

## APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "Biznesa vadības koledža"</i>
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## **Self-evaluation report**

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

College of Business Administration

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## I - Information on the Higher Education Institution/College

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

**Short description of the college.** The College of Business Administration (further – the CBA) is a College founded by a legal person, accredited by the Ministry of Education and Science of the Republic of Latvia on 5 May 2005, registration No. 3347802338. The College is the first in the Baltics to provide first level professional higher education in a form of extramural – distance learning studies. During the fourteen years of activity there has been periods of prosperity and also calmer periods. By continuously improving the services, the CBA has proved that distance-learning students can also get education in a high quality as well as qualification according to the chosen profession.

During the last 3-5 years due to the rapid development of technologies and increasing overload of work, the form of distance learning is implemented not only in the business environment, but also in the whole education system. This period is also a year of high achievements for the CBA: after international evaluation the College has been awarded with the European Quality Management Association's "Towards Excellence" (EFQM) status; strong application for participation in the Erasmus+ programme has been submitted and the CBA has been awarded with the Erasmus Charter in 2019; new study program "Business logistics" is opened; virtual business incubator "Business Greenhouse" has been developed and opened as well as a new electronic student and employee administration system has been introduced using funding from the European Social Fund; employee turnover has decreased; employee job satisfaction has increased; young, knowledgeable and professional academic staff has been employed; the number of students has increased for more than 50 percent.

**Mission and vision of the CBA.** According to the Strategy of the CBA 2018-2024 (corrected version approved by the Council of the CBA on 10 February 2020, please see Annex 1).

The mission of the College is: we are an open, accessible and flexible higher education institution and we focus on a client with his/her needs and life situation. We work and get inspired to make studying a valuable adventure that enhances the quality of professional and personal life.

The vision of the College is: to be the first choice distance learning college in Latvia, ensuring higher professional education in a high quality and promoting the return of expatriates and integration into the labour market.

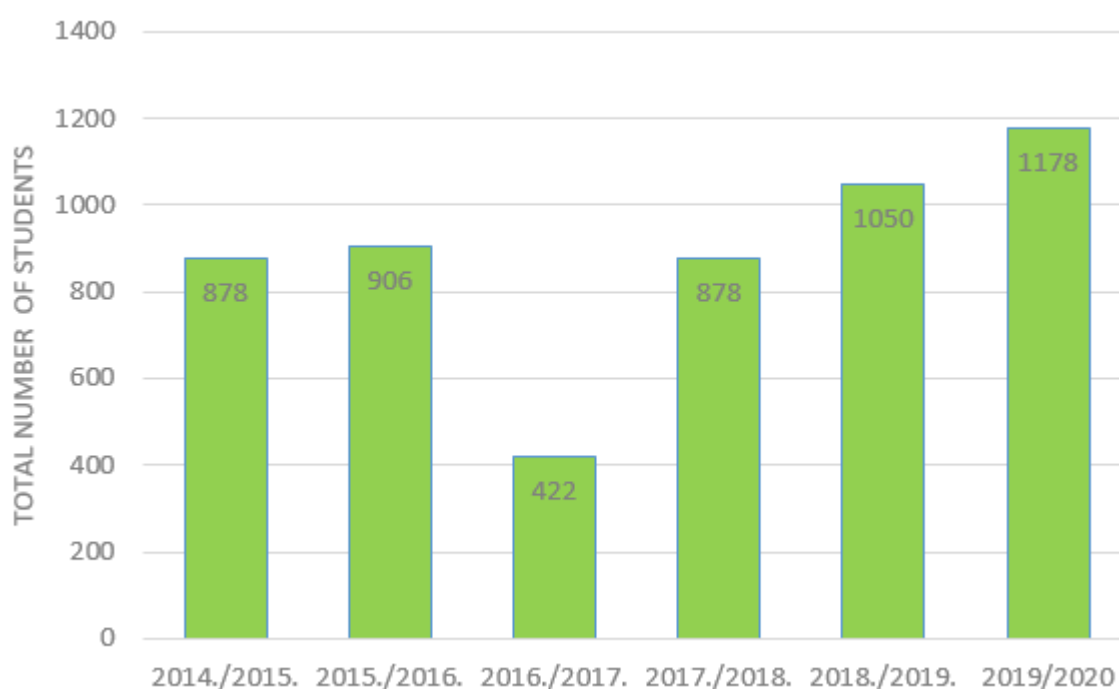
**The study directions implemented and the number of study programs.** All the study programs are implemented as extramural (distance learning) studies in Latvian.

- Study direction "Management, Administration and Real Estate Management" (accredited on 12 June 2013 for 6 years till 31 December 2020, Accreditation Certificate No. 321), including 6 study programs:
  - first level professional higher education program "Personnel Psychology and Human Resource Management". Qualification: Personnel Specialist,
  - first level professional higher education program "Institution work organization and management". Qualification: Office Administrator,
  - first level professional higher education program "Business". Qualification: Marketing and Trade Specialist,

- first level professional higher education program “Micro, small and medium enterprise management”. Qualification: Business Specialist,
- first level professional higher education program “Accounting and Financial planning”. Qualification: Accountant,
- first level professional higher education program “Business Logistics”. Qualification: Logistics Specialist.
- Study direction “Law” (accredited on 22 February 2019 for 2 years till 22 February 2021, Accreditation Certificate No. 114), including one first level professional higher education program “Law”. Qualification: Legal Assistant.
- Study direction “Hotel and restaurant service, tourism and recreation organization” (accredited on 19 June 2013 for 6 years till 31 December 2023, Accreditation Certificate No. 182), including first level professional higher education program “Tourism and Hotel Service”. Qualification: Hotel Service Organizer. It was decided to close the study direction “Hotel and restaurant service, tourism and recreation organization” and the study program “Tourism and Hotel Service” on the Council of the CBA meeting on 16 December 2019. The application to close the study direction is submitted to the Quality Agency for Higher Education.

**Dynamics of the number of students in college during the assessment period.** According to the “Report on Higher Education in Latvia in 2018” by the Ministry of Education and Science, the CBA ranks first **by the increase in the number of students** in 2018/2019 not only among the state colleges and colleges founded by legal entities, but for this indicator the CBA is a leader in the sector of all higher education institutions in Latvia, which marks a stable position of the College in the higher education market of Latvia.

Also **the total increase in the number of students** over the last four years exhibits an upward trend. In the academic year of 2018/2019 the total number of students is 1051. This is 20% more than in the academic year 2017/2018 and 61% more than in the academic year 2016/2017. In the academic year 2019/2020 the total number of students is 1178, which is 11% more than in 2018/2019. The dynamics of the total number of students during the accreditation period is reflected in the Figure 1.1.



Figure

1.1. The dynamics of the total number of students during the accreditation period.

The dynamics of the number of matriculated students from 2016/2017 till 2018/2019 is shown in the Table 1.1.

*Table 1.1. The dynamics of the number of matriculated students (Source: Report on Higher Education in Latvia in 2018).*

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Changes in the number of matriculated students to 2017/18(%)
CBA	103	100	114	205	321	340	6%

**The development strategy of the College.** When designing the strategy of the College in 2018 (<https://www.bvk.lv/koledzas-dokumenti/>), the CBA developed seven strategic development directions for the period till 2024. Following the high performance in 2018 and 2019, the strategy developed in 2018 was reviewed, and at the beginning of 2020 the Council of the CBA reviewed and updated the strategy. Briefly summarizing the strategy, the main development directions of the CBA are:

1. Improvement of the content of study programs in accordance with the labour market and the criteria of modern qualitative education.
2. Attraction, involvement and development of professional and personal competencies of the academic, administrative and support staff.
3. Promotion of cooperation at national and international level with other education institutions and employers in forms of applied research, student internships and exchange of professional experience.

#### **Results to be achieved through the objectives:**

1. Accreditation of the Study directioni for the maximum term;
2. A high level of competencies and involvement of employees;
3. A steady increase in the number of international and local cooperation projects and partners (including attraction of ESF and other funding);
4. Increase in the number of students on average by 10% per study year.

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

**The management structure of the CBA and the division of functions** consist of the processes for ensuring the strategic management, basic functions and support functions of the College. Please see the governance chart of the College in Annex 2 of this report.

According to the Regulation of the Cabinet of Ministers No. 579 of 28 August 2007 "The Regulation of the CBA" (effective from 01 September 2007), **the Management Board** is the highest governing and decision-making body of the College in strategic, financial and maintenance matters. Powers of the Management Board:

- define the amount of tuition fees and other paid services;

- fulfill all obligations laid down in the Statues;
- provide strategic management of the CBA, informing and/or consulting with the Director before making a decision.

**The Advisory Convention** and the Study Program Councils ensure the involvement of business partners. The Advisory Convention of the CBA consists of professionals from various sectors, employers and representatives of professional associations. The Advisory Convention consults the Management Board of the CBA, the Council of the CBA and the Director on the issues connected with development strategy of the College. It attracts public attention to issues of training qualified specialists and promotes cooperation with state, municipal and other (business, art, etc.) structures.

The Council of the CBA and the Director of the College are representative, governing and decision-making bodies of the College in matters of studies and research.

**The Council of the CBA** is collegial governing and decision-making body of the College's staff. The Council of the CBA consists of 15 members. Figure 1.2. illustrates the composition of the Council of the CBA.

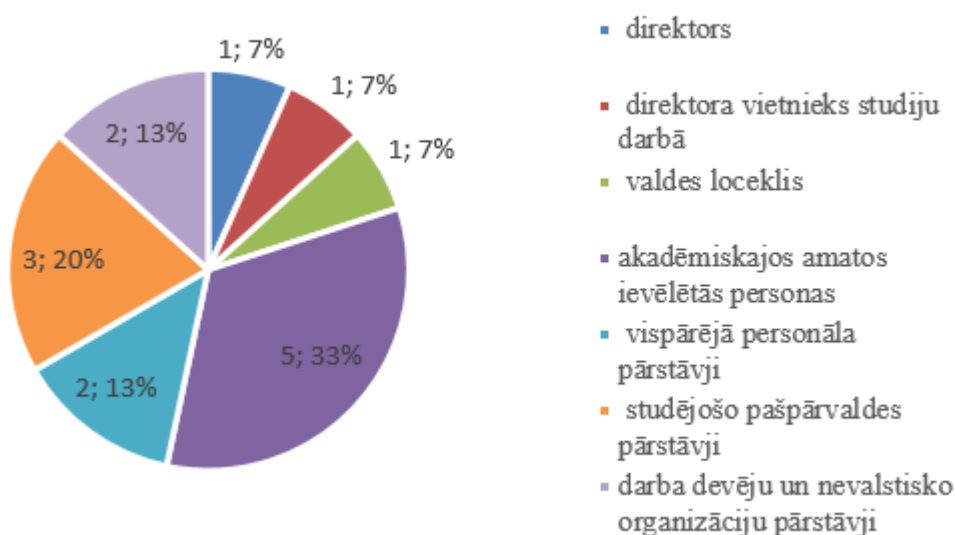


Figure 1.2. Composition of the Council of the CBA. (Dark blue – Director; red – Deputy director of Studies; green – board member; violet – academic staff; light blue – administrative staff; orange – representatives of Students' self-government; light violet – representatives of employers and NGOs)

The work of the Council of the CBA is organised according to the Regulation of the Council of the CBA. The elections of the Council of the CBA are organised, the Regulation is approved and the composition of the Council is approved by the Management Board. The term of office of the Council is three years. Its main powers are:

- to approve study programs;
- to approve directions of research and scientific activities;
- to develop proposals for student enrollment and implementation of new study programs;
- to approve the admission rules and the composition of the admissions committee for the specific year;
- to prepare proposals for the establishment of structural units of the College and associations as well as establishment, reorganization and dissolution of subsidiaries, and approve their regulations after getting confirmation from the Management Board;
- to approve regulations governing the academic and administrative posts in the College as



well as election procedure for these posts;

- to approve regulations for study and examination arrangements at the College;
- to approve the annual report of the College;
- to support and promote the activities of the Students' self-government, approve the regulations of the Students' self-government;
- to approve the flag, emblem, motto and anthem of the College;
- to agree on the Regulation of the College and its amendments;
- to decide on other matters within the competence of the Council of the CBA.

**The Students' self-government** represents the interests of students at the Council of the CBA, the Academic Arbitration Court and the Ethics Commission. The Students' self-government has a veto right at the Council of the CBA on issues affecting students' interests. The Students' self-government of the CBA is represented at the Students' self-government of the Latvian Association of Colleges, ensuring that the interests of all students are represented in the governance process. The Students' self-government meets twice an academic year, but there is a continuous collaboration with the program directors and the Deputy Director of Studies, and the content of study programs is discussed not only in formal sessions and meetings, but also every day, in informal settings and conversations. The Students' self-government consults and makes suggestions to the management of the College and other College institutions on matters of interest to the students of the College.

**The Arbitration tribunal** is an autonomous body of the CBA which is established to settle internal organizational, administrative, financial and property disputes. The Arbitration tribunal reviews:

- applications from students and academic staff regarding restrictions or violations of the academic freedom and rights set in the Law on Higher Education Institutions;
- disputes between College officials, heads of divisions and staff in subordinate relationships, and disputes between College divisions in subordinate relationships;
- students' complaints about the course activities, if they have not been resolved at the level of competence of the Study Support Centre, Deputy director of Studies, Director;
- the administrative acts or actual action of the College, if application has not been submitted to the Director.

The Arbitration tribunal decides on:

- the validity of the arguments of the conflicting parties;
- actions to resolve disputes.

With a reasoned decision the Arbitration tribunal can refuse to adjudicate on dispute if it is already in settlement process by the Director or is not subject to the Arbitration tribunal.

**The Director** is the senior official of the College who exercises the general administrative and financial management of the College, and represents the College without special authorization. The Director of the CBA is also involved in resolving strategic issues and discussing them with the Management Board. The director is elected for five years by the Council of the CBA based on open competition. The Director is responsible for administrative management, implementation and oversight of the strategy as well as management of human resources management processes. The Director has the right of veto over decisions of the Council.

The main powers of the Director are:

- to issue orders binding to college staff and students;
- to determine, in agreement with the Management Board, the number of posts in the College;
- to decide, within its mandate, on rational use of resources of the College;

- to organize elections of the academic and administrative staff;
- submit the annual report on the College to the Council of the CBA and the Ministry of Education and Science, and to provide staff with an opportunity to familiarize themselves with the annual report;
- to approve, after coordinating with the Council of Higher Education, additional requirements regarding the person's special previous education, special aptitude and readiness for admission to the particular study program;
- perform other job-related tasks.

**The Deputy Director of Studies** carries out day-to-day work with the aim of maintaining and developing the content and process of studies in accordance with the requirements of the College and requirements for study program accreditation, ensuring successful fulfilment of accreditation requirements and long-term operation and development of the College. The Deputy Director of Studies is responsible for the management of the study and research processes.

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

The mechanism for implementing the quality policy (<https://www.bvk.lv/koledzas-dokumenti/>) is based on the following specific stages:

1. **Quality Policy Development and Improvement:** The quality policy in the College is based on the **Concept of Excellence** available on the College website. The quality policy has been developed in accordance with the EFQM Excellence Model, integrating the ESG internal quality assurance standards and guidelines, and the quality policy is connected with all strategic priorities of the CBA. To create a continuous improvement cycle at the College and to ensure the College's internal quality policy, the CBA has established core principles of quality management: achieving balanced results, generating added value according to customer needs, managing with vision, inspiration and integrity, a process approach, engagement and development of employees to be successful, supporting creativity and innovations, creating relationships with partners, responsibility for a sustainable future. Quality policy and strategic goals are determined by the management of the College, which base its decisions on evaluation of performance, trends and risks by analysing data from stakeholders (employees, students, representatives of employers, education authorities, etc.). The involvement of the rest of the College staff is ensured through the collection and analysis of information, providing suggestions and feedback while carrying out the support functions to the management of the College.
2. **Implementation of the the Quality Management System and introducing Support Functions:** in order to implement and build a structured quality management system that focuses on effectiveness of the College performance, sustainable excellence in education and culture of quality, the College has arranged its processes, defined roles and responsibilities of persons involved, established administrative and organizational work mechanisms, introduced education process administration system and carried out study content improvement measures. The following tools are used systematically in the College to ensure a consistent quality management system:

- monitoring of the quality management system;
- determination of student satisfaction (surveys) and analysis (results of student surveys);
- determination of graduate satisfaction (surveys) and analysis;
- internal quality audits (procedures and documentation);
- annual self-evaluation of study programs/directions;
- determining and monitoring the quality of staff performance (annual interviews about the job, annual interviews to evaluate the performance of academic staff).

The College holds regular meetings of the Council of the CBA, meetings of the Council of studies of the CBA, meetings for both administrative and academic staff, discussions with clients and staff, feedback is received through various communication channels to ensure information necessary for implementation of the quality management system, value validation and identifying needs. In this step, everyone involved in the College has an important role. Each administrative and academic staff member has a certain level of responsibility and involvement in ensuring the management, operational and support processes of the College, and external stakeholders (including alumni, employers, industry, supervisory staff) play an important role in providing information, feedback and identifying opportunities for improvement.

**3. Oversight and Continuous Improvement of the Quality Management:** The CBA Quality Improvement Cycle is based on the Deming Cycle principles, which include the following continuous improvement steps: PLAN - DO - CHECK - ACT. Thus, the main principles of supervision and improvement of the quality management are:

- continuous improvement (plan-do-check-act);
- process approach (plan; act);
- evidence-based decision making (check);
- looking for the causes of problems, not the perpetrators (check - act).

In addition, an internationally recognized organization evaluation tool and management tool RADAR is used, which provides a structured and systematic approach to assessing performance of the College (including maturity of the approaches used, excellence of the results attained) in order to manage and lead the necessary changes at the College. The use of RADAR in the College contributes to ensuring the cyclicity and continuity of quality management, moving towards sustainable excellence and providing answers to the following questions:

- What goals does the CBA as an organization want to achieve?
- How will these goals be achieved?
- How will the objectives set and the improvements necessary to achieve them be implemented?
- How will the results achieved be measured?
- What further improvements are needed?

All parties involved have an important role to play also at the third stage. External stakeholders have to provide information based on facts and desires (e.g. clients), while internal stakeholders have to provide all necessary support mechanisms for obtaining information, analysing data and developing specific proposals. The College's management role involves launching quality management monitoring mechanisms and systemic evaluation of the needs, as well as utilizing the information obtained to implement necessary improvement activities.

#### **1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the**

**Law on Institutions of Higher Education by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as evidence for the full compliance, partial compliance or non-compliance.**

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>The College has developed a concept of Excellence that describes quality management policy. It is based on the ESG Part 1 standards and guidelines and the principles of the EFQM (European Foundation for Quality Management) Excellence Model. The College has implemented quality management system based on the EFQM Excellence Model methodology and has been awarded the EFQM “Committed to Excellence” label. In order to ensure the quality of the higher education at the College, all processes are classified, structured, described and schematically depicted. The main processes have been established and management of these processes is ensured by defining the duties and tasks of the employees, organizing meetings to discuss current issues, and by providing monitoring activities.</p> <p>Please see point 1.1. of section 2.5 for more information.</p>
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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>Complies</p> <p>Descriptions of processes necessary for the development, internal approval, supervision and improvement of study programs have been developed at the College: 1) Development and approval of a new study program; 2) Internal and external evaluation of the study program; 3) Closing of the study program. Based on the internal (self-evaluation and related standards and guidelines of ESG Part 1) and external evaluation of the study program, continuous feedback from students and academic staff, shortcomings identified during the study process, employer assessment, and opinions of other internal and external stakeholders, assessment of the contents of the study program and its implementation according to the needs of students and the requirements of the labor market is carried out on regular basis (including at the Council of Studies of the CBA meetings), supervision and necessary improvement measures are performed.</p> <p>Please see points 1.2. and 1.9. of Section 2.5 for more information.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>The College has developed and made public student assessment criteria and methods for obtaining assessment, and evaluations are fair and consistent according to the developed assessment methodology. During the assessment process, students are provided with information on the achievement and progress of their learning outcomes.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		The College has developed the academic staff performance management system (including the process description for staff performance management) with the aim to evaluate performance of the academic staff and the results over a one-year period, and to identify training and career development paths for an employee. This system provides a transparent and fair approach to the evaluation of academic staff competence and to planning the future actions. Please see point 1.5. of Section 2.5 for more information.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies
		Structured data on study content, academic staff, employment of graduates (including student and graduate surveys, end-of-course surveys) are regularly obtained and analysed in the study process at the CBA, providing direct feedback on the quality of the study course, work of the specific lecturer, students' attitude, satisfaction, sufficiency of study materials and their correspondence with the topic. Students' suggestions in a free form on how to improve the study process of a particular course are also obtained. Student recommendations regarding changes to the study program, suggestions for adding new courses, complaints about course content, if any, are discussed at the CBA Councils.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		The continuous quality improvement cycle (including oversight activities) is implemented on the basis of the Deming Cycle and provides systematic involvement of both internal and external stakeholders (including discussing topicalities at different levels (strategic and operational) of meetings, individual and group meetings).

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

### 1.1. Economic and/or social grounds for the creation of the study direction and the

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

The study direction "Management, Administration and Real Estate Management" includes study programs corresponding to the thematic area "Commercial Science and Administration" of the Latvian Education Classification.

