

APPLICATION

Study field "Hotel and Restaurant Service, Tourism and Recreation Organisation" for assessment

Study field	<i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "Rīgas Menedžmenta Koledža"</i>
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Self-evaluation report

Study field "Hotel and Restaurant Service, Tourism and
Recreation Organisation"

Management College

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1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

Limited Liability Company "Riga Management College" (hereinafter – the College or RMC) is a state-accredited higher education institution. The College was established with the aim of providing students with a modern, dynamic, and innovative study process and content in state-accredited programs that implement short-cycle professional higher education programs in accordance with the Vocational Education Law.

The College is the direct legal successor of the Christian Leadership College (until 01.06.2017) and Management College (until 20.07.2020).

The “Riga Management College Development Strategy 2023–2028” has been developed, in which the College's mission, vision, values, main directions of activity, and strategic goals are defined:

Mission

To prepare creatively thinking, communicative, and socially responsible specialists for work in modern business and tourism sectors.

Vision

To become a student-preferred, internationally recognized, employer-approved, and highly regarded modern institution of professional higher education that prepares qualified, responsible, and enterprising specialists for the international labour market.

Values

- **People** – We are from people and we are for people, as it is people and their diversity that encourage development, innovation, and overall well-being.
- **Professionalism** – Our skills, knowledge, and experience uphold high professional standards in all aspects, from organizing the study process to performing duties.
- **Responsibility** – We recognize and accept responsibility at both individual and collective levels.
- **Development** – Continuous growth, learning, and improvement help achieve higher goals and enhance the quality and environment of studies.
- **Respect** – We believe that courtesy, honesty, and respect for others' opinions form the foundation for trust and collaboration among people.
- **Integrity** – We strive to work with high ethical standards and a fair attitude toward colleagues, students, and partners.

Main Directions of the College’s Activity

- Development and implementation of short-cycle professional higher education programs.
- Preparing students for work in the fields of tourism and entrepreneurship.
- Implementing the educational process by promoting students' critical thinking and personal development, ensuring the opportunity to obtain short-cycle professional higher education and level 5 professional qualification.
- Providing opportunities for students to prepare for continuing education to obtain first-cycle higher education and level 6 professional qualification.

- Implementation of professional further education and professional development programs.

Strategic Goals

1. A modern study environment and efficiently organized process for preparing qualified specialists.
2. International cooperation to promote knowledge transfer.
3. Labor market research and the development of new, promising study programs in business and tourism.
4. Involvement of employers in the study and research process.
5. Ensuring the public recognition and visibility of the College's image.

In 2025, Riga Management College offers one study field: "Hotel and Restaurant Service, Tourism and Leisure Organization", which includes a short-cycle professional higher education study program "Tourism Service Organization". The aim of this study program is to prepare competent tourism service organizers who can creatively apply digital and sustainable solutions in tourism enterprises in response to changing environmental and market conditions. This fully aligns with the College's development strategy and mission to train creatively thinking, communicative, and socially responsible specialists in business and tourism.

Table 1.1

Dynamics of Student Numbers at the College During the Evaluation Period

Study Field	Study Type and Mode	2024/2025 Fall Semester	2024/2025 Spring Semester	2025/2026 Fall Semester
Study Field: Hotel and Restaurant Service, Tourism and Leisure Organization	Full-time, on-site	6	8	19
	Part-time, on-site	0	0	0
	Part-time, distance learning	0	4	4
Total:		6	12	

1.2. Description of the management structure 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.

The highest management and decision-making institution of the College regarding strategic, financial, and operational issues is the **College Board** (hereinafter - the Board). The Board holds all the rights and responsibilities defined in the College's regulations (https://college.lv/wp-content/uploads/2025/10/College_Regulations.pdf) (College organisational

structure see Annex 1.2. or:

<https://college.lv/wp-content/uploads/2025/07/College-organisational-structure-1.pdf>

The College Convention is a collegial advisory body whose purpose is to promote the development of the professional education institution in line with labour market needs. Members of the Convention include: the College Director, a representative of the Board, an employee representative, representatives delegated by employers and their associations, and other stakeholders such as representatives from the Ministry of Education and Science, Riga City Municipality, professionals from business, social welfare, tourism, IT, and other sectors of the national economy, who are not employees of the College but contribute with their expertise.

The Convention:

- Provides suggestions on the College's development strategy and educational planning documents;
- May participate in the selection and evaluation of academic and general staff;
- Gives feedback on the College's education programs before submission for licensing;
- Promotes cooperation between the College and industry representatives to enhance education quality and organize workplace-based learning and internships.

The College Council is the decision-making body on study and research matters, performing the functions defined in the College regulations

(https://college.lv/wp-content/uploads/2025/10/College_Regulations.pdf).

The Council consists of 15 members: the Director, one Board member, eight representatives of academic staff, two representatives of general staff, and three student representatives.

The Council:

1. Approves the College's long-term and medium-term strategy and submits it to the founder;
2. Develops and approves regulations for academic positions and election procedures, as well as criteria for evaluating academic staff;
3. Elects academic personnel;
4. Sets qualification requirements, procedures, and examinations;
5. Prepares proposals for tuition fees for self-funded students and submits them to the founder;
6. Defines the distribution of state-funded study places if such are granted to the College;
7. Based on the College's approved development strategy:
 1. Approves the study process development plan;
 2. Reviews and approves the development of scientific research activities;
 3. Decides on the opening, content, development, and closure of short-cycle higher education programs and other professional education programs.

The **Director** is the highest official of the College, responsible for overall administrative and operational management and submits the College budget for Board approval, ensuring the implementation of study and research processes.

The **Director** oversees the following departments, all operating under approved regulations:

Study Department – Organizes and implements the study process (scheduling, staff coordination, academic performance tracking).

Admissions Committee – Formed by the Director's order, responsible for admissions, document processing, cooperation with other institutions, and organizing open days.

Study Field Head – Ensures study quality, coordinates academic staff, and promotes involvement in local/international projects. **Study Program Director** – Ensures the content delivery of the

study program, conducts self-evaluation, and coordinates with other departments.

Methodological Commission – Oversees content implementation and achievement of study outcomes, including internships.

Distance Learning Specialist – Maintains Moodle, College website, IT systems, software, and technical infrastructure.

Student Council – Operates under its regulation, represents student interests in governance, and handles student welfare and cultural activities.

Development Department – Drives development of programs and fields, supports international mobility and communication to achieve strategic goals.

Research Department – Manages academic research activities, and facilitates participation in scientific conferences.

Accounting – Manages financial matters.

Library – (based on BIA library) provides study literature, periodicals, IT resources, and database access.

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. Description of the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

At Riga Management College (RMC), quality assurance is a strategic process aimed at ensuring that study programs, academic staff, research, and institutional governance meet defined standards and are continuously improved. The implementation of the quality policy is based on a systematic approach, clear procedures, and regular evaluation.

The main quality assurance mechanisms at Riga Management College include:

1. Internal Quality Assurance – an internal quality management system has been developed and implemented, which includes:
 - Regular evaluation and improvement of study programs;
 - Surveys and feedback analysis from students, employers, and alumni;
 - Evaluation of the professional development of lecturers;
 - Data analysis on study results and graduate employment;
 - Conducting internal audits.
2. External Quality Evaluation – carried out by independent institutions and includes:
 - Accreditation processes;
 - Institutional and program evaluations;
 - Involvement of international expertise;
 - Ensuring compliance with the Standards and Guidelines for Quality Assurance in the

European Higher Education Area (ESG).

To ensure quality procedures, the college develops, monitors, and continuously improves:

- Policies and strategies that define quality goals and priorities;
- Allocation of responsibilities at all levels (academic and administrative);
- Quality control procedures – evaluations, audits, reports, monitoring mechanisms;
- Quality indicators and metrics that enable objective progress assessment;
- Transparency by publishing evaluations, reports, and improvement plans;
- Involvement of internal and external stakeholders in decision-making processes.

RMC takes a holistic approach to quality assurance, where all departments and external stakeholders share responsibility. While quality assurance is the result of the work of all structural units, each involved party has a specific area of responsibility, as reflected in the relevant table.

Responsibility for Quality Assurance at RMC

Involved Parties	Responsibility Regarding Quality Assurance
College Management	<ul style="list-style-type: none">· Determines the strategic directions of the quality policy;· Approves the internal quality systems;· Provides resources and allocates responsibilities for quality management.
Quality Manager	<ul style="list-style-type: none">· Responsible for planning, implementation, evaluation, and improvement of the quality system;· Develops, maintains, and improves quality documentation.
Academic Staff	<ul style="list-style-type: none">· Responsible for the quality of study content and methodological approaches;· Participates in the evaluation and improvement of quality;· Engages in professional development;· Ensures the integration of research activities into studies.
Administrative Staff	<ul style="list-style-type: none">· Ensures data collection, processing, and analysis;· Ensures the circulation of documentation and implementation of procedures;· Engages in professional development.

Students	<ul style="list-style-type: none"> · Participate in the evaluation of study programs and provide feedback on the study process; · Are equal partners in quality improvement.
Employers and Social Partners	<ul style="list-style-type: none"> · Provide opinions on the relevance of study programs to labor market needs; · Participate in the development, evaluation, and improvement of study programs.
International Partners and Experts	<ul style="list-style-type: none"> · Provide comparative perspectives and examples of good practices; · Participate in evaluations and consultations.
Regulatory Institutions	<ul style="list-style-type: none"> · Conduct external evaluation and accreditation; · Monitor compliance with national and international standards; · Provide recommendations for improvements.

This multi-level approach to quality assurance strengthens transparency, competitiveness, and the ability to adapt to the changing challenges of society and the labour market. Quality is not a static goal but a continuous development process involving all stakeholders of the higher education ecosystem.

You can find Riga Management College's quality policy, quality manual, and other related internal regulatory documents on the college website: <https://college.lv/en/policies-and-rules/>

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 2(1) of the Law on Higher Education Institutions 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 justification.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Riga Management College has implemented and maintains a quality management system. The College's Quality Management System Manual is accessible without restrictions to college staff via the internal information network, and to cooperation partners upon the discretion of the Riga Management College management.</p> <ul style="list-style-type: none"> • "Riga College of Management Internal Quality Assurance System", (Council meeting 14.03.2024, protocol 1-1.5/2024/01. Responsible: college director). Available in the internal e-learning environment Moodle. • "Quality Management System Policy Manual" (Council meeting, 11.04.2024, Protocol No 1-1.5/2024/02. Document No. 1-2.1.1. Responsible: quality manager). Available in the internal e-learning environment Moodle. • Procedure 1-2.1.5/5 "Study Programmes" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01); • Procedure 1-2.1.5/6 "Organisation of Study Process" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle. • Procedure 1-2.1.5/8 "Qualification Papers" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle. • Procedure 1-2.1.5/8 "Lecture Observation" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle.
2	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Within the framework of the College's Quality Management System, documents have been developed that regulate the creation, approval, monitoring, evaluation, and improvement of study programmes. These documents also define the responsible persons for overseeing specific processes or carrying out related activities.</p> <p>The relevant documents are available to the College staff, students, and other interested parties (at the discretion of the College management).</p> <ul style="list-style-type: none"> • Regulations on Study Program Development and Amendments (09.05.2023 Council meeting, protocol Nr.1-1.5./2023/02). <p>https://college.lv/wp-content/uploads/2024/08/Studiju_programmu_izstradasanas_apstiprinanas_un_groziju_mu_veiksanas_noteikumi-0080212.pdf, Latvian only.</p> <ul style="list-style-type: none"> • Procedure 1-2.1.5/5 "Study Programmes" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). • Methodological Commission Regulations (17.09.2020 Council meeting, protocol Nr.4). Available in SAR - Other Annexes: Metodiskās komisijas nolikums, Latvian only. • Regulations on Heads of Study Fields (09.05.2023 Council meeting, protocol Nr.1-1.5./2023/02). Available in SAR - Other Annexes: Nolikums par studiju virziena vadītāju, Latvian only. • Procedure for Submitting and Reviewing Suggestions/Complaints (30.08.2018 RMC Council meeting, protocol Nr.4, amended on 02.11.2023 at RMC Council meeting, protocol Nr.1-1.5/2023/04). Available in SAR - Other Annexes.

3	<p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>The College staff, including students, have been informed about the College's internal regulatory documents that define the criteria for student performance assessment (see also Section 2.1.5). The relevant documents are available to College staff, students, and other interested parties (at the discretion of the College management).</p> <ul style="list-style-type: none"> Admission Rules 2025/2026 (27.11.2024 Council meeting, protocol Nr.1-1.5./2024/06). https://college.lv/wp-content/uploads/2025/07/1-4_2024_Admission_Regulations_for_Study_Year_2025_2026.pdf "Methodic Guide for the Development and Defense of independent and Research study work" (College Council meeting 09.05.2023., Protocol No 1-1.5/2023/02). Available in SAR - Other Annexes. Internal Regulations for Students. https://college.lv/wp-content/uploads/2024/11/1-4_2023_09-Internal-Regulations-for-Students-1-1.pdf Regulations for the development, approval and amendment of study programmes. Available in SAR - Other Annexes: Studiju programmu izstrādāšanas, apstiprināšanas un grozījumu veikšanas noteikumi RMK, Latvian only. Procedure for Submitting and Reviewing Suggestions/Complaints (30.08.2018 RMC Council meeting, protocol Nr.4, amended on 02.11.2023 at RMC Council meeting, protocol Nr.1-1.5/2023/04). Available in SAR - Other Annexes. Study regulations of Riga Management College (Council meeting, 05.07.2017. Protocol No 2, with amendments 02.11.2023, Protocol No. 1-1.5/2023/04, No 1-4/2023/17). https://college.lv/wp-content/uploads/2024/11/1-4_2023_17b-Study-regulations_ENG-02.11.2023.-1.pdf Internship Regulations (Council meeting, 02.11.2023. Minutes of the Council meeting No 1-1.5/2023/04, 02.11.2023. No 1-4/2023/22a). https://college.lv/wp-content/uploads/2024/11/1-4_2023_22b-Internship-regulations_atjaunots-02.11.2023.-1.pdf "Rules for the Control and Prevention of Plagiarism at Riga Management College" (Internal Regulations, 27.07.2022., No. 1-4.1/2022/3a). https://college.lv/wp-content/uploads/2024/11/1-4.1_2022_3b-Plagiarism-control-and-prevention-rules-1.pdf
4	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>The College has established qualification requirements for its staff, conducts regular evaluations of academic staff performance, and promotes professional development.</p> <ul style="list-style-type: none"> "Riga Management College Regulations" (decision of the Board Nr.1-1.3./2024/01 on 14 March 2024); Regulations on Heads of Study Fields (09.05.2023 Council meeting, protocol Nr.1-1.5./2023/02). https://college.lv/wp-content/uploads/2025/10/College_Regulations.pdf Regulations on Heads of Study Fields (09.05.2023 Council meeting, protocol Nr.1-1.5./2023/02). Available in SAR - Other Annexes: Nolikums par studiju virziena vadītāju, Latvian only. "Rules on the remuneration of academic staff" (06.06.2017, director's order Nr.1-10/3; amended 17.09.2020 at the Council meeting, Protocol No 4, No 1-4.1/2020/06; 09.05.2023. 1-4/2023/13a; as amended on 14.06.2024 at the meeting of the Council, minutes No 1-1.5/2024/04). Available in SAR - Other Annexes: Noteikumi par akadēmiskā personāla darba samaksu, Latvian only. Regulations on Academic and Administrative Positions (17.09.2020 RMC Council meeting, protocol Nr.4, Amended on 10.05.2022 at RMC Council meeting, protocol Nr.1-1.5./2022/12). https://college.lv/wp-content/uploads/2025/07/1-4.1_2022_12-REGULATION-ON-ACADEMIC-AND-ADMINISTRATIVE-POSITIONS_2022-ENG.pdf Procedure 1-2.1.5/8 "Lecture Observation" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle.
5	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>The College has established a database containing aggregated information on student academic performance. The College regularly conducts student surveys (via the Moodle study environment) to assess student satisfaction with the study programme, the organisation of the study process, and the performance of the academic staff involved in the programme. All collected information is systematically compiled and entered into the database.</p> <p>The College also plans to regularly collect and store data on graduate employment, compiling and maintaining this information within the database (see also Section 2.2.4). All of the above-mentioned information is used to update, enhance, and improve the study process at the College.</p> <ul style="list-style-type: none"> Study regulations of the Riga Management College (Council meeting, 17.09.20. Minutes of the Council meeting No 4, supplemented by 02.11.2023, minutes No. 1-1.5/2023/04, No 1-4/2023/17). https://college.lv/wp-content/uploads/2024/11/1-4_2023_17b-Study-regulations_ENG-02.11.2023.-1.pdf Procedure 1-2.1.5/6 "Organisation of Study Process" (Council meeting, 14.03.2024., Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle. Internship Regulations (Council meeting, 02.11.2023. Minutes of the Council meeting No 1-1.5/2023/04, 02.11.2023. No 1-4/2023/22a). https://college.lv/wp-content/uploads/2024/11/1-4_2023_22b-Internship-regulations_atjaunots-02.11.2023.-1.pdf

6	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	<p>The College's Quality Management System is based on a cyclical approach: planning – implementation – evaluation – improvement.</p> <ul style="list-style-type: none"> • “Riga College of Management Internal Quality Assurance System”, (Council meeting 14.03.2024, protocol 1-1.5/2024/01. Responsible: college director). Available in the internal e-learning environment Moodle. • Study regulations of the Riga Management College (Council meeting, 17.09.20. Minutes of the Council meeting No 4, supplemented by 02.11.2023, minutes No. 1-1.5/2023/04, No 1-4/2023/17). https://college.lv/wp-content/uploads/2024/11/1-4_2023_17b-Study-regulations_ENG-02.11.2023.-1.pdf • “Regulations of the Riga Management College Council” (14.03.2024 Council meeting, minutes Nr.1-1.5/2024/01). https://college.lv/wp-content/uploads/2024/08/Koledzas_Domes_darbibas_nolikums_14.03.2024_apstiprinats-0516840.pdf, Latvian only. • Procedure for Submitting and Reviewing Suggestions/Complaints (30.08.2018 RMC Council meeting, protocol Nr.4, amended on 02.11.2023 at RMC Council meeting, protocol Nr.1-1.5/2023/04). Available in SAR – Other Annexes. • Procedure 1-2.1.5/1 Internal audits (Council meeting, 14.03.2024. Minutes of the Council meeting No 1-1.5/2024/01). Available in the internal e-learning environment Moodle.
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2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

The College was established with the goal of providing students with a modern, dynamic, and innovative study process and content in state-accredited programs that implement short-cycle professional higher education programs, based on the Vocational Education Law.

