikāne-Pučoka: Publiskie iepirkumi Latvijas Republikas diplomātiskajās un konsulārajās

pārstāvniecībās

Public Procurement in Diplomatic and Consular Representations of the Republic of Latvia

2017./2018.

I. Bruzgule: Administratīvi teritoriālā reforma Latvijā (2009 - 2017)

Administrative Territorial Reform in Latvia (2009 - 2017)

K. Pētersone: Valsts probācijas dienesta komunikācijas pilnveide elektroniskajos medijos

Improvement of Communication of the State Probation Service in Electronic Media

L. Suboča: Personāla vadības procesu pilnveides iespējas tiešās valsts pārvaldes iestādē
Neatliekamās medicīniskās palīdzības dienestā

The Improvement Possibilities of Human Resource Management Process in State Organization the
State Emergency Service

2018./2019.

I. Kļava: Veselības un sociālās aprūpes pakalpojumu attīstība pašvaldības kapitālsabiedrībā "X"

The Development of Health and Social Care Services in LLC "Health and Social Care Center - X"

D. Ozola: Nodokļu audits un tā veidi

Tax Audit and Its Types

A. Reine: Publiskās apspriešanas ietekme uz koku ciršanu pilsētā

The Influence of Public Consultation on Tree Felling in Cities

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, *Prakse.lv* or *SKDS*), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of *Prakse.lv* and the Employers' 'Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT was ranked as TOP3 of the of the most recommended HEI in surveys done by *Prakse.lv* and *Employers' Confederation of Latvia*. BAT was recommended by a number of leading Latvian companies, including *New Rosme Ltd*, *Sakret AS*, European Distance Education High School, Riga Distance Education High School, *Nikos Travel Ltd*, *Moller Auto*, *LIDA*, *CSDD*, Latvian Television and more others. The high evaluation by and close cooperation of employers allows us to follow the most up-to-date trends in the labor market by improving the content of study programs following

the recommendations of employers.

In cooperation with the Market and Public Opinion Research Center SKDS an annual survey of entrepreneurs were organized, which gathers entrepreneurs' views on which HEI are recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

Turība regularly conducts **student surveys**.

During the reporting period, an electronic student survey was conducted to determine the level of student satisfaction, which resulted in the following main conclusions:

The averages are close to the maximum grade, so it can be concluded that the students are satisfied with all the processes in the university, including the study program and its organization.

Students highly value (4.3) the organization of the study process, both as regards to the planning of the academic year and as regards to the adequacy of the timetable.

Students were also asked to evaluate the learning outcomes - objectivity of the assessment, requirements for the final examinations of the study courses, assessment of independent studies. Overall, the students gave a positive response, with an average rating of 4.4 for all above indicators.

As one of the criteria in the organization of the study process, the students had to evaluate the accessibility and sufficiency of information on the processes related to the study process (scope and content of the study program, types of examination and requirements for it, optional courses, independent studies. The average assessment for sufficiency and accessibility of information in these processes was 4. The material and technical facilities at the university (classrooms, copying, library offer) are also highly appreciated, which students have rated on average 4.5.

Alumni surveys are conducted every two years, but lately it has been difficult to carry out due to the increased protection of personal data. This partially limits the ability to follow a graduate's work and life after graduation.

In 2017, 522 graduates participated in the alumni survey. Graduate survey data show that:

- after Bachelor program more than a quarter (26%) are managers and 17% are senior managers;
- after Master program are 33% managers and 14% senior managers;
- after Doctor program are 40% managers and 20% senior managers.

In the 2017 graduate survey, 13% of graduates from Master's programs were from Public Administration program (creating the fourth largest block of graduates). This shows that students in distance learning form have close ties with Turība University and participate in the improvement of the study process by providing their comments and suggestions.

Graduates are asked if they work in an their speciality, how long after graduation they got a job and what their income is. Analysing the answers obtained, study course descriptions are improved, new study courses are added or old ones are removed, as well as the sequence of study courses in the program is specified.

Graduates confirm that the profession is in demand in the labor market, as 84% of the respondents were already working. According to the survey, 35% (36% of respondents are not willing to answer) graduates have higher incomes. After answering the question - How has graduating influenced your

professional career? - 46% of the respondents declare that they have improved their professional competence within their job. It has to be admitted that 19% of respondents say that their university career has not been influenced by their graduation, probably because they have already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational specialty? - where 65% answered in the affirmative. When analyzing the response to the current job grade category, 34% of respondents noted that they were specialists, executives. 60% of respondents indicate that they work as managers of different levels. Data for the 2019 survey are also being compiled.

Summarizing the questionnaires of graduates of the professional master's study program "Public Administration", it can be concluded that 62% of graduates work in the public sector, 29% are self-employed and 9% work in the private sector.

92% of the respondents work in their speciality, 87% had already worked there before graduation. The positions held by graduates are mainly: specialist (54%), manager (27%), senior manager (17%). One percent of graduates work in project management and as assistants.

Mostly the study program has improved the competence of the graduate (62%). Some have gained a better job - 13% in a new job, 7% of graduates were promoted in their existing jobs. 16% of graduates say that having a university degree has had no impact on their careers, arguing that their diploma does not affect their career prospects in this sector. 77% are reluctant to continue their studies, while 23% are considering continuing their doctoral studies at Turība University.

The organization of the study process is rated 4.26 (on a scale from 2 to 5). The study courses (knowledge acquired in the course) were also evaluated with 4.26, but skills acquired during the course with 4.16, reflection of the latest achievements and problems in the study course is evaluated with 4.16, but accessibility of study materials and literature with 4.33. The results of student surveys are used to improve the content and quality of studies. Each lecturer is acquainted with the results of the students' survey, which gives the opportunity to make necessary improvements in further work. If necessary, the director of the study program meets with the lecturer, whose evaluation differs from the common tendencies.

The involvement of employers takes place through council meetings, individual discussions, as well as through evaluation in practice reports.

Every year, law enforcement agencies send out topics on which students are invited to write research papers, making the best research (rated 7 to 10) available to employers, with the permission of the author.

Self-evaluation reports are reviewed annually at Faculty of Law and Faculty of Business administration Council meetings, where members first review the reports electronically, then express their objections, additions and provide an independent evaluation.

Employers, when evaluating the report, pay attention to the actualization of study courses, including orientation to specialization and connection with business.

In order to ensure that the most up-to-date information is passed on to the students, guest lecturers - industry specialists and employers - are invited to lectures. Student surveys are conducted each year on the quality of the study program and the need to improve the program.

Faculty representatives regularly participate in discussions and seminars organized by ministries on topical issues of management science and law. Faculty members and faculty members are also members of several industry associations, such as: Latvian Economists Association, Latvian Accountants Association, Turība Mentors Association, Latvian Colleges Association, Merchants Association, Marketing Association, etc. Representatives of these associations participate in the

study process by delivering guest lectures, also participates in National Examination Commissions.

Cooperation with employers is ensured by organizing Council meetings of both involved Faculties. The Faculty Council discusses all the major issues of the Faculty, such as the content of study programs, and updates the content according to the requirements of the labour market.

The Turība Faculty of Law Council is involved in the development of the study program, and it consists of employers who are important for the sector:

1. E. Bērziņš - Member of the Board of the Latvian Chamber of Commerce and Industry
2. I. Bickovics - Chief Justice of the Supreme Court of the Republic of Latvia
3. J. Juriss - prosecutor of the Latvian Prosecutor General's Office
4. G. Kūtris - Lecturer, Department of Criminal Law, University of Latvia
5. G.Loba - Expert of Latvian Security Business Association
6. L. Medina - Deputy State Secretary, Ministry of Justice
7. G. Paidere - Chief State Notary of the Register of Enterprises of the Republic of Latvia
8. A. Rugate - Member of the Board of the Latvian Lawyers Association
9. A. Spore - Deputy Chairman of the Latvian Council of Bailiffs
10. A.Strāders - Head of Riga Municipal Police Zemgale Suburb Administration
11. V. Supe - Attorney at Law, Member of the Latvian Bar Association

The Turība Faculty of Business administration Council was involved in the development of the study program, and it consists of employers who are important for the sector:

1. A. Viksna - Executive Director of Applied Information Service Ltd
2. K. Beķeris - Member of the Board of Ltd „EDAT”
3. E. Giels - Business Consultant, Director of Ltd “Arhitekts Ingurds Lazdiņš”
4. V. Trokša - Director of Poligrāfijas grupa Mūkusala Ltd
5. S. Jeromanova-Maura - Head of AS Silja
6. M. Laizāns - Chairman of the Board of Ltd Deam Property, owner of Namu Attīstība
7. G.Tartlan - Honorary Consul of Estonia
8. Ģ. Rungainis - Prudentia owner, Financial Services Consultant
9. E. Ence - owner of Milzu Ltd
10. I. Stūre - Chairman of the Council of the Latvian Association of Public Relations Companies
11. M. Rībele - Head of the European Parliament Bureau in Latvia
12. V. Melderis - Director of Radio Skonto Programs
13. V. Timermane-Moora - Head of the Latvian Institute
14. K. Otersons - Deputy Head of Public Relations Department, Bank of Latvia
15. E. Olupe - Deputy Head of Communication and Document Management, Ministry of Education and Science
16. J. Derkevica-Pilskunga - Chairman of the Board of Ltd “Dajo”

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

Each academic year, all Faculties receive information from the Department for Study Development and International Cooperation regarding the opportunities for students and lecturers to use the

Erasmus + mobility program offers for the respective academic year.

As a rule, students of the professional Master's program have the opportunity to use the *Erasmus* + mobility program offer. However opportunities have been little used. This can be explained by the fact that it is practically difficult for students who are already working permanently to combine work with studies abroad.

In many cases, students work abroad. Students of Business Administration Faculty are relatively active in using *Erasmus* +, but for students in the Public Administration program it is difficult enough because the choice of distance learning already means that time is subject to work and life planning. Therefore, it is virtually impossible to plan extra *Erasmus* + studies outside the workplace and in the country. However, students are offered the opportunity to use *Erasmus* + studies and internships.

Based on the indicated, the students in the study program have not used the outgoing mobility opportunities. Students from other countries have not taken advantage of incoming and mobility either. Therefore, there is no data to analyze to obtain the dynamics of the number of incoming and outgoing mobility.

Academic year	Incoming	Outgoing
	VM	VM
2013/14	0	0
2014/15	0	
2015/16	0	0
2016/17	0	0
2017/18	0	0
2018/19	0	0
2019/20	0	0

Student mobility is regulated by *Erasmus+* mobility program regulations^[1]

1. Competition for studies and practice placements within the *Erasmus+* program

1.1. Students of the first, second and third year study programmes of Turiba can apply for studies under the *Erasmus* programme for the next academic year in partner higher education institutions with whom Turiba has concluded an agreement on the organization of the *Erasmus* program provided the previous study duration under the *Erasmus* programme (studies and practice) and the planned time of studies at that partner institution does not exceed 12 months.