**The accredited study direction "Management, Administration and Real Estate Management"** of the CBA includes 6 study programs (until now code for all programs 41345):

- first level professional higher education program "Personnel Psychology and Human Resource Management". Qualification: Personnel Specialist. According to the Cabinet of Ministers "Regulation on the Classification of Education in Latvia" effective from 16 June 2017, the study program code remains the same - 41345 (management and administration);
- first level professional higher education program "Institution Work Organization and Management". Qualification: Office Administrator. In accordance with the Cabinet of Ministers "Regulation on the Classification of Education in Latvia" effective from 16 June 2017, the code of the study program is changed to - 41 346 (secretariat and office work) and the title of the study program is changed to "Office Management";
- first level professional higher education program "Business". Qualification: Marketing and Trade Specialist. According to the Cabinet of Ministers "Regulation on the Classification of Latvian Education" effective from June 16, 2017, the study program code remains the same - 41345 (management and administration), despite the fact that the student chooses to acquire one of the qualifications - trade or marketing specialist, because the qualifications of marketing specialist and trade specialist are in the section of the commercial specialist in the map of professions included in the structure of the business, finance, accounting and administration sector. The title of the study program will be changed to "Marketing and Trade";
- first level professional higher education program "Micro, small and medium enterprise management". Qualification: Business Specialist. According to the Cabinet of Ministers "Regulation on the Classification of Education in Latvia" effective from 16 June 2017, the study program code remains the same - 41345 (management and administration);
- first level professional higher education program "Accounting and Financial planning". Qualification: Accountant. In accordance with the Cabinet of Ministers "Regulation on the Classification of Education in Latvia" effective from 16 June 2017, the code of the study program is changed to - 41 344 (accounting and taxes);
- first level professional higher education program "Business Logistics". Qualification: Logistics Specialist. The code remains the same - 41345 (management and administration).

The study programs have been prepared in accordance with the quality standards and guidelines of the European Qualifications Framework, Cabinet of Ministers Regulation of 20 March 2010 No. 141 "Regulations on the National Standard of First Level Professional Higher Education" and profession standards.

The priority of the study direction is to provide education according to international standards and guidelines and to prepare specialists for the labour market in compliance with the 4<sup>th</sup> qualification level profession standard and the requirements of the first level professional higher education. The CBA implements study programs, planning the target audience for acquiring education in the directions:

- obtaining the first higher education degree, providing studies for persons with secondary education who wish to acquire professional knowledge and skills in a shorter period of time, becoming competitive in the labor market as skilled human resources (including starting their own business);
- obtaining the next higher education degree for those persons already with a higher education who need in-depth knowledge and skills in management, administration and entrepreneurship in their daily work.

All the study programs are implemented in extramural (distance learning) study form in Latvian language.

The development principles and strategy of the Study direction and study programs (<https://www.bvk.lv/wp-content/uploads/2018/07/biznesa-studiju-virziena-startegija-2018-2024-lv.pdf>) are based on the values of the CBA (Quality. Professionalism. Responsibility. Flexibility. Collaboration) and the overall College Development Strategy (<https://www.bvk.lv/wp-content/uploads/2018/07/biznesa-vadibas-koledzas-strategija-2018-2024-lv.pdf>), as well as taking into account the requirements of laws and regulations and the priorities set in national and international policy planning documents.

### **Prospective evaluation from the point of view of the interests of the Republic of Latvia**

The requirements of the following legal acts are taken into account in the development and implementation of the Study direction:

1. Latvia's Education Development Guidelines 2014-2020 (<https://www.vestnesis.lv/op/2015/126.9>). The direction of action defined in these Guidelines *Providing educational environment and educational process according to the needs of the 21st Century* is linked to the provision of educational environment and educational process according to the 21st century requirements, anticipating to use digital teaching aids and resources containing the content necessary to implement the education program. The CBA started its operations in 1996 as the first distance learning higher education institution in Latvia, developing over 100 different competencies over years to prepare students as strong industry players who are able to organize their work, make decisions, develop and implement company strategy independently. The CBA improves the methodological framework of the E-learning environment, develops and updates digital and other teaching aids, and improves the technical provision of the study process on regular basis in order to comply with the European and world quality standards of distance learning and global trends of this form of study.

The Guidelines also pay attention to *the support for practical studies and internships in the professional education*, which is in line with *providing professional education based in a work environment*

(<https://www.izm.gov.lv/lv/izglitiba/profesionala-izglitiba/darba-vide-balstytu-macibu-vadlinijas>), which is currently a priority in education and employment policy in Latvia and the European Union. This direction is also reflected in the Government Action Plan (please see further). The CBA always pays great attention to the organization of internships, signing internship agreements with Latvian and foreign companies. For several years, successful business development internships have been organized for future managers of small and medium-sized enterprises in the study programs of the study direction "Management, Administration and Real Estate Management". Following the development trends of education and the sectors represented in the study programs, the CBA has introduced an innovative solution for the provision of studies based in a work environment by offering the *Business Greenhouse*, which is different from other business support tools in a way that virtual business incubation is offered. This format is effective in engaging diverse parties and their



resources (the CBA, students, entrepreneurs and mentors), and provides 24/7 access to virtual training course that helps to create a better business plan in a high quality with a 10-step program. There is an opportunity to receive *consultations of the Principal Business Gardener* as well as there is involvement of mentors from different fields based on necessity. The greatest benefit to students is the realization of a newly created idea in practice. The Business Greenhouse is a great opportunity for the CBA to demonstrate in practice that it is essential to prepare their students for real life and to give opportunity for the students to understand the practical value of the knowledge provided by the CBA in the learning process. This is an opportunity to motivate students to become employers not employees.

A major priority is also mention in the Guidelines - *the improvement of the monitoring system of the education quality*, which is also in line with the direction set in the Government Action Plan.

- | 2. The   | Government | Action | Plan |
|--|------------|--------|------|
| <p>(<a href="https://likumi.lv/ta/id/306691-par-valdibas-ricibas-planu-deklaracijas-par-artura-krisjana-karina-vadita-ministru-kabineta-iecere-to-darbibu-istenosana-i">https://likumi.lv/ta/id/306691-par-valdibas-ricibas-planu-deklaracijas-par-artura-krisjana-karina-vadita-ministru-kabineta-iecere-to-darbibu-istenosana-i</a>) prioritizes the development of excellence in professional education, the establishment of a robust cooperation mechanism with industry which would ensure the involvement of delegates from Sector Expert Councils at all stages of developing and updating the curriculum of the professional education and the involvement of companies in providing internships as well as studies based in work environment, and creating the education quality monitoring system at all levels of education.</p> |            |        |      |

Since its foundation, the CBA has positioned itself as a college where the curriculum is developed in collaboration with employers, providing for the students the latest industry trends. There are regular consultation with employers; during the European Social Fund (ESF) project No. 8.2.3.0.18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" in 2019 the College carried out *study program content audit* and alignment with study program results, profession standards, achievable learning outcomes defined in the Latvian Qualifications Framework and European Qualifications Framework, in this process inviting members from the Latvian Association of Business Consultants, the Latvian Association of Professional Secretaries and Office Administrators, the Latvian Association for People Management, the Associations of Accountants of the Republic of Latvia as experts. The result of this project is also the CBA *Concept of Excellency*, which is based on the *Standards and Guidelines for Quality Assurance in European Higher Education Area* (ESG) created by the *European Association for Quality Assurance in Higher Education* and the EFQM (*the European Foundation for Quality Management*) *Basic principles of the Excellency model*.

3. *Accessible lifelong education in a high quality* is also a priority set out in the **Sustainable Development Strategy of Latvia until 2030** (<https://www.vestnesis.lv/ta/id/191187>). The purpose of the 21st century education system is to strengthen individuals' skills for continuous learning and innovation. The distance learning provided by the CBA provides access to education for first-time students as well as for those who wish to study again because of the economic development and labour market requirements. In addition, people living in Latvia and abroad, as well as those who are planning to return to our country to work in a previous or a new profession, can be involved in the study process. According to the Article 59.<sup>2</sup> of the Law on Higher Education Institutions, "Studies outside the study programs", the listener has the right to accumulate a certified volume of study work and, if he/she has appropriate prior education, has the right to request that the university or college assess the correspondence of the volume of finished study courses to the study programs, awarding credit points for the finished courses. The CBA implements successfully the *Open College* (*possibility to be enrolled and finish separate study courses*), where at the end of the course the persons receives a certificate which contains information about the recipient, the title of

the course and volume in credit points, the name and surname and qualification of the course lecturer, the final mark of the study course. In this way, the CBA offers study courses that would be useful for a professional career or for further education at the College.

It can be concluded that the goals of the study direction and the strategic and operational management of the realization of these goals are in line with Sustainable Development Strategy of Latvia until 2030, because they:

- ensure development of capacities, knowledge and talents of Latvia's main capital - people;
- develop creativity and ability to cooperate;
- educate young people and adults so they could enter the global labour market and offer their knowledge and skills in a virtual environment without leaving Latvia;
- enable capable and talented people to acquire high quality knowledge, skills and competencies based in work environment;
- implement all the main principles of strategic development of Latvia: creativity, tolerance, cooperation and participation;
- promote productivity of human capital and participation in labor market;
- ensure efficiency of education services;
- provide lifelong accesible and creativity oriented education in a high quality;
- provide support for the generation and commercialization of new ideas;
- provide knowledge transfer and user driven research, innovations.

This all is confirmed by the internal regulatory documents of the CBA and the practical implementation of these documents in the study and administrative process.

When analyzing development plans of Latvia, it is important to follow the National Development Plan (NAP). The document, which is planned for 2014-2020 (<https://www.pkc.gov.lv/lv/valsts-attistibas-planosana/nacionalais-attistibas-plans>), among the defined directions of action there are mentioned such directions as human safety, development of competencies, healthy citizen able to work; also research, innovation and higher education as a key tools for achieving these results. In the National Development Plan 2021-2027 which is currently opened for discussions ([https://www.lps.lv/uploads/docs\\_module/2019\\_10\\_02\\_3\\_20191002\\_NAP\\_LPS.pdf](https://www.lps.lv/uploads/docs_module/2019_10_02_3_20191002_NAP_LPS.pdf)), as directions of fundamental economic change in Latvia the following directions are mentioned: high-quality life-long education, competent workforce, excellent science and innovative enterprises, civil society, media literacy and critical thinking.

When analyzing economic development in Latvia ([https://www.em.gov.lv/lv/ekonomikas\\_attistiba/ekonomiska\\_situacija/latvijas\\_ekonomikas\\_attistibas\\_parskats/](https://www.em.gov.lv/lv/ekonomikas_attistiba/ekonomiska_situacija/latvijas_ekonomikas_attistibas_parskats/)), it is noted that the economic growth in Latvia slowed down in 2019, however, it has still been one of the fastest in the European Union (EU). Gross domestic product (GDP) grew by 2.5% in the first nine months of the year. The slowdown in growth was driven by both internal factors (EU funds investment peak, issues in the financial sector, etc.) and external factors (revision of global trade relations, Brexit, slower growth in EU countries). It is expected that the above-mentioned global factors will influence Latvia's growth also in 2020, which will negatively affect Latvia's export opportunities. At the same time, positive trends in domestic demand-oriented sectors are expected to remain.

Increasingly, entrepreneurs in various sectors in Latvia are stressing the lack of staff and are urging the government to make the process of recruiting human resources easier. Working to achieve the average standard of living in the European Union requires working smarter rather than working more, and new cross-industry solutions are emerging which require effective communication across industries, networking activities, incubators and venture capital to develop ideas

(<https://em.gov.lv/lv/jaunumi/24445-nakotnes-darba-tirgus-kads-tas-bus-un-ka-man-taja-atrast-savu-vietu>).

The evidence shows that the economy and the labor market are becoming more dynamic. At the same time attracting employees in rapidly growing segments of the labor market is becoming increasingly difficult. The lack of human resources is also evidenced by the dynamics of vacancies at the State Employment Agency. As economic activity grows, there are more and more new job opportunities, thus contributing to increasing employment and reducing unemployment. In order to be successful and thus a more valuable member of society, a person must adapt to circumstances and constantly learn.

The State Employment Agency (NVA) data (<https://cvvp.nva.gov.lv/#/pub/pakalpojumi/prognozes/>) related to the TOP of the most sought-after professions from April 2019 to April 2020 is useful for analyzing the situation (please see Figure 2.1.).

## Visvairāk pieprasīto profesiju TOP

No 2019.gada aprīlis - 2020.gada aprīlis

Profesijas	VISMAZĀK PIEPRASĪTĀS		VISMĀZĀK PIEPRASĪTĀS	
Profesiju grupēšanas līmenis	PAMATGRUPAS	APAKŠGRUPAS	MAZĀS GRUPAS	ATSEVIŠKĀS GRUPAS
	Latvija	Kurzeme	Latgale	Pierīga Rīga Vidzeme Zemgale
Tautsaimniecībā kopā				
►9112 Biroju, viesnīcu un citu telpu apkopēji	↑↑	↑	↑	↑↑
►5223 Veikalu pārdevēji un pārdevēju palīgi	↑↑	↑	↓	↑↑
►2422 Politikas pārvaldības vecākie speciālisti	↑↑	↑	↑	↑↑
►7111 Ēku būvnieki	↑↑	↑	↑	↑↑
►1211 Administratīvie un finanšu vadītāji	↑↑	↑	↑	↑↑
►5414 Apsargi	↑↑	↑	↑	↑↑
►8332 Smago kravas automobiļu ar piekabēm un autovilcienu vadītāji	↑↑	↑	↑	↑
►9613 Sētnieki un tiem radniecīgu profesiju strādnieki	↑↑	↑	↑	↑
►2512 Programmētāji	↑↑	↑	↑	↑↑
►4222 Apmeklētāju pieņemšanas un informēšanas darbinieki	↑↑	↑	↑	↑
►3313 Grāmatvedības speciālisti	↑↑	↑	↑	↑
►5151 Uzskopšanas un saimniecības daļas vadītāji birojos, viesnīcās un citās iestādēs	↑↑	↑	↑	↑
►6113 Dārznieki, dārza kultūru un stādu audzētāji	↑↑	↑	↑	↑
►3132 Atkritumu dedzināšanas, ūdens un notekūdeņu attīrīšanas un ūdens pārstrādes iekārtu operatori	↑↑	○	○	○
►3322 Tirdzniecības pārstāvji	↑↑	↑	↑	↑
►9329 Citur neklasificēti strādnieki	↑↑	↑	↑	↑

Figure 2.1. The TOP of the most sought-after professions. Prognosis till April 2020 (NVA).

It is evident that alongside unskilled staff with low level of education, administrative and financial managers, reception staff, maintenance department managers in offices, hotels and other institutions, accountants, sales representatives will continue to be highly sought after which proves that the graduates of the Study direction will have job security in future.

Demand for management and real estate management professionals remains one of the highest and is steadily in the top ten, as evidenced by the State Employment Agency data for year 2018 and 2019 (<https://www.nva.gov.lv/index.php?cid=6&mid=628>) (please see Table 2.1).

Table 2.1. Registered job vacancies by economic sector (NVA).

Nozare	2019				2018			
	1.cet.	2.cet.	3.cet.	4.cet.	1.cet.	2.cet.	3.cet.	4.cet.
Administratīvo un apkalpojošo dienestu darbība	4228	3605	3217	3409	997	1711	3764	1628
Apstrādes rūpniecība	2997	4264	3031	3359	2778	4300	3833	2956
Būvniecība	6961	8328	4788	3041	3987	4941	4165	2967
Citi pakalpojumi	885	787	681	1271	705	1372	583	708
Elektroenerģija, gāzes apgāde, siltumapgāde un gaisa kondicionēšana	191	132	91	63	92	173	176	92
Finanšu un apdrošināšanas darbības	63	26	60	86	39	87	665	86
Ieguves rūpniecība un kārņu izstrāde	184	163	30	30	114	323	49	15
Informācijas un komunikācijas pakalpojumi	453	390	287	344	285	409	559	316
Izglītība	829	634	739	889	401	419	626	452
Izmitināšana un ēdināšanas pakalpojumi	1087	1290	1091	570	693	1138	1133	772
Lauksaimniecība, mežsaimniecība un zivsaimniecība	1286	824	780	235	796	1054	724	327
Māksla, izklaide un atpūta	162	122	118	68	212	157	121	58
Operācijas ar nekustamo īpašumu	122	140	134	1425	137	87	145	97
Profesionālie, zinātniskie un tehniskie pakalpojumi	933	640	734	1061	697	981	1033	665
Transports un uzglabāšana	2862	2320	2296	1328	1241	1694	1404	1555
Ūdens apgāde, notekūdeņu, atkritumu apsaimniekošana un sanācija	522	144	236	87	93	183	234	301
Vairumtirdzniecība un mazumtirdzniecība; automobiļu un motociklu remonts	3455	4003	3641	2352	2614	4485	4046	3193
Valsts pārvalde un aizsardzība; obligātā sociālā apdrošināšana	1533	1501	1930	1233	1540	1271	1537	1267
Veselība un sociālā aprūpe	820	695	761	720	910	796	830	615
Nozare nav norādīta/ cits nozares veids	300	132	71	97	134	196	133	420

The table shows that the demand for managers of administrative and service departments has doubled during the year, while real estate, logistics, financial and insurance specialists are still in high demand.

Significant labor shortages are expected in medium qualification professions in the coming years. Already now more than 3/4 of the vacancies registered by the State Employment Agency consist of medium and low-skilled professions. Research by the Ministry of Economics of the Republic of Latvia show that the proportion of population aged 25-64 with higher education has almost doubled between 2003 and 2018 and continues to grow (please see Figure 2.2.) ([https://em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf](https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf)).

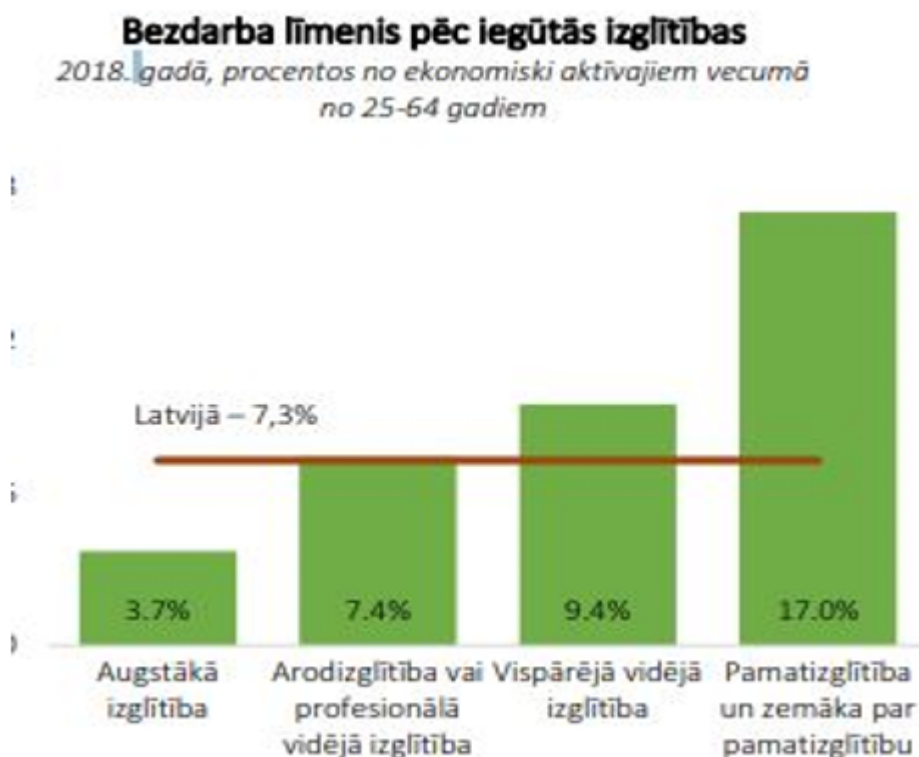


Figure 2.2. Unemployment rate in %, depending on person's education (NVA) (higher education - 3.7%, professional secondary education - 7.4%, secondary education - 9.4%, primary education or lower - 17%).

Improvements in the labor market are not being felt evenly by all groups of the population, the

unemployment rate for the population with primary and lower level education is almost 10 percentage points higher than the national average, and the unemployment gap (unemployment rate difference) between the population with primary education and population with higher education has increased on average by 3-4 percentage points compared to the period of 2005-2006, when the average unemployment in Latvia was similar to the current one. This has made it significantly more difficult in recent years for people with low level of education to find jobs that match their skills. Demand for high-skilled professionals has increased in 2018 by 28% compared to 2003 ([https://em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf](https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf)).

The above mentioned confirms further the opportunities of higher and professional education in preparation of qualitative workforce and reduction of unemployment, justifying the need to implement the study programs of the CBA.

The skills developed by the CBA students in the programs of the Study direction "Management, Administration and Real Estate Management" are attractive to many employers. This is proved by both the audit of the contents of the studies and feedback from employers (available at the CBA office). Graduates of the study programs are working in different sectors – financial, manufacturing, commercial entities, public administration, representing both small and medium-sized companies, for example: Air Baltic, Coca-Cola, Rimi, Latvijas Dzelzceļš, Swedbank, councils of municipalities, State Police, National Armed Forces, etc., as well as they also establish their own commercial companies - profitable farms, successful individual merchants, runs self-founded micro enterprises and SIA (Limited Liability Companies).