The objective of the study field is to prepare professional and creative specialists in the tourism and hospitality industry who can operate under changing social, economic, and environmental conditions, skillfully applying digital solutions and sustainable business principles.

This objective is closely aligned with the College's strategic goals:

1. A modern study environment and an efficiently organized process for the preparation of qualified specialists.
2. International cooperation to promote knowledge transfer.
3. Labor market research and the development of new, promising study programs in the fields of business and tourism.
4. Employer involvement in the study and research process.
5. Ensuring public recognition and visibility of the College's image.

Within the study field, one short-cycle professional higher education program is offered: "Tourism Service Organization", leading to the qualification "Tourism Service Organizer".

The program was developed in accordance with the Latvian Tourism Development Action Plan 2021–2027 (Ministry of Economics of the Republic of Latvia) (https://www.em.gov.lv/sites/em/files/turisma_ricibas_plans_2021_202720brandtour_final201.pdf, Latvian only), which states: “The goal of Latvia's tourism development policy is the sustainable development of tourism, promoting innovation in tourism products and increasing competitiveness.” The second priority of the Action Plan – Creating an Attractive Tourism Offer in the Context of Local Values and Lifestyle, Promoting Domestic Tourism – defines the main challenges, including human resources – particularly the lack of qualified labour in tourism

enterprises, especially in the regions. Recommended solutions for addressing this shortage and strengthening tourism education capacity include:

- Attracting workforce from youth and return migrants;
- Launching information campaigns to showcase the diverse career opportunities in tourism;
- considering current and future changes in the general and professional competencies required in the industry, as well as its interdisciplinary nature and labour shortages, the development of educational programs (including further and lifelong learning) tailored to the needs of the industry is essential.

The Latvian National Development Plan 2021–2027 (<https://likumi.lv/ta/id/315879>, Latvian only) adopted by the Parliament on July 2, 2020, states: “Tourism development in Latvia is one of the priorities for economic and environmental growth. Increasing tourist flows would stimulate the growth of various sectors. To attract travellers and promote Latvia internationally, it is essential to create attractive tourism products and sell them successfully.”

According to Latvia’s Sustainable Development Strategy until 2030 (<https://www.mk.gov.lv/lv/media/15129/download?attachment>, Latvian only), it is stated: “Riga will be an important center for culture, tourism, and business in Europe. Urban and rural partnerships will ensure a high quality of life throughout Latvia.” Quantitative indicators are also set – for example: Number of foreign tourists (staying for 4 or more days): over 1.5 million annually. Such strategic goals cannot be achieved without ensuring an adequate number of qualified professionals, as a lack of specialists would negatively affect the overall development of the sector, the quality of tourism products/services, and the metropolitan development prospects of Riga.

According to the Latvian Export Promotion Strategy for Tourism and Event Industries until 2027 (<https://www.em.gov.lv/lv/media/19365/download?attachment>, Latvian only): “Tourism development in Latvia is one of the national economic and environmental priorities, and there are plans to increase the expenditure of foreign multi-day travellers in Latvia.” The National Industrial Policy Guidelines 2021–2027 emphasize the need to strengthen the export potential of Latvia’s tourism sector, focusing on creating new tourism products and services with high added value to enhance competitiveness and quality, attracting travellers, and promoting Latvia as an attractive tourism destination internationally. Achieving this requires qualified professionals capable of quickly responding to customer needs and creating and offering high-quality tourism products/services.

Prior to the pandemic, the tourism sector accounted for 4% of Latvia's GDP, indicating clear development potential.

The graduates of Riga Management College’s “Tourism Service Organization” program will significantly contribute to revitalizing and developing the tourism industry. The rapid development of modern technologies and ever-changing tourist needs demonstrate the necessity of offering new tourism services and products

(<https://www.diena.lv/raksts/viedokli/latvija/em-turisma-nozare-ir-atradusi-jaunus-darbibas-virzienus-14312589>, Latvian only). According to Minister of Economics Viktors Valainis, the industry has now recovered, found new directions and products, and the future of tourism is technology-based. Therefore, tourism jobs will require both technical and soft skills, to effectively implement and manage smart initiatives. Qualified employees with theoretical knowledge, practical skills, communication abilities, and digital competencies will be in demand on the labour market. Incorporating these skills into the curriculum can become one of the program’s most significant strengths.

In line with these employer requirements, the study program goal is defined as follows: To prepare

competent tourism service organizers capable of creatively applying digital and sustainable solutions in tourism enterprises in response to changing environmental and market conditions.

The study program was developed in accordance with the Professional Standard for Tourism Service Organizer, approved by PINTSA on February 9, 2022.

2.1.2. SWOT analysis of the study field 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 field 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 field for the next assessment period shall be provided.

While preparing the self-assessment report, a SWOT analysis was conducted. It allows for a structured evaluation of the internal and external factors of the field of study, identifying priority directions for improving study quality and development planning.

SWOT table

Internal factors

Strengths

- Opportunity to continue studies in first-cycle higher professional education study programs.
- Well-developed e-learning platform with necessary IT support.
- Provision of the required material and technical base.
- Practical approach to the implementation of the study process.
- Study offerings available in Latvian and English languages.
- Opportunity to acquire entrepreneurial competencies.
- Professional and qualified academic staff.
- Lecturers' ability to work using IT, databases, and innovative methods.
- Application of student-centered approaches in the study process.
- Lecturers' experience working with international students.
- The College is a member of the Latvian Chamber of Commerce and Industry.
- The College is a member of the Latvian Association of Colleges.
- Competitive tuition fee offerings.

Weaknesses

- Limited number of study programs that do not cover all student interests and labor market needs.
- Weak recognition. The College's new image is little known at the local and international levels.
- Relatively low number of students.
- Lack of appealing and targeted advertising.
- Lack of internship opportunities for foreign students who do not master the Latvian language.
- Insufficient scientific research activity and number of publications at the College.
- Few professional development activities for lecturers (courses, seminars).
- Small number of elected academic staff, which may affect motivation to engage in research and professional development.
- Financial dependence on student payments and changes in student numbers.

External factors

Opportunities

- Rapid development of IT, e-studies, and online courses. By using online platforms and online courses, the College can expand its offerings and reach a wider audience.
- Partnerships with foreign universities and colleges. By establishing partnerships and exchange programs with foreign universities, the College can improve its reputation and offer students international experience.
- Attraction of foreign students. By attracting foreign students, the College can increase its student numbers and diversify the educational environment.
- By creating lifelong learning and professional development programs, the College can attract adults who want to improve their skills or retrain.
- Development and licensing of new study programs.
- Opportunities offered by international projects.
- Cooperation with companies. By building closer ties with companies, the College can promote applied research activities, offer internships, educational programs, and improve employment opportunities for its graduates.

Threats

- Declining population. Latvia has experienced a decline and aging of the population in recent years, which may reduce the potential number of students.
- Emigration. Young people often choose to study or work abroad, which reduces the number of local students.
- Increasing competition from other Latvian and international higher education institutions offering similar study programs.
- Online and distance education platforms, such as Coursera, edX, and others, offer attractive alternatives to traditional education, such as micro-credentials.
- Difficulties in attracting private sector funding and partnerships.
- Opportunity to study funded by the state budget at other higher education institutions.
- Changes in government education policy that may negatively impact the college's operations, such as stricter regulations and frequent changes in regulatory requirements.

The College is aware of the main internal challenges, including the limited number of programmes, relatively low recognition, insufficient research activity, and the need to strengthen the capacity of academic staff. To address these, the following measures are being implemented and planned:

Programme development: It is planned to develop new study programmes, including in the new field of study (the programme "Business Management and Artificial Intelligence" is being prepared for licensing), or offer alternative forms (for example, non-formal education or micro-qualification programmes), based on labour market needs and demand.

Increasing recognition: A new branding strategy is being implemented, targeted advertising campaigns realized, and presence in the digital environment strengthened (homepage, Facebook profile, Instagram and TikTok accounts). Active participation in local and international education exhibitions is planned to continue.

Promotion of scientific and applied research: Internal regulations have been developed to promote scientific research activity. It is planned to organize a student scientific paper competition and an international conference, as well as develop cooperation with companies on research projects.

Professional development of staff: It is planned to continue professional development activities for staff, including offering further education courses and seminars, as well as cooperation with other educational institutions to promote academic staff professional growth (for example, a seminar in cooperation with SIVA College on working with students with different learning needs, including those with functional disorders).

Student recruitment: The admission of foreign students is being developed, the study offer in English is being improved, and the accessibility of the e-learning environment enhanced, alongside active advertising campaigns to attract local youth.

Recognizing threats helps to purposefully plan actions to maintain the viability of the field of study in a competitive and changing environment. The following measures are planned:

Development of international cooperation: An application has been submitted for the Erasmus Charter. Cooperation with foreign partners has started and will be expanded to ensure study internationalization, student and staff mobility, and joint project implementation (for example, Vilnius College, European University of Ukraine).

Development of lifelong learning: By developing targeted courses for adults, the College promotes societal engagement, providing additional income sources, increasing influence in the education market, and strengthening its recognition.

Strengthening financial sustainability: New opportunities for attracting external funding are being sought, including participation in projects, cooperation with companies and foundations, and offering additional services.

Flexible study formats: The College actively uses IT advantages to ensure study process flexibility, allowing it to attract a wider audience, especially working or foreign students.

Since the College implements one field of study, a separate development plan for the field has not been developed. The field's development is closely integrated into the overall strategic planning of the College. The development strategy defines general and specific goals applicable also to the field of study, ensuring a unified and coordinated approach to development. The field's development is planned strategically based on regular internal evaluation, sector analysis, and the involvement of students and staff. The development strategy process involved academic staff, management, employers, and other partners, ensuring that the defined goals are realistic, data-driven, and aimed at quality improvement. Since the College implements one field of study, it is closely linked to the development strategy of the entire College (see Annex 2.1.1.). If new programmes in other fields are developed in the future, more specific planning for field developments is envisaged by the end of 2026.

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field 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 field.

To ensure the qualitative organization of the study process, the College has established [an organizational structure](#). The highest decision-making body of the College is the Board, which operates according to the Regulations of Riga Management College. The College is managed by the Director, who oversees the Study Department, Development Department, Distance Learning Department, and Research Department, each operating according to their respective regulations approved by the College Council (see subchapter 1.2).

Within the study field, a short-cycle professional higher education programme "Tourism Service

Organization” is implemented, where the head of the study field currently also performs the functions of the programme director.

According to Section 2 of the Regulations on the Head of the Study Field (approved on 09.05.2023 at the College Council meeting, protocol No. 1-1.5/2023/02), the head of the study field has the following responsibilities:

1. Ensure the implementation and development of the study programmes within the study field in accordance with regulatory requirements:
 - Lead and plan the work of the Study field Methodological Commission;
 - Organize the development, updates, and approval of course descriptions in the Methodological Commission;
 - Organize the development, updates, and approval of study materials in the Moodle learning environment;
 - Organize the development, updates, and approval of internship guidelines;
 - Oversee the implementation of internships in accordance with signed internship agreements;
 - Prepare the annual self-assessment report for the study field for approval by the College Council and publish it on the College website;
 - Make necessary amendments to the study programme and submit them to the College Council for review;
 - Submit the updated study plan with approved amendments to the Study Department within five working days;
 - Develop the self-assessment report for the study field and represent it during the evaluation process;
 - Organize the development of new programmes to obtain a licence within the study field;
 - Submit the study plan for the academic year to the Study Department specialist;
 - Supervise the academic staff and guest lecturers involved in the study field;
 - Organize the observation of lectures and analyze results;
 - Inform students about the programme requirements, content, and implementation;
 - Ensure programme documentation is accessible in Moodle;
 - Recommend members for pre-defense commissions to the Study Department head;
 - Recommend members for the study project defense commission to the Study Department head;
 - Recommend members for the State Examination Commission to the Study Department head;
 - Prepare documentation for enrolling students in later stages of study;
 - Maintain cooperation with graduates and employers, conduct relevant surveys once a year;
 - Organize cooperation with local and foreign higher education institutions within the study field;
 - Submit proposals to the Study Department head for involving lecturers in the respective study programme.

To monitor and improve the implementation of the study programme, the College has established a Methodological Commission, which operates according to the Methodological Commission Regulations (approved on 17.09.2020 by the College Council, protocol No. 4). The main areas of activity for the Commission are:

- Reviewing and approving study project topics;
- Reviewing and approving qualification paper topics;

- Reviewing and approving course/module descriptions;
- Reviewing and approving study materials;
- Organizing lecture observations and analysing results;
- Organizing methodological seminars on current issues;
- Reviewing and recommending accreditation/licensing reports for approval by the College Council.

Main tasks of the Commission:

- Analyse the work of academic staff in course implementation and provide suggestions for improvement to RMC management;
- Evaluate and approve course descriptions of RMC;
- Evaluate and approve study methodological materials;
- Evaluate the open lecture results of academic staff candidates and recommend them to the RMC Council for election to academic positions;
- Provide suggestions to RMC management for the development of new study courses;
- Discuss innovations in the use of information technologies in the study process and make recommendations to RMC management.

The Study Department coordinates the implementation of study activities. Its goal is to ensure the resolution of overall conceptual and organizational issues related to study content, process organization, and quality assurance.

Tasks of the Study Department:

- Develop and improve regulatory documents governing the study process;
- Provide necessary information for the preparation of the programme licensing report;
- Provide necessary information for the preparation of the study direction accreditation report;
- Organize professional development studies for academic staff;
- Organize and supervise full-time, part-time on-site, and part-time extramural studies according to study plans;
- Monitor the academic staff's workload compliance;
- Update student records in accordance with applicable regulations;
- Order, receive, register, and store documents certifying higher education (diplomas) and related documentation.

The management structure of the study field and programme at Riga Management College is clearly defined and functions effectively. The Head of the study field, who simultaneously serves as programme director, ensures a close link between strategic management and the day-to-day implementation of the study programme. The head's responsibilities include oversight of programme content and quality, collaboration with lecturers, students, employers, and other institutions.

The effectiveness of the study process is supported by the work of the Methodological Commission, whose involvement in approving study materials, course descriptions, and qualification paper topics ensures academic quality and relevance. The Study Department provides essential administrative support, ensuring continuity and compliance with regulatory requirements.

Regular updates to internal documents, preparation of self-assessment reports, organization of surveys and lecture observations demonstrate the practical effectiveness of the internal quality management system. The decision-making and monitoring processes are well-coordinated and transparent, contributing to the purposeful development of the study field and programme and to a positive student experience.

2.1.4. 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 options for the students to have their study period, professional experience, and the previously acquired formal and non-formal education recognised within the study field by providing specific examples of the application of these procedures.

The admission procedure at Riga Management College is defined by the Admission Regulations, issued in accordance with Article 46, Part Two of the *Law on Higher Education Institutions of the Republic of Latvia*, the *Cabinet of Ministers Regulation No. 846 of 10 October 2006* "Regulations on Requirements, Criteria and Procedure for Admission to Study Programmes and State Support for Citizens Voluntarily Enrolled and Having Completed National Defence Service," and the *Regulations of Riga Management College*. These regulations are updated for each academic year and approved by the College Council.

The Admission Regulations for RMC for the academic year 2024/2025 (approved on 02.11.2023, protocol No. 1-1.5/2023/04) and for the academic year 2025/2026 (approved on 27.11.2024, protocol No. 1-1.5/2024/06 https://college.lv/wp-content/uploads/2025/07/1-4_2024_Admission_Regulations_for_Study_Year_2025_2026.pdf) grant the right to study at the College to any citizen of the Republic of Latvia, as well as persons holding a non-citizen passport issued by the Republic of Latvia, or individuals with permanent or temporary residence permits, or those with rights under international agreements, regardless of gender, social or financial status, race, nationality, political beliefs, religious convictions, occupation, or place of residence - provided they meet the admission requirements and follow the prescribed application process. The rights of foreign citizens without a permanent residence permit are regulated by Article 83 of the *Law on Higher Education Institutions*.

Admission is handled by the College Admission Committee, which operates according to its internal regulations (E-platform, Other Annexes, only in Latvian). The committee's composition is approved each academic year by order of the Director. Admission is announced for both the spring and autumn semesters, in line with deadlines set by the Cabinet of Ministers for registration and admission.

The tuition fee and registration fee are determined by a price list approved by the College Council. Applications can be submitted in person, by authorizing another individual (with a power of attorney and a copy of the applicant's identity document), or electronically via the website. Applicants must submit all required documents as specified in the regulatory documents issued in Latvia.

For individuals with foreign education, after applying to the College, their academic qualifications (degrees, diplomas, and secondary education certificates) must be evaluated in Latvia, unless an interstate agreement provides otherwise. The evaluation is conducted by the Academic Information Centre (AIC). If the educational document was issued in a country that is a party to the 1961 Hague Convention Abolishing the Requirement of Legalisation for Foreign Public Documents, the document must be certified with an apostille by the competent authority in the issuing country. For other countries, documents must be legalized by the issuing authority or their diplomatic/consular office and then authenticated by the diplomatic/consular office of the Republic of Latvia or the Consular Department of the Ministry of Foreign Affairs. Applicants who obtained secondary education abroad may be admitted to basic study programmes based on a certificate of secondary education and proof of English language proficiency. The assessment is based on the grade in the subject "English" in the secondary education diploma, and an interview with a College representative.

Additional English language testing is arranged for students wishing to study in English-speaking groups. Foreign students are not eligible to apply for part-time on-site studies. No additional entrance examinations are required for citizens of Latvia, except for the cases when they apply for studies in English. In that case the result of centralised national examinations or the mark in the certificate on the secondary education is taken into account.

The admission process consists of application submission, determining competition results, decision approval by the Admission Committee, public announcement of results, registration for studies, matriculation. The Director of RMC issues the matriculation order based on the recommendation of the Admission Committee and upon signing of the study contract.

Matriculation in later stages of study is governed by the “Regulations for the Recognition of Competences Acquired Through Non-Formal Education or Professional Experience and Study Outcomes Achieved in Previous Education at Riga Management College” (https://college.lv/wp-content/uploads/2024/11/1-4_2023_18b-Rules-for-recognition-of-competences-acquired-outside-of-formal-education-or-professional-experience-and-study-results-achieved-in-previous-education_02.11.2023-1-1.pdf), developed in accordance with the Cabinet of Ministers Regulation No. 505 of 14 August 2018 “Regulations on the Recognition of Competences Acquired Through Non-Formal Education or Professional Experience and Study Outcomes Achieved in Previous Education”. So far, no applications for recognition of non-formal education or professional competences and prior study outcomes have been received in this study direction.

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

The evaluation procedure at the College is defined by [the Study Regulations](#) (approved at the College Council meeting on 17.09.2020, protocol No. 4, supplemented on 02.11.2023, protocol No. 1-1.5/2023/04) and [the Internship Regulations](#) (approved at the College Council meeting on 02.11.2023, protocol No. 1-1.5/2023/04).