1.2. Students of 1st level higher education study programmes, Professional bachelor study programmes and Professional master study programme are eligible to apply for practice placement under the *Erasmus* programme during the following study year.

1.3. Students, who have applied for studies or practice placement under the *Erasmus* programme shall not have any academic debts and/or financial debts outstanding to Turiba.

1.4. Students applying for studies or practice placement under the *Erasmus* programme and have earlier participated in the *Erasmus* programme must be aware that the total length of mobility under *Erasmus* programme including the one that they are applying for cannot exceed a total duration of 12 months within a particular study programme.

1.5. The competition for studies or placement under the *Erasmus* programme shall be held in accordance with the following criteria:

1.5.1. Knowledge of foreign language of the student (marks for the foreign language study course);

1.5.2. Student's average mark for the previous study period which shall not be less than 7 (seven);

1.6. Turiba faculty upon issue of a decree in accordance with clauses 2.8. and 2.9. of the regulations can set additional criteria.

1.7. Students who have the highest average marks in accordance with the criteria stipulated in the clause 2.5. of the regulations shall be entitled for studies and placement under the *Erasmus* programme. In case of identical averages the student who applied for the competition earlier shall be given preference.

1.8. The deadline for submission of applications (appendix 1) for the competition, number of places for studies under the *Erasmus* programme for the next year shall be determined by the Vice Rector for Study Development and International Cooperation by the 1st April for the autumn semester of the following year and by 1st November for the spring semester of the following year.

1.9. The deadline for the submission of the application (electronically on the BATIS system) for the competition, the number of places for practice placement under the *Erasmus* programme is determined by the Vice-rector of Study development and international co-operation as follows:

1.9.1. by 1st August for placements that start from 1st September till 31st October;

1.9.2. by 15th October for placements that start from 1st November till 28th February;

1.9.3. by 15th February for placements that start from 1st March till 31st March;

1.9.4. by 25th March for placements that start from 1st April till 31st August;

1.10. The amount of *Erasmus* scholarship for mobility during the following study year shall be determined by the Vice Rector for Study Development and International Cooperation within 1 week after the conclusion of the agreement with the State Education Development Agency taking into account the finances and number of mobility places allocated under the agreement.

2. Studies at Partner institutions

2.1. Studies at the Partner institution shall be regulated by the internal regulations of the Partner institution and the normative enactments of the country in which the Partner institution is located as well as the *Erasmus* university charter signed by both Partner institutions.

2.2. If upon arrival at the Partner institution it is not possible to acquire the study courses mentioned in the above clause 3.1.2. of regulations the student with the approval of the faculty and the Partner institution's *Erasmus* coordinator shall select other study courses. An additional agreement shall be signed regarding the selected courses as a part of the triparty contract mentioned in the clause 3.1.3. of the regulations.

2.3. Upon completion of studies at the Partner institution which is testified by the certificate issued by the Partner institution for the study period at the Partner institution under the *Erasmus*

programme and the mark sheet issued by the Partner institution on the study courses acquired under the *Erasmus* programme, the scope and evaluation, the Student shall submit these documents to the Turiba *Erasmus* coordinator.

2.4. Upon completion of studies under the *Erasmus* programme, the Student shall submit an online report on studies in the *Erasmus* programme at the internet website <https://webgate.ec.europa.eu>.

2.5. In case the student discontinues studies under the *Erasmus* programme earlier than 3 months after its commencement as well as does not successfully complete any of the study courses at the Partner institution the Student must repay the scholarship mentioned in the clause 3.2.4. of the regulations.

3. Placement at the Placement enterprise.

3.1. Placement at the Placement enterprise shall be regulated by the internal regulations of the Placement enterprise and the normative enactments of the country in which the Placement enterprise is located as well as the *Erasmus* university charter signed by Turiba.

3.2. The scope of abilities, skills and knowledge gained during placement, placement tasks and goals shall be governed by the placement/internship programme drafted by Turiba and the triparty contract signed which is mentioned in the clause 4.1.2. of the regulations.

3.3. Upon completion of placement at the Practice enterprise which is testified by the certificate issued by the Placement enterprise for the placement period at the Placement enterprise under the *Erasmus* programme, the Student shall submit these documents to the Turiba *Erasmus* coordinator.

3.4. Upon completion of Placement under the *Erasmus* programme the student shall submit an online report on studies in the *Erasmus* programme at the internet website <https://webgate.ec.europa.eu>.

4. Recognition of marks gained under the *Erasmus* programme

4.1. The Dean of the Turiba Faculty shall by a decree recognise the study courses completed at the Partner institution that are indicated in the documents submitted mentioned in the clause 5.3. of the regulations. Study courses successfully completed at the Partner institution shall be transferred with the mark "Passed".

4.2. Upon completion of the placement period the Student shall defend the Placement report in accordance with the procedures foreseen and receive the necessary credit points.

4.3. The ECTS shall be used for transfer the credits acquired taking into consideration that 1 Latvian credit point or 1 week of placement equals 1.5 ECTS. If the placement period exceeds the one foreseen in the study programme then only the credit points foreseen for the placement in the study programme shall be transferred and the Students diploma supplement shall record the completion of full placement period foreseen under the *Erasmus* programme.

4.4. Study courses completed under the *Erasmus* programme shall be transferred to the full extent.

4.5. Students of Turiba study programmes undergoing studies under the *Erasmus* programme have to additionally only complete study courses so as to gain a total of 40 credit points for the study year

5. Foreign students at Turiba University

5.1. Studies of Foreign students at Turiba are governed by the normative enactments of the

Republic of Latvia (LR) that regulate higher education, internal regulations of Turiba as well as the *Erasmus* university charter concluded by both Partner institutions

5.2. A foreign student shall apply for the *Erasmus* Exchange Program using an online application form at www.turiba.lv by the date specified by Turiba, accompanied by a copy of an identity document, a photograph, a Curriculum Vitae and a Study Agreement containing the study courses offered by Turiba. The study agreement must be signed by the Foreign Student and the Partner Institution.

5.3. Upon receipt of an application from a foreign student, Turiba shall examine the possibility of ensuring that the foreign student has access to all the study courses included in the study agreement. If possible, the Dean of the respective Faculty and the Vice-Rector for Studies Development and International Cooperation sign the study agreement. If changes to the study agreement are required, the signed study agreement is accompanied by changes sent to the partner HEI.

5.4. After the study agreement is signed, the foreign student is included in the exchange student study group by the Rector's decree. A separate student file is created for the foreign student.

5.5. After completing studies at Turiba, the foreign student is awarded an academic certificate of the courses he / she has acquired and a certificate of time spent in *Erasmus* studies.

[1] *Erasmus+* of the Mobility Program (APPROVED by the School of Business Administration Turiba at the Senate meeting of 22.05.2019, Minutes No. 5)

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

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

Resources and provisions (study base, science base, information base (including library), material and technical base and financial base) are described in section II of the report. Part 3, Chapters 3.1 to 3.3 in relation to the study field "Management, administration and real estate management". Resources are not allocated separately for each study program.

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

Not relevant

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

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

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences.

Since 2013 the increase in the number of educators has been as follows:

- study year 2013/2014 – additional 0%
- study year 2014/2015 – additional 7%
- study year 2015/2016 – additional 0%
- study year 2016/2017 – additional 0%
- study year 2017/2018 – additional 0 %
- study year 2018/2019 – additional 1 %

The number of doctors or science and educators involved in the implementation of the program has been stable during the reporting period with the exception of considerable changes only during two study years due to termination of employment and involvement of visiting professors.

The stability of the elected educators has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

Long-term cooperation has been established with specialists in the field who have experience in teaching. Participation of lecturers in conferences, presentation of papers at conferences, preparation and publication of publications - this is the contribution of the lecturers towards their further qualification. At the same time, higher qualification means additional knowledge, experience, which is passed on to the students during the study process at a much higher quality level than that which existed before the further qualification. Lecturers who have improved themselves, raised their qualifications, of course, are promoted to higher academic positions.

The teaching staff of the study program is stable, there is a long-term cooperation with the specialists of the field who are also experienced in teaching. Participation of lecturers in conferences, presentation of papers at conferences, preparation and publication of publications - this is the contribution of the lecturers to the improvement of their qualification. At the same time, higher qualification means additional knowledge, experience, which is passed on to the students in the study process to a much higher level of quality than that which existed before the improvement of qualification. Lecturers who have improved themselves and raised their qualifications are, of course, promoted to higher academic positions. Another way to improve the qualification of the lecturers and thus the quality of the study process and its results is the lecturers' studies in the doctoral study program, for example, J. Bunkus, V. Veinbergs.

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences. Lecturers improve their competence, experience and the best experience is passed on to the students.

Academic staff shall be recruited on a regular basis in accordance with Regulations on election of academic personnel[1].

The procedure for the election of associate professors and professors at Turība is determined by the by-laws of the Board of joint professors of economics and business, including those of Turība University, the Institute of Transport Communications and the Banking Institution, including management science, and by-laws on the Board of associate professors in Law at Rīga Stradiņš University, Daugavpils University, School of Business Administration Turība and by-laws of other respective professor boards.

The procedure for the selection of scientific research assistants, researchers and leading researchers at the Turība Institute of Business Technology is determined by the by-laws of the Institute of Business Technologies.

Vacant positions of academic staff in Turība departments are appointed by the Rector on the proposal of the Dean of the Faculty, the Director of the study program or the head of the department.

Applicants, both resident and non-resident, with education and / or professional experience in accordance with the requirements of the Higher Education Institution Law and Turība job descriptions, may apply for vacant positions in the academic staff.

The competition is open and fair. The competition takes place in three (3) rounds:

1. In the first round of the competition, the documents submitted by the applicants are checked for their compliance with the requirements announced.
2. Documents submitted in the second round of the competition are examined by the departments, inviting the candidates,
3. In the third round of the competition, candidates for the academic staff positions are evaluated and elected according to the regulations of the Faculty's Extended Council.

Lecture visits are conducted regularly to assess the educators' professional qualifications in their daily work. After passing the course exam students have the opportunity to express their opinion on all the lecturers. The surveys are conducted anonymously, and students are encouraged to express their views about the lecturers, indicating their positive and negative qualities.

Educators are responsible for their further professional development and submit a report on it.

The planning and implementation of development policy for academic personnel is carried out on a regular basis. Further qualification activities are also financially supported in order to motivate educators -tuition fees are paid and if necessary subsistence costs are covered as well. Academic personnel are involved in research (creative) work. Benefits are provided for academic personnel and students to motivate them to publish their research work by covering translation and publishing costs to a reasonable extent.

The publishing of research results in internationally recognised peer reviewed journals is being actively pursued. Within the scope of its competence, Turība offers lecturers opportunities to improve, for example, by learning a foreign language, using new technologies, etc. Activities/courses within the framework of the project "8.2.2.0.0 / 18 / A / 007" of the European Social Fund project "Improvement of Management at Turība University".