It can be concluded that the goals of development of the Study direction and the study programs included are in line with priorities set in the Latvian policy planning documents, are based on the Latvian National Development Plan 2014-2020 and forecasts for 2021-2027 as well as the Sustainable Development Strategy of Latvia until 2030.

Taking into account the changes in the realization of programs offered by colleges described in the Government's Action Plan (<https://likumi.lv/ta/id/306691-par-valdibas-ricibas-planu-deklaracijas-par-artura-krisjana-karina-vadita-ministru-kabineta-iecere-to-darbibu-istenosana-i>), transforming the colleges into high-level professional education institutions, which cooperate with universities and higher education institutions and provide possibility to continue the studies, the CBA since its foundation has systematically cooperated with higher educational institutions opportunities, signing agreements which intend the possibility for college graduates to continue their studies in later stages of Bachelor (undergraduate) study programs. The possibilities of continuing studies are shown in the Table 2.2.

*Table 2.2. Possibilities of the CBA students to continue the studies (succession)*

<b>Study program of the CBA</b>	<b>Possibilities to continue studies (agreement to admission of the CBA graduates in later stages of studies)</b>
First level professional higher education program "Personnel Psychology and Human Resource Management". Qualification: Personnel Specialist	RISEBA University of Applied Sciences
First level professional higher education program "Institution Work Organization and Management". Qualification: Office Administrator	RISEBA University of Applied Sciences



<b>Study program of the CBA</b>	<b>Possibilities to continue studies (agreement to admission of the CBA graduates in later stages of studies)</b>
First level professional higher education program "Business". Qualification: Marketing and Trade Specialist	EKA University of Applied Sciences RISEBA University of Applied Sciences
First level professional higher education program "Micro, small and medium enterprise management". Qualification: Business Specialist	RISEBA University of Applied Sciences
First level professional higher education program "Accounting and Financial planning". Qualification: Accountant	The College of Accounting and Finance RISEBA University of Applied Sciences Turība University Information Systems Management Institute Rezekne Academy of Technologies
First level professional higher education program "Business Logistics". Qualification: Logistics Specialist	EKA University of Applied Sciences

The structure of the first level professional higher education study programs is based on the principle of continuity - aligning the courses of the College and amount in credit points with the basic first year study courses (e.g. microeconomics, macroeconomics, management, marketing, foreign language, etc.) of undergraduate programs of the partnering higher education institutions. Continuation is also encouraged through the involvement of partner academics as visiting lecturers, members of the qualification papers examination commissions, qualification paper reviewers, etc. The courses included in each of the CBA study programs ensure and promote achieving the overall results of the coordinated programs.

In order to compare the programs of the study direction of the CBA with the study programs implemented in other higher education institutions of Latvia (public/private higher education institutions, colleges, full/part time studies) statistical data compiled by the Ministry of Education and Science (<https://izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitiba/statistika-par-augstako-izglitiba>) analysis was carried out, taking into account the program code 41345. The data obtained is not complete, as the college programs in the management direction may have a different program code. At national level of interpretation of the statistical data, these two indicators are still inconsistent, making it difficult to obtain reliable data. The information gathered is summarized in the Figure 2.3.

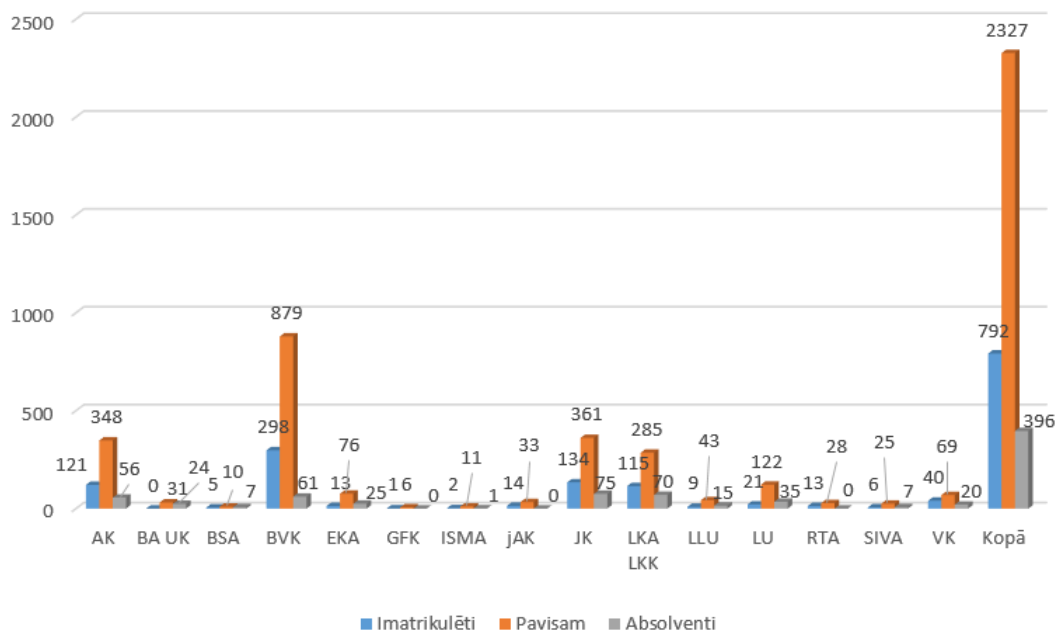


Figure 2.3. Students in the study programs 41345, academic year 2018/2019 (blue - matriculated students, grey - graduates, orange - total number of students).

The figure shows easily predictable data that the study field "Management, Administration and Real Estate Management" is one of the most numerous in terms of the number of students. This is also proved by the analysis of programs with code 41345, which shows that they are implemented in 15 educational institutions. In the academic year 2018/2019, a total of 2327 students were enrolled in these programs, 792 students were matriculated, and 396 – graduated.

The statistical data undoubtedly show **the CBA as a leader in the field of management in preparing students in study programs of the study direction under accreditation**. The CBA has 1/3 of the total number of students in 41345 programs, also the number of matriculated students (298) is twice as big as for the next "market player" - the College of Law. This shows that the CBA differs from other higher education institutions with its study form, methodological support, innovation management, workplace based learning, personal development practice and solving current issues of process digitalisation, and occupies a unique place in the field of program of study direction "Management, Administration and Real Estate management" offer.

The fact that unlike other higher education institutions (HEIs) **more than 50% of students of the CBA are over the age of 29**, also shows the uniqueness of the CBA. ([https://izm.gov.lv/images/statistika/augst\\_izgl/Augstakas\\_izglitibas\\_LV\\_parskats\\_2018.pdf](https://izm.gov.lv/images/statistika/augst_izgl/Augstakas_izglitibas_LV_parskats_2018.pdf)), a large proportion of them are professionals in their field who are acquiring the second education or supplementing their existing one by studying management. It should be emphasized that studies are for a fee, the increase in the number of students is a proof of quality - students are motivated to study by paying for the competencies and experience to be acquired.

The difference of the CBA in its historical development has always been a form of **distance learning**. While it is only partially used by other HEIs, it is the only form of studies at the CBA; a special attention is paid to the methodological and technical support of distance learning as well as staff development, with an emphasis on developing pedagogical competencies according to the technology possibilities in the 21st century, developing such competencies which are necessary to deliver distance education in a high quality - both transversal competences such as consulting, moderation, giving feedback, motivation, encouragement and coaching, and technical competencies such as digital literacy and information management

(<https://www.bvk.lv/wp-content/uploads/2018/07/biznesa-vadibas-koledzas-strategija-2018-2024-lv.pdf>).

The programs included in the study program "Management, Administration and Real Estate Management" are popular not only in Latvia, but they are also in demand elsewhere in Europe. Mostly, they are four-year undergraduate programs with diverse specializations. The audit of the content of the study programs by the employers states:

"Comparing the CBA courses with foreign distance learning programs, we find that within the study program of the CBA the students study a wide range of areas, thus gaining a broader view of entrepreneurship and processes that affect it."

In the future, comparison with foreign programs will be complicated by the planned radical changes in the status of colleges in Latvia, which envisage 2-3 years of studies with compulsory continuation at the undergraduate level. Detailed comparison of programs implemented by the CBA with study programs of other HEIs in Latvia and abroad is available at the CBA office.

In general, it can be concluded that the graduates of the CBA study programs have the necessary theoretical knowledge and practical skills in comparison with HEIs of Latvia and EU countries, which enables them to continue their studies in Latvia and abroad. The level of knowledge, skills and competencies is sufficient for graduates to find jobs both in Latvia and abroad and to develop their careers.

It is a positive fact that a large part of the CBA students start their own business during their studies. This development is considered to be one of the strengths of the CBA and reiterates its unique place in the development of our country and our education system.

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

The Education Development Guidelines for 2014-2020 state that education is the path to the quality of individual life of a human, to the development of the knowledge society and to the economic growth and prosperity of the country. Investment in education is an essential prerequisite for the development of the national economy and the competitiveness of the country, as well as for the achievement of a higher level of well-being.

As global competition in higher education and science increases, but at the same time the potential number of students in Latvia decreases, it is necessary to develop a flexible higher education system that is internationally open, widely available, of a high quality, i.e. capable of meeting the demand for appropriately qualified specialists according to the needs of the development of Latvia's economy and trends in the global education market, while at the same time contributing to the individual's personal growth and societal development. The Guidelines set out key priorities such as human-centered education, education for sustainable development and education for a knowledge-based society.

The Strategy of the CBA for 2018-2024 (<https://www.bvk.lv/wp-content/uploads/2018/07/biznesa-vadibas-koledzas-strategija-2018-2024-lv.pdf>) clearly defines the College's vision on *the role of students (people) in the context of societal development using an integral approach*. Integral education treats people as a whole, the CBA



encourages to discover each person's potential, not to be afraid of different personalities, opinions, experiences. During the study and work process, students are encouraged to look at each situation more broadly and deeply, without excluding any aspect that affects the development of the company and the individual. Human and business outcomes are shaped by each person's experience, talents, values and rhythm of life, business culture, the social, economic and political situation in the country and the natural environment. This is fully in line with the country's long-term goals and priorities as defined in Sustainable Development Strategy of Latvia 2030: cultural space, human capital, education, economics, nature, spatial development, governance and public participation, assuming that in 2030 Latvia is a prosperous state of responsible and active citizens, and the strength of Latvia is rooted in the cultural and spiritual values inherited, known and created, the richness of the Latvian language and knowledge of other languages.

The issue of the development of regions of Latvia, ensuring the labor stay in Latvia, as well as remigration and employment of people who have returned to Latvia ([http://www.varam.gov.lv/lat/lidzd/attistibas\\_planosanas\\_dokumentu\\_projekti/](http://www.varam.gov.lv/lat/lidzd/attistibas_planosanas_dokumentu_projekti/)) is also very topical in the society. The CBA as an educational institution fully serves these national goals, as the form of distance learning allows students to study remotely, irrespective of space and time, providing opportunities for Latvian people living in regions and also abroad to get education, helping to solve their employment issues in the future.

This is reflected in the Strategy of the CBA 2018-2024: "The Goal 2024 - to be the first choice distance learning college in Latvia, ensuring possibility to acquire higher professional education in a high quality and promoting the return of the people and integration into the labor market".

The goal and strategic priorities of the study direction to be accredited have been developed involving management, academic staff, students' self-government and alumni representatives of the CBA, as well as employer representatives, respecting the needs of all stakeholders.

**The main goal of the study direction** is to develop and implement study content and acquisition of it in the field of commercial science in a high quality, so that the study programs would become the first choice for people wishing to acquire first level higher professional education in distance learning form, as well as to facilitate the return of people and integration in the labor market.

**The strategic priorities** are:

- Improvement of the contents of study programs according to the labour market and criteria of modern and qualitative education.
- Development of the academic staff. Improvement of pedagogical competence according to the possibilities given by the 21st century technologies.
- Continuous involvement of employers in the development of the curriculum, preparation of competitive labour market participants, and provision of development of professional competencies.
- Promotion of applied research.
- Improvement of relations with students and graduates.
- Promotion of international cooperation.

Measures to be implemented and the implementation plan are described in details in the Strategy of the study direction (<https://www.bvk.lv/wp-content/uploads/2018/07/biznesa-studiju-virziena-startegija-2018-2024-lv.pdf>). According to the Strategy of the CBA, one of the most important tasks is to improve the contents of study programs according to the labor market and the criteria of modern and qualitative education. The goals of all study programs under the study direction "Management, Administration

and Real Estate Management” are subordinate to the main goal of the study direction, so that students could develop creative thinking, talent, would be able to make logical decisions within their professional competence, would gain knowledge of company management, could use the knowledge in practice, would develop business culture and operate in accordance with the laws of sustainability of community development.

The mechanism for creation, renewal and improvement of contents of studies at the CBA fully ensures the implementation of the latest educational development trends and is in accordance with the Government's Action Plan (<https://likumi.lv/ta/id/306691-par-valdibas-ricibas-planu-deklaracijas-par-artura-krisjana-karina-vadita-ministru-kabineta-iecereto-darbibu-istenosanai>), which stipulates: "To ensure effective management of professional education institutions and development of general skills and professional competencies of the personnel involved". An example is the competence development plan included in the study courses, which provides a certain set of competencies that are created or developed within each study course. By implementing the integral approach, both professional and personal development competencies are developed. The list of competencies is regularly updated based on the demand of the labor market. Anticipating skills necessary in the labor market is a very important and complex process. Over the past 5 years, a number of studies have been carried out to define the competencies required in the short and long term. Latvian research group under the leadership of prof. Biruta Sloka has identified key competencies within a research “Employers' Needs and Expectations for Qualified Employees” (<https://ortus.rtu.lv/science/lv/publications/21478-Employers%E2%80%99Needs+and>), which are required from young specialists by Latvian employers:

- ability to plan one's time;
- ability to run business independently;
- loyalty to the company and business;
- communicativeness and desire to improve.

The results of this study are in line with the findings of SWEDBANK (<https://blog.swedbank.lv/karjera/izglitiba-94>), recognizing the following as key competencies in the labor market in future:

- analytical and creative thinking and ability to solve problems in a complex way;
- comprehensive communication skills, in several languages and different cultural contexts;
- ability to lead, delegate and work in a team;
- ability to perceive and think globally;
- ability to adapt and take risks;
- ability to integrate and make ethical, empathic decisions;
- digital, technological skills.

*Digitalisation* for quality assurance of economic management processes and for improvement of study access solutions has been included in the priorities of the Government's Action Plan for the next 4 years, with the task of strengthening *inclusive education at all stages of education*, including higher education, and providing systemic support for digitization of higher education (<https://likumi.lv/ta/id/306691-par-valdibas-ricibas-planu-deklaracijas-par-artura-krisjana-karina-vadita-ministru-kabineta-iecereto-darbibu-istenosanai>). The CBA offers distance learning studies that are recognized worldwide as a possibility to provide access to studies at various levels, including professional and higher education. As previously emphasized, the CBA is the most experienced distance learning college in Latvia and the Baltic States, the College uses scientifically proven and practically tested distance learning methods and ICT solutions. The development of digital competences is a purposefully planned component of the distance learning study process, which is

necessary both for the students and the academic staff. The Plan for development of professional competencies of the academic staff 2018-2014 (<https://www.bvk.lv/wp-content/uploads/2018/07/macibspeku-kompetencu-attistibas-plans-2018-2024-lv.pdf>) there is a task defined as a priority – to promote the pedagogical excellence of the academic staff by developing the competencies necessary for provision of distance learning in a high quality – both transversal competences such as consulting, moderation, giving feedback, motivation, encouragement and coaching, and technical competencies such as digital literacy and information management. Information literacy and digital competence requirements for students are defined in several internal regulations of the CBA (e.g. <https://www.bvk.lv/wp-content/uploads/2018/07/moodle-diskusiju-izstrades-istenosanas-un-vertesanas-noteikumi-studentiem.pdf>; <https://www.bvk.lv/wp-content/uploads/2018/07/studiju-nolikums-biznesa-vadibas-koledza.pdf> etc.).

In the global space, the overall demand for business management programs is stable, and international student mobility is a key driver of the growing interest in executive education programs. This is proved by a number of international researches, e.g. “Application Trends Survey Report 2019” (<https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>).

The international CEDEFOP study ([https://skillspanorama.cedefop.Eiropa.eu/en/countries/latvia?field\\_sector\\_tid=&field\\_occupation\\_tid=9](https://skillspanorama.cedefop.Eiropa.eu/en/countries/latvia?field_sector_tid=&field_occupation_tid=9)) reaffirms the employment prospects of managers in Latvia already described in the Section 1.1. (please see Figure 2.4).

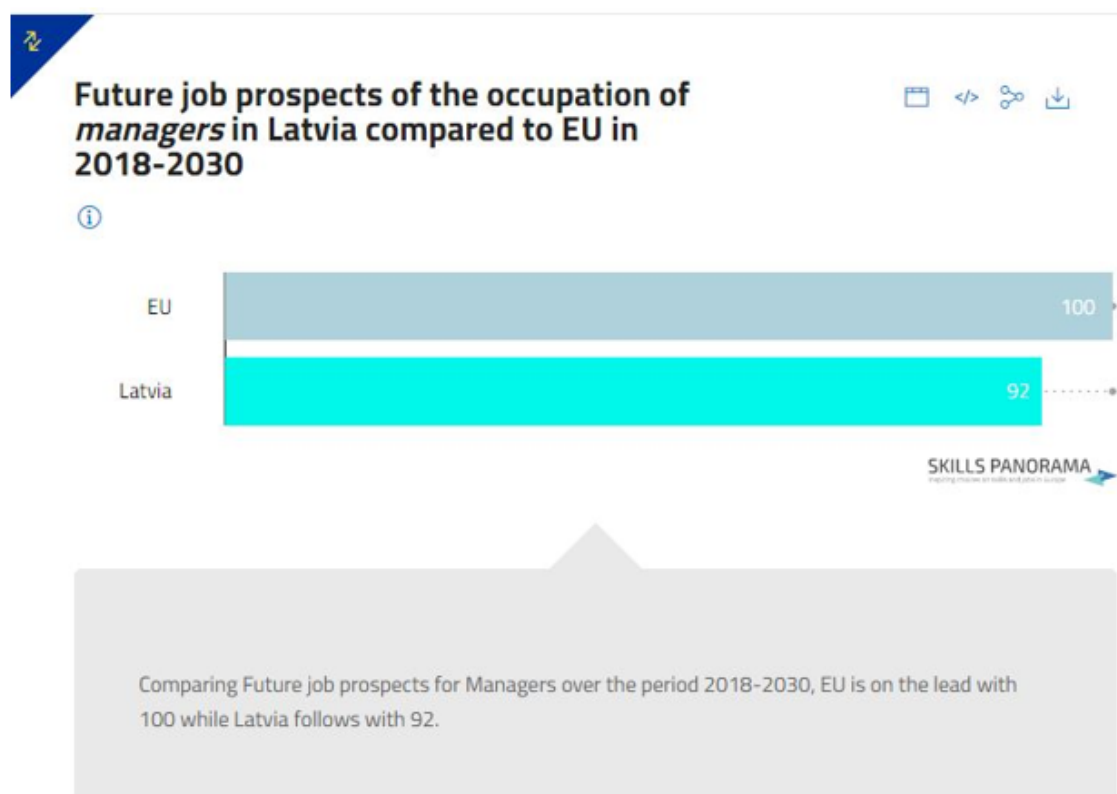


Figure 2.4. Future job prospects of the occupation of managers in Latvia compared to EU in 2018-2030.

This study also shows the most significant trends in the employment of managers by age (please see Figure 2.5).



Figure 2.5. Employment of managers in Latvia in 2017 by age.

It can be seen that most people in the management position are in the age of 25-64, and that is also the main target group of the CBA students, who use the studies as a basis for acquiring new knowledge or developing competencies. The forecast of CEDEFOP is: although diverse technical staff will be the fastest growing profession in Latvia, the need for many other skilled professions such as office administrators, training and ICT specialists will also increase significantly. More than half of all jobs will require high-level qualifications by 2030 ([https://skillspanorama.cedefop.Eiropa.eu/en/countries/latvia?field\\_sector\\_tid=&field\\_occupation\\_tid=90](https://skillspanorama.cedefop.Eiropa.eu/en/countries/latvia?field_sector_tid=&field_occupation_tid=90)).

There is a growing demand in the community for a highly skilled workforce capable of quickly absorbing and learning innovations. The researches update the demand for new generation specialists - managers who are able to create new business models. Such a necessity arises from the growing role of digital technologies as the most important driver of national economic growth ([https://www.researchgate.net/publication/338286448\\_Transformation\\_Of\\_The\\_Business\\_Model\\_Of\\_Reserve\\_Management\\_Under\\_Digitalization](https://www.researchgate.net/publication/338286448_Transformation_Of_The_Business_Model_Of_Reserve_Management_Under_Digitalization); [https://www.researchgate.net/publication/337710099\\_Digitization\\_capability\\_and\\_the\\_digitalization\\_of\\_business\\_models](https://www.researchgate.net/publication/337710099_Digitization_capability_and_the_digitalization_of_business_models)). Keeping active and developing the link between traditional industries and the digital economy is a challenge for the CBA in the near future, setting new requirements for the contents of study programs and technical and methodological implementation.