The main principles of student assessment are:

- Principle of summing positive achievements – knowledge is evaluated by summing up the student’s positive achievements during the acquisition of the study course;
- Principle of transparency and clarity of requirements – a clear set of basic requirements is established based on the goals and objectives of the study programme;
- Principle of diversity in assessment types – a variety of assessment types are used to evaluate students’ knowledge;
- Principle of alignment – assessments must demonstrate analytical knowledge, creative abilities, and the knowledge, skills, and competences determined by the course content.

The type and organization of assessment are determined by the content of each study course and are reflected in the course description. Prior to the beginning of each study year, the Methodological Commission of the corresponding study field shall examine the descriptions of study courses which include the assessment methods. Students are informed about the form of assessment and the expected learning outcomes at the beginning of the course, when the lecturer presents the course description and assessment criteria.

An exam or credit test may be written or oral and is graded using a 10-point scale. A passing grade is at least 4 points ("almost satisfactory"). Credit test is written or oral assessment of knowledge, skills, and abilities. Exam is written, oral, or performance-based assessment of knowledge, skills, and abilities.

The type of assessment is defined by the study programme, while the form (written or oral) is determined by the course lecturer. Exams are administered by the course lecturer or, if needed, by a commission. A student may take an exam no more than twice without a commission.

Internship tasks are also assessed using the 10-point scale. Evaluators include both the workplace supervisor and the College supervisor. Credit points are awarded for study courses and internships if the grade is at least 4 points.

The qualification paper is assessed on a 10-point scale. A passing grade is also 4 points. The defense of the qualification paper is conducted in person at the College before a qualification commission, which must comply with the following rules:

- Defense takes place in a meeting of the professional qualification commission;
- The commission must consist of at least 5 members;
- Members include specialists from industry institutions, professional associations, and College representatives;
- At least 50% of the commission, including the chairperson, must represent entrepreneurship-related institutions or professional associations;
- The commission composition and chairperson are approved by the College Director based on the recommendation of the programme director.

A short-cycle professional higher education diploma from the College is awarded to graduates who have successfully fulfilled all programme requirements, including the defense of the qualification paper with a grade of at least 4 points.

Retaking or late completion of an assessment is a paid service. If a student misses an assessment due to justified reasons (e.g., illness, family circumstances), they may retake it free of charge, based on the decision of the College Director.

If a student's work is identified as plagiarized, it is not evaluated.

Students can access the grading criteria, conditions, and related procedures in the Study Regulations, available to all students in the College's Moodle learning platform under the "Student Information / College Documents" section.

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for 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.

At Riga Management College (RMC), internal regulatory documents have been approved to ensure academic integrity, including the RMC Code of Ethics (https://college.lv/wp-content/uploads/2024/11/1-4_2023_19b-Code-of-Ethics-of-RMC_02.11.2023.-1.pdf) and the Study Regulations (https://college.lv/wp-content/uploads/2024/11/1-4_2023_17b-Study-regulations_ENG-02.11.2023.-1.pdf). These documents define the principles of academic honesty and responsible conduct, along

with their enforcement conditions.

According to the Study Regulations, if plagiarism is identified in a qualification paper, the student is exmatriculated (expelled), and re-taking the state final examination is only permitted after one year. The Code of Ethics outlines the responsibilities of students and lecturers to act responsibly and prohibits any form of plagiarism in the study process. RMC has established an Ethics Committee (Ethics Committee Regulations, E-platform, Other Annexes, only in Latvian), which is tasked with assessing compliance with academic integrity fairly and objectively, based on verified facts.

The Regulations on Plagiarism Control and Prevention at Riga Management College (https://college.lv/wp-content/uploads/2024/11/1-4.1_2022_3b_Plagiarism-control-and-prevention-rules-1.pdf) define a three-level plagiarism control system:

Self-monitoring: Students are responsible for complying with internal rules regarding the development and defense of qualification papers.

Lecturer control: Academic staff check for signs of plagiarism during the evaluation of study papers. If the supervisor detects plagiarism, the paper is not assessed and is reported to the study programme director.

Systematic software check: All qualification papers undergo organized plagiarism checks using the Plag.lv anti-plagiarism software.

If plagiarism is discovered after graduation and diploma issuance, a special commission appointed by the College Director evaluates the case and retains the right to reconsider the decision and revoke the qualification.

These mechanisms ensure a consistent and fair approach to academic integrity and help maintain the quality and credibility of the College's educational offerings.

Taking into account that until now any study projects and qualification papers have not been developed in the implementation of the study programme, it is not possible to judge the effectiveness of the above mentioned mechanisms. However, if plagiarism is detected within the scope of the study course (independent assignment), then the corresponding assignment work is not evaluated and, as a result, the final assessment regarding the study course acquisition is reduced.

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field 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 field and the relevant study programmes.

The internal quality assurance system at Riga Management College operates according to a cyclical principle - planning, implementation, evaluation, improvement. This system enables the timely identification of challenges and areas for improvement, ensuring that the study field and its programmes remain aligned with both national standards and labour market requirements.

The system's effectiveness is demonstrated through a number of structured and regularly

implemented activities, which contribute to achieving the objectives and learning outcomes of study programmes:

- Student, graduate, and employer surveys – the results are used to improve the study process, update course content, and enhance internship organization.
- Lecture observations (hospitations) and analysis of results – these allow the evaluation of the quality of the teaching process and lecturer performance, promoting a culture of feedback.
- Assessment of student performance and achievement – helps to evaluate the attainment of learning outcomes and, if necessary, leads to improvements in content or teaching methods.
- Methodological Commission activities – regularly reviews and approves course descriptions, methodological materials, and term paper and qualification paper topics, ensuring content relevance.
- Annual self-assessment reports – provide data analysis on programme implementation, identifying strengths and areas for improvement.
- Collaboration with industry and external experts – ensures alignment with labour market trends, for example, by adjusting course content in line with developments in the tourism sector.
- Professional development of academic staff – includes organized seminars and training to strengthen digital skills and enhance effective teaching.

All these actions are documented and evaluated, serving as a basis for decision-making regarding improvements, such as introducing new courses or updating internship tasks. This approach provides systematic feedback and supports the long-term sustainable development of the study field.

Examples of specific actions taken during the reporting period to enhance the study field and programme include:

- Based on employers' recommendations, the second foreign language in the study programme was changed from French to German, as industry representatives noted a predominance of incoming tourism from Germany compared to France.
- Student surveys repeatedly provided positive feedback on study excursions; lecturers are encouraged to organize more off-site learning sessions, and new cooperation partners are continuously sought to facilitate such excursions and activities.
- Based on the results of student questionnaires and the preferences of academic staff, a seminar for lecturers on the application of AI in the study process was organized, and a training course for academic staff on communication and working with neurodiverse students is planned.

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

The process of developing, reviewing, and evaluating study programmes is carried out in accordance with the internal documents developed at the College: “Regulations on the Development, Approval and Amendment of Study Programmes at Riga Management College” (<https://college.lv/en/policies-and-rules/>) and Procedure No. 1-2.1.5./5 “Study Programmes”.

The development and implementation of the study programme take place in a sequential and coordinated manner — its goal and objectives are defined based on the requirements of the professional standard, labour market needs, and the overall goal of the study field. The content of the study programme — the structure and sequence of study courses — is developed in a way that ensures the achievement of the set goals and learning outcomes in accordance with educational standards. Each study course's content is designed to promote the acquisition of the knowledge, skills, and competences required in the profession, thus ensuring the targeted implementation of the study programme.

The improvement of study programmes takes place systematically, based on recommendations from the licensing commission or accreditation experts of the study field, changes in regulatory frameworks, the results of student and graduate surveys, analysis of final theses, feedback from employers, as well as current scientific research findings.

For the purpose of monitoring and improving the implementation of the study programme, a Methodological Commission has been established at the College (operating in accordance with the regulations of the Methodological Commission - attached in Other annexes in Latvian), which includes lecturers, industry experts, students, and representatives of the administration. The work of the Methodological Commission is led and planned by the Head of the Study Field, who also performs the duties of the Study Programme Director, as there is currently only one study programme within the field. The main function of the Head of the Study Field is to be responsible for the implementation and development of the study programmes within the study field in accordance with the requirements defined in regulatory documents (see also Section 2.1.3).

For example, the study programme under evaluation “*Tourism Service Organization*”, which was developed in 2023–2024, was created based on various regulatory documents. Both international industry experts and local employers were involved in its development. The recommendations provided by experts concerned the structure and content of the programme, the organisation of internships, and the skills required by the industry. The content of the programme was developed based on the professional standard and current labour market trends, ensuring that the learning outcomes correspond to the requirements of employers in the field. During the programme development process, feedback was also received from professional organisations in the industry.

On 9 May 2023, the RMC Board (Minutes No. 1-1.5./2023/02) made the decision to open a new study field “Hotel and Restaurant Service, Tourism and Leisure Organisation” and to develop the short-cycle professional higher education study programme “Tourism Services Organization.” After the programme development process, in accordance with the “Regulations on the Development, Approval and Amendment of Study Programmes”, the Head of the Study Field — Study Programme Director — proposed that the developed programme be evaluated by the Methodological Commission (meeting minutes of 5 April 2024, No. 4-1.2024/01), whose recommendations and the programme as a whole were approved by the Board meeting (on 10 April 2024, Minutes No. 1-1.5./2024/02). Additional comments were provided by the Advisory Council — employer representatives — during the Council meeting (22 May 2024, Minutes No. 1-1.5./2024/03). The application for programme licensing was submitted to the Academic Information Centre on 28 May 2024.

2.2.3. 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 field and the relevant study programmes are communicated by providing the respective examples.

In 2023, the College developed the document “*RMC Procedure for Submitting and Reviewing Suggestions/Complaints*” (see Other annexes of SAR), which outlines the procedure by which students can submit suggestions and complaints regarding the study process and other issues, except for applications related to tuition fees, study suspension, and other formal submissions that are reviewed according to the procedure specified in the Law on Applications.

The *Nonconforming Product Management Procedure* ("Procedure for the Management of Nonconforming Product" No. 1-2.1.5./2) is applied to all operational errors, shortcomings, nonconformities, complaints, and suggestions within the college to prevent recurrence and/or improve college operations.

Students can submit complaints and suggestions in several ways:

- In writing, by submitting them to the Director or the Study Department;
- By completing a submission form available on the Moodle platform;
- By submitting suggestions anonymously through electronic questionnaires;
- Through the Student Council, including participation in the College Council.

A written response is provided to an in writing submitted complaint or suggestion based on the contact information provided. A response must be issued within 10 working days from the date of receipt by a person appointed by the College Director whose competence includes the facts mentioned in the complaint or suggestion. The responsibility of preparing and providing the response cannot be delegated to a person whose actions are being contested or appealed. The review period may be extended if objectively necessary but not for longer than one month from the date of receipt. If the submitter has indicated that no response is required, RMC may choose not to respond.

The results of reviewing anonymous complaints or suggestions submitted via the Student Council are communicated to the Student Council, which in turn informs the students. If any changes are made to the study program or study process organization, these are reflected in the annual self-assessment reports, which are available on the college's website.

Information about this procedure is available:

- In the Moodle environment under the section “Information for Students”;
- In the study agreement and internal rules provided to students at the beginning of their studies.

During the reporting period, no written complaints were received from students within the respective field of study. For unclear issues, students most often contact the Study Department or the External Relations Specialist in person, by email, or by phone. Contact information for college staff is readily available on the college website college.lv and in the Moodle environment.

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

In 2021, the College implemented the NEXUS student information system, which ensures:

- Tracking changes in the number of enrolled students;
- Recording and displaying academic results;
- Scheduling of lessons and publishing current timetables, monitoring programme progress;
- Tracking lecturer workload compliance;
- Monitoring students' academic and financial obligations and regularly informing students automatically about any discrepancies;
- Preparation of certificates, invoices, academic transcripts, diplomas, and diploma supplements.

This system supports quality planning and supervision of the study process.

In addition to the above, the College collects and analyses the following data regularly:

- Graduate employment and their opinions on the quality of the study programmes and their relevance to labour market requirements;
- Student satisfaction surveys (after each course and once per year regarding the College and programme as a whole);
- Employer feedback (after internship placements and/or at least once per year);
- Dropout rates and reasons for study interruption;
- Academic staff development, including qualification and professional improvement;
- Material and technical resource inventory and the need for improvement.

The results of this data are analysed by the Methodological Commissions and the College Council, and based on the findings, changes are made to the content and organization of studies. For example, the results of student surveys indicate that students highly value the quality of lectures but would like more interactive assignments. In response to this feedback, it is planned to increase the number of practical exercises and introduce group projects in the next semester. In addition, seminars are planned for teaching staff on modern didactics and the integration of digital resources into the teaching and learning process.

Statistical information is stored and processed according to the College's quality management system procedures and other internal regulatory documents. This information is accessible to heads of study fields and programme directors, quality assurance specialists, and College management to support informed decision-making and the development of the study field.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field 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 (State Education Information System (VIIS), E-platform).

Information about study programmes is published on the following platforms:

- <https://college.lv/> - Available in Latvian and English (depending on the program). For example <https://college.lv/en/tourism-programme/> - about the Study programme. Responsible persons: College Management, Head of Study Field, E-learning Environment Coordinator
- **Moodle study environment** - Head of Study Department, Head of Study Field, E-learning Environment Coordinator
- **VIIS (State Education Information System)** - Head of Study Department
- **AIKA E-platform** - Head of Study Department, College Director

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

The highest management and decision-making body of the college in strategic, financial, and operational matters is the College Board (hereinafter – the Board). The Board holds all the rights and responsibilities defined in the college's regulations. The Director is the highest-ranking official of the college, responsible for the general administrative and operational management of the college and for submitting the annual budget for approval to the Board, upon which the study and research processes are based.

The required funding amount for a specific field of study is formed by the base funding for studies, corresponding to the study program and the number of students. This base funding includes expense items such as staff salaries, tax payments, utility costs, infrastructure maintenance, equipment provision, representation expenses, and advertising.

The amount of base funding per study field is determined based on the projected number of student places for the given academic year and the base cost per study place. The funding sources for a study field include tuition fees, income from the college's economic activities, and funds from the founders.

The approved tuition fee is included in a regulatory document – the price list. A payment plan for the student is drawn up when signing the study agreement, which outlines the payment procedure. In cases where an individually tailored payment schedule is needed, it may be applied based on a

written request from the student, approved by the Director and the Board. Additionally, if a tuition fee discount is applicable due to contributions to the student council or other study-related activities, the application is reviewed by the College Director and approved by the Board.

Cost Calculation per Student for the Study Program "Tourism Services Organization":

Full-time on-site studies, group of 14 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1145.57	68.03%
Employer's mandatory state social insurance contributions (23.59%)	€270.24	16.05%
Services and infrastructure	€112.23	6.67%
Technical resources for program implementation	€66.88	3.97%
Program development	€88.91	5.28%
Total cost per study place per year	€1683.83	100%

Part-time intramural studies, group of 12 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1147.16	68.05%
Employer's mandatory state social insurance contributions (23.59%)	€270.61	16.05%
Services and infrastructure	€112.23	6.66%
Technical resources for program implementation	€66.88	3.97%
Program development	€88.91	5.27%
Total cost per study place per year	€1685.79	100%

Part-time extramural studies, group of 11 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1123.99	67.83%
Employer's mandatory state social insurance contributions (23.59%)	€265.15	16.00%

Services and infrastructure	€112.23	6.77%
Technical resources for program implementation	€66.88	4.04%
Program development	€88.91	5.37%
Total cost per study place per year	€1657.16	100%

According to the “Regulations on Scientific Research Activities at Riga Management College,” financial support is available to students and academic staff for conducting scientific research—this includes participation in conferences or covering the costs of publishing a scientific article. The available funding for supporting student research activities is up to €100.00 per student per year, and up to €350.00 per year for each member of the academic staff.

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/college, available to the students, and the teaching staff.

Riga Management College has sufficient resources and material-technical support to ensure the study process. Studies take place at Valērijas Seiles Str. 4, Riga, based on a cooperation and premises rental agreement (No. 04/SNL dated 01 September 2017) with the Baltic International Academy (BIA). The agreement regulates the use and availability of lecture rooms and computer labs for College academic staff and students, as well as the rental of administrative premises. The College does not have any branches.

An additional agreement (No. 1) was signed on 11 October 2019, specifying that the landlord provides access to classrooms and computer labs, coordinated at the start of each semester. The agreement also outlines the payment procedure for jointly organized study activities when shared subjects are delivered. This confirms that the main contract (No. 04/SNL) remains valid until 30 September 2026. The term of the Agreement is regularly extended in a timely manner.

BIA provides RMC students with access to 4 computer labs and multiple lecture rooms, a total of 213 desktop computers and 10 laptops, available to lecturers upon request, 4 classrooms with Touch Screen monitors. All computers operate on Microsoft Windows 10 and are equipped with: Microsoft Office 2016/2019, Adobe Acrobat Reader DC, DJView, CD Burner XP, 7zip, Sumatra PDF.

In total, classrooms are equipped with 30 television screens and 10 projectors (2 of which are interactive), accessible to both academic staff and students. Each lecture room is equipped with cameras and microphones. For hybrid-format seminars and events, 360-degree microphones ensure effective communication.

The study process support is organized via the College's E-study platform: <https://e.college.lv/>, integrated with Moodle, offering tools for course delivery and feedback. All study materials, lecture presentations, and communication tools are stored in the Moodle learning environment. Students can also upload their presentations and assignments. Moodle provides all necessary guidelines for

the preparation and formatting of study papers, internships, and qualification papers. In 2024, the College launched its official website – <https://college.lv> – where current information is regularly posted.

Under contract No. 04/SNL, students have access to the accredited library of Baltic International Academy, located at Valērijas Seiles iela 1 k-4, Riga. The library offers a range of books in Latvian and English, available for on-site use or digitally through the electronic catalogue. Students receive an updated list of newly acquired books and are granted access to the electronic database (link: <https://bsa.edu.lv/index.php/lv/studentiem/biblioteka.html>).

Additionally, the Moodle platform provides access to open-access academic sources in both Latvian and English, including books, journals, research articles, dictionaries, encyclopaedias, etc. In the “Library” section, students find links to all necessary sources under cooperation agreements, simplifying access to scientific literature for coursework and studies.

A computer lab is available inside the library, with library staff on hand to assist students in finding required resources. Furthermore, both students and academic staff can use computer-equipped workstations in the College’s administrative area. Wireless internet (Wi-Fi) is available in all study-related facilities. All classrooms are equipped with computers that support multimedia projectors for teaching. Students can access copying, scanning, and printing services (black and white and colour), as per the College's price list.