For example, lecturers V. Bluzma, I. Kinsnica, Z. Drinke, R. Zvirgzdina, I. Liniņa, I. Veikša, J. Načisčionis participated in ESF project training "Academic Honesty", which took place on 18 and 25.10.2019. The said lecturers participated in the next training on Administrative Efficiency, which took place on 20 and 21.11.2019.

Professional Master's study program Public Administration is involved in: Ph.D Z. Driņķe, Dr.oec. R. Zvirgzdiņa, Dr.iur. J. Načisčionis, Dr.iur. I. Veikša, Dr. psych. D. Skuskovnika, Mg.soc.ing, mg.paed. A.Mednis, MBA E.Giels, Mg.soc. G. Janševica, MPA IKīsnica, Mg.iur. I.Krievs, Ph.D. I. Linde, Mg.oec., Mg.paed., Mg.agr. A. Medne, Mg.sc.soc. L. Mirlina, Mg.iur. E. Olsevskis, Dr.sc.ing. O. Onževs, Mg.iur. V. Ulmane, Mg.sc.soc. V. Veinbergs e.t.c..

The realization of the study program involves management, commercial, and legal professionals who have the appropriate education and, very importantly, are practitioners who pass on their experience to students on a daily basis. During the reference period, the lecturers of the program Z. Driņķe has defended her doctoral theses and obtained the scientific doctor's degree in the respective branch of science. The lecturers of V.V einbergs, I. Krievs, I. Kīsnica continue their studies in the doctoral study programs.

Linking theoretical concepts with practical experience in the study process clearly has a positive impact on the quality of the study process. Students are trained for real life to be qualified to fulfil the legal requirements of a public administration specialist. The lecturers of the study program are excellent staff who transfer their knowledge and experience to the students and still have the opportunity to participate in international scientific conferences with papers, write articles and books on topical issues of public administration. For example, Z. Driņķe "Quality Management Systems for Increasing the Competitiveness of Small and Medium Enterprises". "Copyright" by I. Veikša. J. Načisčionis "Administrative Law" Fourth revised edition.

[1] Regulations for the Election of the Academic Staff. APPROVED by the Senate 28.09.2016. at the meeting, Minutes No 8

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

The teaching staff have knowledge and professional links to the taught subject in Business administration. The study program ensures the proportionality of the teaching staff of the professional and academic environment, thus forming a balanced team, which represents both business and academic environment.. The course is undoubtedly topical and related to practical life. The knowledge acquired during the courses is transferred to the students both for supplementing the theoretical base and solving practical tasks in the classroom.

Such qualification of the teaching staff complies with the study program implementation requirements and the requirements of regulatory enactments, as it helps to achieve the goals set by the study program and to provide students with both academic and practical knowledge, thus

helping to achieve study results.

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff (doctors of science - professors, associate professors and masters-lecturers), as well as guest lecturers from other Latvian universities participate in the implementation of the study process.

17 lecturers are involved in the professional master's study program Public Administration.

Among the lecturers involved in the implementation of the program:

1. 16 lecturers in the university have the following positions: 4 professors, 1 associate professors, 1 docent, 10 lecturers.
2. 3 visiting lecturers: 2 visiting professor, 1 visiting lecturer.

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff of the Turība (Doctors of Science - professors, associate professors and assistant professors, and Master degree holders-lecturers), as well as invited guest professors and guest lecturers from other Latvian universities participate in the implementation of the study process.

Teaching staff are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions).
3. The lecturers, who are members of the council, as well as the employers, who are members of the council, discuss and accept the study results in state examinations, analyse the planned results in the context of the students' achievements in study courses, e.g. quality management, theory of organization, administrative law etc.
4. Faculties plan to strengthen the involvement of the teaching staff by
 - a. organizing public lectures;
 - b. organizing regular work visits of lecturers, develop and approve common criteria for visits;
 - c. overseeing the conduct of methodological seminars organized by the Department;
 - d. organizing methodological seminars at least twice during the academic year;
 - e. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - f. improving the mechanism and criteria for evaluation of study papers;
 - g. promoting the teaching experience of the teaching staff through regular information at departmental meetings on the findings and experience of the Erasmus program.

Regulations on remuneration organisation for Turība personnel [\[1\]](#) state that:

- The Head of Department, in agreement with the Dean, may determine the remuneration of the academic staff in accordance with:
 1. fixed salary;
 2. fixed hourly rate.
- For academic staff with a fixed salary system (salary):
 1. job descriptions are being prepared;
 2. Individual work plans are prepared for each study year (see Appendix 1, which is an appendix to the employment contract), which is approved by the head of the department, dean and approved by the Vice Rector for Academic Work.

- The salary is fixed for:
 1. pedagogical workload;
 2. methodological and organizational work;
 3. management consultancy, project management and execution, and / or research;
 4. in-service training and strategic tasks.
- One/full-time academic position for the academic year:
 1. assistant - 1000 academic hours;
 2. lecturer - 900 academic hours;
 3. assistant professor - 800 academic hours;
 4. Associate Professor - 700 academic hours;
 5. Professor - 600 academic hours.
- The workload planned for the post shall be determined in accordance with an approved list of workloads.
- Academic staff with a fixed-term salary system shall prepare an electronic report of their individual work plan at least twice during the study year, at the end of December and June. Finalized study year individual work plan reports, electronically accepted by the head of department and dean, are stored for three years.
- Academic personnel with a fixed hourly rate
 1. job descriptions are being prepared;
 2. individual work plans are prepared for each study year, where only the teaching load is planned, approved by the head of the department and approved by the dean;
 3. The monthly salary is calculated by multiplying the planned amount of academic hours recorded in the individual work plan by the hourly rate and divided by ten.
- When calculating the annual workload of the academic staff, the workload shall be rounded to two decimal places.
- The total annual workload of the academic staff is in the amount specified in the Labour Law.
- A maximum of one full-time part-time is allowed for the academic staff.
- Payment for paid services and unplanned guided work shall be made in the form of bonuses in addition to the salary at the end of each semester, but not later than January for Semester 1 and July for Semester 2 or the relevant month.
- The total funding of the Faculty for the remuneration of the academic staff and academic positions is 19% of the total tuition fee income in the respective program.
- If there is an overall positive cash balance for the faculties at the end of the financial year, 15% of it is transferred to each faculty bonus fund in proportion to the balance of each faculty, and 85% is placed in a reserve for faculty development.
- The funding of the academic staff and substitute academic staff is distributed by the deans of the faculties to the departments in proportion to the number of credit points of the study courses implemented in the department and the number of academic groups. In agreement with the Dean, the number of students in the academic group may be changed.
- The salaries of the academic staff of the respective department shall be determined by the head of the department in agreement with the dean and the vice-rector for academic work, but they shall not be lower than the rates established by the Cabinet of Ministers.
- The salary of Turiba staff is set for each study year.

Considering the great interest of the society (including students and graduates of the university), Turiba has continued the cycle of guest lectures in 2018/2019 twice a month by organizing such an event. One of the lecturers every month is a graduate of the university, the other - a person known in the public, who is recognized as a leader of opinions. 24 guest lectures were held during the academic year 2018/2019, attracting more than 2,400 visitors.

Every year, lecturers go to the Erasmus program for both experience exchange and teaching.

Law Faculty lecturers participated in the *Erasmus +* program

TZK lecturers (I. Veikša and I. Kīsnica) attended AMERICAN COLLEGE in Cyprus as part of the *Erasmus* program, participated in an international scientific conference at Panevezys University on October 18, 2018, where they delivered a speech and participated in further cooperation projects between the two institutions.

A visiting professor from Poland A. Budnik (UNIVERSITY OF BJALOSTOK) periodically teaches the course "Administrative Law and Process" and "EU Law".

In 2019, guest lectures by Professor I. Diviatnikovate of MRUNI on "Roots of US Administrative law" and "Roots of EU Administrative law" were offered as part of the *Erasmus +* program.

Business administration Faculty lecturers participated in the Erasmus + program

Mobility of teaching staff						
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Number of foreign visiting lecturers	4	7	1	4	3	9
Guest lectures of academic staff abroad (outgoing)	3	3	1	3	4	3

To emphasize that Turība faculty members are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Each month, a number of educators express their opinions on areas such as economics, politics, energy, ICT, healthcare, media and communications, law, tourism and hospitality, among others on mass media. The image of the academic staff- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turība educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

[1]Regulations of the organization of remuneration of the staff of the School. APPROVED by Senate 23.10.2019. meeting.

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

Not relevant

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 relevant

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

Each Faculty organizes international scientific conferences once every three years.

The previous conference was organized by Business administration Faculty. It was hosted on 31.03.2016. XVII International Scientific Conference "COMPETITIVE COMPANIES IN A COMPETITIVE COUNTRY".

Competitiveness is important for every company and for the country as a whole. The competitiveness of a country depends to a large extent on the success of its businesses. Competitiveness is based on business performance indicators at company level, which includes business strategies, management skills, marketing, price and cost effectiveness. However, it is known that a company is established in a particular territory, subject to its legislation, with the possibility of state aid, either directly or through tax policy, establishment of interstate relations, export, import, technology adaptation and creation. Much depends on the actions taken at national level, on the business environment that is being developed in a particular region.

We need to help our country flourish and take its rightful place in the international arena, both by improving the rule of Business Administration and security, developing the business environment and promoting cultural and scientific excellence. You must be able to present and explain the goals and objectives of your chosen path to people both in Latvia and abroad, not only by attracting our friends and supporters, but also by convincing sceptics and even the poor. These objectives are interlinked and underpin the themes of this conference.

Research areas of lecturers:

1. Z. Driņķe - Efficiency of Quality Management System in Organizations.
2. R. Zvirgzdiņa - Small and Medium Enterprise (SME) Development in Latvia.
3. A. Medne - Problems of tax rate harmonization.
4. O. Onževs - Identification, optimization and forecasting of complex economic and technical systems. Janis Načisčionis - Administrative Business Administration in Public Administration.
5. I. Veikša - Copyright in the Digital Environment.

Turība support for research:

- Travel and subsistence costs for attending scientific conferences.
- Bonus for publication of scientific papers in SCOPUS and WoS.
- Monetary support for expressing opinions in the media.
- Organization and finance of annual international scientific conferences.
- Supported the publication of the collective monograph "Latvian legal system", the authors of which are lecturers of the department.
- Every year a conference of students is organized at Turība where students can present their research.

During the reporting period the lecturers of Turība Faculties of Law and Business Administration participated in a number of conferences with reports and applied the obtained information in the study process in their study courses. List of papers of conferences attended by lecturers during the academic year 2018/2019 can be seen in the appendix.

During the reporting period, the lecturers of Turība Faculties of Law and Business Administration carried out various scientific research works, published them, and applied the research results in the study process in their study courses: List of publications:.