The importance of education is also emphasized in Informative Report on Medium and Long-Term Forecasts of the Labor Market by the Ministry of Economics ([https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf)), stressing that in 2018 there were 363 thousand inhabitants in Latvia aged 25-64 with only general secondary, primary or lower education. Only 250 thousand of them were employed, but about 113 thousand or almost 1/3 of them were out of work - looking for a job (31.7 thousand) or economically inactive (81.6 thousand), thus not participating in the labor market at all. Significant labor shortages are expected in medium-skilled occupations in the coming years. Already now more than 3/4 of the vacancies registered by the NVA are middle and low-skilled occupations, however, despite the increase of vacancies, the involvement of the population with general secondary education, primary education or lower education is low.

According to the medium and long-term labor market forecasts of the Ministry of Economics, labor reserves will continue to shrink in the coming years, exacerbating the already acute problem of labor shortages and jeopardizing future growth in the existing economic model. The only way to achieve faster and sustainable economic growth is to increase economic productivity or to promote economic transformation.

The report shows ([https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/Mazkvalificetais%20darbaspeks%20Latvija%202019.pdf)) that in Latvia there is a strong tendency to have an increase in the number of people acquiring professional and higher education, and in the future this will have a significant impact on the labor supply/demand relationship (please see Figure 2.6).

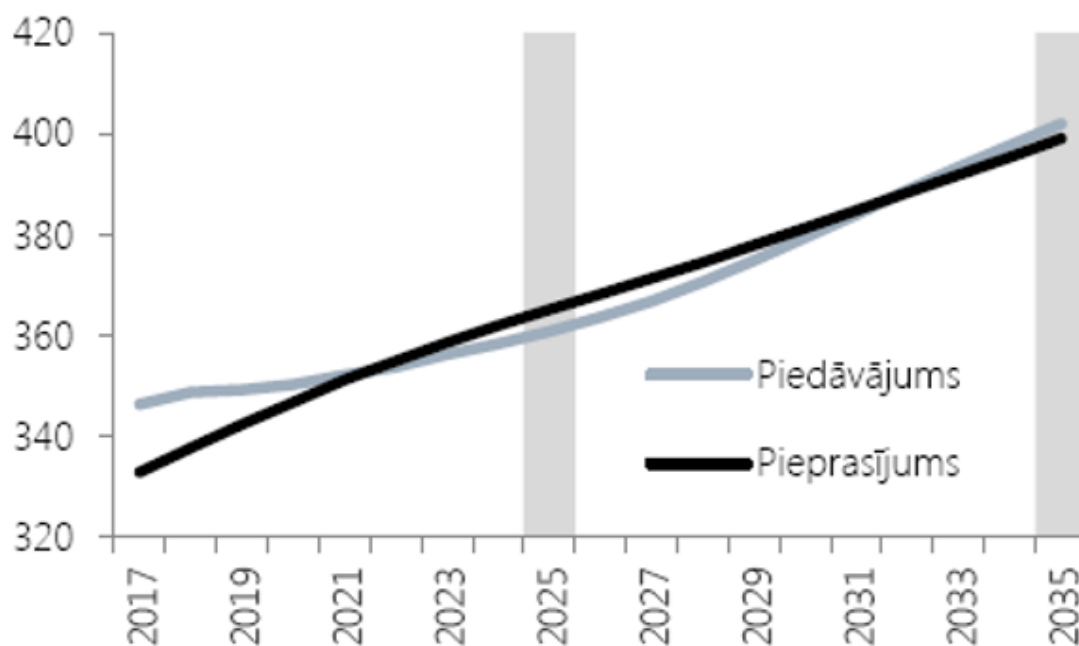


Figure 2.6. Supply and demand ratio of Latvian labor force with higher education in 2025, thousands of inhabitants

Maintaining the current structure of education supply, the greatest increase in the workforce with higher or professional education is expected in the fields of social sciences, business and law. The increase in the supply of labor with this qualification by 2035 will account for about 63% of increase of the total labor force with higher education. In 2025, 16.1% of the employed in social, commercial and legal sciences will have higher education, and in 2035 – 18,6% of the total people employed (as forecasted).

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

SWOT analysis of the study direction is presented in Table 2.3.

*Table 2.3. SWOT analysis matrix of the study direction “Management, Administration and Real Estate Management”.*

<b>Strengths</b>	<b>Weaknesses</b>
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<ul style="list-style-type: none"> <li>• Quality Management System covering all activities of the CBA</li> <li>• Education services of the CBA are certified by international experts according to the EFQM quality management standard achieving the "Towards Excellence" quality label; and quality management system for study programs is implemented</li> <li>• Form of distance learning studies stimulating inclusive education</li> <li>• The only college in Latvia that offers distance learning only</li> <li>• Integral approach in study and administrative processes</li> <li>• Modern ICT infrastructure and technical support for the study process</li> <li>• Provision of unique methodical study materials - books (also electronically)</li> <li>• The content of study programs and resources is updated and improved on regular basis</li> <li>• Use of innovative methods in the study process</li> <li>• Business greenhouse as a virtual business incubator</li> <li>• Development of students' professional and personal development</li> <li>• Extensive offer of professional and business oriented management courses as optional (Part C) study courses</li> <li>• Specialists (academic staff and practitioners) are involved in the study process</li> <li>• "The Life Opportunity Day" project is being implemented on a regular basis with the aim of bringing together the student and the employer</li> <li>• Highly qualified academic staff (16% has PhD, 72% has Master's degree from the total number of academic staff) and practitioners who regularly upgrade their professional qualifications</li> <li>• A scientific research conference for academic staff and students is organized once a year.</li> <li>• A collection of student research papers is published on regular basis</li> <li>• Developed cooperation with other higher education institutions in Latvia</li> <li>• Participation in the Erasmus Charter</li> <li>• Cooperation with foreign higher education institutions has been initiated</li> <li>• Aesthetic study environment</li> <li>• High customer service culture</li> <li>• Individual approach to each student</li> <li>• Possibility for students to influence the development and improvement of the study process</li> <li>• Satisfaction with the quality of studies is high among students</li> <li>• High employee satisfaction and loyalty to the CBA</li> <li>• Significant decrease in the students' dropout rate during the last 2 years</li> <li>• The remuneration rate of academic staff and administrative staff is higher than at other higher education institutions and equal to industry practitioners, which contributes to attracting practitioners to the academic environment, content development, internship management and study process monitoring</li> <li>• Additional ESF funding of 150 000 EUR attracted</li> </ul>	<ul style="list-style-type: none"> <li>• The study process is not provided in English, it limits the ability to attract students from abroad</li> <li>• International cooperation in the implementation of students' internships should be improved</li> <li>• Insufficient publicity of students' research work</li> <li>• Contacts with alumni should be improved</li> </ul>
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Opportunities	Threats
<ul style="list-style-type: none"> <li>• Tendency in the society - demand for young specialists and managers in the labor market in various sectors of the economy</li> <li>• Independence from state budget resources, which facilitates flexible and fast management decision-making according to labor market and education market demands and changes</li> <li>• Improving cooperation with foreign higher education institutions</li> <li>• Increasing the number of students – Latvian citizens living abroad</li> <li>• Cooperation with the diaspora, education of remigrants with the aim to integrate them into the labor market</li> <li>• Attracting foreign students by developing joint programs and/or programs in a foreign language</li> <li>• More involvement of employers in the study process, audit and improvement of the study process</li> <li>• Further use of social media opportunities to attract students</li> <li>• Making better use of Open studies for lifelong learning</li> <li>• Attracting additional funding for development from the EFS, entrepreneurs, other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Changes planned in the legal acts of the Republic of Latvia regarding the change of the status of colleges, including them in the category of providers of professional education</li> <li>• The unequal treatment of private educational institutions under national legislation</li> <li>• Demographic situation - as the population decreases, the number of potential students also decreases</li> <li>• Approved restrictions on study crediting</li> <li>• Strong competition between private and public HEIs offering the study direction “Management, administration and real estate management”</li> </ul>

In order to maintain the strengths, it is necessary to continue:

- To develop the material-technical and methodological basis for distance learning, searching for new methods and techniques, ICT solutions that correspond to the trends of modern society and educational environment.
- Provide opportunities for the acquisition of a wide range of knowledge, skills and competencies to enable the graduates to succeed in a variety of management and business positions, based on the labor market and student demand identified in surveys.
- The professional development of academic staff, paying particular attention to the development of transversal skills.
- New solutions should be sought for the involvement of employers in the development of the curriculum, the preparation of competitive labor market participants, and the development of professional competencies.
- Involvement of academic staff, employers and students in applied research in order to show the added value of research in entrepreneurship and to guide them purposefully to continue their studies in bachelor programs in partner higher education institutions where research is an integral part of studies.
- Attract additional funding for different types of development, cooperation and applied research projects.

In order to mitigate the weaknesses, the CBA implements the following measures to improve the study direction in accreditation:

- to create several most demanding study courses available not only for Latvians but also for foreign students, available in English;
- to continue the existing and start additional long-term cooperation with study program supervisors of foreign higher education institutions of similar profile;
- to organize exchange visits for visiting lecturers, administrative staff and students and to work on joint collaborative projects in the field of applied research within the study direction to be accredited;



- to organize student and alumni exchange meetings at various business, cultural and other events;
- to continue the creation and renewal of the alumni database and to develop cooperation with the graduates.

In order to mitigate the threat and increase the opportunities for development, the following activities must be carried out for the study direction in accreditation:

- channeling financial and other resources and attracting additional funding for the improvement of the study environment and contents (including in foreign languages) and for the promotion of distance learning and open studies;
- organization of guest lectures involving foreign specialists as well as specialists with experience outside of Latvia, ensuring international mobility of students and academic staff;
- cooperation with foreign partners, including representatives of the Latvian diaspora, to improve the quality of the CBA study programs and to solve the problems of remigration;
- promoting cooperation with industrial companies by negotiating discount - loyalty programs to cover or reduce tuition fees for students;
- identification and utilization of additional possibilities of the virtual environment to attract students

A detailed strategy of the study direction "Management, Administration and Real Estate Management" for 2018-2024 and the main implementation activities can be found in Appendix 3.

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

The main task of the management of the study direction and the corresponding study programs is to ensure high quality study content in accordance with the legal acts of the Republic of Latvia as well as to ensure convenient learning process understandable and accessible to the students and lecturers. The management process is organized by two functions: content, methodological management and administrative management. The roles and responsibilities to perform these functions are delegated to the appropriate divisions and staff. The management structure scheme of the study direction can be found in Annex.

It consists of **the Deputy Director of Studies, the Council of Studies, the Directors of the study direction and study programs, the Study Support Center, the methodologists, and the academic staff**. The CBA employs approximately 50 members of the academic staff, 25% of them are full-time employees, others – part-time. The support function at the College is provided by the Marketing and sales department, the librarian, IT specialists and the accountant. In January 2020, there are 17 full time administrative and support staff employees at the CBA, accounting and IT support functions are outsourced.

Table 2.4. below shows the tactical and operational activities and responsibilities that are cyclically implemented in the College to carry out the study direction and the study programs.

*Table 2.4. Administrative and content management of the study direction and study programs.*

Management of the content of the program		Administrative management of the program	
Deputy Director of Studies	Compliance with the legal and regulatory requirements for higher education, giving information and educating the staff, recruitment and training of academic staff, organization of surveys of students, graduates and employers, organization and maintenance of local and international cooperation.	Director	Contracting employees, service providers and students. Establishment and provision of the salaries and fringe benefit system. Determination of tuition fee and tuition fee discounts.
The Council of Studies and the Councils of Study programs (expert commissions)	Setting the research topics, improvement of the regulation of scientific research work, drawing up internship regulations, organizing conferences.	Study Support Center	Ensuring the enrolment process, consulting students, planning and organization of the study process both online and offline (from enrolment to ex-matriculation)
The Director of the study direction/study program in cooperation with directors of other study programs	Improvement of goals, tasks, content and plan of the study program, attraction of new academic staff members, marking the best lecturers and students. Attraction of guest lecturers, alignment of previous studies and experience. Organization and maintenance of local and international cooperation.	E-studies methodologist	Inserting and arranging distance learning materials in the Moodle environment.
Methodologist	Examination of the content of the study courses according to the aims, tasks and expected results of the program as well as international quality requirements, training the academic staff members to develop and implement distance learning courses	Marketing/Sales	Attraction of students, popularization of study programs, creation of the public image of the CBA
Academic staff	Development and improvement of study course descriptions and content, preparation of study materials, updating the literature, determination of evaluation criteria.		

The main collegial body responsible for the implementation of the study direction and the programs included in it is **the Council of Studies of the CBA** (Regulation of the Council of Studies of the CBA [online]: <https://www.bvk.lv/wp-content/uploads/2018/07/studiju-nolikums-biznesa-vadibas-koledza.pdf>), consisting of **the Deputy Director of Studies, Directors of the study directions and study programs** as well as **elected academic staff**. The main task and responsibility for the improvement of the study program lies with the Director of the study program, however, every employee of the CBA (including administrative and support staff) contributes with their own work to the implementation of the study program in the highest possible quality.

**The duties of the Director of the study direction and the Directors of the study programs** are primarily related to the organization of the study process/program process and maintenance of the content of studies, academic staff qualification maintenance, development of scientific work and promotion of cooperation with stakeholders. The Director of the study direction operates more at strategic level, making comparisons with competitors, establishing international cooperation, looking for funding opportunities for the development of the study direction, while the program

director has the most important role in implementing the program at the tactical level. Detailed description of duties of the two positions are available at the CBA office.

**Academic positions at the CBA include:** assistant professors, lecturers and assistants. Currently, the College employs academic staff in positions such as assistant professor, lecturer and Director of study program. Functions of assistant professor and lecturer include study and research work, methodological work and professional development. As an additional function of the positions of academic staff is the scientific work, i.e. submission of at least one scientific article within the period of two years. The academic staff update their courses every year, the job description of the academic staff requires that the course description, content and literature list must be revised and updated, if necessary, every academic year. The effectiveness of the management of the study direction and the programs included in it is measured using several methods:

1. For performance measurement of the implementation and maintenance of quality management system an internationally recognized organizational assessment and management tool **RADAR** is used. It provides a structured and systematic approach to evaluate the performance of the College (including maturity of approaches implemented, excellence in results achieved). The RADAR method:
  - measures progress towards the organisation's objectives;
  - determines the link between the results and the organization's objectives;
  - identifies improvements;
  - whether the tasks accomplished contribute to the achievement of objectives;
  - what further improvements are necessary.
2. During the calendar year, the objective of each administrative unit and each administrative position is set and discussed with managers and employees during the **Employee Development Discussion** in accordance with the "Description of Employee Performance Management Process" (KVAL 2-03 VAD), during this discussion the accomplished tasks of an employee in the previous year are evaluated, development tasks are updated and it is agreed on individual tasks for the following year.
3. **The evaluation of the performance of academic staff** takes place after the finish of each study course, when information about the performance of the academic staff is collected from students' questionnaires on course evaluation, methodologists and the staff of the study support center. If this evaluation is more informal, then the formal evaluation of the performance of the academic staff is carried out in accordance with the "Regulation on the Evaluation of Performance of the Academic Staff and Course Instructors" (approved at the Council of the CBA meeting on 14.10.2018., protocol No. VAD\_2-02 2019/2020\_14.10.2019).
4. Both qualitative and quantitative performance indicators (KPIs) have been defined for work of the divisions as a whole and for each employee and academic staff individually in accordance with the "**Framework of Performance Indicators**" (KVAL 2-01 VAD), the KPIs are regularly monitored and analyzed.
5. Performance and management effectiveness are also analyzed in daily work, on weekly meetings, monthly meeting of the Council of Studies, semi-annual academic staff methodological seminars, and annual strategy seminars.
6. **The work of the CBA is also valued by our students, alumni and employers**, who regularly receive surveys with the aim of getting feedback on the management and development opportunities of the CBA.

In the College of Business Administration, management and performance management systems are organized and structured. Effectiveness of these systems is proved by the goals set and achieved in 2019: increase of the total number of students + 10.6%, turnover against the planned +10.44%,

high job satisfaction of students, administrative and academic staff, European Quality Management Association label “Towards Excellence” (EFQM) received after international evaluation, the Erasmus Charter, and a new study program “Business Logistics” opened.

In order to evaluate the effectiveness of the management of the study direction, administrative and academic staff, students and graduates are interviewed regularly, at least once a year. Before the interviews specific criteria are defined, and these criteria are used to analyze and evaluate the interviews (please see Figure 2.7.):

- *information exchange* - in what way, quality and speed information necessary for work/studies is passed to stakeholders;
- *solving problem situations* - how quickly problem situations arising in the work process are resolved;
- *decision-making* - how the decision-making process works, whether the parties affected by the decision are involved;
- *allocation of roles and responsibilities* - whether employees have job descriptions, segregated roles and responsibilities, delegated powers, have they the necessary competencies and resources to perform their duties;
- *feedback* - whether employees, academic staff, and students receive timely feedback on their performance, whether they receive specific guidance on how to improve their work performance;
- *employee satisfaction and development discussions* - whether employees and academic staff receive timely feedback on their performance or receive specific guidance on how to improve their work performance.

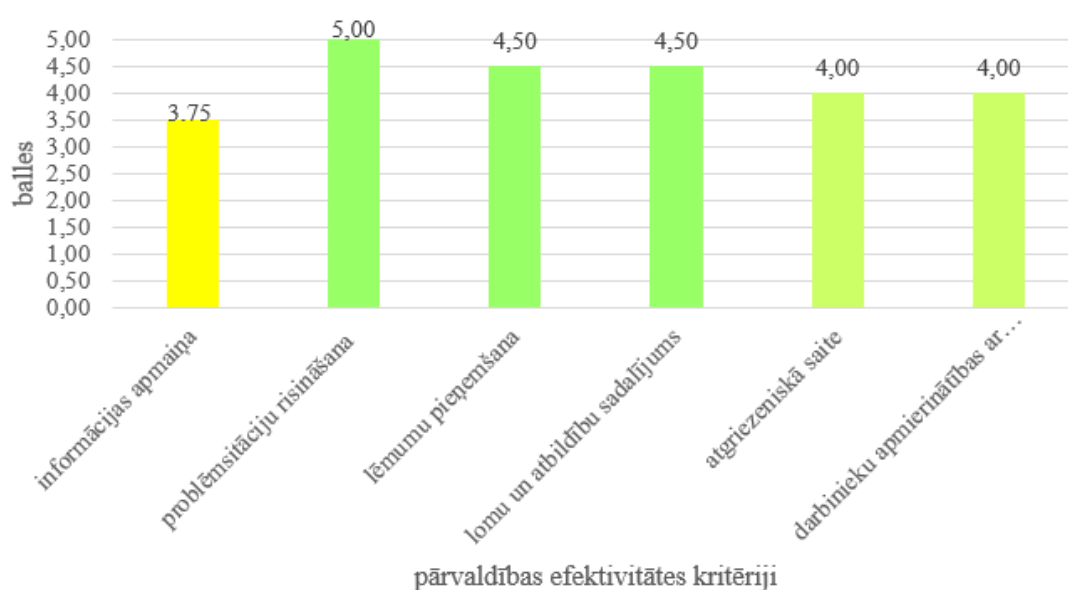


Figure 2.7. Evaluation of effectiveness of the management of the study direction.

In-depth interviews on management effectiveness were conducted with 7 staff members, 7 students and 7 academic staff members. Interviewees were asked to rate each criterion on a five-point scale. Figure 2.7. shows the summary of the respondents' answers. The X axis shows the scoring criteria and the Y axis shows the scoring. Criteria - problem solving, decision making, allocation of roles and responsibilities are rated as excellent. Feedback, employee satisfaction and development opportunities are rated as very good, and information exchange as good and with possibility for improvements. The management and staff of the CBA work on a day-to-day basis to improve the management processes and to increase capacity and efficiency.

**1.5. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.**

The requirements for admission of students at the commencement of studies (<https://www.bvk.lv/koledzas-dokumenti/>) are determined by the procedure established by the national legal acts, in accordance with the provisions of Articles 46 and 47 of the Law on Institutions of Higher Education, as well as Cabinet of Ministers Regulation No. 846 "On Requirements, Criteria and Procedures for Admission to Study Programs" (Adopted 10 October 2006). Admission to the study program is defined in the CBA "Regulation of Admission". A person applying for admission to the study program registers for studies at the College in person by submitting an application (according to the sample specified by the relevant higher education institution or college) and presenting a passport or identity card.

Study programs included in the study direction can be acquired in the form of part-time extramural studies (distance learning) studies.

Selection criteria of potential students:

- a secondary or secondary vocational education certificate - a certificate of education and a statement of achievements;
- Certificates of centralized examinations (hereinafter referred to as "CCE") in Latvian, foreign language and mathematics.

During registration for studies, according to the Article 46 (3) of the Law on Institutions of Higher Education of the Republic of Latvia, CCE are not taken into account in the following cases:

- persons who have completed secondary education by 2004;
- persons who have received education abroad;
- for persons with special needs by submitting a confirmatory document on exemption from the CCE order, based on the Cabinet of Ministers Regulation No. 112 dated 11 March 2003 "Procedure for the Exemption of Students from Defined State Examinations". In these cases, the CCE requirements are replaced by marks of the relevant subjects in the certificate.

When starting the study process, after enrolment, introductory lectures are offered for the new students in which they are introduced to the College, its internal rules, organization, material and technical basis and the study process. In these introductory lectures there is an acquaintance with students and their range of interests, and mutual cooperation between students, academic staff and employees is also encouraged.