For student comfort, relaxation areas are available in the lobbies and library, along with coffee machines and canteen services offering hot meals.

On 14 March 2024, a service agreement (No. 1-6/2024/01) was signed with SIA “Amadeus Latvija” to provide access to the Amadeus tourism service booking system for educational purposes. Amadeus is a cloud-based platform offering scalable and efficient solutions for travel agencies, airlines, hotels, and tourism companies.

The agreement includes access to the Amadeus system, and participation in the Amadeus Basic course for one academic staff member. Upon successful completion of the course and final exam, students will receive an “Amadeus Basic” certificate, confirming their knowledge and skills in booking management, handling reservation requests, reporting, and forecasting workload.

2.3.3. 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 field 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 field, 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 possibilities for the subscription to the databases.

The College has a rental agreement with the Baltic International Academy (BIA) for access to infrastructure, including the library and scientific article databases. The library is open 55.5 hours per week, including Saturdays, with extended hours during examination sessions. Library working hours: Monday: 11:00–18:00, Tuesday to Thursday: 09:00–18:30, Friday: 09:00–20:00, Saturday:

09:00–17:00.

Students can access the BIA Library, which consists of two sections: the loan service (circulation) and the reading room. The reading room offers computers with internet access, printing and copying services, workstations for laptops. Relevant literature is available for all study courses, including a significant proportion in English. The library also regularly receives Latvian and international periodicals. Students and academic staff have access to electronic databases, and the library offers printing, copying, and scanning services.

BSA Library Capacity (Riga)

Area, Total m ²	Workplaces	Computers
Reading rooms (5), 379 m ² Culture centres (6 rooms), 358.3 m ²	Students - 82, Staff - 6, In culture centres - 152	24 for students, 6 for staff

Electronic Databases Available

Database	Description
EBSCO http://search.ebscohost.com	Multidisciplinary full-text database for humanities, social sciences, and natural sciences
LNB Digital Library http://gramatas.lndb.lv/	Digitalized collections: newspapers, maps, books, music scores, audio
SCOPUS http://www.scopus.com	Bibliographic and citation database of academic publications
ScienceDirect www.sciencedirect.com	Elsevier's database in science, technology, medicine, humanities, and social sciences
Latvijas Vēstnesis http://www.lv.lv	Official electronic version of the Latvian government newspaper
iBizness https://ibizness.lv/	Online journal on entrepreneurship topics
Letonika www.letonika.lv	Encyclopedic resources and reference data about Latvia

Summary of Literature Collection for the Study field: "Hotel and Restaurant Service, Tourism and Leisure Organization"

Category	Total	LV	ENG	Other
Tourism - General	36	8	13	15
Tourism Management	10	1	3	6
Tourism Business	4	1	1	2
International Tourism. Tourism geography	10	1	1	8
Tourism Marketing	7	-	-	7
Hospitality Business. Hotel. Restaurant	29	5	7	17
Types of Tourism	29	2	21	6
Destination Marketing and Management. Destinations.	11	3	6	2
Economic Geography. Physical Geography	41	19	9	13
Total	177	40	61	76

Related Fields (number of units): - Total: 584 items

Category	Total	LV	ENG	Other
Macroeconomics & Microeconomics	62	23	24	15
Sectoral market structure	5	1	1	3
Work organisation	68	28	22	18
Regional economics	26	8	15	3
Management	113	35	51	27
Theory of organisations	30	7	15	8

Business management	71	38	19	14
Marketing. Services	82	34	26	22
Sociology	80	25	37	18
Business communication. Cross-cultural communication.	47	14	21	12
Total	584	213	231	140

After assessing the situation, it was concluded that The College's methodological and informational base is built upon BIA's resources. The main challenge remains limited resources for updating and expanding this base. This can be addressed through regular acquisition of new materials and database subscriptions, including EU-funded project support. At the end of each academic year, BIA Library sends a letter requesting a list of publications and periodicals for the next study year. Requests must include: programme name, course name and year, ISBN, author, title, publication year, publisher, number of copies, price in EUR, and other necessary details.

At this point, the College also seeks cooperation opportunities with other libraries, for example, on 14.04.2023 a Memorandum of Cooperation was concluded with the academic Library of the University of Latvia, which allows improvement of professional development and informative supply of students, doctors, scientific staff, co-operation in the provision of scientific informative services, in order to ensure performance of theoretical and applied research, develop co-operation in scientific research, intercultural communication, as well as in the field of humanitarian and social sciences, promote integration of research and higher education in Latvia, co-operating in popularization of scientific achievements, organise exchange of academic libraries and expenditures of the LU. The Memorandum provides for the provision of information services of the academic Library of the LU, lectures, excursions for students and teachers, participation in the scientific research work organised by the college and promotion thereof, co-operation in promoting the use of information resources, in accordance with the procedures specified by international scientific databases, as well as the development and implementation of joint academic and cultural projects in co-operation with Latvian State institutions, non-governmental organisations, foreign and international organisations.

At the beginning of the academic year, the College organizes a study excursion to the National Library of Latvia (LNB), during which students become familiar with the library's collection, IT resources, available databases, individual study rooms (available free of charge after registering for a LNB reader's card/ subscription). During the visit, students register for a personal/interlibrary subscription, which allows them to order and read LNB materials from any nearby library.

The LNB provides the following open-access e-resources for studies and research: Open Access Button, Unpaywall (for finding specific publications); The Bielefeld Academic Search Engine (BASE), CORE, DART-Europe E-theses Portal, DOAB, DOAJ, Europe PubMed Central, HathiTrust, IMF e-Library, OPEN Library, OAPEN Library, Onleihe, Open Access Theses and Dissertations, Open Research Library, PLOS, PDF Books World, Project Gutenberg, Rare Book Room (scientific articles, books, dissertations); OpenDOAR (directory of open-access repositories); Major academic publisher platforms including: BRILL, Cambridge University Press, CEEOL, De Gruyter, EBSCO, Emerald, JSTOR, Oxford University Press, Sage Journals, ScienceDirect, Scopus, Springer Open, Taylor & Francis Journals & eBooks, Wiley.

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

The College has long operated within an e-learning environment, using the Moodle platform. Moodle hosts study materials prepared by lecturers, links to online resources, student assignments and their evaluations. For remote learning, the MS Teams platform is used. The Moodle environment also contains methodical and regulatory documents related to the study process, such as Regulations for Plagiarism Control and Prevention, Study Regulations, Internship Regulations, Methodological Guidelines for Independent and Research Work, Complaint and Suggestion Procedure, etc. These materials are also available in English, as the study programmes are offered in both Latvian and English.

Lecturers are supported with tools and assistance for recording and editing video lectures. All academic and general staff members, as well as students, are provided with Microsoft 365 applications and individual licenses Office 365 A1 for faculty and staff/ Office 365 A3 for faculty and students.

Faculty and staff members have access to Moodle “Administration” section. This section includes:

- Strategic documents (e.g., College policies, procedures, regulations);
- Quality management documents;
- Final thesis and coursework guidelines;
- Templates (in Latvian and English);
- Materials for the creation and improvement of course descriptions;
- Information on research support;
- Research activities (e.g., IRCEP Conference);
- Methodological materials;
- Materials for professional development and qualification improvement;
- Tutorials for Moodle, MS Teams, and Office 365 usage.

The College offers: full-time intramural studies, part-time intramural studies and part-time extramural studies. In Moodle, students have access to course descriptions, Methodological materials, it is also planned to make video materials for each course, available on-demand at their convenience.

Student Information System – NEXUS implemented in 2021 provides storage and management of personal data:

- Monitoring changes in student numbers
- Tracking and displaying academic results
- Planning lessons and publishing timetables, monitoring programme implementation progress;
- Tracking lecturer workloads;
- Monitoring academic and financial obligations of students and automatic notifications to students about discrepancies;
- Preparation of certificates, invoices, transcripts, diplomas, and diploma supplements.

This ensures high-quality planning and supervision of the study process.

To promote a student-centered approach and facilitate information exchange, each course and student group has a WhatsApp group, used for easy interaction among students and with College

administration and faculty. This enables proactive academic support, improved learning outcomes. Moodle messaging is also actively used to communicate with faculty/students, providing timely feedback while respecting the diversity of students and their needs. In order to strengthen a student-centered approach, academic staff create appropriate learning pathways and apply diverse pedagogical methods. Academic staff contribute to students' autonomy while providing support.

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

The recruitment of academic staff is carried out in accordance with the “Regulations on Academic and Administrative Positions” of Riga Management College (approved by the College Council on 17.09.2020, protocol No. 4; amended at the Council meeting on 10.05.2022, protocols No. 1-1.5/2022/02 and No. 1-4.1/2022/12).

Based on a proposal from the Study Department, the Director of the College announces a competition for academic positions whose election term is expiring in the respective semester, as well as for any vacant academic positions. The competition is announced at least one month before the elections, with a public notice published in electronic media and by using internal calls as well. According to point 4.2 of the Regulations, candidates in the open competition must submit the required documents to the College Director no later than one month after the competition is announced. The College Council, after reviewing the documents and holding interviews with all candidates for the position, makes a decision by secret ballot and by a simple majority vote on whether to elect the candidate to the position. The Chairperson of the Council must submit the finalized decision of the meeting to the Director within three working days after the election.

In accordance with Section 40(1) of the Law on Higher Education Institutions, if there is a vacant or temporary vacant academic position in the College, the director may, upon proposal of the Council, decide not to announce a competition but hire a visiting professor, visiting associate professor, visiting docent, visiting lecturer or visiting assistant for a period of up to two years.

The “Regulations on Academic and Administrative Positions” are publicly available to all candidates on Riga Management College’s website:

<https://college.lv/en/policies-and-rules/>

2.3.6. 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 qualifications (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 accordance with Article 5, point 2¹ of the *Law on Higher Education Institutions*, Riga Management College (hereinafter – RMC) has implemented a Quality Management System Policy, which also

defines procedures for evaluating the work of academic staff, such as lecture observation (hospitation) and student surveys conducted after each study course.

Both *elected academic staff* and *visiting lecturers* at RMC are subject to evaluation. Prior to establishing contractual relationships, the academic staff is assessed based on Curriculum Vitae (CV) analysis and interviews with the Head of the Study Field and the College Director, to evaluate the lecturer's professional competencies. After concluding the contract and electing the lecturer as part of the academic staff, their teaching quality is assessed through lecture observations and student feedback. If the teaching quality does not meet expectations, discussions are held regarding necessary improvements. At the end of each semester/session, after the final examinations, student surveys are conducted to assess the lecturers' performance, and information about the academic outcomes of the study courses led by them is collected. All data are analysed, and based on the results, the College Director and the Head of the Study Field evaluate each lecturer's performance and decide on further actions.

According to the Cabinet Regulation No. 569 of 11 September 2018 "*Regulations on the Required Education and Professional Qualifications of Teachers and the Procedures for Improving Professional Competence of Teachers*", point 16, the College has developed a professional development plan for academic staff. The academic staff regularly participate in professional development seminars and programs, such as the professional development program "Higher Education Didactics and Innovations in Higher Education" offered by Turība University of Business Administration.

In addition, College lecturers can attend internal training sessions led by the Moodle platform coordinator, which cover new features and innovations in Moodle and other ICT tools – such as course duplication, assignment setup, Grade Me block usage, Moodle calendar integration, use of Office 365, and the SharePoint work environment.

Academic staff are motivated and actively use the professional development opportunities offered by the college to raise their qualifications and ensure the appropriate quality of the study process. Academic staff involved in the study field regularly attend pedagogical development courses and programmes organised by the college, such as a professional improvement programme for teachers of higher education institutions "Diversity Management and Promotion of Inclusive Environment in Higher Education", which was managed by guest lecturer Mg.sc.soc. Vita Stiže-Škuškovnika, (BA Turība). The College also organises educational seminars for teachers with guest speakers, for example, on June 17, 2025, a seminar "Current Developments in the Handling of Labour Disputes" was held.

The added value of the participation of academic staff in various courses, seminars and other further training activities is ensured both directly - in the improvement of study courses, for example, topics are updated, methodologies are adapted, modern examples and interactive forms of learning are introduced, as well as in promoting knowledge transfer, exchange of experience - after individual seminars or courses, teachers are invited to prepare a brief report or presentation to colleagues. Thus, the results of the improvement of the qualification of teachers are reflected not only at individual level (in the professional development of teachers), but also in the improvement of the quality of study content, ensuring compliance with the requirements of the modern sector and the needs of students.

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

A total of 14 academic staff members are involved in the implementation of the study programme "Tourism Services Organization". Among them, 3 hold a doctoral degree, and 11 hold a master's degree in the relevant field. Academic staff are selected based on their research directions and the study courses they are assigned to. The academic and research workload is determined in accordance with the Cabinet of Ministers Regulation of 5 July 2016 "Regulations Regarding Remuneration of Teachers", as well as Riga Management College's "Regulations on Academic Staff Remuneration" (approved by Director's Order No. 1-10/3 of 06.06.2017, with amendments made during the Council meeting of 14.06.2024, Protocol No. 1-1.5/2024/04 - included in the section 'Other Annexes' of the SAR, Latvian only). According to the current study plan and the small number of student groups, academic staff have been working part-time during the reporting period.

In supervising student research projects, academic staff also involve students in research activities. For example, in cooperation with the Social Integration State Agency College, a joint conference is planned for the 2025/2026 academic year, fall semester, where both lecturers and students will present their publications. The college's academic staff regularly participate in national and international scientific conferences and apply the knowledge and experience gained to update study courses.

The aforementioned activities are supported in accordance with the "Regulations on Academic Staff Remuneration" (approved on 06.06.2017 by Director's Order No. 1-10/3, with amendments on 17.09.2020 during the Council meeting, Protocol No. 4, No. 1-4.1/2020/06, and on 14.06.2024, Protocol No. 1-1.5/2024/04), with each activity being remunerated according to the predetermined number of hours.

Information on the academic staff involved in the implementation of the study field — including their degrees/qualifications, appointment status at the college, the programmes and courses they teach, and their proficiency in the official and foreign languages — can be found in Annex 2.3.1. of the self-assessment report "Basic Information on Academic Staff Involved in the Study Field", as well as in Annex 2.3.2. "Academic Staff CVs (Curriculum Vitae)".

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

The support available to students can be assessed as good and purposefully organized. Its planning and implementation are carried out in close cooperation with the Student Council by identifying student needs, listening to suggestions, and agreeing on solutions. The college has a clearly defined procedure through which students can participate in improving the college's operations and study processes.

All students have access to psychological support. Riga Management College (RMC) has a cooperation agreement with the Department of Sociology and Psychology at Riga Stradiņš University to provide support to students for emotional, cognitive, and communication difficulties, as well as to promote personal development. This is particularly important during stressful periods such as exams. For international students, this support also helps with acclimatization.

The college has maintained long-term cooperation with the NGO “Shelter ‘Safe House’” in matters of integration of foreigners. For example, international students are offered conversational Latvian language club sessions—one for newcomers and one for advanced students. They also have access to free translation services, legal assistance, and support in solving social issues.

Support is provided to students from the moment they show interest in RMC until matriculation and throughout their studies. For local applicants, the Study Department provides informational support. For international students, the External Relations Officer provides consultations and supports applicants throughout the entire admission process using various communication tools—phone, email, WhatsApp, and video conferencing platforms.

Significant information support is provided to both full-time and part-time students by the RMC Study Process Coordinator. Information is delivered in person, over the phone, or via correspondence. At the beginning of each semester, an informational meeting is organized for each group to explain the semester plan and upcoming assignments such as internships or term papers. A WhatsApp group is created for each student group every semester for quick communication, which students find especially convenient. Questions are mostly about the study process and are resolved quickly.

RMC conducts its study process in the premises of the Baltic International Academy, which are accessible to students with mobility impairments.

To support student career development, RMC is a member of the Latvian Chamber of Commerce and Industry. Additional support is provided through events organized by the Student Council, which promote student engagement and, for international students, provide a better understanding of Latvia and its history—for example, visits to the War Museum, Riga Zoo, and excursions to Sigulda, among others.

Even before arriving in Latvia, international students are offered housing options based on cooperation agreements for student dormitory services. For example, on May 12, 2025, a Cooperation Agreement No. 1-6/2025/01 was signed with Duck Republik SIA for the provision of accommodation services.

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education institution/ college and the study field, 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 scientific research activities implemented by Riga Management College (RMC) in the study field "*Hotel and Restaurant Service, Tourism and Leisure Organization*" are closely aligned with the College's mission - to prepare creative, socially responsible professionals in the fields of modern tourism and entrepreneurship. At the same time, research is developed in accordance with the College's strategic objectives and the aim of the study field - to train professional tourism sector specialists capable of adapting to changing circumstances and applying innovative, sustainable solutions.

The College's Scientific Research Development Strategy 2023–2028, which is integrated into the College's Development Strategy (https://college.lv/wp-content/uploads/2024/08/Koledzas_Attistibas_Strategija_2023.2028._gadam_ar_grozijumiem_1-8893461.pdf, Latvian only), aims to enhance scientific research activities and increase research achievements in supported research areas, by promoting student and academic staff participation in international conferences, increasing the number of publications, and improving research quality. The strategy outlines the following tasks:

- Conducting applied and original research in the field of tourism;
- Strengthening research capacity through additional personnel;
- Promoting collaboration with employers and other institutions;
- Expanding international cooperation with educational and research institutions;
- Regular organization and publication of scientific conferences and publications.

These strategic goals and tasks align with the College's mission and vision, ensuring that research activities not only expand the knowledge base but also directly support the quality of studies and the implementation of innovations.

According to the Scientific Research Development Strategy 2023–2028, the following priority research areas have been identified:

1. Sustainable tourism development
2. Technologies and innovations in tourism
3. Tourism marketing and consumer behaviour
4. Development of tourism products
5. Strengthening international competitiveness in tourism
6. Quality management in tourism
7. Cultural heritage, medical, and sports tourism
8. Economic impact and financial indicators in tourism
9. Tourism policy and planning
10. Professional development and workforce growth in tourism.

These areas are important both in academic and applied contexts and correspond to Latvia's national economic priorities in the tourism sector, ensuring alignment with modern scientific development and labour market needs.

To achieve its strategic goals, the College has set a task to foster international cooperation for knowledge transfer, supporting student and academic staff participation in various international projects, conferences, seminars, and other activities aimed at gaining experience in education and professional fields. In 2023, RMC hosted the 1st International Conference on Entrepreneurship Processes (IRCEP) – *“Entrepreneurship and Business Management – Challenges. Perspectives. Solutions”* (<https://college.lv/en/scientific-conferences/>). In December 2025, RMC, in collaboration with SIVA College, will organize a joint international scientific conference, which will be a significant step in strengthening the research culture. Both faculty and students will have the opportunity to participate.