Z. Driņķe

1. Driņķe Z., Zvirgzdiņa R. (2018). Quality management system and models for small and medium enterprises development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
2. Driņķe Z., Bruksle I. (2018.) Pricing competences as a tool for competitiveness increase of Latvian companies on global market. 18th International Scientific conference globalization and its socio-economic consequences University of Zilina, the faculty of operation and economics of transport and communications department of economics. Proceedings, Part V. Rajecké Teplice.
3. Driņķe Z., Bruksle I. (2018). Quality management system as tool for corporate development and competitiveness increase in small and medium companies. Proceedings of the 2018 International Conference "ECONOMIC SCIENCE FOR RURAL DEVELOPMENT" Jelgava, 2018, pp
4. Driņķe Z., Bruksle I. (2017). Quality management system as a global tool for international corporate development and increasing competitiveness. 17th International Scientific Conference Globalization and Its Socio-Economic Consequences University of Zilina, The Faculty of Operation and Economics of Transport and Communications, Department of Economics. Globalization and its Socio-economic Consequences. Proceedings, Part V. Rajecké Teplice. ISBN - 13: 978-80-8154-212-1

I. Kīsnica

1. Kīsnica I. (2018). PROFESSIONAL ETHICS. Collective monography. Organization and individual security. pp 233. - 248.
2. Veikša I. prof. Dr.iur., Kīsnica I. (2016) .*Consumer Friendly Access To Digital Content By Ensuring Fair Remuneration Of Creators*. Queen Mary Journal Of Intellectual Property.

I. Krievs

1. Krievs I. (2017). Publication "Legitimate Interests of a Controller or a Third Party as the Legal Basis for Processing Personal Data" // "Lawyer" ("Latvijas Vēstnesis") Nr.47, 14.11.2017.
2. Krievs I. (2017). Collective Monograph "Latvian Law System", Division of Commercial Law // BA Turība, Library of Law, 2017.
3. Krievs I. (2017). Publikācija "What are the risks to be addressed when adopting commercial authorizations"// www.itiesibas.lv, 16.06.2017.
4. Krievs I. (2017). Publikācija "Kā sagatavoties jaunās datu aizsardzības regulas

prasībām"//www.itiesibas.lv, 05.05.2017.

5. Krievs I. (2015). Publication "Personal Data: Threats or Opportunities?"// "Balace" Nr.13/14, July, 2015.
6. Krievs I. (2014). Publikācija "Curves of overtime calculations in total working time"// "Jurista vārds" ("Latvijas Vēstnesis") Nr.48, 09.12.2014.

I. Linde

1. Linde I., Petrova M. (2018). THE CHALLENGES OF FORMALIZATION AND MODELING OF HIGHER EDUCATION INSTITUTIONS IN THE 21ST CENTURY, CBU International Conference Proceedings; Vol 6 (2018): <http://dx.doi.org/10.12955/cbup.v6.1173>
2. Linde I., Zivitere M., Riashchenko V. (2017). THE DEVELOPMENT OF THE INNOVATIVE CAPACITY OF LATVIA, INTED2017, 11th International Technology, Education and Development Conference, pp.10071-10075, 6-8 March, 2017, Valencia (Spain); ISBN: 978-84-617-8491-2, ISSN: 2340-1079
3. Linde I., Rjaschenko V. (2015). *First Conference, CIT& DS 2015*, Volgograd, Russia, September 15-17, 2015, *Analysis of the University Rankings Assessment Reliability*, 802-817 lpp., Proceedings, Creativity in Intelligent Technologies and Data Science, Springer International Publishing Switzerland 2015, A. Kravets et al. (Eds.): CIT&DS 2015, CCIS 535, 2015.DOI: 10.1007/978-3-319-23766-4_64, ISBN 978-3-319-23765-7
4. Linde I., Riashchenko V. (2015). Материалы III Международной научно-практической конференций „Менеджмент XXI века: методология и практика”, 14-15 мая 2015 года, Полтава, Критический подход к методике получения оценки рейтинга вуза, 404-407 lpp., ISBN 978-966-2989-29-8

I. Liniņa

1. Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. VIDE.TEHNOLĢIJAS. RESURSI. Proceedings of the 12th International Scientific and Practical Conference, Volume 1, Rezekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
2. Jeromanova-Maura S., Zvirgzdiņa R., Liniņa I. (2018). Social Enterprises In Baltic States. 4TH INTERNATIONAL CONFERENCE ON LIFELONG LEARNING AND LEADERSHIP FOR ALL (ICLLE 2018) Pages: 678-687. Database: ThomsonReutersWoS
3. Liniņa I., Vēvere V., Zvirgzdiņa R. (2018). Six Sigma Application Analysis in Small and Medium-Sized Enterprises (SME) In Latvia. EUROPEAN INTEGRATION STUDIES Issue: 12 Pages: 129-138. Database: ThomsonReutersWoS
4. Liniņa I., Vēvere V., Zvirgzdiņa R. (2018). Enhancing Efficiency of Baltic Retail Contact Centers. Database: ThomsonReutersWoS
5. Liniņa I. (2017). Customer Relationship Formation and Management in Retail Trade Enterprises in the Baltics Countries. NEW DIMENSIONS IN THE DEVELOPMENT OF SOCIETY MARKETING AND SUSTAINABLE CONSUMPTION FINANCE AND TAXES Book Series: Economic Science for Rural Development Volume: 43 Pages: 158-166, ISSN 1691-3078; ISSN 2255-9930 on line; ISBN 978-9984-48-261-3. Database: ThomsonReutersWoS
6. Liniņa I., Zvirgzdiņa R. (2017). Evaluation of Efficient Consumer Response (ECR) Processes in Retail Companies in the Baltic States. Vide. Tehnologija. Resursi - Environment, Technology, Resources 1, pp. 173-178; ISSN 1691-5402; DOI: <http://dx.doi.org/10.17770/etr2017vol1.2555>. Database: SCOPUS
7. Liniņa I., Vēvere V., Zvirgzdiņa R. (2017). Indexes as Business Environment Characterizing Instruments. EUROPEAN INTEGRATION STUDIES Issue: 11 Pages: 220-232, ISSN 1822-8402; ISSN 2335-8831. Database: ThomsonReutersWoS
8. Liniņa I. (2016). Customer satisfaction management in retail trade. Raksts publicēts No 43

New Dimensions in the Development of Society Marketing and Sustainable Consumption Finance and Taxes, ISNN 1691-3078; ISSN 2255-9930, Accession Number: 115450084. Database: ThomsonReutersWoS, EBSCO, Academic Search Complete

9. Liniņa I., Zvirgzdiņa R. (2016). The Consumer Loyalty Formation Process and its Particularities in the Retail Sector, raksts pieņemts publicēšanai Journal of Business Economics and Management, Vilnius, Lithuania, ISSN 1611-1699, ISSN 2029-4433. Database ThomsonReutersWoS
10. Liniņa I., Praude V. Zvirgzdiņa R. (2016). Main Consumer Satisfaction Formation Factors and Process in Retail. 16TH INTERNATIONAL SCIENTIFIC CONFERENCE PROCEEDINGS, PTS I-V Pages: 1195-1203. Database: ThomsonReutersWoS
11. Zvirgzdiņa, R., Liniņa, I., & Vēvere, V. (2015). Efficient Consumer Response (ECR) Principles and Their Application in Retail Trade Enterprises in Latvia. Raksts publicēts European Integration Studies, (9). Database: ThomsonReutersWoS

A. Medne

1. Motivating Employees in Commercial Enterprises // Proceedings of the 19th International Scientific Conference "Society and Culture: Local and Global" organized by the Department of Social Sciences and the Department of Management Sciences of the University of Liepaja ISSN 1407 - 6918, Liepāja 2017, 175 -185 lpp.
2. Enterprise income tax and social insurance mandatory contributions of small enterprises in a changing environment in post crisis in Latvia // Journal of Turība University, Acta Prosperitatis No.6, Turība University, ISSN 1691 - 6077, Riga 2015, 95 - 106 p. Challenges for Future Development, Rakstu krājums (elektroniskā formā) ISSN 1691 - 6069, 2015.gads
3. Small and Medium-Sized Enterprises in a Changing Tax Environment in Latvia // BA Turība, May 28-30, 2015, XVI International Scientific Conference Towards Smart, Sustainable and Inclusive Europe.
4. Penalties for Tax Violations // Proceedings of the 16th International Scientific Conference "Society and Culture: Dilemmas and Possibilities to Solve Them" organized by the Department of Social Sciences and the Department of Management Sciences of the University of Liepaja ISSN 1407 - 6918, 2014.
5. Годовой отчет коммерческих компаний в Латвии // Уральский государственный экономический университет, Материалы IV Международной научно - практической конференции, Екатеринбург 2014, 208 - 211 ср.
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J. Načisčionis

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Every lecturer working with the students of a given program uses the information researched and materials published or read at the conference, thus supplementing the range of compulsory literature.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project Nr. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in masterclasses, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for Business Administration Business Administration Science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students to teaching staff in the study program (at the time of submission of self-evaluation report):

Number of students	67
Number of lecturers	16
Lecturers of the Faculty implementing the program	8
Lecturers from other faculties	8

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1 Publiska parvalde statistikas dati_en (1).docx	1 Publiska parvalde statistikas dati_lv.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2 Publiska parvalde atbilstiba izglitibas standartam_en.docx	2 Publiska parvalde atbilstiba izglitibas standartam_lv.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3 Publiska parvalde atbilstiba profesijas standartam_en_.docx	3 Publiska parvalde atbilstiba profesijas standartam_lv.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4 Publiska parvalde kartejums VM_eng.xlsx	4 Publiska parvalde kartejums VM_lv.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5 Publiska parvalde program plans_en.docx	5 Publiska parvalde program plans_lv.docx
Descriptions of the study courses/ modules	6 Publiska parvalde studiju kursu apraksti_eng.docx	6 Publiska parvalde studiju kursu apraksti_lv.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7 Publiska parvalde izsniedzamā diploma paraugs_eng.docx	7 Publiska parvalde izsniedzamā diploma paraugs_lv.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8 Publiska parvalde ligums ar citu augstskolu_eng_labots.docx	8 Publiska parvalde ligums ar citu augstskolu_lv.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 Publiska parvalde par zaudejumu kompensaciju_eng.docx	15 Publiska parvalde par zaudejumu kompensaciju_lv.docx
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	12 Publiska parvalde Studiju liguma paraugs_en.docx	12 Publiska parvalde Studiju liguma paraugs.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Management Science

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Management Science</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Rosita</i>
Surname of the study programme director	<i>Zvirgzdiņa</i>
E-mail of the study programme director	<i>rosita@turiba.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	<i>67618746</i>
Goal of the study programme	<i>To provide high-level studies and active research work of doctoral students, to enable doctoral students to acquire in-depth competences necessary for independent research work and its completion with original and empirically proven results in the field of economics and business, testifying the use of international experience in research work and in its organization and management. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally and to promote the development of this science in Latvia.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide doctoral students with the opportunity to successfully complete the study program and obtain a Doctor's degree (Ph.D.) and the corresponding intellectual, professional, academic and practical competencies.</i> <i>2. To develop abilities to strengthen knowledge of management in a goal oriented manner and to promote the use of this knowledge in the development of one's doctoral thesis and professional activities.</i> <i>3. To acquire knowledge and skills of contemporary research methods and their application in practice.</i> <i>4. To develop practical skills in pedagogical work of the modern university.</i> <i>5. To comprehensively promote high quality scientific research and publishing of its results in recognized peer-reviewed publications.</i> <i>6. To master the skills of dialogue and argumentation to express one's views.</i> <i>7.To discuss the results of doctoral students' assumptions and research in order to develop research skills necessary for the compilation of doctoral thesis, including critical creative analytical skills</i>

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

Study programme forms

Full time studies - 3 years - latvian

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

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	Master's degree or equivalent education and report. The English language examination for applicants who plan to study in English is organized by taking a test.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor of Science, Doctor of Science (Ph.D.) in economics and business
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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

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

The following changes should be noted:

- The degree to be awarded has been changed from "*Doctor of Science in Management (Dr.oec.)*" to Doctor of Science (Ph.D.) in Economics and Business - in accordance with external regulations, i.e. 23.01.2018. Cabinet of Ministers Regulations on Branches and sub branches of science in Latvia and December 27, 2005 Cabinet Regulation No.1001.
- The learning outcomes to be achieved were specified.
- There was a change of the program director.