Applying at the College at later stages of studies is carried out in accordance with Article 47 of the Law on Institutions of Higher Education, Cabinet Regulation No. 932 dated 16 November 2000 "Procedure for the commencement of studies in later stages" and the CBA Regulation of the commencement of studies in later stages (<https://www.bvk.lv/koledzas-dokumenti/>) approved at the Council of the CBA meeting on 16 February 2018, please see Annex 1).

Studies at the CBA can be started at later stages:

1. when transferring from another institution of higher education;
2. when transferring to another study program at the CBA;
3. when resuming studies at the CBA after a break.

Recognition of study courses acquired in other institutions of higher education is regulated at the CBA by "Regulation of the recognition of study courses at the CBA" (approved at the Council of the CBA meeting on 16 February 2018, please see Annex 1). The following can be recognized at the CBA: successfully completed courses at accredited or state-recognized Latvian or foreign higher education institutions, except the final examinations of the study program; Continuing education program courses, if credit points are issued in the Latvian higher education credit point or ECTS system. The study courses recognized are included in the academic commitments performed by the student, replacing the study courses of the compulsory (A), limited choice (B) or free elective (C) part of the study program.

For applicants who start their studies at a later stage, process of recognition is held before the enrolment. Study courses are not recognized if the content or volume of these courses or the acquired knowledge and skills does not meet the requirements of the program. One course of the CBA study program can be replaced with several study courses and vice versa – several CBA study courses can be replaced with one study course of another institution. By replacing the CBA study course with one or more courses, the total volume of these courses must be equal or greater than the amount of the CBA study course.

The recognition of study courses takes place after reception of application by a student at the Study Support Centre of the CBA. The applicant also appends to the application a certificate issued by the higher education institution, confirming that the previously acquired part of the study program is not less than 40 credit points, or two semesters. For examination an academic statement (original) is accepted with the signature of the relevant official and the stamp of the educational institution. Students who transfer to the CBA from institution of higher education of other countries must submit a relevant translation of the academic statement, which is agreed with the Academic Information Centre (Latvian ENIC/NARIC). The coordinator of the study program submits the application and attachments of the applicant to the program director. The director of the study program, using the current plan of the Study program, decides on the academic recognition of study courses. The Study coordinator, in accordance with the decision of the Director of the study program, registers the results of recognition of the study courses in the Information System of the CBA.

The procedure for recognizing the knowledge, skills and competences acquired outside the study programs is determined by the Regulation "Recognition of the results of previous education or professional experience at the CBA" (approved at the Council of the CBA meeting on 16 February 2018; please see Annex 1). The Regulation has been developed in accordance with Article 59 of the Law on Institutions of Higher Education and the Cabinet of Ministers Regulation No 36 of 10 January 2012 "Regulation of the Recognition of Learning Outcomes Achieved in Prior Learning or Professional Experience". It determines the procedure for assessing the results of studies obtained in previous education or professional experience, the conditions of the recognition procedure as well as the conditions for the formation of the commission for recognition of study results, their rights and duties.

A person who wants his or her previous education or professional experience to be recognized has to submit an application to the CBA Study Support Centre regarding the recognition of the learning outcomes achieved. The application has to be accompanied by copies of the documents (presenting the original documents) certifying the results of studies achieved in previous education or professional experience. The Director of the program, if necessary, conducts negotiations with the

person as a result of which he makes a resolution on the application and makes a recommendation regarding the possible decision to recognize the study results achieved in previous education or professional experience to the Commission for the recognition of study results and informs the Deputy Director of Studies of the application received for recognition of study results of previous education or professional experience.

Decision on the recognition of study results obtained in previous education or professional experience is approved by the Commission for the recognition of study results (hereinafter - the Commission) created by the CBA. The CBA sets up Commissions in the thematic area of education (defined by the Latvian education classification) in which study programs are implemented. The commission consists of five members and the composition is approved by order of the Director of the CBA.

The Commission examines the application and makes a decision within one month after reception of the application. The decision indicates the amount of results achieved in credit points (CP), as well as the title of the study course where the educational results recognized are counted.

The study results achieved in professional experience are recognized:

1. in that part of the study program which consists of internship, in addition, these study results must be achieved in the professional field of activity which corresponds to the thematic area of education of the study program;
2. in the course of study program where practical knowledge, skills and competence are acquired during the studies.

The study results achieved in previous education are recognized if they correspond to the higher education level and are achieved:

1. in continuing education programs which give the possibility to receive the fourth or fifth professional qualification level;
2. individual study course, part of the studies or study module which the person has acquired as a listener;
3. in other forms obtained outside formal education, except for study programs corresponding to the regulated professions (in this case in order to qualify the study results as suitable for the study course of the study program the person has to take the tests specified in the study course).

The study results achieved in professional experience can be recognized only in the amount of the study program specified in Part 5 of Article 59.<sup>2</sup> of the Law on Institutions of Higher Education. In order to recognize the study results achieved in previous education or professional experience, the documents presented by the person must contain clear, unambiguous and complete information about the study results achieved; the previous education of an applicant must meet the requirements for admission to the relevant study program; as well as it must be possible to grant at least one credit point for the study results achieved. One credit point for the study results obtained in previous education or professional experience may be awarded if they have been attained for at least one week (40 academic hours) long education process.

Enrolment and matriculation of students, academic recognition of study courses, recognition of learning outcomes obtained in prior education or professional experience, matriculation of students at later stages of study is organised and put in practice in accordance with the process descriptions developed by CBA (please see Annex 1).

<https://www.bvk.lv/wp-content/uploads/2019/10/uznemsanas-noteikumi-bvk-2020-2021-studiju-gadam.pdf>

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

The system of evaluation of achievements and study results of students is defined in several internal legal documents (<https://www.bvk.lv/koledzas-dokumenti/>):

- "Regulation of Studies of the CBA" (approved at the CBA Council of Studies meeting on 14 August 2017; please see Annex 1);
- "Regulation of Examination of the CBA" (approved at the CBA Council of Studies meeting on 29 August 2016; please see Annex 1);
- "Regulation of development, implementation and evaluation of Moodle discussions" (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- "Guidelines for development, evaluation and defending the research papers of students" (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- "Regulation of the State Examination (qualification paper)" (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- Regulations of Internships (please see Annex 1).

The CBA regularly works on improving the process of assessing students' achievements and study results, for example, taking into account the recommendations and criticisms from student surveys. During the reporting period in the framework of the European Social Fund project "Improvement of management processes and quality of study programs at the College of Business Administration" Nr. 8.2.3.0/18/A/005 the audit and improvement of the content of the study courses was carried out in accordance with internationally recognized quality assessment standards for e-study courses (Quality matters). Within the framework of this project activity the system of assessment of the learning outcomes achieved by students in each study course has been improved:

- the results to be achieved have been defined in study course descriptions, there are compulsory examinations in the course, criteria for the evaluation of study results are defined;
- in each study course a document "Results of the study course and the way how achieve them" has been developed, defining the way how to achieve every study result and how it will be evaluated;
- criteria for the intermediate examination and examination have been defined in each study course.

Students have the following forms of examination in each study course:

- Self-checking option - in the E-learning environment (Moodle), self-examination questions are available in a form of a test, where students can assess their readiness for an intermediate or final exam. Self-examination questions are not rated, they are not evaluated by the teacher, they are for self-examination only;
- intermediate examination that facilitate the acquisition of the study course in a high quality.



Intermediate examination is organized in forms of tasks and discussions - students have to prepare answers to specific tasks, present them to other students, argue their opinions, answer questions of other students, critically evaluate the responses of other students and ask questions to other students. An intermediate examination is evaluated using a 10-point scale and can comprise up to 50% of the final assessment of the course;

- final examination - this completes the acquisition of the study course. The final examination is a test or an exam. The final examinations are based on tailor-made distance-learning test structures. The final exam is assessed using a 10-point scale and can reach up to 70% of the final grade. The final examinations for study courses are organised remotely in the e-study environment "Moodle".

The internship is a compulsory part of the study program. As a result, the students submit internship reports at the college for assessment, as well as present the results of the internship. The final evaluation of the internship consists of the average assessment of three components: the assessment of the supervisor, the assessment of the internship report and the assessment of the presentation and the ability of the student to answer the questions. The internship is assessed using a 10-point scale. The defence of internships is organised both in person and remotely.

At the end of the study program, a final state examination is compulsory - development and defence of the qualification paper. The final exam is evaluated using a 10-point scale. At the final exam students are assessed by the State Examination Commission. The Head of the Commission is a specialist with an appropriate qualification from another higher education institution or an appropriate professional, and the majority of the Commission is composed of representatives of industry professional organizations or representatives of employers. The state final examination is defended at open meeting of the State final examination commission in person in accordance with the regulation of the CBA "Regulation of the state examination (Qualification paper) (approved at the CBA Council of studies meeting on 08 July 2017; please see Annex 1).

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

The basic principles of academic integrity are defined at the CBA (approved at the Council of the CBA meeting on 12 August 2019). They are approved by the Council of the CBA and are available on the CBA website (please see Annex 1), as well as they are mentioned in the Code of Ethics of the CBA (approved by the Council of the CBA on 25 February 2019), in the Regulation of Studies (approved by the Council of the CBA on 17. December 2018; please see Annex 1).

At present, particular attention is paid to respecting four basic principles of academic integrity at the CBA (please see Table 2.5).

*Table 2.5. Basic principles of academic integrity at the CBA.*

PRINCIPLE	EXPLANATION	EXPRESSION OF DESIRED BEHAVIOR FOR STUDENTS AND ACADEMIC STAFF	PERSONS RESPONSIBLE TO MAINTAIN THE PRINCIPLE
<b>Interpretation of the concept of academic integrity and related behavioural examples</b>	In any type of interaction in the College environment to talk about academic integrity, explaining it through practical examples, inviting both academic staff and students to recognize behaviours when principles are or are not adhered to.	<ul style="list-style-type: none"> <li>• During methodological seminars</li> <li>• In the process of preparing study materials</li> <li>• Organizing research for students</li> <li>• Compliance with all rules and regulations</li> </ul>	Senior management of the CBA – the Management Board, Director, Deputy Director of Studies
<b>Respect for other's intellectual property</b>	To respect the opinion and performance of any other person	Respect the opinions of colleagues and students. Do not write down or use unauthorized aids. Use accurate references when writing research and study papers.	All the employees of the CBA, academic staff and students
<b>“No” to plagiarism</b>	Not to use the work done by other person using your name	To use correct references using any type of work done by other person or group of people.	Academic staff and students
<b>Correct data and methods in research</b>	To use scientifically sound and relevant data collection, processing and analysis methodology	Do not provide false, erroneous, fabricated data and/or use inappropriate research methodology	Academic staff and students

While implementing these principles on a day-to-day basis, the CBA is constantly updating the concept of academic integrity and is committed to ensuring academic integrity in its activities. The aim of observing the principles of academic integrity is to strengthen the academic culture and integrity within the academic and student environment by promoting a fair and responsible attitude towards the study process and scientific activities.

The commitment of academic staff to the fundamental principles of academic integrity in their attitudes and behaviours, even when faced with challenges, is based on five core values: honesty, respect, justice, responsibility, and courage (please see Table 2.6).

*Table 2.6. The core values of academic integrity at the CBA.*

THE CORE VALUES OF ACADEMIC INTEGRITY	DESCRIPTION
HONESTY	<ul style="list-style-type: none"> <li>• the behavior of the academic staff is based on the desire to work diligently and to develop the competences of students of the CBA through their work.</li> <li>• the academic staff member takes care of his/her self-development, professional development, competence and reputation.</li> <li>• the academic staff do not express their personal views as the views of the CBA</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>• respect, helpfulness, cooperation, trust and support are at the heart of relationships between the academic staff. He/she treats other people's opinions and performance with respect.</li> <li>• the academic staff do not publicly express their negative attitude towards other colleagues, client consultants, management and students of the CBA.</li> <li>• the academic staff respect the intellectual property of other people, use correct references when using any form of work other persons or group, and is aware that his or her behavior and actions form the common image of the CBA.</li> </ul>

THE CORE VALUES OF ACADEMIC INTEGRITY	DESCRIPTION
JUSTICE	<ul style="list-style-type: none"> <li>• the academic staff member acts fairly, respecting the equality of persons before the law, without favouring or giving privileges to any of them;</li> <li>• the academic staff member use scientifically sound and appropriate data collection, processing and analysis methodology in his/her work, is responsible for the veracity of data and other information;</li> <li>• the academic staff member do not use the information obtained as a result of his/her professional activities for his/her own interest.</li> </ul>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>• the academic staff perform their jobs responsibly, using their knowledge, skills, skills and work experience to achieve the highest professional results;</li> <li>• the academic staff member is interested in the quality of the knowledge to be transferred, is aware of the importance of the knowledge provided and the consequences of informative activities.</li> <li>• the academic staff member is aware of the consequences of his or her actions or inactions.</li> </ul>
COURAGE	<ul style="list-style-type: none"> <li>• the academic staff member is not afraid to freely express his/her own views and recommendations for the improvement of the work of the CBA;</li> <li>• the academic staff member point out errors in the work process of the CBA personally, without the mediation of third parties.</li> </ul>

The student adheres to the principles of academic integrity in the study process. The following, in particular, is considered to be a breach of academic integrity:

- offering any material value, financial or other benefit, for providing/not providing any service in the academic interest of the student or other person;
- participation in violation of academic integrity, incl. transferring one's own work results to others or submitting group work results as individual, if the work was defined as a team work, taking a test for another student, signing for another student on attendance list or other documents, etc.;
- making false statements about oneself and its work;
- unauthorized acquisition of test questions or test tasks;
- unauthorized use of aids in the study process or plagiarism. Plagiarism is considered to be:
  - transforming another work or part of a work into one of its own;
  - copying seven or more consecutive words or ideas without using correct reference;
  - if the quotation is not separated by quotation marks from the rest of the text (any phrase from the source that contains seven or more consecutive words is considered to be a quotation);
  - changing words but copying the source sentence structure and idea without using reference.

In order to prevent plagiarism in works of students, during the European Social Fund project "Improvement of management processes and quality of study programs at the College of Business Administration" No. 8.2.3.0/18/A/005 the participation of the College in the Unified Computerized Plagiarism Control System (VDPKS) is ensured, which also reduces plagiarism in other higher education institutions (VDPKS member organizations) in Latvia. Qualification papers developed by students after they have been submitted to the Study Support Center before the defence are subject to compulsory plagiarism control. Other works (tests or internship reports) are checked in the plagiarism control system as necessary.

The basic principles, values and criteria of academic integrity, the mechanism for observance of these principles are regularly communicated with the academic staff, students, administrative staff of the CBA, and that ensures unified understanding and action of the parties involved in certain

situations.

In order to promote the use and acquisition of honest academic practice, during the reporting period for example, a methodological seminar for academic staff on academic integrity (on 17 December 2018) was held, led by Professor Emeritus of University of Latvia Ms Skaidrite Lasmane. Issues of academic integrity are discussed with students on the first day of studies, in the study course "Research Design", during internship introductory seminars, and the introductory seminar on the development of qualification papers. If necessary, these issues are discussed during the study courses. The consequences and actions of the finding of violation of students' academic integrity are described in the Regulation of Studies of the CBA (approved at the Council of the CBA meeting on 17 December 2018; please see Appendix 1), of the academic staff - in the Code of Ethics of the CBA (approved at the Council of the CBA meeting on 25 February 2019; please see Annex 1).

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

Information about the study direction and the corresponding study program is published on the college website [www.bvk.lv](http://www.bvk.lv). It is the responsibility of the Director of the College Ms Signe Enkuzena to ensure that the information available on the website of the College corresponds to that available in the official registers.

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

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

The CBA has developed quality policy in line with the EFQM Excellence Model, which integrates ESG internal quality assurance standards and guidelines across all of the strategic priorities of the CBA. In order to create a continuous cycle of development of study programs and to ensure the internal quality policy of the College, the CBA has established core principles of quality management (i.e. achieving balanced results; adding value according to the needs clients; managing with vision, inspiration and integrity; process approach; employee engagement and development; supporting creativity and innovation; building partnerships; taking responsibility for a sustainable future). The Deming Cycle is applied in the implementation of the internal quality system: Plan - Do - Check - Act.

The goal of the quality management at the CBA is to ensure transparency of internal processes and

performance of activities in accordance with the regulatory requirements of the Republic of Latvia and the EU. The purpose of maintaining a quality management system at the CBA is to fulfil the requirements of the quality criteria, to ensure the monitoring of these criteria, and to implement a process of continuous improvement so that the services fully meet the requirements of customers, legislators and supervisors.

The internal quality assurance of the CBA study directions and programs is in accordance with the Description of the Quality Management and Audit Process (approved at the Council of the CBA meeting on 12 August 2019; please see Appendix 1) and the Description of the Study Program Internal Evaluation Process (approved at the Council of the CBA meeting on 12 August 2019; please see Annex 1).

To ensure the quality of the study direction, study programs and their supervision at the CBA, meetings of the Council of Studies are organized on regular basis, which is regulated by the Regulation on the Council of Studies of the CBA (approved at the Council of the CBA meeting on 28 September 2017; please see Appendix 1), and meetings of the Council of the CBA, which is regulated by the Regulation on the Council of the CBA (approved at the meeting of the Management Board of the CBA on 25 September 2017; please see Appendix 1). Directors of the study direction and study programs, in cooperation with academic staff, students, graduates and employers, carry out program evaluation. The views of all stakeholders are taken into account and, consequently, the development of study programs in accordance with the requirements of industry specialists and the labor market, as well as the students' views and graduates' experience in starting or continuing professional development is promoted.

The following mechanisms have been put in place to implement the internal quality assurance system at the CBA:

- monitoring of the quality management system;
- student satisfaction survey and analysis of this survey;
- providing feedback to students;
- determining and monitoring the quality of staff performance (annual performance evaluation discussion, student survey results, monitoring lectures);
- graduate satisfaction survey and analysis of this survey;
- internal quality audits (procedures and documentation);
- annual self-assessment of the College;
- annual self-evaluation of study programs/directions;
- annual performance evaluation discussions with academic staff;
- assessment and analysis of student performance.

Indicators such as student satisfaction level, graduate satisfaction level, references from employers, accreditation are accepted as the most important performance evaluation criteria; experience in the re-migration of the Latvian citizens - students of the CBA residing abroad.

Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the Council of the CBA meetings as well as through students' self-government. During the study process the CBA students are regularly surveyed both about the content of studies and the academic staff. The survey is conducted at the end of each study course. Respondents are all students of the study program. As a result of the surveys, direct feedback is obtained on the quality of the study course, evaluation of the particular lecturer, the attitude of students, their satisfaction, the adequacy of the study materials and their correspondence to the topics of the course, as well as there are suggestions of students in a free format about the ways how to improve the selected study course. Student recommendations regarding changes in the study program, suggestions for adding new courses, complaints about course content, if any, are discussed by the

Council of the CBA. Along with clearly defined quality assurance principles at the CBA, the internal quality of the study direction is also implemented within this quality assurance system.

The quality assurance system of the study field is considered to be effective and appropriate to the aim of the development of the study direction because:

- in the surveys students value highly the quality of study courses and the organization of the study process, making useful suggestions for improvement each year;
- graduates give positive feedback about their impressions upon graduation;
- employers' representatives give positive feedback, take part in final examination commissions and participate in the development of new programs and courses, pointing to aspects where improvements are necessary;
- successful experience in re-migration of Latvian students of the CBA residing abroad;
- indicators of quality improvement are continuously identified and monitored on regular basis in accordance with the strategic objective of the College.

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

The CBA develops new study programs in accordance with the requirements of the Law on Higher Education Institutions, the Regulation on the National Standard for the First Level Professional Higher Education, and the Regulations for Licensing Study Programs. The development of programs at the CBA is organised in accordance with the Description of the New Study Program Design and Approval Process (<https://www.bvk.lv/koledzas-dokumentu/>, approved on 12 August 2019; please see Appendix 1) and includes the following steps:

1. Making decision at the Management Board of the CBA on development of a new study program;
2. Elaboration of the study program concept by inviting external experts and representatives of the field;
3. Submission of the study program concept to the Council of Studies of the CBA for evaluation;
4. Making decision on the development of a new study program;
5. Formation of a working group for the development of the study program;
6. Development of the study program in accordance with the normative regulation of the Republic of Latvia;
7. Submission of the program description to the Council of Studies of the CBA for consideration;
8. Making decision on approval of the study program description at the Council of Studies of the CBA;
9. Submission of study program characteristics for evaluation to the Council of the CBA;
10. Making decision on approval of the study program description by the Council of the CBA;
11. Submission of application for licensing the study program and description of the study program to AIKA.

New study programs are developed at the College in accordance with the main goal of the program,

which is consistent with the strategy of the College. The programs have clearly defined objectives and expected learning outcomes that are aligned with the requirements of both the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. The structure and content of the program are formed by coordinating the learning outcomes of the study courses with the study outcomes of the program in accordance with the program objectives.

Employers' representatives, students' representatives, academic staff and administrative staff are involved in the development of the study program. Representatives of employers are also involved in the independent expertise of the study program, assessing the usefulness of the study program and pointing out the major differences between similar study programs of the same level and in the same field of study at the College.