RMC students also participate in research conferences organized by other universities, such as the International Student Conference “Students on Their Way to Science” hosted by the Latvia University of Life Sciences and Technologies (LBTU) (<https://www.sws.lbtu.lv/>), where RMC students have presented research on topics like the use of social media marketing tools for tourism promotion, employee creativity in tourism and hospitality in the 21st century, and more. Students and academic staff also have the opportunity to participate in College-organized seminars. For example, on July 8, 2025, a seminar titled *“My Opportunities in the Latvian Labor Market”* was held,

focused on labour market research and led by the Head of HR at CV-Online.

Scientific research activities promote students' analytical thinking, problem-solving, and communication skills, while also fostering the professional development of teaching staff and strengthening the College's image as a modern, research-active, and collaboration-oriented educational institution.

In summary, the applied research conducted in this study field is tightly integrated into the study content, aligns with the College's core values (professionalism, development, responsibility), and supports the study field's goals by reinforcing the connection between academic programs, practical environments, and industry innovation.

2.4.2. 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 activity at Riga Management College (RMC) is an integral and embedded component of the study process, closely linked to the content, themes, and development of the study programs. Its aim is to foster students' research skills, deepen their understanding of current industry challenges, and create a bridge between theoretical knowledge and practical experience.

The College has developed a Scientific Research Development Strategy for 2023–2028, which was approved at the College Council meeting on June 14, 2024, and is included as a core part of the College Development Strategy (https://college.lv/wp-content/uploads/2025/10/Development_Strategy_2023_2028.pdf). The defined research directions and tasks directly support the goals of the study programs and ensure continuity between research activities and learning outcomes.

Research activity is embedded in the study structure from the first year, where students acquire the fundamentals of academic work and research methodology. In later semesters, study courses and practical assignments promote in-depth understanding of research methods and data analysis skills. Students begin work on their qualification paper in the third semester, and these papers are based on current industry problems and are closely related to real-life tourism sector situations.

Lecturers assign students independent and practical tasks linked to current issues in the field and research. Employers increasingly demand skills such as analytical skills, critical thinking, and the ability to argue effectively—skills developed through various courses, as well as during term paper and qualification paper.

Study courses are logically interconnected, and their content is regularly updated based on curriculum mapping, feedback from employers, and student evaluations. Course structures include tasks that develop analytical thinking, argumentation, and the application of scientific methods relevant to tourism.

RMC academic staff participate in applied and consumer-oriented research. A complete list of research conducted by academic staff can be found in Annex 2.4.2. 'Publications of the Teaching Staff'. The results are integrated into the study process through lecture content, practical assignments, seminar topics, project work, and recommended reading.

For example, within the tourism study courses, students are offered real-life case studies and project work based on publications on tourism marketing, digitalization, and sustainable tourism

practices (Garanti, Dembovska, Berjozkina El Džamila, Brencis). The content of law study courses is supplemented with research on the regulation and legal environment of artificial intelligence, providing students with the opportunity to discuss current issues in the field of tourism regulation, as well as to acquire and improve data analysis and application skills in the context of legal practice (Garkājs).

Examples of the integration of certain research into the study process:

Garkājs, O. <i>Using of Artificial Intelligence in the Study Process, 2025</i>	<i>Legal norms and labour rights:</i> integrated into practical assignments on AI regulation, case studies, and seminar discussions on labor law and IT risks.
Dembovska, I. et al. (2019–2023) – Research on tourism enterprises, seasonal tourism impact, smart villages.	<i>Introduction to travel and tourism</i> – results are used as case studies and examples in lectures and project work.
Berjozkina, G. & Garanti, Z. (2020–2025) – Publications on health tourism, seasonality, smart tourism.	<i>Sustainable and responsible tourism</i> – research data integrated into study materials; practical assignments are based on real examples, case studies, and data interpretation.
Brencis, A. et al. (2020–2022) – Research on social entrepreneurship, e-commerce, digitalization, remote work studies.	<i>Tourism product development, Project management in tourism, Reservation systems in travel and tourism</i> – lectures, seminars, and practical assignments use examples of digital solution implementation, specifics of remote work, etc.

Academic staff publications serve as a valuable resource for course content development, ensuring the continuous integration of scientific findings into the study process. For students, they provide the opportunity to identify industry development trends, the most current scientific achievements, broaden their research perspective, and become familiar with practically applicable research examples. Likewise, case studies, company-based assignments, and data interpretation in the context of the industry play a significant role.

To strengthen the connection between studies and the real-world work environment, the College invites guest lecturers from the business sector to deliver lectures and seminars. For example, on June 17, 2025, a seminar titled “*Current Issues in Employment Disputes. Reading a Work Contract Skillfully to Protect Your Interests*” was led by practicing lawyer Mg. iur. Ināra Brante. On July 8, 2025, the seminar “*My Opportunities in the Latvian Labor Market*” focused on labour market research and was led by the Head of HR at CV-Online. This interdisciplinary approach enhances students’ understanding of research application in various business and tourism contexts both in Latvia and internationally. Inviting practicing professionals strengthens the practical side of

research topics and fosters relationships between students, industry professionals, and associations. For subject-specific tourism courses, the College also plans to invite foreign experts to deliver guest lectures and seminars. This further connects the study process with the global tourism industry, tourism products, services, and their specific characteristics worldwide.

Overall, scientific research activity at the College is not an isolated activity but an integral element of the study process and the professional development of academic staff, fostering professional growth, creativity, and the ability to make well-considered and evidence-based decisions. This approach significantly enhances the quality of studies, ensures their relevance, and makes the College's students and graduates competitive in the labor market.

2.4.3. 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.

Through cooperation with foreign partners, the development of study programs is enhanced by promoting international collaboration, offering both the College's academic staff and students the insight into global tourism development trends. The study program "Tourism Service Organisation" benefits directly from this collaboration.

Academic staff involved in implementing the study program regularly conduct scientific research and supervise student research activities. Research activities include participation in conferences and seminars in Latvia and abroad, and publication of scientific articles both locally and internationally (including peer-reviewed international journals). The fields in which academic staff conduct research are diverse, including entrepreneurship, law, tourism and hospitality, economics, and others.

For example, on May 12–14, 2025, RMC lecturer Mg. iur. O. Garkajs participated in a visit abroad organized by the Latvian Association of Colleges to the Kildare and Wicklow Education and Training Board and Celbridge Further Education and Training Centre in the Republic of Ireland. The visit involved discussions about mutual cooperation opportunities at both institutional and individual levels (staff and students).

On June 26–27, 2025, RMC lecturers Dr. sc. admin. A. Brencis and Mg. iur. O. Garkajs took part in a preparatory visit to Vilniaus Kolegija, University of Applied Sciences in Vilnius, Lithuania, under the *Nordplus Adult 2025* project. During the visit, they met with the Faculty of Business management, visited various laboratories, and held discussions with the Head of the Tourism Department, exploring institutional and academic cooperation opportunities.

In cooperation with partners from Cyprus, the academic staff involved in the program implementation have conducted several studies and developed joint publications directly relevant to the study field and the "Tourism Service Organisation" program. For example:

- Garanti, Z., & Stylianou, C. (2022). *Opening the path of gastro-tourism cluster development: the case of Cyprus. Worldwide Hospitality and Tourism Themes*, 14(5), 492–500.
- Liasidou, S., Garanti, Z., & Pipyros, K. (2022). *Air transportation and tourism interactions and actions for competitive destinations: the case of Cyprus. Worldwide Hospitality and Tourism Themes*, 14(5), 470–480.

- Berjozkina, G., & Garanti, Z. (2022). *Introduction: how could the Republic of Cyprus reduce the impact of seasonal tourism on long-term sustainable development? Worldwide Hospitality and Tourism Themes*, 14(5), 415–420.

On April 12, 2022, RMC signed a cooperation agreement with City Unity College Nicosia, Cyprus regarding collaboration in the fields of studies and science, as well as further education in programs implemented by the college. A complete list of publications is available in Annex 2.4.2: "*Publications of Teaching Staff*".

The College will continue active international collaboration with foreign partners — higher education institutions and tourism organizations — thus promoting the ongoing development of scientific research. The signed cooperation agreements with foreign and international companies offer opportunities for applied research in tourism by both faculty and students at the international level, significantly enhancing the value of the study program and benefits for students.

According to the cooperation agreement No. 1-5/2025/01 signed on March 6, 2025, between the College and the State Agency for Social Integration (SIVA) (clause 2.1.5 — cooperation in organizing academic conferences), RMC and SIVA College will jointly organize an international scientific conference in December 2025, with participation from several foreign partners. Joint research presentations are also planned.

In the spring semester of the 2025/2026 academic year, RMC plans to organize the International Research Conference on Entrepreneurial Processes (IRCEP). The planned research topics supported by this conference will include:

- Sustainable tourism development
- Technologies and innovations in tourism
- Development of tourism products
- Strengthening international competitiveness in tourism
- Economic impact and financial indicators in tourism
- Professional development and workforce advancement in tourism

and more.

2.4.4. 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 field by providing examples.

Riga Management College (RMC) regularly engages academic staff in scientific and applied research. The College continuously informs staff about opportunities to participate in local and international conferences and seminars — as speakers, authors of scientific articles and publications, and other activities.

Academic staff involved in the implementation of the study program actively engage in scientific research and supervise students in their research work. Their activities include participation in conferences and seminars in Latvia and abroad, and publication of scientific articles both locally and internationally (including peer-reviewed journals). The research fields are diverse — including entrepreneurship, law, tourism and hospitality, economics, and others.

To achieve strategic goals, the College has set a task to foster international cooperation for knowledge transfer, supporting the participation of academic staff and students in various international projects, conferences, seminars, and other activities to gain educational and professional experience. RMC has expanded its research activities, including the organization of the 1st International Research Conference on Entrepreneurial Processes (IRCEP) on May 17, 2023, titled *“Entrepreneurship and Business Management – Challenges. Perspectives. Solutions”* (<https://college.lv/en/scientific-conferences/>). Academic staff and students from the study program have opportunities to present or participate in such events organized by the College.

To motivate academic staff and students in research and creative activities, RMC has developed Regulations on Scientific Research at Riga Management College. These provide appropriate mechanisms and procedures to enhance faculty qualifications and encourage research activities. Faculty regularly update their professional qualifications and actively engage in research. For example:

Mg. iur. Lecturer O. Garkajs and Dr. sc. admin. A. Brencis participated on March 27, 2025, in the Latvian Association of Colleges' conference *“Education. Growth. Sustainability. 2025”* (<http://kolasoc.lv/lv/notikumi/47-konference-izglitiba-izaugsme-iltgspeja-2025>), presenting the paper *“Legal Regulation of Artificial Intelligence in the Republic of Latvia.”* Highlights of the conference in 2025 - global challenges in modern society (socio-economic conditions, internal and external security, artificial intelligence, digitalisation, technology, human capital preparation). The scientific Article *“Legal Regulation of Artificial Intelligence in the Republic of Latvia”* has been adopted for publication in a collection of scientific articles by students and teachers of the Latvian Association of Colleges applied Research Conference *“Education. Growth. Sustainability. 2025”* organised by the Latvian Association of Colleges. This contribution additionally demonstrates the professional approach of RMC lecturers to modern digital development trends, particularly in AI.

Mg.iur., lecturer O. Garkajs also participated in the 15th International Scientific-Practical Conference organized by the Baltic International Academy on May 16–17, 2025, presenting *“Using Artificial Intelligence in the Study Process”* and preparing a scientific article with the same title for publication in the conference proceedings.

Mg.iur., lecturer O. Garkajs also participated with the article *“Using Artificial Intelligence in the Study Process”* at the XV International scientific practical conference of the Limited liability company BALTIC INTERNATIONAL ACADEMY titled *“Time of Challenges and Opportunities: Problems, Solutions, Perspectives”* and prepared the scientific article *“sing Artificial Intelligence in the Study Process”* for publication by the BALTIC INTERNATIONAL ACADEMY LLC XV International Scientific Practical Conference *“Time of Challenges and Opportunities: Problems, Solutions, Perspectives”* in the conference proceedings.

Research and publications by academic staff are integrated into the study program content, used in lecture contents, development of practical tasks, seminar topics, student projects, and recommended literature. These serve as valuable resources for improving course content and give students access to real-world research examples. Some examples of academic staff scientific work used to enhance the study process include:

- Berjozkina, G., & Garanti, Z. (2025). *Themed editorial: The development of health tourism in the Visegrád countries. Worldwide Hospitality and Tourism Themes*, 17(2), 149–151.
- Garkajs, O. (2025). *Using of artificial intelligence in the study process*. Included in the proceedings of the 15th International Scientific-Practical Conference *“A Time of Challenges and Opportunities: Problems, Solutions, Perspectives”*.
- **Dembovska, I., Kļavinska, A., Dimanta-Svilpe, Z., Raupeliene, A. (2023).** *Factors in*

the development of smart villages regarding tourism in the Baltic States. Worldwide Hospitality and Tourism Themes. DOI: [10.1108/WHATT-06-2023-0086](https://doi.org/10.1108/WHATT-06-2023-0086) (Web of Science, Q2)

- **Garanti, Z., Zvaigzne, A., & Berjokina, G. (2023)**. *Smart tourism: what developments and issues are important to the Baltic States? Worldwide Hospitality and Tourism Themes*, 15(5), 463–467. DOI: [10.1108/WHATT-06-2023-0071](https://doi.org/10.1108/WHATT-06-2023-0071)
- **Garanti, Z., Berjokina, G. (2022)**. *Attitudes (Stereotype and Prejudice) of Local People towards Seasonal Tourism Workers*. In *Routledge Handbook of Social Psychology of Tourism*.
- **Garanti, Z., Violaris, J., Berjokina, G., & Katemliadis, I. (2022)**. *Rebranding of Tourist Destinations to Drive Tourism Recovery and Sustainability – Post COVID-19 Period*. In *COVID-19 and the Tourism Industry: Sustainability, Resilience and New Directions* (Routledge).
- **Zvaigzne, A., Litavniece, L., & Dembovska, I. (2022)**. *Tourism seasonality: the causes and effects. Worldwide Hospitality and Tourism Themes*, 14(5), 421–430. DOI: [10.1108/WHATT-07-2022-0080](https://doi.org/10.1108/WHATT-07-2022-0080)

A full list of academic staff publications, conference participation, and project involvement over the past 6 years can be found in Annex 2.4.2: "List of Academic Staff Publications."

According to cooperation agreement No. 1-5/2025/01, signed on March 6, 2025, between RMC and the State Agency for Social Integration (SIVA) (Clause 2.1.5 – cooperation in organizing academic conferences), RMC and SIVA College will jointly organize an international scientific conference in December 2025, with participation open to both academic staff and students.

A quantitative summary of scientific and applied research activities relevant to the field of study during the reporting period — including RMC academic staff publications, conference participation, and project involvement — is provided in Attachment No. 2.4.1.

2.4.5. Specify how the involvement of the students in scientific research and/ or applied 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 field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

Student involvement in scientific and applied research is a key component of the study process, helping students develop research skills, gain deeper insight into the tourism industry, and enhance their critical thinking skills. The College regularly informs students about opportunities to participate in local and international scientific conferences and seminars—as speakers, authors of scientific articles and publications, and participants. The results of scientific and applied research are integrated into the study program, ensuring the connection between theoretical knowledge and real-life practice.

To motivate both academic staff and students in scientific and creative activities, and to strengthen the integration of research into the study process, RMC has developed a Regulation on Scientific Research at Riga Management College and a Scientific Research Development Strategy for 2023–2028, which includes targeted activities for promoting scientific and applied research. The strategy is aligned with current legislation and is integrated into the College’s overall [Development strategy](#) In order to further support and fund student research activities, Regulations for the

Financing of Student Research Activities have been developed, which state that the maximum available funding per student is up to EUR 150.00 per year for supporting research quality. In addition, a Student Scientific Paper Competition Regulation has been established, with the competition held once per academic year.

Research activity is embedded in the curriculum from the first year, where students learn the basics of academic research and methodology. In later semesters, study courses, practical assignments, and tourism study projects encourage deeper research understanding and data analysis skills. In the third semester, students begin working on their qualification paper topics, which are based on current industry challenges and closely tied to real-life situations in tourism.

Student involvement in research is promoted through various activities, such as:

- Research tasks within study courses, which develop analytical skills and the ability to critically evaluate information, including the preparation of a tourism project.
- From the third semester, students begin exploring and developing their qualification paper, a mandatory part of the study program.
- Practical assignments and projects based on current industry trends and research findings are integrated into the study process. The College plans to further strengthen collaboration with businesses, providing opportunities for students to conduct applied research in real working environments.
- Students are regularly informed and encouraged to participate in College-organized as well as external local and international scientific conferences, seminars, and research activities. For example, RMC students have participated in the International Student Conference “Students on Their Way to Science” organized by the Latvia University of Life Sciences and Technologies (LBTU), presenting research on social media marketing tools for tourism promotion, employee creativity in tourism and hospitality in the 21st century, among others. (<https://college.lv/en/scientific-conferences/>)
- Academic staff involve students in joint research projects, providing mentoring and methodological support. Visiting lecturers and international experts will also be engaged to broaden the international dimension of the study program and its connection to the global research environment.

Since the study program “*Tourism Services Organization*” is currently in its first year of implementation, student involvement in research is still being developed, with more active engagement planned in future semesters.

In autumn semester of the academic year 2025/2026, the College plans to organize a student scientific paper competition to enhance research quality and recognition among students. In December 2025, RMC, together with the College of the State Agency for Social Integration (SIVA), will organize an international scientific conference on socially responsible entrepreneurship, in which RMC students will also have the opportunity to present their research.

An assessment of the effectiveness of the solutions applied and the extent of the participation of students in the abovementioned mechanisms will objectively be able to be established at the end of the 205/2020 academic year by analysing the results of the application of the solutions.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher

education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

The College purposefully introduces various innovations to ensure a high-quality, modern, and industry-relevant study process. These innovations include product innovations (study program content), process innovations, marketing (communication) innovations, and organizational approaches that support students' professional growth, competitiveness, and adaptability to industry dynamics.

In developing the content of the study program, special attention is given to innovative courses that reflect current trends in the tourism sector, sustainability, and digital technologies. Courses introduced in the program include *"Tourism Enterprise Marketing"*, *"Sustainable and Socially Responsible Tourism"*, *"Tourism Product Development"*, *"Business Environment in Tourism"*, and others. These courses enhance students' ability to analyse modern tourism processes and apply theoretical knowledge to real-world business environments. This approach fosters student interest and understanding of innovation and technology implementation not only in tourism but also in the broader business context and Latvian economy. The College works closely with employers, companies, and organizations to integrate industry trends and needs into the curriculum.