No significant changes in the parameters are made, the changes are mainly related to regulatory enactments.

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

The program was licensed in 2014. The first students were matriculated in the academic year 2014/2015. There is interest for studies in the doctoral program and students from abroad are also interested. The total number of students has been stable during the reporting period.

The aim of Turība is not so much the number of doctoral students enrolled but doctoral programs activities for the development of study programs of other levels and scientific thought in the fields that interest us. Another important issue is the growth of the academic staff of our university. The aim of the Higher Education Institution is to carry out research and work in the field of applied research on current issues related to the development of society and economy. It is in this direction that the emphasis is placed on doctoral activities.

Statistical data on students during the reference period are provided in Annex 1.

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

The title of the joint academic doctoral study program "Management Science" (hereinafter DV) corresponds to the content of the program, which is basically designed as an in-depth study of economics and business science and its sub-sectors: business administration, education management, community management (other sub-branches of economics and business) and result-oriented research in this direction.

DV by its very name implies to potential students that by fulfilling the enrolment requirements they will start their studies directly in the field of management, where studying and acquiring the program in a goal oriented manner the student will acquire the knowledge, skills and competences necessary for the obtaining a doctor of science degree in economics and business.

This, in its turn, proves that the theoretical knowledge has been acquired and the doctoral thesis has been successfully defended. The research activity and program requirements have been fully complied with. This part achieves the aim and objectives and the learning outcomes:

- ability to demonstrate extensive research knowledge and skills, to independently, systematically find, analyse and synthesize information using scientific databases and other sources of information;
- ability to demonstrate knowledge and understanding of the latest scientific theories and concepts, to communicate orally and in writing on current research in the field of economics and business;
- ability to demonstrate mastery of research methodology and modern research methods;
- ability to solve industry related problems and make complex decisions using design thinking principles and knowledge of education, society and business administration;

The learning outcomes envisaged in the program are in line with the goals set and will enable to educate highly qualified specialists in economics and business and to promote the development of the aforesaid science in Latvia. The program is designed to enable students to develop competences necessary for a doctor of science that are acquired through a student-centred research and development process. The program is designed in such a way that the student is orientated and prepared for successfully writing and defending the Doctoral Thesis, which is an integral part of the program.

Doctoral studies in Latvia can be considered as a special type of study, which does not fit into the common system, when graduation of the study program means obtaining a degree and / or professional qualification, because in Latvia the doctoral defence process, i.e.. acquisition of the scientific degree is separate from the implementation of the doctoral program and it takes place in a specially regulated - doctoral defence process (see Cabinet Regulation No.001 of 27 December 2005 "Procedure and Criteria for Awarding the Scientific Doctoral Degree"). Completion of the doctoral study program according to these regulations is one of the prerequisites for starting the doctoral defence process. However, it is undeniable that writing a doctoral thesis should be considered as a key element of the doctoral program, thus ensuring the doctoral student's readiness for the doctoral defence process.

From the moment of matriculation of a student to obtaining his / her doctoral degree, the student acquires skills and competences, which provide the basis for obtaining a doctoral degree in economics and business, in accordance with the aim, tasks and learning outcomes of the program.

Requirements for enrolment - Master's degree and elaborated report (enabling the identification of the branch of science, identification of the potential research topic and its novelty) correspond to the program aims, tasks and learning outcomes, so that the student can start the study process and obtain the desired education.

Admission to the doctoral study program is in accordance with Turība enrolment regulations for

academic year 2020/2021. (approved by the Senate on 23.10.2019) (all regulations are available here: http://nodarbibas.turiba.lv/regdok_en.asp), which the following procedure:

- show a diploma certifying award of master's or professional master's degree while applying for doctoral studies;
- submit a paper of 10 pages to the programme director for enrolment in the respective doctoral study programme while applying for doctoral studies;
- It is also possible to register for doctoral study programmes with a master's or professional master's degree in a branch related to the chosen doctoral programme with the decision of the respective doctoral programme council;

In accordance with the Doctoral Study Regulations (approved by the Senate on November 28, 2018) enrolment is based on the submission of documents that meet the requirements of the Turība enrolment regulations, as well as interviews with the applicant and a positive evaluation of his / her report.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

The strategic goal of joint academic doctoral study program "Management Science" (hereinafter DV) is to provide high-level studies and active research work of doctoral students, to enable doctoral students to acquire in-depth competences necessary for independent research work and its completion with original and empirically proven results in the field of economics and business, testifying the use of international experience in research work and in its organization and management. To provide science-based studies, after which students would be able to fully implement sustainable management of state, municipal institutions and various types of enterprises both locally and internationally and to promote the development of this science in Latvia.

The program is important for the development of the country and the region, and for increasing the scientific potential. The Latvian economy must be provided with specialists educated in an international environment for the academic and research environment. It should be noted that the program, which is being implemented in cooperation between two higher education institutions Turība (BAT) and Daugavpils University (DU), plays an important role in strengthening cooperation in higher education and research.

The award of the doctoral degree is based on the achievements and knowledge of economics and business science in the sub branches of: business administration, education management, community management. Already upon choosing and applying for the theme of the doctoral thesis,

the doctoral student justifies the topicality of the theme and the issues that allow to identify the novelty of the potential research. The doctoral thesis itself contains an empirical study of the actual situation in the economy and business. Consequently the actual situation is investigated by evaluating both the positive and the not-so-positive achievements and offering theoretical insights and practical solutions. Practical solutions are related to proposals for improvement of management processes, and models, systems developed. Proposals of a theoretical nature involve refining the conceptual approach.

The aim of each study course is to contribute appropriately to the achievement of the overall aim of the academic doctoral program. Both compulsory and optional study courses are related to the aim of the program to obtain the knowledge, skills and competences necessary for the development of a doctoral thesis.

In accordance with the Cabinet of Ministers Regulation No.1001 of December 27, 2005 "Procedure and Criteria for award of a Doctor of science degree", the provisions of Paragraph 15.2 determine that the results of the doctoral thesis must play a significant role in the respective sub-branch of science. The doctoral thesis shall include a substantiation of the topicality of the chosen topic, the novelty of the research and its contribution to the sub-branch of science and the practical applicability of the results.

Consequently, in order to obtain a doctoral degree in economics and business, the doctoral candidate must compile his/her doctoral thesis on a theme that is topical, novel and based on scientific and empirical research carried out in the field of science, and that offers an solution for improvement that is applicable in practice.

During the reporting period no defended doctoral theses were defended (the first thesis defence is planned in April 2020).

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

The doctoral program offers opportunities to study and conduct scientific research in the field of business administration, education management, community management which are sub branches of economics and business. To develop research on various issues and processes related to management, resolving problem situations in different sectors of national economy, as well as interdisciplinary research, for example doctoral research topics:

1. Tūrisma nozarē nepieciešamo kompetenču integrēšana studiju virziena vadībā. [Integration of competencies necessary in the field of tourism into study direction management].
2. Jaunrades attīstības vadīšana tūrisma mācību programmās. [Managing creativity development in tourism curricula].
3. Zīmola lojalitātes matricas izveidošana augstākās izglītības iestādēm. [Creating a Brand Loyalty Matrix for Higher Education Institutions].
4. Organizācijas kultūras ietekme uz daudznacionāla uzņēmuma inovācijām darbavietā. [Impact of organizational culture on innovations in the workplace of multinational enterprises.]

5. Valsts un pašvaldību dibināto profesionālās ievirzes mūzikas izglītības iestāžu vadības modeļu izpēte un pilnveide. [Research and enhancement of management models of professionally oriented music education institutions established by the state and local governments].

The results of these research activities can enrich the scientific base of business administration, education and community management in economics and business science and create solutions for their improvement and development of best practices. Scientific research have been validated during the doctoral study process by presenting the progress in compiling one's doctoral thesis and through academic discussions, presentations at international scientific and practical conferences, publishing of articles in journals and conference proceedings. Upon successful defence of the doctoral thesis, the Republic of Latvia has gained additional emerging researchers and at the same time rejuvenated academic staff with further positive career development and professional development. Doctoral students, for example, K. Perederenko, C. Putthiwanit, participated in the implementation of Bachelor's and Master's study process as lectures and guest lectures, sharing their professional and research experience, as well as validating/disseminating the results of their research.

Upon completion of their studies, doctoral students will be able to demonstrate extensive research knowledge and skills, to independently, systematically find, analyse and synthesize information using scientific databases and other sources of information, demonstrate proficiency and understanding of current scientific theories and findings, and communicate and discuss current economic and business research, apply research methodologies and modern research methods to address industry challenges and take complex decisions using design thinking and their knowledge in education, community and business management.

Upon successful completion of doctoral studies, students have the ability to carry out original research in their doctoral thesis, the ability to communicate their field of research to a wider scientific community and the society, and the ability to conduct independent analysis, synthesis and evaluation. The involvement of doctoral students as lecturers facilitates study discussions on business administration problems in different fields.

It can be noted that the study program plays an important role both in the development of scientific knowledge, the development of practical and innovative solutions and the preparation of new highly qualified lecturers who with their knowledge and experience can participate in the implementation of professional bachelor and master programs at Turība and elsewhere.

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

The study courses focus on the development of various professional abilities, which are facilitated by the use of methods such as lectures, demonstrations, pair work, discussions, assignments, self assessment questions and independent study projects and the use of one's initiative. Thus, promoting the ability to actively engage in the work process, not only individually but also in group work based on practical knowledge, taking into account the theoretical basis acquired through

lectures, visual aids and database materials.