Internal review and evaluation of study programs at the CBA is organized in accordance with the Description of the Study Program Internal Evaluation Process (<https://www.bvk.lv/koledzas-dokumenti/>, KVAL 2-04 STUD). In order to develop self-assessment reports of study programs and study direction for the previous study year, a working group consisting of student representatives, academic staff, directors of study programs and the director of the study direction, is established. Self-assessment reports reflect implementation of the program, current events, changes and development process, stakeholder evaluation, including results of student and graduate surveys and employer evaluations.

In addition, internal review of the study programs and evaluation is an ongoing process during the studies. Information about necessary improvements, issues to be solved (e.g. clarification of internship regulations, improvement of quality of study course materials) is received by the program director on a regular basis. Changes in the study program, study plan or implementation of the study process were made twice a year. Study course descriptions are updated and supplemented once per academic year. In terms of content, the program is updated every August.

The main collegial body responsible for the process of revision and improvement of the study programs is Council of studies of the CBA, which consists of the Deputy Director of Studies and directors of study programs, as well as the elected academic staff. The main work and responsibility for the improvement of the study program lies with the director of the study program. The CBA Regulation on the Director of the Study Program (approved at the Council of the CBA meeting on 21 December 2007, please see Appendix 1) defines the responsibilities and duties for the review and improvement of the study program. Meetings of the Council of Studies of the CBA are organized once every two months, the main issues of these meetings are related to the discussion, development and approval of regulations on the quality of study process and content, study plans and study course descriptions.

Aims of the review of study programs:

1. To ensure qualitative acquisition of the content of the first level higher education studies in compliance with the laws and regulations of the Republic of Latvia.
2. To provide a convenient, understandable and accessible learning process for students and lecturers.
3. To improve pedagogical competences of academic staff for successful work in the digital environment.
4. Promote long-term financial stability of the program.

The content and plan of the study program are reviewed once a year at the end of the summer semester and the active study process. Within one month, the program director collects the proposals, discusses them and evaluates them with a panel of experts. Proposals which are assessed as necessary and in accordance with the purpose of the study program revision are

included in the documents (changes and additions to the plans, regulations, study course descriptions, etc.). As a rule, a Council of Studies of the CBA meeting is organized at the end of July to approve and integrate the changes at the beginning of the new semester.

As mentioned above, the main responsibility for reviewing the study program lies with the director of the study program and the Council of Studies of the CBA. However, in the review of the study program the following persons are involved on a regular basis:

- Employers - employers representing the industry are invited to the Qualification papers' defence commission. After meetings of each commission, the task of it is to make suggestions on how to improve the process of developing qualification papers, as well as suggest new and current topics for qualification papers.
- Students' Self-Government - Students' Self-Government meetings are held twice an academic year, but there is continuous collaboration between the program directors and the Deputy Director of studies, not only in formal sessions and meetings, but also on daily basis, during informal settings and conversations. The Students' Self-Government consults and makes suggestions to the management of the College and other College institutions on issues affecting the students of the College.
- Advisory Convention - its purpose is to advise the Council of the CBA, the Council of Studies of the CBA and the Director on the development strategy of the College, to raise public awareness in issues of preparing qualified professionals, and to promote the collaboration of the College with state, local, and other (business, arts, etc.) organizations.
- Deputy Director of Studies - performs day-to-day work with the aim to maintain and develop the content and process of studies in accordance with the college and accreditation requirements, ensuring successful implementation of accreditation requirements and work and development of the College in long term.
- Academic staff - course instructors update their courses every year, the job description requires that the course description, content and bibliography be revised and, if necessary, updated each academic year.
- Study support center coordinators - communicate directly with students on a day-to-day basis. If information that is useful for improving the content or implementation of the study program is received during this communication, it is forwarded to the director of the study program.
- E - study coordinator/methodologist and IT specialist - develop course design in line with best practice in distance learning, collaborate with course tutors, continuously improve course design and materials, and teach academic staff to work more effectively in the e-learning environment.

Table 2.7. shows the feedback mechanism for reviewing and improving the program, the feedback from the stakeholders, and the mechanism, i.e. methods and tools as well as the frequency with which this feedback is provided.

*Table 2.7. The mechanism for receiving and providing feedback.*



Party involved	Methods and instruments to provide the feedback	Frequency of the feedback
Work with the students	<ul style="list-style-type: none"> <li>● Students' self-government meetings</li> <li>● Student Survey Results - Survey</li> <li>● Student assessment of the implementation of the study course in Moodle environment - survey</li> <li>● Evaluation of joint workshops of students and lecturers - discussions</li> <li>● Evaluation after qualification paper and internship defense - interview</li> <li>● Daily e-communications with the study program coordinator - correspondence</li> <li>● Evaluation of learning performance</li> <li>● Evaluation of research activities</li> </ul>	<ul style="list-style-type: none"> <li>● Twice a year</li> <li>● Once a year</li> <li>● After every study course</li> <li>● 1-2 times per year, post factum</li> <li>● Once a semester</li> <li>● Every day</li> <li>● According to the study process</li> </ul>
Work with the graduates	<ul style="list-style-type: none"> <li>● Results of graduate surveys</li> <li>● Open door days</li> <li>● Promotion of study programs, attraction of new students through contacts of college graduates</li> </ul>	<ul style="list-style-type: none"> <li>● Once a year</li> <li>● 1-2 times per year, as necessary</li> <li>● Once a semester</li> </ul>
Work with the employers	<ul style="list-style-type: none"> <li>● Collaboration with employers on implementation of students' internship, recommendations on improvement of internship regulations, necessity of competences to be acquired, topics of qualification papers - agreements and implementation of internships</li> <li>● Results of employer surveys</li> <li>● Representatives of professional associations in expert assessment of college study programs</li> <li>● Co-operation with the Advisory Convention- changes in the content of the study program, improvement of the courses, recommendations for the recruitment of new academic staff</li> <li>● Representation of employers in qualification papers' defence commissions - new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Once a semester</li> <li>● Once a year</li> <li>● During the ESF project Nro 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration"</li> <li>● Once a year</li> <li>● Once a semester</li> </ul>
Work with the academic staff	<ul style="list-style-type: none"> <li>● Students' assessment of course implementation in the Moodle environment</li> <li>● Seminars for the academic staff to improve pedagogical and research work</li> <li>● Annual performance evaluation and development discussions</li> <li>● Individual consultations</li> </ul>	<ul style="list-style-type: none"> <li>● After every study course</li> <li>● Once a semester</li> <li>● Once a year</li> <li>● As necessary</li> </ul>

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

## **respective examples.**

The CBA has developed the “Procedure for Examining Complaints and Proposals of Students (Clients)” (approved at the Council of the CBA meeting on 16 February 2018; please see Annex 1). Complaints and proposals are accepted from students in oral, written and electronic format. Students can send complaints and proposals in electronic format directly to their Study Coordinator or to the e-mail: bvk@bvk.lv. As the CBA has an individual approach and students are using this opportunity and actively and openly communicate with their Study Coordinators, the college does not see the need for possibility to submit anonymous complaints and suggestions. Upon reception of a complaint or proposal, the Study Coordinators inform the responsible person - the Deputy director of Studies. The responsible person evaluates the complaint or proposal received. If the complaint is related to studies, study courses, provision, content, quality of study courses etc. and / or the quality of work of academic staff, the responsible person investigates the complaint, a group of students can be questioned to determine the validity of the complaint. Additional information is gathered or the activities necessary are carried out to make the decision. The complaint or proposals are always discussed at the weekly meetings of the staff of the CBA and decision is made, and the responsible employee is appointed to execute the decision. The responsible person controls the execution of the decision and informs the author of the complaint or proposal of the decision made. The Students’ self-government also plays an important role in providing mutual communication and feedback. Thanks to its active involvement, a number of valuable events for students and staff have been organized. If necessary, a complaint or proposal may be referred to the CBA Council of Studies. For example:

- continuity of study courses and equalization of study load have been reviewed in all study programs;
- intermediate assignment is included in e-study courses from the beginning of the semester so that students can prepare for it;
- the textbooks were issued immediately after receiving the tuition fee;
- transparency of assessments introduced in the Moodle e-learning environment;
- user manual for the Moodle e-learning environment developed;
- manual for library resource usage developed;
- study field trips to enterprises;
- “Life Opportunity Day” was organized with the aim of finding suitable internship placements or even jobs for students (an initiative of the Students' self-government);
- annual workshop for academic staff and students on the basic principles of scientific writing and presentation (initiative of the Students' self-government).

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

In order to make justified management decisions, the CBA collects and analyses different data on regular basis, which further are used as a base for making and implementing development plan of the study direction, and is an integral part of the internal quality assurance system of the College:

- once a month, **the key performance indicators of the College** are analyzed to assess the current situation if the performance goals set in the strategy are met, and adjust the measures selected to achieve these goals;
- the **profile of the students** is analyzed twice a year. On this basis, innovative solutions are chosen, developed and implemented in the study process, which allow to adapt the forms and content of the studies to the needs of the students and to achieve the intended learning outcomes as effectively as possible. For example, during the reporting period, due to student profile research the structure and content of e-learning environments and courses have been significantly improved, the Personal and Professional Development course has been implemented, a virtual business incubator - Business Greenhouse - has been created and implemented, the internship regulations have been updated, the open door days have been organised, etc. solutions;
- once a week, **data on study process, students' progress (marks) and drop-out rates** are analyzed. These indicators are integrated into the remuneration system of the Study Support Center employees (the aim of the Study Support Center is to have **successful, paying and satisfied customers**) and help to ensure an individual approach to supporting students and provision of necessary support;
- **student satisfaction rates** are analyzed: once a year for satisfaction with the program; at the conclusion of each study course - on satisfaction with the specific study course. The indicators obtained during the survey and recommendations made by students serve as a basis for improvements of the study content, organization and support, and allow to evaluate the solutions implemented in the previous period and efficiency of these solutions;
- **graduate satisfaction rates** are analyzed twice a year. On the basis of these rates, the content of the study programs and relevance to the needs of the labor market are evaluated, and the career progression of graduates is observed. They also serve as a basis for evaluating and improving the service provided by the College;
- once a year, **the indicators obtained from employers' surveys** are analyzed with the aim to evaluate the conformity of the content of study programs and the achievable results with the development tendencies of the branch and the needs of the labor market.
- the College conducts performance evaluation: once a year with the **administrative staff**, once every 2 years with the **academic staff**.

Surveys at the College are conducted and feedback is provided to all interested parties in accordance with the quality management system process description "Internal review of study programs" (KVAL 2-04 STUD). All information obtained during the evaluation of the customer management process is regularly recorded and analyzed in order to develop proposals for improving this process, incl. improvement of the study direction.

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

*Table 2.8. Characterization and evaluation of ESG Part 1 standards.*

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Description of the integration of the standards included in ESG Part 1 into the work of the College
1.1. Quality policy	<p>The College has developed and formally documented the <i>Concept of Excellence</i>, which defines quality assurance principles and implementation policies. The quality assurance components defined therein are integrated into processes of the College. The College has defined effective management, operational and support processes in line with the Strategy of the CBA. The processes implemented in the College are described and schematically depicted in process descriptions approved by the Council of the CBA and integrated in the College nomenclature. In addition, the processes that drive the College are closely linked to the strategic development management of the CBA and are an essential cornerstone of the College's internal cultural development that contributes to the College's responsibility and commitment to sustainable excellence (<i>EFQM Excellence Model</i>).</p>
1.2. Developing and approving study programs	<p>Provision of study programs in a high quality plays a central role in the implementation of the mission of the CBA. The College ensures that study programs are consistent with the overall strategy of the College, have well-defined learning outcomes and workloads, and are focused on practical skills and employability. To ensure this process, the College develops existing and new study programs, involving internal and external stakeholders (including students and employers), and evaluates and approves them in response to labor market trends. As well as in the course of the study process, the internal evaluation of the study programs (self-assessment and evaluation of the conformity of the quality culture according to the ESG) and external evaluation according to the requirements of the AIC as the Latvian higher education quality assurance institution are performed regularly.</p>
1.3. Student-centered learning, teaching and assessment	<p>The college provides student-centered learning, teaching, and assessment. During the study process students are provided with an individual approach (remote and face-to-face consultations with both administrative and academic staff), needs analysis (oral and written feedback, including course assessment questionnaire, student satisfaction questionnaire) and a variety of pedagogical methods (classical and innovative) to maximize motivation, give a possibility for self-reflection and provide active participation of students in the learning process. Some examples of a student-centered approach include: the assessment criteria and methods used to obtain the assessment are public, and assessments are made fairly and consistently according to the developed assessment methodology; during the assessment process the students are provided with information on the achievements and progress of their learning outcomes; mutual respect between students, academic and administrative staff is promoted (based on the principles of the internal culture of the College, which is put in practice in written and oral communication, networking and problem solving); review process of complaints/recommendations is ensured; the distance learning process provided by the College facilitates students' autonomy and self-organization with the support of the necessary academic staff.</p>
1.4. Student matriculation, organization of studies, recognition of qualifications and certification	<p>The College has developed policies, regulations and informational guides to provide students with the widest possible information on the study process and progress (including enrollment, content of the study program, assessment and qualification, learning outcomes, mobility, etc.). During the study process information is acquired and analyzed to monitor the progress of studies and identify opportunities for improvement. At the end of their studies, students receive all necessary qualification documents and information on the content, relevance and context of the studies.</p>

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1	Description of the integration of the standards included in ESG Part 1 into the work of the College
1.5. Academic staff	The academic staff have the appropriate education and qualifications appropriate to the content of the study programs, as well as the necessary professional experience to complement their academic competences. The College has developed a staff evaluation system to assess the competence of its staff and to plan future activities. The College regularly evaluates competence of the academic staff and suitability for work, and if necessary, new lecturers are involved in ensuring the study process. The College supports and encourages innovation in teaching methods, the use of new technologies, and self-improvement activities (in-college and out-of-college pedagogical development activities), enabling both students and teachers to develop their competencies.
1.6. Resources for studies and support to students	The College provides a wide range of material-technical and human resources that facilitate the provision of appropriate learning environment and processes based on student needs and diversity, as well as student-centered learning principles. The study resources include college funding that goes to various resources, the study material-technical base, the library - both printed and e-resources. Human resources supporting students on a variety of issues include direct study support (consultations and mentoring), career development support, international mobility consultations, social support opportunities, and support for students with special needs. The College has highly qualified and competent human resources (administrative, academic and support staff) and the College promotes their continuous professional development. The College also regularly provides students with information on the availability of these resources and motivates them to use them.
1.7. Information management	For efficient program management and justified decision-making, the College collects and analyzes data on study programs and other educational activities. Data are collected and analyzed in relation to indicators such as student satisfaction, feedback from employers, graduate satisfaction, accreditation; enrollment rates, successful experience in the re-migration of Latvian students of the CBA residing abroad. Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the councils of the CBA as well as through Students' self-government.
1.8. Information to the public	The College regularly publishes information (through various communication and communication channels) on current developments in the College, including: information on existing and new study programs, various aspects of the learning process (i.e. enrolment, examination, teaching methods, competencies of academic staff, curriculum, career and employment opportunities, mobility, social campaigns, conferences and other educational activities, graduate courses, etc.).
1.9. Monitoring and periodic review of the programs	Meetings of the Council of studies and the Council of the CBA are organized on regular basis to ensure quality and improvement of the study programs as well as supervision at the College, which would facilitate the provision of effective learning environment for students. Directors of study programs, in collaboration with internal and external stakeholders - program lecturers, students, graduates and employers - conduct program evaluation. The views of all stakeholders are taken into account and, consequently, the development of study programs in accordance with the requirements of industry specialists and the labor market, as well as students 'views and graduates' experience in starting or continuing professional development is promoted.

To ensure quality management and excellence, special emphasis is placed on quality management criteria such as leadership and strategy, process approach (ESG Part 1, points 1.1 and 1.2), product

and service development (ESG Part 1, points 1.2, 1.9, 1.3) human resource management (ESG Part 1, point 1.5), partnership building and effective resource management (ESG Part 1, points 1.6 and 1.7), customer and employee satisfaction, and sustainable business results. At present, none of the ESG Part 1 standards is considered to be a challenge as quality management system measures are implemented in a systematic, structured and sound manner.

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

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

The College is funded by its founder, taking into account the minimum cost per student to realize a study program defined by the Cabinet of Ministers.

The College is a privately owned higher education institution and its source of funding is income from economic activity. All matters related to the allocation and planning of resources, financial and material resources for the study direction and study programs are decided by the Management Board, which is the highest management body of the College in strategic, financial and economic matters, notifying the Director of the College of Business Administration.

The tuition fee and other fees associated with the study process are set by the Management Board of the CBA. The bulk of the budget income of the College, in accordance with the Regulation of the CBA, consists of tuition fees, which are covered by personal funds of the students, their relatives, funds of students' employers, student loans with state guarantee, commercial credits, funds of sponsors. The amount of the tuition fee and the payment procedure for each academic year is determined and approved by the Management Board of the CBA. Students can choose individual payment schedule according to their financial capabilities. The marketing and sales strategy of the College is to offer tuition discounts and carry out various promotions to help to increase student enrollment according to the prognosis. This strategy can be considered a business secret of the company and is therefore agreed with the Board. The College also derives income from various additional paid services, the pricing of which is available in the pricelist, or, in cases where the cost of the additional event is not known during the planning period, it is clearly stated before providing the service.

**The main income positions are:** tuition fee, deferred payment fee, tuition administration fee (enrollment fee, re-examination fees). As the total number of students in the College grows, the amount of these income grows as well. Since the capacity of all study programs at the College is not significantly different, because the College does not have significantly different (in terms of material basis) study programs, the budget of the College is planned together for all programs, for a total period of 3 years, and it is annually revised and supplemented. The CBA follows the same

principle in financial and resource planning for study programs, as the number of students in the programs currently (in January 2020) varies from 17 (Business Logistics - a new program and only the first semester group) to 240 students, but the whole study process is planned according to groups with relatively equal number of students, and additional costs for group administration does not occur. Marketing, advertising, sales and administrative costs are also calculated together. **The main expenditure positions are:** salaries, paying outsourced services in the study process, marketing activities, rental fee for premises, royalties, recruitment costs, study materials, administrative expenses, etc.

For the day-to-day operation of the College, funding is being provided for: the development and continuous improvement of study materials, applied research, the equipment of the premises, the recruitment of academic staff and the training of staff.

Actual and planned expenditures for the study process in 2017-2021 in detail by items as well as the expenditure items of individual study programs of the study direction and the dynamics by years are attached in the annex under "Other annexes" of this report. The total expenditure items of the direction and the dynamics by years for the provision of the study process from year 2017 till 2021 can be seen in Table 2.9. below.

*Table 2.9. Actual and planned expenses for the overall study process, years 2017-2021.*

Expenditure position	2017			2018			2019			2020		
	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student	Sum	%	Cost per 1 student
Provision of the study process												
Total EUR	120 479	30,07%	323	136 152	30,07%	186	227 661	38,85%	259	261 590	38,85%	259
Administrative expenses												
Total EUR	218 205	54,48%	585	247 416	54,48%	338	282 159	48,19%	321	324 210	48,19%	321
Advertising and marketing activities												
Total EUR	49 236	12,27%	132	55 632	12,27%	76	46 587	7,98%	53	53 530	7,98%	53
Investments												
Total EUR	10 817	2,70%	29	12 444	2,70%	17	24 612	4,24%	28	28 280	4,24%	28
Other taxes and expenses												
Total EUR	1 865	0,47%	5	2 196	0,47%	3	4 395	0,73%	5	5 050	0,73%	5
<b>Total (EUR)</b>	<b>400 602</b>	<b>100,00%</b>	<b>1 074</b>	<b>453 840</b>	<b>100,00%</b>	<b>620</b>	<b>586 293</b>	<b>100,00%</b>	<b>667</b>	<b>639 330</b>	<b>100,00%</b>	<b>633</b>
	* Students in 2017		373	* Students in 2018		732	* Students in 2019		879	* Students in 2020		1010

Comparing net turnover in 2017 and 2018, we see an increase of 27.99%. Table 2.10. shows that the CBA has maintained the same trend in 2019, when net turnover increased by 24.24% compared to 2018. According to the Operational Profit and Loss Statement, the revenue of the College of Business Administration in 2019 is EUR 721786.76.

*Table 2.10. Net turnover of the CBA, years 2017-2019*

Year	Sum, EUR	% against the previous year
2017	<b>453903</b>	
2018	<b>580941</b>	27.99%
2019	<b>721787</b>	24.24%

In 2019, the net turnover increases with a similar trend as the number of students (in comparison with 2018): 878 in 2018, 1050 in 2019, i.e. 16.38% more.