The study process is organized flexibly, in line with modern educational approaches. The implementation of the program includes the use of digital tools such as Moodle, Zoom, Slido, Kahoot!, and Miro, which support interactive learning and various learning styles. Some assignments can be completed at a time and in a format convenient for the student, supporting a student-centered approach. Study materials are offered in multiple formats— text, visual, and audio—allowing students to tailor their learning experience to their individual needs. Internships I and II function as work-based learning, providing opportunities to gain practical experience in digital skills, project management, sustainable tourism management, and more.

The College actively develops communication with prospective students and partners through social media, online platforms, virtual open days, and video content showcasing the study programs, student experiences, and success stories. This modern communication strategy both appeals to the target audience and strengthens the College's image as a dynamic and innovation-oriented educational institution.

The study process is also supported by an organizational innovation — a student-centered model where students can choose their internship placement, study project, and thesis topics. They are provided with consultations in person and online, and their active participation in college life is encouraged through the Student Council, regular feedback surveys, and discussions with management. This structure promotes student responsibility and motivation and allows for the customization of the study process to meet individual needs and professional interests.

These innovations have a significant positive impact on the relevance of the study process, alignment with labour market needs, and student engagement. The use of digital tools and flexible learning formats supports diverse learning styles and increases accessibility. The modern course content ensures that students develop in-demand skills, while organizational and communication innovations foster student participation and encourage personal responsibility for learning outcomes. These approaches also position the College as a flexible and forward-thinking institution.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field 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 cooperation partners.

To successfully achieve the goals of the College and the study field, as well as the learning outcomes, the College cooperates with various Latvian and international institutions.

In the College's Development Strategy, the involvement of employers in the study process plays a crucial role. The College regularly maintains contact with its partners by jointly organizing events for students and allowing them to visit companies in person. Suggestions and proposals from employers and industry representatives regarding the development and improvement of study programs are discussed in the College Convent and Methodological Commission meetings. The College also signs cooperation agreements with employers to provide internship placements and engage in other forms of collaboration, promoting a work-based learning process.

The College's development strategy includes developing new, forward-looking study programs based on labour market trends and demand, including by involving local and foreign experts. For example, during the development of the "*Tourism Service Organization*" program in 2023–2024, several industry consultants participated, including representatives from companies such as *Honest Tours SIA*, *Nikos Travel SIA*, *AZA Tours SIA*, *Via Hansa & Borealis*, and *Tourism Agency KOLUMBS*.

The College is a member of the Latvian Chamber of Commerce and Industry (LTRK) and actively participates in its activities to stay informed about labour market developments and foster cooperation.

RMC is also a member of the Latvian College Association (LCA), ensuring strong communication and collaboration with other colleges and facilitating the exchange of information on developments in higher education. Since the Latvian College Association (LCA) is a Member of the Employers' Confederation of Latvia (LDDK), the College actively monitors labour market developments and cooperates indirectly (through the Association of Latvian colleges (LKA)) with the Employers' Confederation of Latvia (LDDK).

The College has become a member of the the Social Entrepreneurship Association of Latvia (LSUA), receiving certification of membership status on 23.07.2024. Membership makes it possible to take advantage of the www.socialauznemejdarbiba.lv opportunities of the communication platform, integrate aspects of social entrepreneurship into study programmes, engage in joint projects, use the association's network of contacts and cooperation (including international contacts), and involve the association or one of the members in organising the college research conference.

To provide practical experience and understanding of business and tourism fields, the College organizes visiting lectures, seminars, and field trips and excursions to tourism-related companies and organizations. Such study activities provide valuable insights into different aspects of tourism, starting from work with clients (customer service) and up to managing the enterprises in the

tourism sector. Such study trips (excursions) are particularly valuable for foreign students, as they reveal the specific nature of activities of Latvian organisations/enterprises, as well as promote integration of foreign students into Latvian culture and labour market. For example, in co-operation with Alma Career (formerly CV-Online), on July 08, 2025, a seminar was held for students “My opportunities in the labour market in Latvia” on labour market statistics and employment opportunities in Latvia, which was held by the Head of the personnel division of CV-Online.

To promote experience exchange, knowledge transfer and research collaboration for students and academic staff, the College cooperates with other educational institutions. It has signed cooperation agreements with higher education institutions such as *Baltic International Academy*, *Vidzeme University of Applied Sciences*, *SIA “Hotel School”*, and others (see full list in Appendix 5.2.1).

For example, under the March 6, 2025 cooperation agreement with the State Agency for Social Integration (SIVA), RMC and SIVA College will jointly organize an international scientific conference in December 2025. RMC staff can also receive consultations from SIVA specialists on working with students with functional impairments to ensure inclusive learning environments.

For example, in accordance with point 2.1.5 of the Cooperation Agreement of 6 March 2025 between the College and the State Agency for Social integration (SIVA) (cooperation in organising scientific conferences for academic staff and students), the RMC and the SIVA College will jointly organise an international scientific conference in December 2025. Both College academic staff and students will have the opportunity to participate in it. Within the framework of this cooperation, RMC employees also have the possibility to receive SIVA specialist consultations regarding work with people with different functional disorders to ensure the appropriate study process, adapting to different needs of students.

The study process takes place in the premises of the Baltic International Academy (BIA) in Valērijas Seiles Str. 1 bldg. 4 and Valērijas Seiles Str. 4, Riga. RMC has a rental agreement with BIA for use of its infrastructure, including classrooms, offices, computer classes, IT infrastructure, library resources, and access to scientific databases.

Students have access to BIA’s library resources and scientific databases. The collection of the BIA library is carried out in close cooperation with study programme directors and academic staff, studying the lists of mandatory literature of academic staff and the supply and demand of books on the market. Similarly, on 2nd December 2024, the College and the BIA signed a Cooperation Agreement No 2024/12-02 on bilateral practical, academic and scientific research cooperation.

For example, in July 2025, RMC and BIA student Parliament jointly held a summer event for international students. The event was attended by students from the RMC and the Baltic International Academy who had a trip by the ferry and received useful information and guidance from the CV.lv representative on post-study work and career opportunities.

On the basis of the rental agreement and co-operation agreement, college students have access to the resources of the BIA accredited library located at Valērijas Seiles Street 1, bldg.4, Riga, where an industry-specific range of books is available in both Latvian and English. The books can be read both on site and through the publications available in the electronic book catalogue. Students have access to a separate list that presents the latest books purchased and provides access to the electronic database (<https://bsa.edu.lv/index.php/lv/studentiem/biblioteka.html>).

The college is also looking for additional cooperation with other educational institutions and libraries. For example, on April 14, 2023, a Memorandum of Cooperation was concluded with the Academic Library of the University of Latvia on services of the academic Library of the University of Latvia, which allows improvement of professional development and informative supply of students, academic and scientific staff through co-operation in the provision of scientific informative services,

in order to ensure performance of theoretical and applied research, develop co-operation in scientific research, intercultural communication, as well as in the field of humanitarian and social sciences, promote integration of research and higher education in Latvia, co-operation in popularization of scientific achievements, organise exchange of LU Academic Library and publications . The Co-operation Memorandum provides for the provision of informative services of the LU Academic Library, lectures, excursions for students and academic staff, participation in the scientific research work organised by the College and promotion thereof, co-operation in promoting the utilisation of information resources in accordance with the procedures specified by international scientific databases, as well as the development and implementation of joint academic and cultural projects in co-operation with State institutions, non-governmental organisations of the Republic of Latvia, foreign and international organisations.

In order to ensure the support of foreign students, the College has entered into a co-operation agreement regarding the provision of hotel services. Even before arriving in Latvia, the College offers foreign students a choice of possible place of residence, based on a co-operation agreement regarding provision of hotel services (Cooperation Agreement with DUCK Republik SIA on accommodation of foreign students at DUCK Republik Student Hotel Riga, Lauvas Street 1, Riga).

RMC also maintains long-term collaboration with the NGO “Shelter Safe House” to support foreign student integration, for example, students from abroad are offered classes in two Latvian conversational clubs: those who have just arrived and students of later semesters, as well as incoming students, can receive free translation, legal aid, as well as support in solving other social issues.

The cooperation with different Latvian institutions implemented within the study field fully supports the achievement of the study field’s goals and learning outcomes.

Latvian co-operation partners corresponding to the study direction and study programme shall be selected in accordance with their activity profile, selected sector (sphere) and interests. Mechanisms for attracting co-operation partners are implemented by addressing co-operation partners, concluding co-operation agreements as far as possible and involving co-operation partners in the study process.

RMC selects cooperation partners for study fields and programs based on such criteria:

1. Relevance to the professional field: cooperation partners (organisations/ enterprises) operate in tourism field, e.g., tourism service providers or offering educational services;
2. Quality and diversity: professionals in their field. Organisations/companies provide opportunities for students to gain experience from different practices and to be prepared for different tasks and challenges in the field of tourism;
3. Support and resources: cooperation partners providing student internship should be prepared to offer support and resources to provide students with an appropriate internship environment. This may include the availability of experienced practice managers, the necessary technical and information resources, and the possibility to participate in real projects and activities;
4. Involvement in the educational process: it is desirable for co-operation partners to participate in the educational process by providing information regarding the innovations of the sector, offering lectures or seminars to students, as well as participating in the improvement of study programmes.

Latvian cooperation partners (organisations/enterprises), which offer study internship and opportunities to participate in real projects, promote the practical experience and ability of students to apply theoretical knowledge. This is a very important contribution because it gives students an

understanding of how theoretical foundations are applied in practice. Cooperation partners shall participate in the development of the study programme by providing feedback on the skills and knowledge needed in enterprises in sectors. This helps to keep the curriculum up to date and in line with real market conditions.

A detailed list of signed cooperation agreements (including internships, contract objectives, and durations) is included in Self-Assessment Report Appendix 2.5.1.

Overall, it should be noted that cooperation has expanded during the reporting period.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field 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 cooperation partners.

The cooperation implemented by the College with various foreign institutions fully contributes to the achievement of the study field's goals and learning outcomes. To achieve its strategic goals, the College has set the objective of strengthening international cooperation to facilitate knowledge transfer, supporting both students and academic staff in participating in international projects, conferences, seminars, and other activities with the aim to gain experience in education and professional fields.

The College has also expanded its activities in research, organizing the 1st International Conference on Entrepreneurship Processes (IRCEP) on May 17, 2023, titled "*Entrepreneurship and Business Management - Challenges. Perspectives. Solutions*" (<https://college.lv/en/scientific-conferences/>). In December 2025, RMC and SIVA College will jointly organize an international scientific conference involving several foreign partners.

The College's Development and Internationalization Strategy (<https://college.lv/en/policies-and-rules/>) also foresees the development of new study programs, including the involvement of foreign experts. For example, during the development of the "*Tourism Service Organization*" study program (2023–2024), there participated several international industry experts from the UK, Cyprus, and India — the countries where tourism is one of the main economic sectors.

On May 12–14, 2025, RMC lecturer Mg. iur. O. Garkājs participated in a foreign visit to Ireland organized by the Latvian Colleges Association (LKA), including meetings with Kildare and Wicklow Education and Training Board and Celbridge Further Education and Training Centre. The visit focused on exploring future cooperation opportunities with these potential cooperation partners - both at the institutional level and for students and academic staff.

RMC academic staff Dr. sc. admin. A. Brencis and Mg. iur. O. Garkājs also participated in a foreign visit to Vilniaus Kolegija (Vilnius University of Applied Sciences) on June 26–27, 2025, within the framework of the Nordplus Adult 2025 project. During the visit, they met with the Faculty of Business Management, visited various labs, and discussed cooperation opportunities with the Tourism Department, both institutionally and for student and academic staff exchanges.

Foreign co-operation partners corresponding to the study direction and study programme shall be selected according to their activity profile, selected sector (sphere) and interests, as well as reputation. Co-operation is organised through regular contacts with co-operation partners, joint organisation of various events for students, allowing to acquaint themselves with the activities of foreign co-operation partners. Mechanisms for attracting co-operation partners are implemented by addressing co-operation partners, concluding co-operation agreements as far as possible and involving co-operation partners in the study process.

Foreign co-operation partners, which offer study practice and opportunities to participate in real projects, promote the practical experience and ability of students to apply theoretical knowledge.

This is a very important contribution because it gives students an understanding of how theoretical foundations are applied in practice. Cooperation organisations/enterprises shall participate in the development of the study programme, providing feedback on the skills and knowledge needed in sectoral enterprises. This helps to keep the curriculum up to date and in line with real market conditions.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

The College uses the following systems and mechanisms to attract foreign students and academic staff:

1. Cooperation with potential student recruitment service providers abroad;
2. Posting advertisements and up-to-date information on the College's website (<https://college.lv/>), Facebook page (<https://www.facebook.com/college.lv/>), Instagram (<https://www.instagram.com/college.lv/#>), LinkedIn (<https://www.linkedin.com/company/r%C4%ABgas-mened%C5%BEmenta-koled%C5%BEEa-riga-management-college/>), TikTok (<https://www.tiktok.com/@rigamanagementcollege>), YouTube (<https://www.youtube.com/channel/UCu8VWHv7UExhUxPA4gU6-tw>), and other platforms;
3. Attracting foreign academic staff by offering cooperation agreements with the College;
4. Inviting foreign lecturers to deliver guest lectures at the College.

To ensure the international competitiveness of its study programs, the College promotes student and staff mobility and international cooperation. This includes student exchange programs, joint courses with foreign higher education institutions, and international internship opportunities. The College continues to build strong collaborative relationships with companies from various fields, including international ones, to provide high-quality internship placements and real work experience opportunities for students. These strategic directions help ensure the sustainable development of the study program in line with both tourism industry requirements and student needs, thereby enhancing its competitiveness and visibility at both national and international levels.

A key platform for both student and academic staff mobility and cooperation opportunities is various activities and projects offered by the Erasmus+ program. In January 2025, the College

prepared submitted for evaluation an application for the Erasmus+ Charter. Evaluation results are not yet known.

To establish contacts and expand the network of cooperation partners for international mobility, the College's management and academic staff participate in various activities. For example, lecturer Mg. iur. O. Garkājs took part in a foreign visit organized by the Latvian College Association (LKA) on May 12–14, 2025, to Kildare and Wicklow Education and Training Board and Celbridge Further Education and Training Centre in Ireland. The visit included discussions on mutual cooperation possibilities with Irish partners— both at the institutional level and regarding students and academic staff.

College representatives Dr. sc. admin. A. Brencis and Mg. iur. O. Garkājs also participated in a foreign visit to Vilniaus Kolegija (University of Applied Sciences in Vilnius, Lithuania) on June 26–27, 2025, within the Nordplus Adult 2025 project. During the visit, RMC staff met with the Faculty of Business Management, visited various labs, met the Head of the Tourism Department, and discussed cooperation opportunities with Vilniaus Kolegija, both institutionally and in relation to student and academic staff exchanges.

To ensure high-quality implementation of study programs, the College involves academic staff who actively participate in mobility opportunities, visiting foreign higher education institutions to deliver guest lectures and exchange experiences —for example, T. Korsaka, E. Sīpola, and others. Full details about academic staff activities can be found in Annex 2.3.2 “Academic Staff CVs”.

Incoming staff and student mobility during the reporting period was hindered by the absence of the Erasmus+ Charter, which is why the College has submitted an application to obtain it.

The following annexes are included with the self-assessment report:

1. Annex 2.5.2 – Statistical data on foreign students and academic staff during the reporting period;
1. Annex 2.5.3 – Statistical data on outgoing and incoming student mobility during the reporting period;
1. Annex 2.5.4 – Statistical data on incoming and outgoing academic staff mobility during the reporting period.

2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, 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 field and the relevant study programmes.

Not applicable

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

On July 23, 2024, the College received the joint expert opinion for the licensing of the study programme *"Tourism Services Organization"*, which also included expert recommendations. As the College currently implements one study programme within one field of study, these recommendations provide a significant contribution to the improvement of both the programme and the overall quality of the study field by helping to identify areas for development.

A number of improvements have already been made in accordance with the received recommendations, for example:

- Study materials have been uploaded to the Moodle e-learning environment to support students and inform them about the organisational aspects of the study process (regulations, rules, etc.) in both Latvian and English.
- To promote the recognition of the College's image, active participation in social media and educational exhibitions in Latvia and abroad has taken place (Instagram, Facebook, TikTok, Skola 2025, Baltic Council for International Education exhibition, etc.).
- To foster international cooperation, an application has been submitted for the Erasmus+ Charter.
- To improve access to internship placements, the network of cooperation agreements with companies is being continuously expanded.
- To broaden the circle of cooperation partners, visits and discussions have been held with potential partners in Lithuania and international organisations.
- To secure additional funding, paid courses and seminars have been developed and organised (<https://college.lv/en/courses-and-seminars/>).

A full overview of the implementation of the recommendations can be found in Annex 2.6.2 of the self-assessment report.