In accordance with the provisions of Article 6 (4) of the Law on Higher Education Institutions, the teaching staff is entitled to choose the appropriate teaching/learning methods. Each lecturer involved in the implementation of the doctoral study program knows the current topical issues in his/her subject. They are especially reviewed within the study course and discussed with doctoral students. Doctoral students are invited to propose possible solutions to current issues, which have explored and analysed by the respective lecturers. Solutions could be in the form of presentations, essays or a test, but the study courses definitely include an evaluation and analysis of the possible solutions. The solutions proposed by the doctoral students are evaluated from the point of view of academic importance, practical application and, of course, whether the solution is related to the chosen theme of the doctoral thesis.

In each study course the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the study course and the whole study program. All study methods can be used in one course.

In accordance with the basic principles of student-centred education, the requirements, the results i.e. the final grade, percentage distribution (weightage) for the study courses are clearly defined. Lecturers regularly evaluate and improve study course teaching methods, promote student autonomy simultaneously ensuring educator supervision and support as well.

Educators follow the implementation of student-centred teaching and learning in their work process, taking into account and respecting the diversity of students and their needs; using various learning pathways that are appropriate to the students' capabilities by implementing programs in different ways and providing opportunities to tailor works and assignments according to their own knowledge. In addition, where appropriate, a diverse pedagogical approach, derived from seminars and active education in the design of scientific papers and participation in scientific conferences, is used. Educators encourage learners to become independent while at the same time providing guidance and support, and promote mutual respect between learners and educators.

In case of need, Turiba has appropriate procedures for resolving student complaints. (described in the Study Regulations). Given the importance of assessment for student advancement in studies and future careers, quality assurance procedures for student assessment take into account the following:

- The assessors are familiar with assessment and assessment methods and receive support for the development of their skills in this field.
- The assessment criteria and methods, as well as the criteria for awarding marks, are made public in advance.
- Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and if necessary receive guidance related to the learning process.
- Whenever possible, more than one examiner will perform the assessment.
- The assessment regulations take into account various circumstances that facilitate student learning.
- The assessment is consistent, fair to all students and implemented according to approved procedures.
- There is a procedure for reviewing student appeals.

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

- 5) student-centred approach;

- 6) improvement of study quality;
- 7) strengthening of scientific capacity;
- 8) principles of professional cooperation;

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

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

- **43.75%** of the study program is implemented by educators of **Daugavpils University**;
- **25%** of the study program is implemented by educators of **Turiba University**;
- **31.25%** of the study program is implemented **jointly**.

The study program is acquired through lectures, seminars, doctoral seminars, colloquiums, conferences, projects and consultations with the educators and scientific supervisors involved in the implementation of the program, as well as independent studies. The implementation of the inter-university Doctoral Program in Management science will be ensured by the Doctoral Studies Council, which will consist of teaching staff from Turiba and from DU, who will collegially agree on all management issues.

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

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

The final thesis - students are invited to elaborate their theses on the topic in the field of economics and business concerning current business administration, education, community management trends and issues to resolve a specific problem.

There is yet no doctoral thesis that has been defended in the programme, but there is already one Ph.D candidate for defence:

Name Surname	Topic	Supervisor	Reviewer	Date of Defence of doctoral thesis
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S. A. Abbas	Zīmola lojalitātes matricas izveidošana augstākās izglītības iestādēm [Creating a Brand Loyalty Matrix for Higher Education Institutions]	V. Vēvere	I. Lūka, J. Davidova, M. Kovāčova	15.04.2020.
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Research provides an opportunity to integrate the results obtained, to integrate improvement solutions into economics and business, which is also one of the major overarching goals in defining the topic, objects to be researched and the research design, and the planning process is supported by supervisors as well as during doctoral seminars organised by the doctoral council.

The appendix includes:

- table on the compliance of the study program with the state education standards (Appendix 3);
- study course scheme for achieving the learning outcomes (Appendix 5);
- study program plan (Appendix 6);
- syllabi of the study courses in the study program (Appendix 7).

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

In order to improve the study content and promote its quality, Turība University (BAT) conducts surveys of students, graduates and employers (individually and in cooperation with partners, for example, Prakse.lv or SKDS), the results of which are analyzed, evaluated and integrated into the study process. Every year a student survey is conducted, every two years a graduate survey is conducted, as well as every year BAT study programs are included in the survey of Prakse.lv and the Employers' Confederation of Latvia on the recommended study programs and higher education institutions from the employers' point of view.

In 2019, BAT ranked Prakse.lv and TOP3 of the most recommended higher education institutions of the Employers' Confederation of Latvia. The university is advised by a number of leading Latvian companies, including SIA New Rosme, JSC Sakret, and the European Cooperation with Market and Opinion Research Center SKDS also organizes an annual survey of entrepreneurs on which higher education institutions working in the field of business education are the most recognized. At the end of 2019, Latvian entrepreneurs ranked the University of Latvia (LU) (54%), Riga Technical University (RTU) (42%) and Turība University (30%) in the TOP 3. The survey was conducted from November 2019 to December 2019, by interviewing 750 entrepreneurs from different sectors and regions throughout Latvia.

There is also an annual student survey to find out about the study process as a whole, the optional courses offered, the organization of the study process, the material and technical support, etc. aspects. 2019/2020 458 students participated in the survey, most of them from the Faculty of Business Administration (UVF). In the material and technical provision, students have given a

constant rating of 4.44 (maximum 5 points) for two consecutive years, while analyzing UVF data shows that it exceeds the average of 4.46. Following the recommendations of the students, the lecturers' presentation on the types and requirements of examinations has been improved, which is also reflected in the results of the survey, rising from 4.46 to 4.50 during the year. The lecturers' contact with the auditor has also improved, increasing from 4.47 points to 4.49 points during the year. In the framework of the survey, students have the opportunity to answer open-ended questions by making specific comments and suggestions.

Students of the doctoral study program (29% of UVF doctoral students participated in the survey) within the survey have given positive evaluations of studies for which "University Pedagogy and Management" and "Research Methodology in Management" with a maximum of 5 points assessing the availability of study materials and literature, as well as description of studies. The section "Skills Acquired in the Study Course" provides a maximum assessment of the study course "University Pedagogy and Management" - 5 points, while the study course "Research Methodology in Management" provides an assessment of 4 out of 5 points, which is also taken into account in the future.

Graduate surveys are also conducted every two years. The 2017 Alumni Survey included 522 alumni, most of them (211) UVF graduates. Graduates confirm that the profession is in demand in the labor market, as 84% of the respondents were already working. According to the survey, 35% (36% of respondents are not willing to answer) graduates have higher incomes. After answering the question - How has graduating influenced your professional career? - 46% of the respondents declare that they have improved their professional competence within their job. It has to be admitted that 19% of respondents say that their university career has not been influenced by their graduation, probably because they have already worked in the profession during their studies. This is evidenced by the answers to the question - Do you work in an educational specialty? - where 65% answered in the affirmative. When analyzing the response to the current job grade category, 34% of respondents noted that they were specialists, executives. 60% of respondents indicate that they work as managers of different levels. 81% of graduates indicated that they continued their studies at BAT at the next level after graduation, which confirms the high evaluation of graduates and the conformity of the acquired skills and knowledge with the labor market. Data for the 2019 survey are also being compiled.

On the whole, students, graduates and employers give a good evaluation of the study process and competence development organized by the higher education institution.

The information collected in the surveys is used to improve the content and quality of studies. A direct example is the development of the course and its materials based on progressive work qualification standards. In addition, work on electronic databases is actively involved, thus preparing students to substantiate and argue the results of their research and practical work on the basis of academically accurate and correct sources. In addition, based on the students' knowledge, the approach to teaching is also adapted within the courses and studies, focusing on greater cooperation between students and lecturers.

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

Each academic year, the UVF receives information from the International Department regarding the opportunities for students and lecturers to use the *Erasmus +* mobility program offers for the respective academic year.

Although the number of students in the program is small, students have availed the opportunities offered by *Erasmus +* studies and have been to Estonia and the Czech Republic.

Incoming and outgoing mobility

LRI code	Title of the study programme	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
51345	Joint doctoral study programme "Management Science"					
<i>Erasmus+</i> studies		0	0	1	1	0
<i>Erasmus+</i> practice placement		0	0	0	0	0
Other mobility programs		0	0	0	0	0
Incoming mobility		0	0	0	0	0

Mobility and recognition of study courses undertaken during mobility shall be in accordance with the provisions of the *Erasmus +* mobility program^[1]. A procedure has been set for students to agree with the partner universities and faculties on the study courses to be taken (taking into account the study courses implemented in the program) prior to the mobility, and to conclude a study agreement. Upon completion of the mobility, the student submits a transcript of records of the courses completed at the partner institution of higher education; successfully completed study courses, in their entirety, are transferred with the grade "passed" on the basis of the dean's decree.

^[1] Regulations on *Erasmus +* Mobility Program (Approved by Turiba University Senate meeting minutes No.5 dated 22.05.2019).

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

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

The existing material technical base allows to fully provide for the study courses included in the study program, based on information provided in the criteria 3.1 to 3.3 in section 3 in the II. Part. Lectures take place in conference rooms, classrooms, computer rooms, and students have access to a modern library with a large reading room. The lecture rooms are equipped with high quality visual equipment – white boards, screens, multimedia projectors, audio and video equipment. Students have Access to computer workstations. Stationary and portable multimedia projectors are available. The classrooms and common areas are maintained by the university's housekeeping service department, which regularly cleans and ventilates the premises.

Every year Turiba invests in proportion to the growth in the number of students in the development of library technologies, the acquisition of databases and the collection of the latest literature. The list of required literature is updated annually according to the wishes of the academic staff and students.

The list of books on marketing, sales management, client attraction, communication, business, financial management, quality and personnel management available in the library is appropriate for ensuring successful study process for both Latvian and foreign students, as the books are available in Latvian, Russian, English and German. The Library subscribes to more than 100 titles of periodicals in print and several thousand titles in electronic format.

Students have access to Business Incubator facilities and resources, computer rooms with „Microsoft Office” and SPSS programme, „ Microsoft Office” and other programmes are also available in the library reading room. The possibility of using ProQuest, Sage, EBSCO and other databases, subscribed by Turiba is also important.

<https://www.turiba.lv/en/library/online-databases>

DV students also have access to DU resources and research infrastructure.

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

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

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

O. Arhipova carried out the collection and compilation of data from the empirical part of the doctoral thesis “Professional Development of Educational Institution Managers: Variable Module System” by organizing a survey for educational institution managers. As a result of the data collection, a scientific publication was developed in collaboration with Alona Rauckienė-Michaelsson, PhD, professor at the University of Klaipeda (Arhipova, O., Kokina, I., Rauckienė-Michaelsson, A., (2018) *SCHOOL PRINCIPAL'S MANAGEMENT COMPETENCES FOR SUCCESSFUL*

SCHOOL DEVELOPMENT, Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 63-76, <http://journals.ku.lt/index.php/tiltai>), kas indeksēta ERIH+.