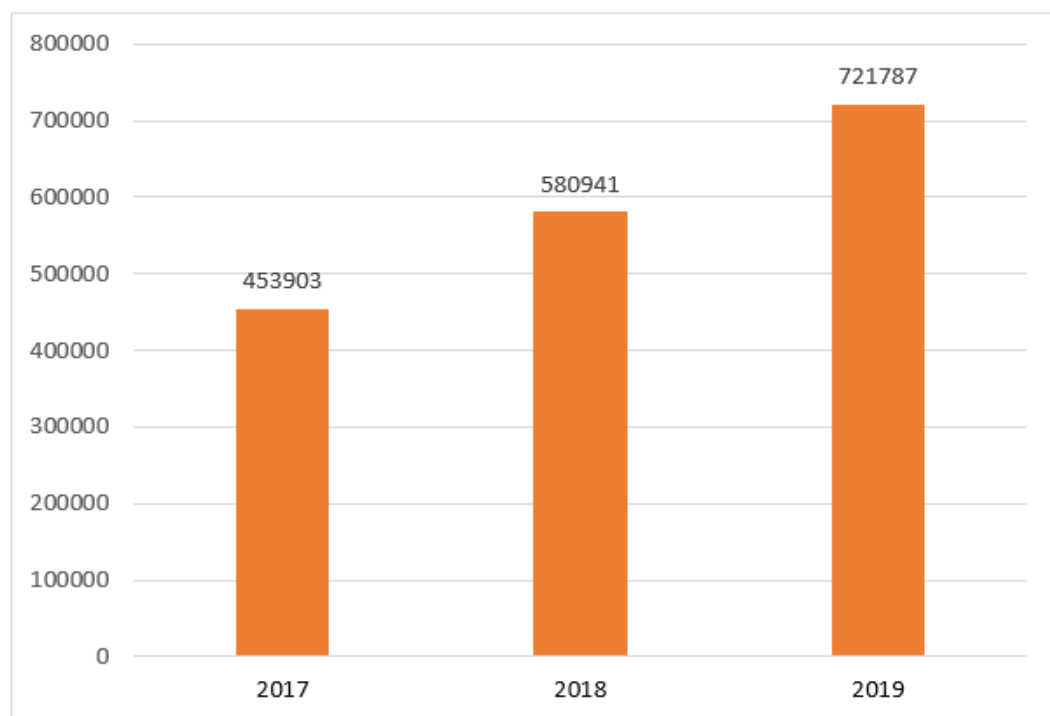


Figure 2.8. Income from the tuition fee (EUR).

Production costs or costs directly attributable to the provision of services have also increased in 2019, please see Table 2.11.:

Table 2.11. Dynamics of the production costs.

Expenditure positions	2018	2019	% change
1. Production costs of products sold EUR	243 987	313 148	28.35
2. Cost of administration EUR	262 998	308 171	17.18
3. Cost of sales EUR	43 459	54 637	25.72
4. Other costs EUR	27 074	27 677	2.23
<b>Total EUR</b>	<b>577 518</b>	<b>682 462</b>	

In 2019 compared to 2018, the cost of production increased by 19.44% on average while the increase of the total cost was 18.37%.



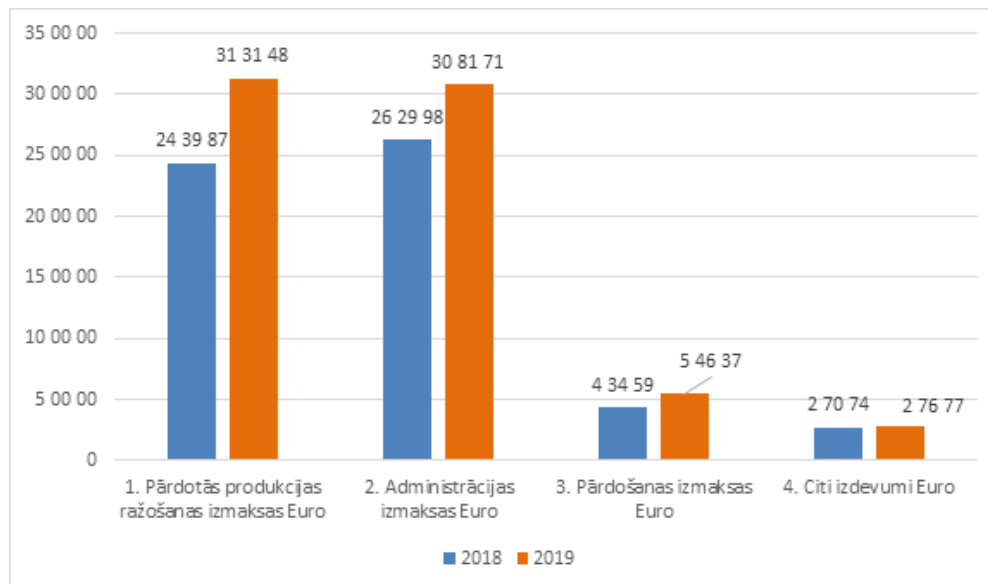


Figure 2.9. Expenditure positions (EUR) (1. - Production costs of products sold; 2. - Costs of administration; 3. - Costs of sales; 4. - Other costs).

Taking into account that in 2019 the number of students has increased by 16.38%, the position of costs has increased accordingly.

The full tuition fee till the academic year 2019 (autumn enrollment) is set at 1390 EUR, while the full tuition fee is 3475 EUR. Starting from the winter enrollment in academic year 2019/2020, the tuition fee is set at EUR 1590 per year and the total tuition fee is EUR 3975.

By analyzing the total budget cost lines illustrated in the Figure 2.9. above, the cost per student is calculated. All study programs receive income in proportion to the number of students enrolled in the program, distributing part of the funds in each budget line. The table 2.12. below shows the cost per student and dynamics of this cost over the years according to the general planning principle described above.

Table 2.12. Costs of provision of the study process per one student, 2017 - 2021 (EUR)

Costs per one student per year (EUR)				
2017	2018	2019	2020	2021
1074	620	667	633	566

To stimulate the provision of additional resources, the College's administration has attracted additional funding in 2019 from the European Union (150,000 EUR), which is invested in the development of the study process and program content till the end of 2020.

Overall, fulfilling the currently approved forecast of income, based on forecasted number of students and past experience on average earnings per student, positive cash flow is projected, as well as profit which outperform national growth rates. This criterion can be seen as a strong positive signal that the funding is sufficient.

It has been stated above that the planning of the expenses of the study direction and the programs included in it is carried out jointly with the other study directions implemented in the college. Vertical analysis of budget cost items shows that the biggest items of expenditure are administration, rent of premises and marketing costs. Given the specifics of the studies, it is acceptable that the largest cost item is directly related to providing support and services to

students, as this is considered to be an essential condition for the success of the College. The administrative cost line, which occupies a large part of the budget, directly unburdens the academic staff by minimizing their involvement in the course administration process.

Rent of premises and other technical maintenance costs, which form the second largest position of expenses, is regularly reviewed and optimized, prioritizing a student-friendly and enjoyable study environment both on-site and remotely, and therefore these expenses may be considered optimal. Providing student growth is the strategy of the College, therefore marketing and sales costs are considered appropriate.

Salaries and royalties paid to academic staff for teaching courses and maintaining study content also account for a large percentage of funding. This position is comparatively lower than in other institutions of higher education, but is considered appropriate to the specifics of the College. In addition, the major contribution to creation of video content is worth mentioning. The choice of this format is in line with the strategy of the College and offers significant advantages in the study process, allowing students to adjust the speed of learning to their abilities, thus not burdening the academic staff and efficiently utilizing the resources available.

Students' self-government activities are financed from the budget of the CBA in accordance with Article 53 of the Law on Higher Education Institutions. Funding is available for all student activities, but as a result of practice is coordinated with the study administration and budgeted according to the past experience. The amount of this item will be reviewed in the budget when the requested amount will change.

The most significant increase of expenses is in the positions - remuneration and external services. This is related to the implementation of the strategic plan of the College. Work is being done to improve study programs in accordance with the latest trends in education, and innovations and IT solutions have been introduced in the study process. Automated internal study support management and administrative processes. Increase in administration costs – it consists of staff salaries, taxes, expenses for business trips, rent of premises for on-site classes. The number of enrolled students continues to increase in the academic year 2019/2020 at the College of Business Administration. Net turnover in 2019 increased by 24.24% compared to 2018. In 2019, costs directly related to production or provision of services have also increased by 18.17%.

The company closed the tax year 2019 with a net profit of EUR 11014.00. Overall, the cost structure is judged to be optimal and in line with the Strategy put forward by the College. The financial indicators of the CBA indicate a stable financial situation, the management of the College improves the quality of resources on regular basis and increases the amount of available resources depending on development priorities, which in turn depend on education and labor market requirements.

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

The study process at the CBA is organised in the form of distance learning, using two types of

learning: blended learning (face-to-face and distance learning) and asynchronous (only distance learning), meaning that for some students the learning process is implemented both remotely and directly with the course instructor, but for some –only remotely (for a detailed description of the implementation of the study process, please see Part II, Section 3.3. of this Report)

The College has functional premises for the implementation of the study direction. The premises of the College (administration, library, consultation rooms and study auditoriums) are functional, well-equipped, aesthetically designed, clean, cosy and attractive, thus ensuring the implementation of the study process in conditions that are safe for health and living for students and employees. Sufficient lighting and normal temperature is provided at all premises, and sanitation is carried out every day in accordance with sanitary and hygienic standards. The physical environment of the College is highly appreciated by both the academic staff, students and guests. The layout and area of the premises are appropriate to the specifics of the work, and a rental agreement has been signed with the Riga Graduate School of Law, which leases study auditoriums with modern technical equipment necessary for the study process - whiteboards, computers, software, projectors, screens, presentation boards and internet connection. The premises lease agreement is available at the Accounting division of the CBA. The use of the premises is rational and corresponds to the specifics of the study process, the internet connection in the premises of the College and classrooms is freely available, there are certain procedures for the use of premises (libraries, study auditoriums) and technical equipment, which employees, academic staff and students are informed about. Workplaces of the employees are comfortable, ergonomic and adequately lit. Each employee has a touch screen desktop computer.

Improvement of the college premises is planned and organized purposefully, but IT infrastructure and software are essential for the implementation of the distance learning process. Three information technology systems are used to perform the functions successfully:

- Education Process Administration System (IS) - IPAS - collects data on the College of Business Administration staff, academic staff and students. All the documents regulating the study process are executed - including orders on the change of student status, evaluation protocols, orders on internships and minutes of state examination commission meetings. It is the duty of the employees to observe accuracy and protection of personal data.
- Customer Relationship Management System (CRM) BITRIX, the purpose of the system is to provide a support function in working with stakeholders, academic staff, students, course listenerse, and college partners. Using this system, the Study support center coordinators:
  - provide students with quick feedback by answering the questions submitted;
  - performs study process support functions - informing students about semester schedules, sending out reminders about study activities;
  - student payment control, work with debtors;
  - it is the responsibility of the study coordinators to ensure efficient flow of information about each student - any coordinator should have access to information on cooperation with each student.
- Learning Management System (LMS) - MOODLE. System features:
  - availability of study materials of each semester electronically;
  - provision of electronic study process.

State-of-the-art materials and latest technologies (such as Wacom Intous PRO digital tablets, ActivePanel Touch interactive screens, ActivInspire software, laptops) are used efficiently during the study process, to provide a modern, innovative learning process and differentiated learning approaches for students. The CBA ensures appropriate teaching aids, organizing joint methodological seminars for the academic staff and working individually with the lecturers. At the office of the CBA the following items are available for the academic staff - photocopiers, scanners,

modern smartphones, computers. The academic staff members have constant access to library resources. Study materials are being improved and technical support is being updated.

The general budget provides funding for the promotion of scientific research activities of the academic staff, payment for publications, attendance and organization of conferences and seminars, experience exchange activities as well as international cooperation activities and membership fees at professional organizations.

The College plans a budget each year for organization of a scientific-practical conference and organization of methodological seminars for the academic staff. Other research activities are supported at individual request of lecturers, reviewing and approving the application by the College Director and providing financial support. In line with the priorities set out in the strategy of the College, reward system has been put in place to motivate the academic staff to facilitate their pedagogical and applied research activities.

Acquisition of the textbooks published by the CBA, buying supplementary teaching aids, scientific literature and updating library resources is subject to the consideration of proposals submitted by the academic staff, the amount is decided by the Management Board of the CBA and the Director.

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

The CBA improves methodological and informative provision on regular basis in line with the development priorities, which in turn depend on education and labor market requirements. Improvement of teaching aids, scientific literature and library funds takes place after consideration of the proposals submitted by the academic staff, directors of the study direction and study programs. Necessary improvement measures are discussed during the meetings. The extent and implementation thereof is decided on the basis of the annual budget by the Director of the CBA in agreement with the Management Board of the CBA.

The College plans every year to provide sufficient funding for the development of methodological and informational provision, as it is critical to providing a modern and effective distance learning process. Digital environment is used in the distance learning process - the Moodle system, which is updated annually to the latest version available, which increases its functionality significantly.

Taking into account the specifics of the form of distance learning, the College provides students with the necessary resources for their studies. In each study course:

- distance learning materials (books published by the academic staff of the CBA), which are created according to the distance learning method developed by the CBA and students can keep them after the acquisition of the program;
- by authorizing in a distance e-learning environment - Moodle, students have access to

methodological, content and organizational support online. There are both study materials and audio and video recordings developed by the lecturers in the Moodle environment.

The CBA employs methodologist, who is subordinate to the Director of studies and who ensures that the content and format of the methodological materials is in line with international quality standards (*Quality matters*). Significant support for the development of methodological was provided by the European Social Fund project no. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration". Within this project, the study environment and the structure and content of study courses have been audited and improved with the aim to evaluate and improve the quality and competitiveness of study programs in the national and international market.

The distance learning materials developed within the study courses are one of the advantages of the CBA library funds. The CBA library facilitates the study process and scientific activities, as well as provides information services to students and academic staff. The work of the library is regulated by the "Regulation on the library of the CBA" (<https://www.bvk.lv/wp-content/uploads/2018/07/bibliotekas-nolikums-biznesa-vadibas-koledza.pdf>, approved at the Council of the CBA meeting on 03 January 2018) and the "Working regulation of the library of the CBA" (<https://www.bvk.lv/wp-content/uploads/2018/07/bibliotekas-lietosanas-noteikumi.pdf>, approved at the Council of the CBA meeting on 03 January 2018). Library premises in Riga, Alberta Street 13 occupies 16.7 m<sup>2</sup> and is equipped with 6 workstations. Students have access to computers with free WiFi.

The CBA collaborates in the provision of library resources and has signed an agreement with Riga Graduate School of Law (please see appendix 7), which is located in the same building, for free access to library resources and use of resources for the students and academic staff of the CBA.

Using the library information resources are free of charge. The library offers the following services:

- to receive complete information on the composition of the library stock, information retrieval system and possibilities of using the EBSCO database;
- to receive the necessary literature for studies, upon prior agreement with the librarian taking into account the deadline set by the library, the term for use of literature may be extended either by coming in person to the library or by e-mail: [biblioteka@bvk.lv](mailto:biblioteka@bvk.lv);
- if the textbook required is in one copy, it can only be read in the reading room of the library;
- Interlibrary loan and International Interlibrary loan are available at the library;
- previous years' qualification papers and internship reports are available at the library.

To ensure study process in a high quality, the electronic database EBSCO has been purchased and used. The use of the EBSCO National e-Resource Package Database is subject to annual subcontracting with the Cultural Information System Center under the Electronic Publications for Libraries of Latvia program. Students are also aware of open source resources useful in their studies - databases, e-journals, e-books, as well as e-libraries, including links to legal information resources.

The also subscribes to two magazines, both electronically and in print: "iFinanses" and "Jurista vārds".

Each year, in cooperation with the Cultural Information System Center (KISC), the CBA offers its students various pilot databases such as Britannica Academic edition, SAGE, Taylor & Francis - eBooks, Library PressDisplay, BiblioRossica Eurironitor International, Scopus, Ebrary, Passport GMID, ScienceDirect, RUBRICON, ProQuest, EBSCO eBook and more.

According to KISC statistics on the EBSCO databases show positive dynamics (please see Table 2.13)., which is a good indicator that indirectly indicates a change in habits and development of research skills of the students through implementation of a new course “Research Design in all study programs of the study direction.

*Table 2.13. Number of Registered Searches in the EBSCO Databases (2016-2019).*

	2016	2017	2018	2019
Number of registered searches	1317	3292	6512	19182

The students of the CBA also have the opportunity to use the databases offered by libraries of other universities (LU, RTU, RSU, EKA, etc.). The working hours of the library are corresponding to the needs of students. Twice a week on weekday evenings the library is open until 20.00, and it is open to students on the 2nd and 4th Sunday of each month when the on-site learning process is being implemented. The collection of the library is updated on a regular basis as the curriculum develops. The procedure for updating the collection of the library is the following:

- the budget of the library includes funds for purchasing or subscribing to books, press, e-resources;
- the library collection corresponds to the study process of the programs. The library collection is compiled in cooperation with directors of study programs and academic staff;
- in order to order books, it is necessary to write an application for the purchase of books, this application must be signed by the program director and submitted to the Library. The library manager reviews the applications received and places orders, coordinating it with the Management Board and the Director;
- outdated, worn out and lost items are written off;
- at the end of each semester (winter, spring) the qualification papers are handed over to the library and are stored there for one year and archived after that.

The College finances the creation of authors' works (books for studies), and that point to applied research in the context of the educational institution, as well as the production of methodological materials that are included in the annual reports on scientific activity. In this way the College plans to provide sufficient funding each year to promote applied research among faculty and students.

The College also funds indirect research support through annual scientific conferences. The Annual Conference of the CBA and its collection of articles is a support and stimulating mechanism that helps to promote research results and promotes scientific collaboration. Over time, it is planned that the funding necessary for the conference will be raised during the organization of the conference, thus adding to the number of sources of income.

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

The process of recruitment and employment of the elected academic staff (including vacancy announcements, recruitment, election procedure) is regulated by the "The Regulation of academic and administrative positions of the CBA" and the "The Regulation of competition on academic positions of the CBA"

(<https://www.bvk.lv/wp-content/uploads/2018/07/akademisko-un-administrativo-amatu-nolikums-biznesa-vadibas-koledza.pdf>; <https://www.bvk.lv/wp-content/uploads/2018/07/akademisko-amatu-konkursa-nolikums-biznesa-vadibas-koledza.pdf>, approved with updates at the Council of the CBA meeting on 10 February 2020, please see Appendix 1). Requirements for the elected academic positions are reviewed and updated every two years taking into account changes in external regulations, the labor market, and the content of study programs. The requirements of regulations are respected and the application of the requirements in election procedures and competitions has not been contested so far.

In addition to recruiting the elected staff, the College also hires and selects course lecturers. The attraction of the lecturers is topical mainly in the following cases:

- when it is decided to create a new study course and the competence or capacity of the existing academic staff is inadequate for the specific course;
- when current lecturer terminates the employment relationship;
- when the performance of the current lecturer does not meet the requirements of the CBA.

Despite the fact that these lecturers are usually recruited with a fixed-term contract, these applicants are also carefully evaluated. In addition to education and pedagogical experience, the **professional experience** and **achievements** of the lecturer **in the relevant field** (e.g.: Eva Selga, Chairperson of the board of the Latvian Human Resource Management Association, teaches the course “Human resource management”; long-time TET project manager and Scrum Master trainer Jānis Koklačs teaches the course “Project management”; the course “Basics of digital marketing” is implemented by Janis Lielmanis who successfully runs his own business by selling his services successfully in the digital environment), as well as his/her own **attitude** towards the teaching process, **desire** to learn and share experiences with students are very important. Feedback from management of other higher education institutions is also evaluated.

<https://www.bvk.lv/colleges-documents/>

**3.5. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualification (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.**

The CBA has established a common procedure for ensuring the qualification and work quality of the academic staff. A number of CBA quality management processes help to maintain this order. Provision of studies is described in 22 procedures in the CBA quality system. Examples of procedures: “Description of the General Organization of the study process at the College of Business Administration” (KVAL 2-11 STUD); “Description of the process of study schedule preparation at the College of Business Administration” (KVAL 2-12 STUD); “Description of organization, management, reviewing and defence of internships at the College of Business Administration” (KVAL 2-16 STUD).

Joint workshops are organized three times a year (in August, December and March) for academic staff, part of the time in these workshops is devoted to administrative and methodological issues, and other part – to training and exchange of experience between the members of academic staff. Most of support and training for academic staff members is provided individually:

- about the organization of the study process – by the administrative staff of the College,
- about the development of the course content – by the directors of study direction and study programs;
- about the methodology of teaching the course and about the technical issues in the Moodle environment - by the methodologists;
- about performance appraisal and remuneration – by management.

Along with the study process, the academic staff is involved in the implementation of applied research projects in the framework of development of student internships and qualification papers (e.g.: cooperation with the Insolvency Control Service in implementation of organization research), promoting scientific publications and student scientific activities (e.g.: annual workshops at Mencendarbe manor aiming for the supervisor and the student to prepare a publication for the annual Collection of articles of the CBA; participation of the academic staff at the annual international student scientific practical conference organized by the CBA), the academic staff participates in maintaining and developing cooperation with employers (eg: focus groups of employers to develop contents of the study programs Business Logistics and Marketing and Sales (Commercial activity); assistance of academic staff in collaboration and signing Collaboration Agreements with Employers and professional associations), academic staff is involved in making the content of annual activity "Life Opportunities day" (e.g. students meeting with entrepreneurs and employers). The College of business administration organizes, on average three times a year, joint visits of cultural events or field trips where the choice to participate is voluntary.

The CBA supports financially the improvement of qualification of the elected academic staff: expenses for participation in relevant conferences are covered, and a supplement is paid for the preparation and publication of scientific articles. From 2020 onwards, thanks to the ERASMUS Charter, mobility of academic staff will be pursued with the aim of not only providing guest lectures at the cooperating institution, but also developing professional and pedagogical competence of the academic staff.