The improvements introduced contribute to and will continue to enhance the quality of studies, international cooperation, and the student experience, while also strengthening the strategic development directions of the College.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	2.1.1.List of Main Internal Regulatory Documents and Regulations of Riga Management College.docx	2.1.1.Saraksts ar galvenajiem iekšējiem normatīvajiem aktiem un regulējumiem.docx
The management structure of the higher education institution/ college	2.1.2.College-organisational-structure.pdf	2.1.4.RMK_Organizatoriskā_struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	College Development Strategy for Years 2023_2028 with Amendments.pdf	2.1.1.Koledzas_Attīstības_Strategija_2023.2028_gadam.pdf
The management structure of the study field	2.1.2.Study_field_management.pdf	2.1.2.Virziena_pārvaldība.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Studentu pārņemšana_Līgumi.zip	Studentu pārņemšana_Līgumi.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	2.1.4.Statement Confirming Compensation ENG.edoc	2.1.4.Apliecinājums par kompensāciju.edoc
Standard sample of study agreement	2.1.5.Studiju līguma paraugs Eng.docx	2.1.5_Studiju līguma paraugs LAT 2025.doc
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2.2.1.Survey result analysis.docx	2.2.1.Aptauju rezultātu_analīze.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	2.3.1.Basic information about the academic staff.pdf	2.3.1.Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.pdf
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Academic Staff CVs.zip	Akademiskā personāla CV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	2.3.3.Statement Confirming_Latvian_language ENG.edoc	2.3.3.Apliecinājums valsts valodas zināšanas.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	2.3.4. Statement Confirming_English level ENG.edoc	2.3.4.Par angļu valodas zināšanām.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	2.4.1.Quantitative data on research activities.docx	2.4.1.Kvantitatīvie dati par pētniecības aktivitātēm.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	2.4.2.Publications Teaching Staff.docx	2.4.2.Mācībspēku publikāciju saraksts.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2.5.1.List of Cooperation Agreements.docx	2.5.1.Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	2.5.2.Statistics_foreigners.docx	2.5.2.Statistikas dati par ārvalstniekiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.3.Statistics student mobility.docx	2.5.3.Statistikas dati par studējošo mobilitāti.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.4.Statistics_academic_staff_mobility.docx	2.5.4.Statistikas dati par mācībspēku mobilitāti.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	2.6.1.Report on the Implementation of Recommendations.pdf	2.6.1.Rekomendāciju izpildes pārskats labots.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Novertšanas iesniegums_RMK 2025 paraksts.edoc	Novertšanas iesniegums_RMK 2025 paraksts.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with 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 or the requirements for professional qualification (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		
The 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 organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
RMK ieteikumu/sūdzību iesniegšanas un izskatīšanas kārtība	RMK ieteikumu sūdzību iesniegšanas un izskatīšanas kārtība.pdf
Darba kārtības noteikumi	Darba kārtības noteikumi.pdf
Noteikumi par akadēmiskā personāla darba samaksu	Noteikumi par akadēmiskā personāla darba samaksu.pdf
Nolikums par studiju virziena vadītāju	Nolikums par studiju virziena vadītāju.pdf
Studiju kursu aktualizēšanas un apstiprināšanas kārtība	Studiju kursu aktualizēšanas un apstiprināšanas kārtība.pdf
Metodiskie norādījumi pastāvīgo un pētniecisko studiju darbu izstrādāšanai un aizstāvēšanai	Metodiskie norādījumi patstāvīgo un pētniecisko studiju darbu izstrādāšanai un aizstāvēšanai.pdf
Metodiskās komisijas nolikums	Metodiskās komisijas nolikums.pdf
RMK Uzņemšanas komisijas nolikums	Uzņemšanas komisijas nolikums.pdf
Ētikas komisijas nolikums	Ētikas komisijas nolikums.pdf
Nolikums par zinātniski pētniecisko darbību RMK	Nolikums par zinātniski pētniecisko darbību RMK.pdf
Noteikumi par studentu zinātniski pētnieciskās darbības finansēšanas kārtību	Noteikumi par studentu zinātniski pētnieciskās darbības finansēšanas kārtību.pdf
Studentu zinātnisko rakstu konkursa nolikums	Studentu zinātnisko rakstu konkursa nolikums.pdf
RMK Studiju daļas nolikums	RMK Studiju daļas nolikums .pdf
Attīstības daļas nolikums	Attīstības daļas nolikums .pdf
Pētniecības daļas nolikums	Pētniecības daļas nolikums.pdf
Methodological guidelines for writing and defending independent and research papers	Methodological guidelines for writing and defending independent and research papers_ENG_.pdf
PROCEDURE FOR THE SUBMISSION AND EXAMINATION OF RECOMMENDATIONS / COMPLAINTS OF RIGA MANAGEMENT COLLEGE	Suggestions and complaints examination procedure.pdf
Regulations of the Ethics Commission	Regulations of the Ethics Commission.pdf
Studiju programmu izstrādāšanas, apstiprināšanas un grozījumu veikšanas noteikumi RMK	1-4_2023_13 Studiju programmu izstrādāšanas, apstiprināšanas un grozījumi noteikumi Rīgas Menedžmenta koledžā.pdf
REGULATIONS OF THE STUDENT SCIENTIFIC PAPER COMPETITION_Eng.pdf	REGULATIONS OF THE STUDENT SCIENTIFIC PAPER COMPETITION_Eng.pdf

Regulations on the Procedure for Financing Students Scientific Research Activities.pdf	Regulations on the Procedure for Financing Students Scientific Research Activities.pdf
1_Akreditācijas ekspertu papildinājumu atbilde_17.12.2025.docx	1_Akreditācijas ekspertu papildinājumu atbilde_17.12.2025.docx
1_Akreditācijas ekspertu papildinājumu atbilde_17.12.2025.edoc	1_Akreditācijas ekspertu papildinājumu atbilde_17.12.2025.edoc
2_3.1.2.Statistika par studējošajiem pārskata periodā.docx	2_3.1.2.Statistika par studējošajiem pārskata periodā.docx
3_Par pārstāvniecību Koledžas institūcijās.doc	3_Par pārstāvniecību Koledžas institūcijās.doc
4_Hospitācijas protokols.pdf	4_Hospitācijas protokols.pdf
5_Kvalitātes rādītāji.doc	5_Kvalitātes rādītāji.doc
6_Procedūra_1_2_1_5_6_Studiju procesa organizēšana.PDF	6_Procedūra_1_2_1_5_6_Studiju procesa organizēšana.PDF
7_Audita atskaite.doc	7_Audita atskaite.doc
8_Vadības_parskats_2024_2025.doc	8_Vadības_parskats_2024_2025.doc
9_Kontroles karte.doc	9_Kontroles karte.doc
10_Metod_komisijas_prot_izraksts.PDF	10_Metod_komisijas_prot_izraksts.PDF
1_Additional information on the request from accreditation committee experts_17.12.2025_Eng.docx	1_Additional information on the request from accreditation committee experts_17.12.2025_Eng.docx
2_Statistics on students for reporting period.docx	2_Statistics on students for reporting period.docx
3_On representation in College institutions.doc	3_On representation in College institutions.doc
5_Quality indicators.doc	5_Quality indicators.doc

Tourism Service Organisation (41812)

Study field	<i>Hotel and Restaurant Service, Tourism and Recreation Organisation</i>
ProcedureStudyProgram.Name	<i>Tourism Service Organisation</i>
Education classification code	<i>41812</i>
Type of the study programme	<i>Short-cycle professional higher education study programme</i>
Name of the study programme director	<i>Tatjana</i>
Surname of the study programme director	<i>Jurkeviča</i>
E-mail of the study programme director	<i>tatjana.jurkevica@inbox.lv</i>
Title of the study programme director	<i>Dr.iur.</i>
Phone of the study programme director	<i>28811085</i>
Goal of the study programme	<i>The aim of the study programme is to prepare competent tourism service organizers who are capable of creatively applying digital and sustainable solutions in tourism enterprises, while responding to evolving environmental and market conditions.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Ensure full theoretical knowledge and practical skills so that graduates are able to fulfil the duties of tourism services organiser in tourism enterprises both in Latvia and abroad.</i> <i>2. Ensure a modern acquisition of general knowledge and skills for the successful start of graduate careers in the tourism sector.</i> <i>3. Create an opportunity for students to learn the skills necessary for the profession in practice, attracting doctors with practical work experience in the field of tourism, and co-operating with employers in the provision of traineeships.</i> <i>4. Promote students' learning skills, analytical skills, readiness to formulate and address professional challenges and challenges.</i>
Results of the study programme	<ol style="list-style-type: none"> <i>1. Is able to identify problem situations and find appropriate solutions based on comprehensive knowledge in the fields of business and tourism.</i> <i>2. Is able to coordinate and manage the operations of a small business unit.</i> <i>3. Is able to select, analyse, and interpret information and make appropriate decisions within the scope of their professional competence.</i> <i>4. Is able to develop, evaluate, and implement new tourism products in accordance with market demand.</i> <i>5. Demonstrates the ability to promote tourism products using the latest technologies.</i> <i>6. Is able to assess the economic feasibility of tourism products.</i> <i>7. Is able to organize teamwork and work effectively both independently and in a group, including in interdisciplinary environments.</i> <i>8. Demonstrates effective communication skills with clients, suppliers, and business partners in an international context.</i>
Final examination upon the completion of the study programme	<i>Qualification Paper</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

Part time studies - 2 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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)	120
Admission requirements (in English)	<i>Secondary education, English language skills equivalent to at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

Part time studies - 2 years, 5 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	5
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education, English language skills equivalent to at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

Part time extramural studies - 2 years, 5 months - english

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education, English language skills equivalent to at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>None</i>
Qualification to be obtained (in english)	<i>Tourism service organiser</i>

Places of implementation

Place name	City	Address
Management College	RĪGA	VALĒRIJAS SEILES IELA 1 K-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

3.1. Indicators Describing the Study Programme

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

According to the procedure "Study Programmes" included in the College's Quality Management System, the development of study programmes is carried out systematically, based on recommendations from the licensing commission or study field accreditation experts, changes in regulatory frameworks, results of student and graduate surveys, analysis of final theses, current scientific findings, as well as feedback from employers. Since the evaluated study programme is relatively new and the self-assessment reporting period covers less than one academic year since its implementation began, no significant changes have been made to the programme or its parameters during this phase. The formulations of the programme's objective and intended learning outcomes have been refined to ensure closer alignment with the goal of the study field and the College's development strategy. Other programme parameters – the name and code of the programme, the qualification awarded, the volume and duration of studies, the type and form of studies, admission requirements, as well as the final examination – have remained unchanged. No changes were made to the design of the study programme, as well as to the names of the study courses and their scope in ECTS.

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

The short-cycle professional higher education study programme "Tourism Service Organisation" (programme code 41812) is implemented within the study field "Hotel and Restaurant Service, Tourism and Leisure Organization", and it fully complies with the objectives and content requirements of this study field. The programme's aim, content, and course structure ensure the development of competences that enable students to creatively apply digital solutions and sustainable practices in tourism entrepreneurship, effectively responding to changing social, economic, and environmental conditions, thereby directly supporting the study field's goal of preparing professional and creative specialists in the industry.

The name of the study programme accurately reflects its content and corresponds to the qualification awarded – Tourism Service Organizer, while the programme code is assigned in accordance with the education classifier, in the education programme group "Tourism and Leisure Organization." The professional qualification "Tourism Service Organizer" corresponds to EQF/LQF

level 5, as specified by national regulations for short-cycle professional higher education. The qualification also complies with EU education system standards, thus ensuring graduate mobility and competitiveness.

The programme's objectives and tasks are formulated based on the relevant professional standard. They are closely aligned with the specifics of the study field and are aimed at preparing qualified specialists for work in tourism enterprises, with knowledge of current industry developments, business processes, and the ability to adapt to a dynamic environment. The programme structure clearly integrates the intended learning outcomes, which align with EQF/LQF level 5 - including the ability to apply knowledge in practice, make professionally justified decisions, collaborate in teams, and communicate in diverse environments, including the international tourism sector. Special attention is given to skills in developing new tourism products and the use of technology, which are essential for the development of the modern tourism industry.

Admission requirements (<https://college.lv/en/admission-procedures/>) - completion of secondary education and English language skills at least at B2 level for studies in the English-language stream - are appropriate for the programme's level and goals. They ensure that applicants are prepared to acquire both general and professional competencies and are capable of achieving the specified learning outcomes. The admission process is open, transparent, and ensures equal opportunities. Information on admissions is available on the College's website, under the Admissions section (<https://college.lv/en/admission-procedures/>), which also includes the RMC admission regulations. See also section 2.1.4. of the self-assessment report.

The volume of the study programme is 120 ECTS, which is compliant with the regulations for short-cycle professional higher education programmes. The programme is implemented in several formats - full-time (2 years), part-time on-site, and part-time distance learning (2 years and 5 months). To attract both local and international students, the study program is offered in Latvian and English. Full-time studies are mainly aimed at young people immediately after secondary education, who do not yet have practical work experience, while for foreigners full-time studies in English are suitable as it is the only possibility for third-country students to obtain a residence permit in Latvia in order to get education here. Also an increasing number of local residents are showing interest in studying in English, as it provides an opportunity to develop their competencies and enhance their competitiveness in the labor market, both locally and internationally.

This flexibility allows for the inclusion of individuals from different socio-economic groups, including those already employed in the industry, and promotes lifelong learning and professional development. The duration of the programme is sufficient to ensure both theoretical knowledge acquisition and practical experience, enabling students to achieve the set learning outcomes.

In summary, the study programme "Tourism Service Organisation" is aligned with the objectives of the study field, the requirements of the professional qualification, and the regulatory framework for short-cycle professional higher education in Latvia. Its content, structure, and implementation formats are purposeful, effective, and oriented towards quality and labour market needs.

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

The study programme "Tourism Service Organisation" is of significant importance to the Latvian national economy, as tourism is considered one of the key development directions with high

potential. It is closely aligned with the priorities outlined in the Latvian National Development Plan 2021-2027

(<https://likumi.lv/ta/id/315879-par-latvijas-nacionalo-attistibas-planu-20212027-gadam-nap2027>, only in Latvian), particularly in the areas of regional development, export promotion, and sustainable entrepreneurship. In accordance with the Latvian Tourism and Events Industry Export Promotion Strategy until 2027 (<https://www.em.gov.lv/lv/media/19365/download?attachment>, only in Latvian), the programme prepares professionals who not only understand the specifics of the tourism sector but are also capable of developing innovative and competitive tourism products. These contribute to Latvia's international visibility, attract foreign visitors and investors, and stimulate regional economic growth.

The target audience of the programme is diverse – it includes both recent high school graduates and current tourism professionals from the public and private sectors (e.g., employees of tourism information centres, representatives of state and municipal institutions, etc.), as well as aspiring entrepreneurs or individuals interested in developing their knowledge in the tourism and hospitality sectors. Study opportunities are offered to both Latvian residents and international students, as the programme is also implemented in English.

Although this programme is currently in its first year of implementation and does not yet have graduates, labour market trends show positive developments. During the COVID-19 pandemic, the tourism sector suffered significant losses, with many companies forced to suspend operations. This affected workforce availability and caused a notable labour shortage, as many individuals switched professions. However, the recovery of the sector has been rapid. According to data from the Latvian Hotel and Restaurant Association (LVRA), the tourism sector has fully resumed operations, and businesses are actively seeking qualified employees – especially in areas such as tourism product development, marketing, event organization, and guest services.

According to data from the Ministry of Economics, in recent years there has been a shortage of qualified labour in the tourism and hospitality industry, particularly during high seasonal demand periods (<https://www.em.gov.lv/lv/media/20607/download?attachment>, only in Latvian). Moreover, tourism exports, that is, the expenditures of foreign travelers in Latvia, continue to increase (<https://stat.gov.lv/lv/statistikas-temas/noz/turisms/preses-relizes/26519-turisma-statistikas-aktualitates-2025>, only in Latvian). Therefore, a high demand for graduates of this programme is anticipated.

The programme is designed to ensure that students acquire not only professional knowledge and practical skills but also the motivation to continue their education and engage in lifelong learning, thereby enhancing their competitiveness in the changing labour market.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

Following the change in the college's name and ownership, as well as changes in the study program offerings, the first student intake took place in the autumn of 2024. Given that the license for the study program "Tourism Service Organization" was also obtained in the autumn of 2024, the initial intake for this program was low – 7 students in the full-time English-taught group. There has been a drop-out of 2 students in this group: 1 student was expelled due to non-fulfillment of obligations; 1

student is on academic leave due to issues with the renewal of their residence permit.

In the spring semester of 2025, 7 more students were admitted: 4 students in the part-time distance learning group, Latvian flow, 3 students in the full-time day department group, English flow. During the spring semester, 1 student from the part-time distance learning group was exmatriculated at her own request, due to an inability to cope with the study workload.

In the fall semester 2025/2026, 12 students were enrolled: 11 students to the full-time studies and 1 student - to the part-time studies.

To increase the number of students at the college, the following activities were made:

1. Participation in the annual education fair "Skola 2025";
2. online open-door days every week, or individual consultations on the spot upon request;
3. sending the topical information electronically to secondary and vocational secondary education institutions;
4. advertising campaign in social media, such as Facebook, etc.
5. placing visual advertisements in public transport.

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The study programme "Tourism Service Organisation" is developed and updated based on regulatory enactments (June 13, 2023 MK regulations No. 305, "Regulations on the state professional higher education standard"

<https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>, Latvian only), Occupational Standard "Tourism services organiser", approved by the Professional education and employment tripartite cooperation sub-council on February 9, 2022, protocol No. 1

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-206.pdf>, Latvian only), current scientific research, as well as employers' recommendations.

A logical and consistent approach is followed in the development and implementation of the study programme. The aim and objectives of the programme are defined based on the requirements set out in the professional standard and the needs of the labour market. The content of the programme, including the distribution of study courses, is designed to ensure the achievement of the set aims and learning outcomes, taking into account the criteria established in the education standard, current labour market trends, and the latest industry research. Each study course contributes to the acquisition of the knowledge, skills, and competences defined in the professional standard, thereby promoting the implementation of the programme's aim.

In accordance with the recommendation included in the decision of the Study Quality Commission regarding the licensing of the study programme, the scope of the course 'Latvian Language for Foreign Students' has been increased from 2 ECTS to 4 ECTS.

The study programme "Tourism Service Organisation" is designed to ensure that future tourism professionals are capable of applying theoretical knowledge and practical skills in dynamic social, economic, and environmental contexts, with a focus on digital and sustainable business management. The programme's objective — to train competent tourism service organizers capable of creatively applying digital and sustainable solutions — is comprehensively and systematically reflected in its content. The mapping between study courses and learning outcomes (see Annex 3.2.3) demonstrates a well-developed connection between theoretical knowledge and the development of practical skills.

Courses such as "Tourism Enterprise Marketing," "Digital Marketing in Tourism," "Tourism Product Development," and "Tourism Service Sales Management" directly develop the ability to design, position, and implement new tourism products, as well as use digital tools to promote them in the market. This aligns with the aim of fostering digitally driven and sustainable entrepreneurship in tourism.

Meanwhile, courses such as "Sustainable and Socially Responsible Tourism," "Business Environment in Tourism," and "International Tourism Supply Chains" strengthen understanding of the tourism industry's operating environment, sustainability principles, and global processes, thus supporting the goal of preparing specialists to work in changing market and environmental conditions.

The intended learning outcomes — such as the ability to identify problem situations, analyze information, lead teams, communicate with clients, and use digital solutions — are consistently aligned with the respective courses. For example:

- "Fundamentals of Tourism Project Management," "Fundamentals of Human Resource Management," and "Customer Experience Management in Tourism" develop management and communication skills.
- "Applied Research Methods and Fundamentals of Statistics" and "Tourism Study Project" develop analytical thinking and research skills.
- Courses in professional foreign languages (English and German) enhance communication competence in international settings.

The programme content is designed in accordance with current industry demands, including topics such as digital marketing, customer experience management, innovation in tourism, and sustainability — all of which align with tourism development trends in Europe and globally. The industry is shifting toward more personalized, digitally based, and environmentally friendly solutions, which are reflected in the programme, particularly in courses like "Digital Marketing in

Tourism” and “Sustainable and Socially Responsible Tourism.” Additionally, courses like “Modern Types and Development Trends of Tourism” and “Geography of Tourism Destinations in Latvia and the World” lay the foundation for understanding global and regional trends.