M. Ivanova worked on the theoretical part of her doctoral thesis "Comparative evaluation of personal and organizational cultural values" in the Library of Klaipeda University. The theoretical findings were validated/disseminated at Klaipeda University conference „Spring University: A joint research "Changing education in a changing society" with Klaipeda University professor Dr. Elvīru Acienis was published in the ERIH+ database and included in the scientific journal „Tiltai/Bridges” . (Ivanova, M., Kokina, I., Acienis, E., (2018) *ON THE PROBLEM OF LATVIAN PUBLIC ADMINISTRATION: POLICY DECLARED VALUES*. Scientific journal TILTAI/BRIDGES/ BRÜCKEN . Vol 78, No 1 (2018). ISSN: 2351-6569, pp. 49-62, <http://journals.ku.lt/index.php/tiltai>).

1. Arestova-Kenina, while working on her doctoral thesis "Intellectual Elite Virtue in Public Administration", underwent internship at the University of Management and Economics Library, Sorbonne, Iowa State University Library, Iowa, USA, Vilnius, Lithuania, Vytautas Magnus University Library (Leonidas Donskis Archives), Kaunas, Lithuania and St. Petersburg State University, Institute of Philosophy Library, St. Petersburg, Russia.
2. Zālītis I. underwent ERASMUS + program internship at Mykolas Romeris University (Faculty of Public Security) and The General Jonas Žemaitis Military Academy of Lithuania (Department of Management), during which he worked on his doctoral thesis "Border Guard Professional Training Quality Management".

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

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

The academic staff involved in the study program are highly qualified and competent and provide students with the necessary research skills, theoretical knowledge, skills and competences.

Since 2014 the increase in the number of educators has been as follows:

- study year 2014/2015 – additional 4%
- study year 2015/2016 – additional 0%
- study year 2016/2017 – additional 15%
- study year 2017/2018 – additional 0 %
- study year 2018/2019 – additional 0 %

The number of doctors or science and educators involved in the implementation of the program has been stable during the reporting period with the exception of considerable changes only during two study years due to termination or commencement of employment and involvement of visiting professors.

The stability of the elected educators has allowed to develop feedback between lecturers and students, appropriate teaching/learning approach to meet the needs of students, increasing both the quality of studies and students' ability to apply knowledge within the labour market.

Long-term cooperation has been established with specialists in the field who have experience in

teaching. Participation of lecturers in conferences, presentation of papers at conferences, preparation and publication of publications - this is the contribution of the lecturers towards their further qualification. At the same time, higher qualification means additional knowledge, experience, which is passed on to the students during the study process at a much higher quality level than that which existed before the further qualification. Lecturers who have improved themselves, raised their qualifications, of course, are promoted to higher academic positions.

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

The qualification of the teaching staff involved in the implementation of the study program complies with the study program implementation conditions and the requirements of regulatory enactments. Academic staff (doctors of science - professors, associate professors) who are permanently elected Turība staff, as well as guest lecturers from other Latvian universities participate in the implementation of the study process.

15 educators are involved in the study programme

Out of the educators involved in the implementation of the program:

1. 9 lecturers are doctors of science who have the following positions at the university: 3 professors, 3 associate professor, 3 assistant professors,
2. 6 visiting lecturers: 3 visiting professors, 3 visiting lecturers.

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

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

In order to achieve better results, educators' involvement in the organization of study processes is encouraged.

Educators are involved in:

1. Developing new course descriptions that are significantly better in quality each year.
2. Methodological seminars of the department on the improvement of the study process in each study course (including preparation of course descriptions);
3. The lecturers, who are members of the council, as well as the employers, who are council members discuss and accept the study results of state examinations, analyse the planned results in the context of the students' achievements in study courses;

4. UVF plans to strengthen the involvement of the teaching staff by:
 - a. continuing to organize public lectures and seminars, particularly in the regions;
 - b. developing methodological guidelines for improving the quality of studies, including practical tools and methods;
 - c. improving the mechanism and criteria for evaluation of study papers;
 - d. promoting the teaching experience of educators through regular information at departmental meetings on the findings and experience of the *Erasmus* program.

To emphasize that Turiba educators are industry professionals and experts, monthly articles are produced on a variety of topics actual for the society and business. Every month, several lecturers express their views on the media, commenting on areas such as economics, taxation and more. The image of the educator- experts is gradually gaining ground in the media, which makes journalists increasingly turn to Turiba educators for advice and comment.

According to LETA monitoring data, the number of publications related to Turība has increased significantly in recent years. The 800 publications mentioned in the Strategy 2020 indicators were exceeded already in the academic year 2016/2017, however, taking into account the changes in the university's image building tendencies, the number of publications was forecast to continue to increase; reach 1500 - 1600 publications. In the academic year 2018/2019 there were 1932 publications mentioning Turība University. Specific publications, monographs are indicated in the CV of the lecturers.

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

1. Dr. psych., prof. I. Kokina – 20 scientific publications in journals, that are indexed in internationally cited databases (incl. 10 in Web of Science, SCOPUS and ERIH+).
2. Dr. psych., prof. J. Davidova – 47 scientific publications in journals, that are indexed in internationally cited databases (incl. 12 in Web of Science, SCOPUS and ERIH+).
3. Dr.paed., prof. I.Lūka – 19 scientific publications in journals, that are indexed in internationally cited databases (incl. 7 in Web of Science, SCOPUS and ERIH+).
4. Dr. oec., asoc. prof., I. Linina – 12 scientific publications in journals, that are indexed in internationally cited databases (incl. 10 in Web of Science, SCOPUS and ERIH+).
5. Dr.oec., A. Ābeltiņa – 14 scientific publications in journals, that are indexed in internationally cited databases (incl. 7 in Web of Science, SCOPUS and ERIH+).
6. Ph.D., Dz. Dr.oec., A. Ābeltiņa – 7 scientific publications in journals, that are indexed in internationally cited databases (incl. 2 in Web of Science, SCOPUS and ERIH+).
7. Dr.iur., prof J. Načisčionis – 5 scientific publications in journals, that are indexed in internationally cited databases (incl. 3 in Web of Science, SCOPUS and ERIH+).
8. Ph.D., asoc. prof. Z. Driņķe – 4 scientific publications in journals, that are indexed in internationally cited databases (incl. 2 in Web of Science, SCOPUS and ERIH+).
9. Dr.oec. A. Denins - 13 scientific publications in journals indexed in internationally cited databases (THOMSON REUTERS Database +).

10. Dr. phys. J. Ozols – 2 scientific publications in journals, that are indexed in internationally cited databases (incl. 2 in Web of Science, SCOPUS and ERIH+).
11. Ph.D., asoc.prof. A. Vanags– 4 scientific publications in journals, that are indexed in internationally cited databases (incl. 2 in Web of Science, SCOPUS and ERIH+). (incl. 1 in Web of Science, SCOPUS and ERIH+).
12. Dr.oec., prof. R. Zvirgzdiņa – 19 scientific publications in journals, that are indexed in internationally cited databases (incl. 11 in Web of Science, SCOPUS and ERIH+).

Further information on the number of scientific publications of the academic staff involved in the implementation of the doctoral study program in the reference period is attached as appendices of the report on the study direction (Appendix 5: Examples of scientific research activity, Appendix 6: publications of academic staff, CV).

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).

Participation of the academic staff involved in the implementation of the study program in research projects:

J. Davidova:

1. Since 2006 - Chief editor of International scientific journal „Problems in Music Pedagogy”, (indexed in ERICH Plus, Proquest and EBSCO databases).
2. Since 2017 - Member of science committee of International scientific journal “Finnish Journal of Music Education”.
3. Since 2016 - Member of science committee of International scientific journal “Interdisciplinary Journal for Music and Art Pedagogy” (CFMAE), University of Tallin, Estonia.
4. Since 2016 – Member of science committee of International scientific journal “Social Studies: Theory and practice”, Pomeranian University, Poland.
5. Since 2016 – Member of science committee of International scientific journal “Pedagogical Almanach”, Veliko Trnovo University, Bulgaria.
6. Since 2014– Reviewer for International scientific journal „UNIVERSAL JOURNAL OF MANAGEMENT” (Horizon Research Publishing Corporation, USA).

I. Kokina:

1. Project – The bridge of integration. Grant agreement No. PMIF/8/2019/2/0 Activity No.3 izd.kat.A., expert.
2. Internal research project of Daugavpils University. 14-95/1. Student involvement in internal quality assurance process at Daugavpils University. Researcher. (2019)
3. ESF project No.8.2.3.0/18/A/010 “Improvement of Daugavpils University management and management competencies”. Change management agent for the project. (2019)
4. ESF project No.8.3.2.1/16/I/002 “Implementation of national and international events development of educated talents”. Evaluator of scientific research work. (2019)
5. ESF project No.8.2.1.0/18/I/005 “Modernization of Daugavpils University Study Direction” Education, Pedagogy and Sports “for the Sustainable Development of the Latvian Education

System" for the development of the second level professional higher education study program "Teacher" and integrated professional bachelor study program "Teacher", expert .(2018)

6. ESF project No.8.2.1.0/18/I/003 "Reducing fragmentation of study programs and strengthening resource sharing through the development, licensing of Bachelor study programs in Special Education and accreditation of the study direction Education, Pedagogy and Sport", expert. (2018)

I. Liniņa :

1. European Social Fond project 8.5.2.0/16/I/001 „Improvement of sectoral qualification system for development and quality assurance of vocational education” expert in simulation equipment evaluation. (2017)
2. European Social Fond project 8.5.2.0/16/I/001 „Improvement of sectoral qualification system for development and quality assurance of vocational education” Expert in functional analysis of sectoral classification structure. (2017)
3. ESF project „Improving governance in BAT”, Project number: 8.2.3.0/18/A/007, Change management agent for the project. (2018-2020)

I. Lūka:

1. ASEM Education and Research Hub for LLL Network 4 “National strategies of Lifelong Learning with regard to citizens' motivation and barriers against continuing education and training” University of Latvia manager, senior researcher. From September 2008;
2. *Erasmus+* Key Activity 2 project, „Cultural knowledge and language competences as a means to develop the 21st century skills” project applicant, project manager and researcher. 6 partners: Latvia, Croatia, Czech Republic, Slovenia, Romania, Poland. Project No. 2018-1-HR01-KA204-047430 (2018 – 2020)
3. *Erasmus+* Key Activity 2 project „Language skills and intercultural issues in the hospitality industry: unity in diversity in the EU labour market” project applicant, project manager. 9 partners: Latvia, Croatia, United Kingdom, Italy, Slovenia, Romania, Lithuania, Czech Republic, Turkey. Project No. 2016-1- HR01-KA202-022160. (2016 – 2018)
4. *Erasmus+* Key Activity 2 project „Key skills for European Union hotel staff” project applicant, project manager. 6 partners: Latvia, Croatia, United Kingdom, Italy, Slovenia, Romania. Project No. 2014-1-HR01-KA204-007224 (2014 – 2016)

D. Vasiljevskā:

1. ESF project No. 8.3.6.1 OECD TALIS 2018, (Starptautiskais mācīšanas un apguves pētījums) [Research on international teaching/learning], researcher. (2019)
2. State research programme "Challenges of the Latvian State and Society and their Solutions in the International Context" (INTERFRAME-LV)", researcher. (2018 – present)
3. Improvement of the management of the Latvian University of Agriculture, quality management system specialist. 8.2.3.0/18/A/009 (2018 – present)
4. State research programme ECOSOC.LV project 5.2.3. researcher. (2014. – 2018)
5. Project “Strengthening of excellence and capacity of Ventspils University College as a scientific institution” No. 2015/0029/2DP/2.1.1.3.3/15/IPIA/VIAA/012, financed by ERAF, position – senior expert. (2015.)
6. ESF project “Latvia and Turkey: near and far”, grant agreement No.IF/2013/1.a./20 (project applicant, coordinator). (16th December 2014 – 30th June 2015).