The programme structure includes two internships that ensure a direct connection with the work environment, allowing students to apply theoretical knowledge and understand labor market needs. Internships are organized in cooperation with industry enterprises, and specialists are involved in programme implementation. Discussions with employers during formal and informal meetings, as well as employer surveys, ensure timely updating and adaptation of the study content.

The quality and continuous relevance of the programme content are ensured by:

- Lecturers with practical experience in the tourism field, which guarantees alignment between study content and current industry trends and workplace requirements.
- Regular (at least annual) review of study courses and the entire programme to ensure content is updated in line with evolving labor market demands, legal regulations, and industry developments.
- Close cooperation with employers, enabling practical skill development and providing feedback on in-demand competencies, which are then integrated into the study process.
- Active involvement of academic staff in the scientific community, keeping up with the latest international research and industry developments, and regularly updating course content based on the latest academic publications and conference insights.

In addition, courses such as “Applied Research Methods and Fundamentals of Statistics” and “Tourism Study Project” foster students’ ability to critically analyze information, apply research results in decision-making, and implement evidence-based solutions in practice.

The specifics of training in the implementation of the programme in the Latvian and English language streams are insignificant; the content is identical, and the teaching methods do not differ substantially. Differences between full-time and part-time studies are only in ECTS per study semester (30 ECTS and 24 ECTS, respectively), length of study (2 years and 2.5 years respectively), and number of contact hours per ECTS.

3.2.2. In the case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable.

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

process.

In the implementation of the study programme, diverse and purposefully selected teaching methods and forms are used, focusing on active student participation, practical experience, and the achievement of learning outcomes. In line with the programme's goals and the specifics of each course, lecturers employ use, discussions, literature analysis, case studies, presentations, study excursions, independent work (both individual and group), as well as interactive methods such as Kahoot!, Slido, and Miro, which promote engagement, collaboration, and feedback.

Special emphasis is placed on familiarizing students with the professional environment and collaborating with industry representatives—guest lectures and study visits help connect theoretical knowledge with labor market requirements while developing students' critical thinking and creative approach.

As part of the course "Tourism Services Booking Systems", students are trained to use the Amadeus system, based on a service contract (01/2024) signed with SIA Amadeus Latvia in spring 2024. Training in this system is one of the unique features of the programme—RMC is the only college in Latvia offering this opportunity. Upon successful completion, students receive a certificate.

The programme is implemented in both Latvian and English languages following the same content and methodological principles, ensuring comparability of quality and methods regardless of the language of instruction.

The study process is designed based on the principles of student-centered education. Students are offered choices in both the content and organization of their studies—for example, they can choose elective courses, the topic of their study project and qualification paper, as well as internship locations, thus aligning their studies with personal interests and professional needs. For some assignments, extended deadlines are provided, allowing students to organize their work flexibly by selecting the most appropriate time, place, and method.

Student-centeredness is expressed through close dialogue between lecturers and students, starting with a clear introduction of the course objectives, learning outcomes, and assessment criteria at the beginning of each course. This approach ensures transparency and clarity, and the relevant information is also included in each course description. When starting work with a new student group, lecturers take into account students' interests, prior experience, and various learning strategies, adapting the course delivery and content focus where possible. To support different learning styles, a variety of learning materials are used—including reading texts, videos, audio materials, and interactive tasks.

Together with students, learning processes and assessment systems are also reviewed and adapted, promoting student engagement and responsibility for their own education. Lecturers are available for consultations both in person and remotely, ensuring that students can receive support regardless of their location.

Student mutual collaboration plays an important role in the study process—both individual and group work is conducted, which develops cooperation skills and encourages peer learning.

Students have the opportunity to participate in the student council, contributing to the improvement of the study environment and representing their views in decision-making processes. The college regularly organizes student surveys and meetings with the administration to receive feedback on the quality of the study process and its suitability to student needs.

The choice of study methods is based on the goals of the programme, the specifics of each course, and modern pedagogical principles, ensuring the quality of the study process, its relevance to labour market demands, and active student involvement in learning.

To strengthen the student-centered approach and facilitate communication, each group is provided with a WhatsApp group to ease interaction between students and with the college's administrative and academic staff. This enables proactive measures for improving academic success and achieving learning outcomes. Moodle e-environment is also used for communication, allowing quick interaction between lecturers and students and ensuring timely feedback, while respecting the diversity of students and their needs. To further enhance student-centeredness, lecturers create customized learning paths and apply a variety of pedagogical methods. They encourage student autonomy while providing adequate support.

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

In the study programme two internships – Internship I and Internship II – are included. These internships reinforce theoretical knowledge and foster the development of competencies necessary for a Tourism Service Organizer.

According to [the Internship Regulations](#) (approved on 02.11.2023, protocol No. 1-1.5/2023/04), the purpose of the internship is to provide students with the opportunity to apply the theoretical knowledge acquired at the College in practice and to gain the skills and competencies required for professional activity, making them competitive in the labour market. Internships take place outside the College in institutions relevant to the student's professional field, ensuring the completion of the internship's objectives. The College assists both local and international students in finding internship placements with companies that have signed cooperation agreements with the College. Students may also independently choose another internship site, provided it meets the required conditions. When concluding agreements on the provision of traineeships for those studying in the English language stream, the place of traineeship is informed about the need to conduct traineeships in English, which mostly does not cause problems in international companies.

The college has a contract to use the digital practice platform "Edy365.com" and the functionalities available there. The platform helps automate practice management processes in college, as well as contributing to quality assurance of practice - wide selection of vacancies, the ability to track student progress, feedback from businesses, and practice summaries and statistics in infographics and the digitized practice process.

The internships are closely aligned with the goals and intended learning outcomes of the study program. Each internship builds on previously acquired knowledge and the practical skills needed to organize and manage tourism products or services. During the internship, students apply their theoretical knowledge to real tasks. The internships help students adapt to real working environments in line with the program objectives, improve professional orientation, and accelerate

task accomplishment. In addition to deepening knowledge, internships also develop skills, motivation, readiness for real working conditions, and ensure continuous personal development – all contributing to the successful achievement of program goals.

The selection of potential internship partners is based on the following criteria:

1. Relevance to the professional field, including hotels, travel agencies, airlines, and other tourism service providers.
2. Quality and diversity: Organizations offer diverse practical experiences, preparing students for various tasks and challenges in the tourism industry. Both local and international partners are involved in broadening students' understanding of the tourism market.
3. Support and resources: Partners must be willing to provide a supportive environment, including experienced internship supervisors, technical and informational resources, and opportunities to participate in real projects and activities.

Internship partners that offer real project involvement help students gain hands-on experience and apply theoretical knowledge in practice. This contribution is essential for students to understand how theory is implemented in real-world settings. These partners also provide feedback on the skills and knowledge needed in the industry, helping to keep the program relevant and aligned with current market needs.

As defined in the program, two internships are planned:

Internship I – 14 ECTS. Focus: Students observe and, when possible, participate in the operations of a tourism company and the organization of tourism services, gaining their first hands-on professional experience.

Objective: To familiarize students with the functioning of a tourism company in practice.

Tasks:

1. Gain insight into tourism companies and work processes, understand their structure and operational specifics.
2. Apply legal norms related to tourism, follow occupational and environmental safety regulations, and internal rules.
3. Understand tourism service preparation and sales processes.
4. Gain skills in document management related to job responsibilities.
5. Collect and analyze information on tourism product creation within a specific organization.
6. Develop interpersonal communication and adhere to ethical standards.
7. Improve foreign language communication using professional terminology.
8. Work independently and take responsibility for results.
9. Prepare an internship report.

Internship report *questions*:

1. General overview of the company.
2. Company partnerships and resources (contracts) that ensure its operations.
3. Information sources: website, marketing activities, brochures, etc.
4. Description and analysis of the offered tourism product.
5. Analysis of consumer demand and realization possibilities. Prepare a product presentation. Consult clients.
6. Evaluate competitiveness and performance.
7. Provide recommendations.

Internship II – 10 ECTS. Students gain practical work experience in high-level local or international

tourism and hospitality companies, integrating them into the labor market.

Objective: To independently use the knowledge and skills acquired in study courses to further develop the professional competencies required in a real work environment.

Internship report *questions*:

1. General overview of the company.
2. Description and analysis of the offered tourism products.
3. Marketing analysis and target audience identification.
4. Tourism product development and presentation.
5. Cost and pricing calculations of a developed route.
6. Collection of advertising materials for offered excursions.
7. Provide recommendations.

With permission from the College's internship supervisor, students may focus more deeply on specific sections of the internship tasks that are closely related to their qualification paper topic. During the qualification internship, students must collect statistical data, become familiar with necessary internal documentation, gather information relevant to their topic, and prepare graphical materials. Students are encouraged to explore both local and international business cases. At the end of the internship, students evaluate the collected materials for adequacy and relevance to their qualification paper and submit a final internship report.

Internship I and II are directly linked to the program goals, providing students with opportunities to apply theoretical knowledge in practice and acquire essential practical skills in tourism organization, such as customer service, tourism marketing, digital competencies, project management, market research, consumer behavior, and sustainable tourism management. These internships are a core part of the study program's practical component, i.e., work-based learning, which is essential for meeting the full professional standard requirements for a "Tourism Services Organizer."

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

Not applicable.

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

Since the implementation of the study programme has only started in September 2024, and at the time of submitting the self-assessment, studies are taking place only in the first year of study, the first students' final theses (Qualification Paper) will be developed in the spring semester of the 2025/2026 academic year.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The study programme is the only one within the respective field of study; therefore, the description of the resources and provisions for the field reflects the support available for the implementation of the programme — see Sections 2.3.1 to 2.3.3 of the self-assessment report.

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

Not applicable.

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

The highest management and decision-making body of the college in strategic, financial, and operational matters is the College Board (hereinafter - the Board). The Board holds all the rights and responsibilities defined in the college's regulations. The Director is the highest-ranking official of the college, responsible for the general administrative and operational management of the college and for submitting the annual budget for approval to the Board, upon which the study and research processes are based.

The required amount of funding for the study field consists of base funding determined in accordance with the study programme and the number of enrolled students. This base funding covers expenditure categories such as staff salaries, tax payments, service and infrastructure costs, material and technical resources necessary for the implementation of the study programme, as well as expenses related to the development and improvement of the programme.

The amount of base funding per study field is determined based on the projected number of student places for the given academic year and the base cost per study place. The funding sources

for a study field include: tuition fees, income from the college’s economic activities, and funds from the founders.

The approved tuition fee is included in a regulatory document – the price list. A payment plan for the student is drawn up when signing the study agreement, which outlines the payment procedure. In cases where an individually tailored payment schedule is needed, it may be applied based on a written request from the student, approved by the Director and the Board. Additionally, if a tuition fee discount is applicable due to contributions to the student council or other study-related activities, the application is reviewed by the College Director and approved by the Board.

Cost Calculation per Student for the Study Program “Tourism Services Organization”:

Full-time on-site studies, group of 14 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1145.57	68.03%
Employer's mandatory state social insurance contributions (23.59%)	€270.24	16.05%
Services and infrastructure	€112.23	6.67%
Technical resources for program implementation	€66.88	3.97%
Program development	€88.91	5.28%
Total cost per study place per year	€1683.83	100%

Part-time intramural studies, group of 12 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1147.16	68.05%
Employer's mandatory state social insurance contributions (23.59%)	€270.61	16.05%
Services and infrastructure	€112.23	6.66%
Technical resources for program implementation	€66.88	3.97%
Program development	€88.91	5.27%
Total cost per study place per year	€1685.79	100%

Part-time extramural studies, group of 11 students

Item	Calculated Amount	Percentage Distribution
Salary per study place per year	€1123.99	67.83%
Employer's mandatory state social insurance contributions (23.59%)	€265.15	16.00%
Services and infrastructure	€112.23	6.77%
Technical resources for program implementation	€66.88	4.04%
Program development	€88.91	5.37%
Total cost per study place per year	€1657.16	100%

The minimum number of students in the study programme, regardless of the language of instruction, is as follows: 14 students for full-time on-site studies, 12 students for part-time on-site studies, and 11 students for part-time distance (off-site) studies.

Considering that the current number of students in the programme is below the minimum required, RMK has implemented a series of measures to ensure the sustainability of the study process and the financial stability of the programme.

Firstly, the College has undertaken targeted cost optimisation by reviewing both administrative and operational expenditure items, ensuring that available resources are used as efficiently as possible without compromising the quality standards of the programme. In this context, expenses related to infrastructure maintenance, service contracts, and staff workload balance are analysed to maintain an optimal equilibrium between costs and the quality of educational services provided.

Secondly, RMK's financial support is strengthened through revenue generated from other business activities of the company. These revenues serve as a significant additional funding source, allowing the programme's financial viability to be maintained in situations where student numbers are insufficient, thereby mitigating potential risks and ensuring long-term stability.

Thirdly, in certain cases, if necessary, the programme's financial provision is supplemented by the founder's funds. This approach provides a safety mechanism to cover unforeseen expenses or temporary budget shortfalls, while also demonstrating the founder's strategic interest and responsibility in the development and continuity of the study programme.

By combining these resources – cost optimisation, utilisation of revenue from other activities, and founder contributions – RMK is able to ensure financial flexibility and the sustainability of the programme, even if the number of students temporarily falls below the required minimum.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members

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

The implementation of the study program involves 14 academic staff members, 3 of whom hold a doctoral degree. The rest have a master's degree in a field relevant to the subjects they teach. Several of the academic staff are currently pursuing doctoral studies (see also Section 2.3.7 and Annex 2.3.1 "Basic Information on Academic Staff Involved in the Implementation of the Study Field").

The study programme has been conceptually designed based on current labour market needs and industry trends, rather than on the teaching staff resources already available in the field. This is also one of the reasons why several visiting lecturers have been involved – the implementation of the study programme requires a meaningful combination of academic knowledge and practical experience. Therefore, both the college's elected academic staff and visiting lecturers with industry experience are engaged in the delivery of the programme.

As can be seen from the CVs included in Annex 2.3.2, most of the study courses are taught by lecturers with significant pedagogical and academic experience, and particularly in courses where their professional and research background is most relevant. This ensures that students receive up-to-date knowledge and gain skills and competencies that are in demand in the labor market. For example:

Lecturer O. Garkājs (course "*Legal Norms and Labour Rights*") is an experienced practising lawyer with professional experience in the private business sector, having worked, for instance, at *Compensa Vienna Insurance Group ADB* Latvian branch. His background forms a solid foundation for successfully transferring practical expertise to students in the preparation of relevant legal documentation.

Visiting senior lecturer G. Berjozkina (course "*Sustainable and Responsible Tourism*") has valuable international academic experience, for example, at City Unity College Nicosia, as well as professional experience in tourism enterprises. This combination enriches the course by complementing the theoretical knowledge provided with practical examples drawn from the tourism services environment.

Visiting lecturer L. Bavrina (course "*Geography of Latvian and world tourism destinations*") is an active professional tour guide with many years of both Latvian and international experience. This enables her to provide students with real-life examples and facilitate critical evaluation and analysis.

The selection of academic staff involved in the programme is based on the following criteria: competence and knowledge accumulated through academic work (in course design and delivery) in fields related to the programme's content, direction of scientific activity and previous research topics, academic degree and qualifications, as well as practical experience. The interdisciplinary nature of the study programme determines the broad range of scientific fields represented by the teaching staff.

When selecting visiting lecturers, both their academic and professional experience in the field were

carefully considered. The primary criteria for their selection include professional recognition, practical experience in the tourism, leisure, and business sectors in Latvia and abroad. This ensures a strong connection between the study process and current developments in the industry.

One of the key quality indicators of the study program is the connection between the study process and real-life situations. Therefore, active efforts are made to ensure that studies and students are closely linked to their future professional field. This includes inviting professionals from the tourism and hospitality sectors to deliver guest lectures and seminars, organizing educational field trips, and other activities, for example, at the end of the 2024/2025 academic year, a seminar for students entitled *“My Career Opportunities in Latvia”* was organised, led by the Head of the Recruitment Department at Alma Career Latvia, Ltd.

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

Since the reporting period covers only one academic year, there have been no significant changes in the composition of the academic staff. The changes made affected a few subject-specific study courses in Part B. These adjustments were introduced to ensure an optimal distribution of academic staff workload, offering a full-time workload to elected academic staff members (e.g., A.B.), as well as to involve lecturers with practical experience and research background in the tourism field in the implementation of subject-specific courses, thereby aligning the study process as closely as possible with the real working environment.

Overall, the changes in the academic staff composition are assessed positively, as they contribute to enhancing the quality and competitiveness of the study program.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

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

Provide information on the reporting period (if applicable).

Not applicable.

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

At Riga Management College, a purposeful culture of academic staff collaboration has been established, based on both structured and informal cooperation mechanisms. Collaboration is implemented to ensure the high-quality delivery of the study programme and the interconnection of study courses.

Academic staff regularly participate in general meetings held before the start of each semester and at the end of the academic year, as well as in meetings within the study field and in Methodological Committee sessions. These meetings focus on the development of the study programme, thematic overlaps between courses, content continuity, and alignment of courses. The Methodological Committee evaluates the interconnection of study courses and approves course descriptions, ensuring that topics do not overlap, the content is complementary, and that logical course progression is maintained throughout the study process.

In addition to structured cooperation, informal collaboration also takes place — academic staff consult each other regarding course content, share experiences on teaching methods, and jointly develop research and publications (for example, O.Garkājs - A.Brencis, Ž.Garanti - G.Berjozkina: see Annex 2.4.2. "List of Academic Staff Publications"). Such cooperation promotes a unified approach, purposeful study implementation, and higher content quality.

The study direction/programme director actively coordinates collaboration processes, monitors content progression, and encourages staff to align their approaches across courses. As a result, a consistent and logically structured study process is established, supporting student comprehension and achievement of learning outcomes.

At the time of submission of the self-assessment report, the College's study programme "Tourism Service Organisation" has 22 students enrolled and is implemented by 14 members of the academic staff.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	3.1.1.Diploma paraugs_TPO programmai.pdf	3.1.1.Diploma paraugs_TPO programmai.pdf
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	3.1.2.Statistics_students.doc	3.1.2.Statistika par studējošajiem pārskata periodā.doc
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	3.2.1.Compliance_education_standard.docx	3.2.1._Atbilstiba_izglitibas_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	3.2.2.Compliance_prof_standard.xlsx	3.2.2.Atbilstiba_Prof_standartam.xlsx
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	3.2.3.Study_Course_Mapping.pdf	3.2.3.Studiju kursu kartējums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.4.Studiju programmas plānojums.docx	3.2.4.Studiju programmas plānojums.docx
Descriptions of the study courses/ modules	Study_course_descriptions.zip	Studiju_kursu_apraksti.zip
Description of the organisation of the internship of the students (if applicable)	3.2.6.Internship-regulations.pdf	3.2.6.Prakses_nolikums 2025.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		