Study programme lecturers R. Zvirgzdiņa, I. Lūka, J. Načisčionis, A. Baumanis, A. Ābeltiņa, Z. Driņķe, I. Liniņa, O. Onževs, J. Ozols are involved in ESF project „Improving governance BAT”,

Project No.: 8.2.3.0/18/A/007 and ESF Strengthening of academic staff of the School of Business Administration Turība in areas of strategic specialization Project No. 8.2.2.0/18/A/019

The University has three permanent doctoral councils, one of which is in economics and business.

Permanent Doctoral Council for Economics and Business: (rector's decree as of 13.01.2020. No. 54/1)

1. R. Zvirgzdiņa, Dr.oec., Turība University, Chairperson of the Council.
2. I. Lūka, Dr.paed., Turība University, Deputy chairperson of the Council.
3. I. Liniņa, Dr.oec., Turība University.
4. D. Vasiļevska, Dr.oec., Turība University.
5. B. Rivža, Dr.habil., Latvia University of Life Sciences and Technologies.
6. I. Kokina, Dr.psych., Daugavpils University.
7. J. Vanags, Dr.oec., Riga Technical University.
8. Dz. Atstāja, Dr.oec., BA School of Business and Finance.
9. J. Krūmiņš, Dr.oec., University of Latvia.

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

Involvement of program lecturers in scientific research is realized as: participation in scientific and practical research, projects, conferences, publishing of monographs.

At Turība annual international scientific conferences, lecturers participate with their research and encourage student participation, participate in the organization of section work, and the UVF is responsible for organizing the 2020 conference. The lecturers also take an active part in international conferences held abroad and in other higher education institutions of Latvia.

Research directions and topics of the lecturers:

- A. Ābeltiņa – innovation, business.
- Z. Driņķe – business and economics, effectiveness of quality management system in organizations, business problems.
- J. Davidova – education management, knowledge management.
- A. Deniņš – economics and management problems.
- E. Evarts – cultural historical heritage.
- Dz. Iljiško – sustainability, management.
- I. Kokina – management theory and practice, education management, psychology.
- I. Liniņa – customer relationship management systems in retail companies in the Baltics.
- I. Lūka – pedagogical and research practice, language teaching methodology.
- J. Načiščionis – administrative law.
- J. Ozols – forecasting business processes.
- A. Vanags – strategic partnership, leadership.
- R. Zvirgzdiņa – SME development in Latvia.

Some examples

- Ābeltiņa A., Gribānova S. Shaping of the Professional Community in Digital Economy: a Case

Study" . International Scientific-Practical Conference Business cooperation as a Resource of Sustainable Economic Development and Investment Attraction. Pskov, Russia. Atlantis Press. Advances in Economics, Business and Management Research, volume 90 p.217-220
<https://creativecommons.org/licenses/by-nc/4.0/>

- Davidova J., Zavadskā G. & Rauduvaite A. (2019). Levels and indicators for assessment of singing voice of 6-8 years old children. *Pedagogika*, 133(1), 149-160. DOI: <https://doi.org/10.15823/p.2019.133.8>

Indexed in: SCOPUS, C.E.E.O.L., EBSCO Publishing, Index Copernicus, MLA

- Davidova J. & Kokina I. (2019). Study environment in the context of he study quality assurance: Case study at Daugavpils University (Latvia). In J.Domenech, P.Merello, E.de la Poza, D.Blazquez, & R.Pena-Ortiz (Eds.), *Proceedings of the 5th International Conference on Higher Education Advanced (HEAD'19)* (pp.1305-1312). Valencia: Editorial Universitat Politecnica de Valencia.
- Davidova J., Kokina I. (2018). "Information Environment in a Higher Education Establishment as a Means of Improving the Quality of Education". *Proceeding of ICERI2018 Conference*, 12h-14th November 2018, Seville, Spain. ISBN: 978-84-09-05948-5, pp. 8800 – 8807.
- Driņķe Z (2019). Quality management systems for increasing the competitiveness of Latvian small and medium enterprises. Rīga: BA Turība. (Monograph)
- Driņķe Z., Zvirgzdiņa, R. (2018.) Quality management system and models for small and medium enterprises development. 24th EBES Conference Proceedings, Prague, Czech Republic Hosted by University of Finance and Administration, 8.pp
- Evarts E. (2019). Winter Aid and Other Collection Actions during the Nazi German Occupation // *Society & Culture: Proceedings* / Ed. A. Medveckis; University of Liepaja, 2019, Vol. 21, pp. 49-54 p
- Jukšs V., Iliško, Dz., Badjanova, J. (2019). Sustainable strategy for a more resilient state border guard organization. *Proceedings of the International Scientific Conference. Society. Integration.Education. Volume VI*, May 24th-25th, pp. 224-234 Rēzekne DOI: 10.17770/sie2019vol6.3953 <http://journals.rta.lv/index.php/SIE/article/view/3953>
- Linina I., Vevere V., Zvirgzdina R. (2019). NECESSITY OF CUSTOMER LOYALTY FORMATION AND ITS PECULIARITIES UN THE TELECOMMUNICATION SERVICES. ENVIRONMENT. TECHNOLOGY. RESOURCES 12th International scientific practical conference proceedings. 1st edition, Rēzekne: RTA, 2019.pp373. ISSN 1691-5402; ISSN 2256-070X. Database: SCOPUS
- Liniņa I. Kā piesaistīt un noturēt pircēju. [How to attract and retain customers] Rīga: Turība University, 2018 – 187. (Monograph)
- Luka I. (2019). Creating a Culture-Based Language Learning Course for Developing Adult Learners' 21st Century Skills. *Journal of Education Culture and Society*, 2, 151.-169.lpp., ISSN doi:10.15503/jecs20192.151.169 [Web of Science, ERIH]
- Načisčionis J., Skrastiņa U., Tumulavičius V. (2018). „SECURE DEVELOPMENT OF PUBLIC ADMINISTRATION” *Journal of Security and Sustainability Issues* ISSN 2029-7017 print/ISSN 2029-7025online 2018 September Volume 8 Number 1
- Svetlana G., Abeltina A., Ozols J. (2019). Evaluation of factors that influence the motivation of IT specialists in Latvia. *Proceedings of the International Scientific Conference Integration. Education. Economics, innovative business, and public administration, finance accounting and tax administration*. Vol 6 (2019). Rēzekne Academy of Technologies, May 24-25
- Vanags A., Ābeltiņa A., Zvirgzdiņa R. (2018) Partnership strategy model for small and medium Enterprises. *Problems & Perspectives in Management* Volume 16, Issue 1, 2018. pp. 336-347.
- Zvirgzdiņa R., Jeromanova-Maura S., Liniņa I. (2018). Social Enterprises In Baltic States. 4th International Conference on Lifelong Learning and Leadership for all (Icllel

2018) Pages: 678-687. Database: ThomsonReutersWoS.

- Avotiņš I., Zvirgzdiņa R. (2020). Opportunities for Improvement of the Management of Government Debt Securities Flow in Latvia. Riga: BA Turība. (Monograph)

More information on lecturers' participation in conferences, projects, scientific monographs, as well as a list of publications can be found in the appendices of the evaluation of the study direction.

Evaluating the scientific research activity during the reporting period it could be said that it has improved and lecturers are more actively involved in research and text books and monographs have been published.

The results of scientific research are integrated into the study process, the lecturers give examples in their study courses, analyse current issues and problems discovered. By their examples, lecturers stimulate students' interest in research and encourage students' participation in various international conferences and Turība conferences.

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

Cooperation among lecturers should be considered successful. The provision of the study process involves lecturers from different faculties, which facilitates communication between the lecturers. Cooperation among lecturers is promoted in various seminars organized by the higher education institution for the improvement of lecturers' qualification, as well as within the ESF project No. 8.2.0 / 18 / A019 lecturers have the opportunity to participate in master classes, such as the use of state-of-the-art IT and digital solutions in business, the use of modern technological solutions for law science educators, the master class in the latest IT solutions for tourism and hospitality educators work with international students, gain additional knowledge, discuss their experiences and strengthen their collaboration.

Annual strategic seminars are organized, where lecturers work in groups to find solutions for different situations and to discuss possibilities of study process development and improvement.

The lecturers' cooperation is strengthened by annual scientific conferences, which provide an opportunity to discuss different issues, to find common interests, but in organizing student section work, lecturers from different faculties work in teams to evaluate student research.

The lecturers' cooperation also allows to ensure better link between the study courses.

Ratio of students and educators in the study programme

Criteria	2018/2019
Number of students	6
No. of educators	15

Educators of the faculty implementing the program	13
Educators of other faculties	2
Ratio of students to teaching staff	0.49

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)	2_Par kopīgas programmas realizācijas vienošanos_en.docx	2_Par kopīgas programmas realizācijas vienošanos.docx
Statistics on the students over the reporting period	1_Statistika_studenti_DV_en.docx	1_Statistika_studenti_DV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atbalstība izglītības standartam_DV_eng.docx	3_Atbalstība izglītības standartams_DV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Kartējums_DV_en.docx	5_Kartējums_DV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Plāni_DV_en.xlsx	6_Plāni_DV.xlsx
Descriptions of the study courses/ modules	7_Apraksti_DV_en.pdf	7_Apraksti_DV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_Doktora diploms_DV_en.pdf	8_Doktora diploms_DV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Studentu_pārņemšana_DV_EN.pdf	9_Studentu_pārņemšana_DV.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	15 _ Par zaudējumu kompensāciju_en.pdf	15 _ Par zaudējumu kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	13.1_ Apliecinājums par angļu valodu prasmi_en.pdf	13.1_ Apliecinājums par angļu valodu prasmi.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	12_ Apliecinājums par doktoriem_DV_en .pdf	12_ Apliecinājums par doktoriem_DV.pdf
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	11 Apliecinājums par atbilstību Augstskolas likumam_DV_en.pdf	11_Apliecinājums par atbilstību Augstskolas likumam_DV.pdf
Sample (or samples) of the study agreement	14_1_Studiju_līguma_paraugs_doktorantūra_en.doc	14_1_Studiju_līguma_paraugs_doktorantura.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	13_AIP_atdzinums_DV_en.pdf	13_AIP_atdzinums_DV.pdf