In addition to the above-mentioned material support, regarding employees to whom the CBA is the principal work place, the CBA approved a procedure in 2018 that defines how the performance of all college academic staff is evaluated, ensuring that remuneration is linked to the strategic goals of the CBA, performance as well as integration of scientific work. The evaluation takes place every two years, from August to September. The assessment period is the previous 2 years, which end in July. As a result of the evaluation, the performance of each academic staff member is evaluated in points, while a certain amount of points corresponds to a certain hourly rate. The lecturers of the CBA have 3 academic hourly rates: basic, medium and high. The rate applied to the lecturer after performance appraisal is applied to all his/her work for a period of two years. Therefore, it stimulates the lecturers to work to get the maximum score possible. The Regulation on Performance Appraisal of the Academic Staff and Course Lecturers (approved at the Council of the CBA meeting on 14 October 2019; please see Appendix 1) is available to all academic staff member and the Director is open to questions throughout the assessment period.

It is difficult to assess precisely the added value of the opportunities provided by the CBA academic staff members for the implementation of the study process and the quality of studies. Analyzing the overall high performance of the CBA over the last three years, it can be concluded that the motivation and responsibility of the academic staff is high, that the opportunities offered to the



academic staff have facilitated their performance, increased student satisfaction and play an important role in the positive popularity of the CBA image among higher education institutions.

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

In total, 43 members of academic staff are involved in the implementation of the study direction, for 9 of them (5 assistant professors and 4 lecturers) the CBA is the basic institution of election. Changes in the qualitative composition of the academic staff are reflected in the Table 2.14. The data in the table show that during the reporting period the qualitative composition of the academic staff has increased, as the proportion of academic staff with a PhD degree has increased from 13.5% to 16%. Information on the academic staff involved in the study direction and their biographies are provided in Annexes 4 and 5.

*Table 2.14. Qualitative composition of the academic staff involved in the implementation of the study direction.*

No.	Indicators	PhD		Master's Degree		Professionals with higher education	
		Before	Now	Before	Now	Before	Now
1.	Number of academic staff	5	7	27	31	5	5
2.	Proportion of the academic staff (%)	13,5	16	73	72	13,5	12

As the current legislation of the Republic of Latvia does not stipulate that colleges should carry out scientific activities in first level professional higher education programs, the academic staff of the CBA devotes 100% of their academic time to their academic duties: teaching courses, correcting students' tests and exams, developing distance learning materials according to the distance learning methodology, supervise and review Qualification papers, develop various methodological materials and regulations, participate in commissions. The CBA signs a contract of employment with all elected academic staff members using hourly rate. Currently, the College is working on the development of a performance management system for the academic staff and linking it to remuneration in accordance with the Strategy of the CBA 2018-2024 (updated version approved at the Council of the CBA meeting on 10 February 2020; please see Appendix 1) and the Plan for development of professional competencies of the academic staff 2018-2024 (approved at the Council of the CBA meeting on 16 February 2017, please see Appendix 1).

During the reporting period the mobility of academic staff was not realized at its maximum capacity at the CBA. This is partly explained by the form of distance learning. Outgoing and incoming mobility of academic staff is defined as one of the development priorities of the study direction. Therefore, in 2019, the CBA repeatedly worked on the project application for the ERASMUS Charter 2014-2020 and received it with high recognition, fulfilling all the prerequisites for obtaining it. Similarly, in February 2020, the CBA submitted an application for the ERASMUS + program project "Mobility of higher education institutions' staff". With the support it receives, the College plans to:

- to improve staff (administrative and academic) knowledge by learning from the experience and good practices of foreign partners, as well as improving the skills required for current work and professional development;
- attract academic staff from other European countries and foreign guest lecturers from companies to enable students to broaden their knowledge and experience. Within the framework of ERASMUS + program cooperation agreements have been signed with Siauliai State College (Lithuania), Marijampolė College (Lithuania), Karsh Engineering and Economic Institute (Uzbekistan), AVANS (University of Applied Sciences, Netherlands), University of Social Sciences (Poland).

During the reporting period, the CBA has used its own resources to attract foreign academic staff:

- In the academic year of 2017/2018 Donatas Murauskas, lecturer at the Faculty of Law of Vilnius University and Head of the Department of European Court of Human Rights of the Lithuanian Ministry of Justice, delivered a guest lecture "European Convention on Human Rights: Basic Principles and Recent Trends in Business Regulation".
- Lecturer Ruta Stabina from the University of Oregon (Canada) regularly and actively participates in the organization of methodological seminars and professional development for the academic staff. In the academic year of 2017/2018 Ruta Stabiņa has conducted the following methodological seminars during at the CBA:
  - "Standard, Working Methods and Techniques for the Development of Methodical Materials for Distance Learning Courses";
  - "Promoting the quality of distance learning".
- In the academic year of 2018/2019 lecturer Travis Luckey from the University of Oregon (Canada) gave a presentation "Business Sustainability Review" at the students' scientific practical conference of the CBA.
- In the academic year of 2018/2019 guest lecturer Frans Marten from Avans University of Applied Sciences (The Netherlands) gave a guest lecture "Data Analysis for Personnel Management".

The attraction of foreign lecturers within the study direction is based on individual contacts. Foreign lecturers are attracted to the fields where such involvement allows students to get acquainted with the latest research results and practical methods. Incoming and outgoing mobility of the academic staff will be encouraged in future by using the opportunities offered by the ERASMUS + program.

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

The CBA has developed "Customer Relationship Management Standard" (please see Appendix 1),

which provides a unified approach to customer service, incl. in providing support. The standard sets out the basic requirements and responsibilities of each employee in customer service, describes support tools for customer relationship management, describes customer service standards as well as criteria and development of evaluation of customer relationship management.

In March 2019, the CBA introduced a new customer service system Bitrix (formerly, SCORO since 2014), and during the European Social Fund project no. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" in September 2018 work on the development and implementation of a comprehensive educational process administration system (IPAS) was launched. IPAS will assist all those involved in the processes, including college administration, education process administrators, academic staff, and students, giving the possibility (according to the defined access rights) to use, monitor, analyse etc. relevant educational data within a single system, providing fast and high quality document circulation and feedback.

Throughout the all study period, each student is provided with an individual approach and feedback through the CBA distance learning support tools as well as original distance learning materials. Figure 2.10. shows the distance learning process and its supporting tools.

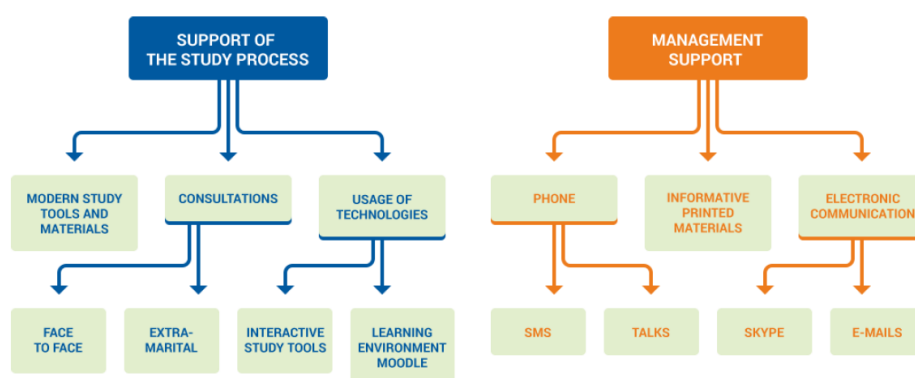


Figure 2.10. Support tools for the distance learning process.

The function of the distance learning study support tool is the following: using the Internet connection, the student has the opportunity to use the information included in the website ([www.bvk.lv](http://www.bvk.lv)) (news, study programs, study courses, etc.). The student has a possibility to receive information on the content and formal organization of the study process via e-mail, skype or phone. Using individual access code, the student has access to the electronic learning environment (Moodle) - the content of the study courses - course descriptions and programs, the list of recommended literature, electronic study materials, tools (control questions, self-control tests, worksheets, tests, etc.), discussions, examinations, documents regulating the work of the College, up-to-date information and grades received in study courses, communication possibilities with the course mates and lecturers. Group consultations and testing are scheduled in semesters and are available in the Moodle E-learning environment, which allows the student to plan their time. Individual consultations (on-site, distance - skype) by mutual agreement provide the student with an individual approach.

The college provides aesthetic, functional, safe and personality-friendly environment (during consultations, College and Students' self-government events, conferences, workshops, projects, everyday working situations, electronic learning environment) for the implementation of the study program. In order to ensure the study processes, student support and the implementation of a unified, cyclical learning system, the CBA has developed, implemented and regularly updated instructions, regulations, work and study regulations, methodological guidelines, guidelines and

manuals. For example, some of them:

- “Regulation of Examination of the CBA” (approved at the CBA Council of Studies meeting on 29 August 2016; please see Annex 1);
- “Regulation of development, implementation and evaluation of Moodle discussions” (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- “Guidelines for development, evaluation and defending the research papers of students” (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- “Regulation of the State Examination (qualification paper)” (approved at the CBA Council of Studies meeting on 08 July 2017; please see Annex 1);
- Regulations of Internships;
- “Regulation of Studies of the CBA” (approved at the CBA Council of Studies meeting on 14 August 2017; please see Annex 1);
- “Study Guide” (please see Annex 1).

Guidelines, instructions, procedures, regulations and other documents play an important role in the effective organization of the learning process. The CBA respects the interests and time of students and academic staff, which is why a number of instructions are supplemented with video clips, audio recordings, infograms and images, which reduce the amount of readable information and ensure higher implementation, understanding and use. These documents form an integral part of the quality management system assurance provided by CBA.

The College has created and operates a Life Opportunity Center to support:

1. **Provision of internship placements:** the CBA establishes and develops cooperation with employers representing different fields and can offer internships to students according to the profession acquired in the study program. Employers providing internships are aware of the CBA internship tasks and these tasks have been developed in cooperation with employers. Therefore, the internships of the CBA study programs develop practical skills for students necessary in the labour market.
2. **Unlocking Work and Career Opportunities:** the CBA prepares specialists in demand for the labour market, and our graduates are competitive and in demand. As a result, many of our students begin their careers during their studies. Employers approach the College with their own needs for human resources, and the College passes this information on to the students. At the beginning of the academic year, the CBA organizes a Life Opportunity Day to let the employers meet with potential employees and students with their potential employers.
3. **For Starting Your Own Business:** the CBA has created and implemented virtual business incubator “**Business Greenhouse**”, which is unique because it is the first virtual business incubator in Latvia. It is available to students of all study programs and gradually supports the student in developing his/her business plan over the course of the year. More than 30 students were enrolled in the Business Greenhouse in 2020, a unique number compared to the number of participants in incubators in programs of other higher education institutions. The task of the internship in study program “Business management” is to establish own business. Students are supported in the development of their business by professional academic staff members who advise on product and service development, market and financial analysis, advertising and marketing.
4. **For Personality Growth:** as an additional benefit, the CBA offers Personal Growth Practice to all college students, and this practice runs through the study process throughout all five semesters. Jānis Stabiņš, founder of the College of Business Administration, came up with the idea of implementing the Personal Growth Practice at the College of Business Administration based on analysis of experience of successful and happy people and research on maintaining

life balance. The practice integrates knowledge from management science (e.g. leadership, management psychology, creativity, etc.), as well as from other fields, to encourage students to acquire a wider range of knowledge in practice. The aim is to discover, use and consolidate the wealth of knowledge, training and techniques available to us, while respecting the human being as one being spiritually, mentally, bodily, and socially. Through this practice, the College of Business Administration motivates students to achieve a work-life balance by facilitating students' personal growth.

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

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

In accordance with the Cabinet of Ministers Regulation No. 141 of 20 March 2001 the implementation of the first level professional higher education programs focuses on preparing students for a particular profession, as well as gaining specific knowledge, skills and competencies to get a professional qualification (please see Article 2 of the Regulation). Currently there is no rule in the legal acts of the Republic of Latvia that colleges should carry out scientific activities at the first level professional higher education programs.

However, taking into account the current trends in higher education, ESG standards and the fact that students need research and analytical skills and competencies in the labour market more and more, the CBA puts more emphasis on promotion of research activities of lecturers and students each year and understands the importance of that in provision of quality of study contents and strengthening competitiveness of the College.

Directions of scientific research in the study direction "Management, Administration and Real Estate management" are approved at the CBA. The main directions of research work are chosen taking into account that the College is basically focused on offering business education. The main directions of scientific research are the following:

- promoting competitiveness and efficiency of organisations;
- acquisition and deployment of new marketing and selling sites and types;
- current marketing methods and tools,
- disclosure of importance of human resources in the work of organisation
- trends in the work and personality of today's leader
- research on factors facilitating business and innovation
- the role of accounting financial indicators in the assessment of economic activity.

On the basis of these scientific research directions, topics of qualification papers are developed and are offered to students in each study program, and these topics are updated annually. The defined topics of qualification papers do not exclude possibility of other research topics.

The organisation of research work at the CBA is based Priority 3.4 "Promotion of applied research:

promoting cooperation between students, teachers and employers (internships, qualification papers, funded projects) for applied research, development of successful business. Promote the good practice of research outcomes in student and academic staff conferences, forums, publications” of the Strategy of the study direction “Management, Administration and Real Estate Management” for the period 2018-2024 (please see page Annex 3). The strategy also includes a plan for implementation of the priority, in particular, the director of the study direction, together with the Director of the CBA, have to organise annual participation in a practical research, as well as participation in conferences and forums at local and international level, and each third year – the preparation of international publications on current issues of the sectors relevant to the study program. Starting from the year of implementation of the Strategy (2018), the participation of academic staff in conferences is ensured on regular bases (please see Chapter 4.4. for more details), as well as participation in applied research. For example: in cooperation with the Insolvency Control Service, our academic staff and students have conducted research on the organisation, and practical research have been carried out in cooperation with “Rimi” on administrative efficiency in the workplace. During the period 2017-2018, an applied research on rational and irrational factors affecting decisions of managers has been carried out, examining the differences in performance management between employees of different generations at “EXP Group”.

#### **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 is integrated all study programs of the study direction as a process of development of qualification papers in the 5th semester. Qualification papers must be scientific research papers with a professional orientation, students must use scientific research methods in their qualification papers. The development of qualification papers is regulated by the “Regulation of the State Examination (Qualification Paper)” (approved at the Council of the CBA meeting on 8 July 2017) and the Guidelines for the development, evaluation and defence of students’ research papers (approved at the Council of the CBA meeting on 8 July 2017). The Guidelines stipulate that the quotes from original publications of authors, articles in scientific journals, materials from databases and the web in at least two languages have to be used in the students’ research papers. Before the development of the qualification papers a special Introductory seminar is organised, where students are taught to use scientific research methods, to select information in databases of scientific articles. Preliminary defence is organised at the end of the qualification papers’ development process, and it is a possibility to give suggestions to improve the qualification papers.

Academic staff members and students are encouraged to present their papers (and, in some cases, internship reports) at scientific conferences. Every six months, the Deputy Director of the CBA submits to the academic staff a summary of conferences where it is possible to participate.

Implementing Priority 3.4. of the study direction “Management, Administration and Real Estate Management” and in order to promote the scientific activities of the academic staff and students, the CBA organizes annual scientific and practical conference for the academic staff and students. On April 14, 2018, the CBA in cooperation with the College of Law organized a scientific-practical conference for academic staff and students “Business Challenges in 100 years’ anniversary of Latvia”, and on April 27, 2019 the CBA organized an international scientific-practical conference “Integral Approach to Business Sustainability”. After the conferences, collections of articles were

published. In 2019, the conference was international. Such conferences are organized at least once a year.

The CBA promotes and develops the scientific activities of the academic staff (please see Chapter 4.4 for details). The results of the academic staff scientific activities - research and publications - are used in the study process, e.g. the lecturers include the results of their research in the study materials of the respective study courses. It ensures that students receive up-to-date and evidence-based information, the latest research findings, and helps to achieve the ESG goal of improving the quality of higher education.

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

International co-operation in scientific research at the college level is not a requirement of the legal acts of the Republic of Latvia. However, in order to enable students and academic staff to gain international experience and follow the global developments, the CBA implements international co-operation in scientific research.

On April 27, 2019, the CBA organized an international scientific and practical conference "Integrated Approach to Business Sustainability", which was attended by speakers from abroad (Canada), as well as academics from foreign higher education institutions participated in the scientific committee of the conference (Finland, UK, USA).

On May 2-3, 2019, the CBA academic staff members Signe Enkuzena, Jana Roze and Janis Supe presented the research "The Impact of Types of E-Learning on College Students' Academic Achievements" at the 3rd International Congress on Technologies in Education in Paris.

In addition to scientific activities, the management and academic staff members of the CBA participate in international business and education forums. On September 29-30, 2019, Signe Enkuzena, Director of the College, delivered a presentation "Learning is changing. Better, faster and more personal" at the international conference "HR Week Latvia". The conference was also attended by the CBA lecturers Bc.hr. Alina Bistrova and Mg.hr. Eva Selga.

The CBA learns from the experience of the most developed countries in the world to develop its activities and the study direction. Therefore, participation in education (including distance learning) and business development conferences and transfer of best practices, as well as networking with foreign universities and companies, have become an integral part of the work of CBA administration and academic staff.

From May 19 to May 22, 2019, the management of the CBA participated in the International Conference and Exhibition organized by the Talent Development Association in Washington, DC, and on May 6 to May 9, 2018, at the same conference in San Diego, CA, USA.

In October 17 to October 19, 2017, the Director of the CBA attended the 27th International Conference on Open and Distance Education held in Toronto, Canada.

The CBA will continue to develop international cooperation in scientific and applied research, both through organising regular international scientific and practical conferences and through

cooperation with international companies (in the provision of internships, development of applied research, etc.).

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

In order to promote scientific activity of the academic staff, the Plan for development of professional competencies of the academic staff 2018-2024 has been approved. (approved at the Council of the CBA meeting on 16 February 2018). With the approval of this plan, the CBA is committed to promoting the pedagogical excellence of its academic staff by developing the competencies necessary to ensure the quality of distance learning - both transversal competencies: consulting, moderation, feedback, professional communication in foreign language, motivation, encouragement and coaching, as well as technical competencies: digital literacy and information management. The CBA is also committed to promoting the research competence of the academic staff by developing cooperation between lecturers, students and employers (internships, qualification papers, funded projects) for the implementation of applied research and successful business development. The plan includes specific activities and deadlines for implementation of the activities. Implementation of the Plan in 2018-2019 is evaluated positively because 5 methodological seminars have been held for the academic staff, the academic staff is involved in the implementation of the ESF project "Improvement of management processes and quality of study programs at the College of Business Administration ", information about participation in conferences is sent to the academic staff on regular basis, the CBA has been represented with reports at three international conferences, the scientific practical conference is organized at the CBA every year.

The academic staff of the CBA are both professionals in the field and lecturers working in the academic and scientific field. During the reporting period, the following 24 academic staff members of the study field "Management, Administration and Real Estate Management" have been active in scientific research (the following are the main achievements and the list of publications of the academic staff during the reporting period is attached in Annex 8):

- Mg.sc.soc. Ligita Āzena - participation in 3 National Research Program projects as coordinator and researcher;
- Mg.psych. Dace Bērziņa - 2 scientific publications in peer-reviewed journals;
- Dr.sc.admin. Iveta Cīrule - 5 international scientific publications in peer-reviewed journals; presentation at 5 international scientific conferences;
- Dr.sc.admin. Ineta Daiktere - 1 scientific publication in peer-reviewed journal;
- Mg.iur. Jolanta Dinsberga - 8 scientific publications in peer-reviewed journals; presentation at 34 scientific conferences, including international;
- Mg.oec. Iveta Dembovska - 12 scientific publications in peer-reviewed journals; participation in 4 international projects as an expert; presentation at 9 international scientific conferences;



- Dr.sc.administr. Signe Enkuzena - presentation at 1 international scientific conference and 1 business forum;
- Dr.oec. Aleksandrs Fedotovs - 6 scientific publications in peer-reviewed journals; presentation at 5 international scientific conferences;
- Mg.sc.ing. Ina Gudele - 5 scientific publications in peer-reviewed journals; presentation at 2 international scientific conferences;
- Mg.oec., Mg.paed. Ina Jēkabsone - presentation at 1 international scientific conference;
- Dr.paed. Margarita Kaltigina - 1 scientific publication in peer-reviewed journal;
- Mg.sc.soc. Lolita Kostjukova - 1 presentation at a scientific conference;
- Aleksandrs Kotļars - 8 scientific publications in international peer-reviewed journals; presentation at 4 scientific conferences, including international;
- Mg.oec. Alisa Lāce - 1 scientific publication in peer-reviewed journal;
- Dr.psych. Anita Lasmane - 4 scientific publications in peer-reviewed journals, co-author of 1 book, presentation at 4 conferences, including international;
- Mg.philol. Dite Liepa - presentation at 16 scientific conferences, including international; researcher in National Research Program projects; 4 scientific publications;
- MBA Elīna Miķelsone - 17 scientific publications in peer-reviewed journals; presentation at 22 scientific conferences, including international;
- Mg.oec. Svetlana Polovko - 2 scientific publications in peer-reviewed journals; presentation at 4 international scientific conferences;
- Mg.psych. Līga Roķe-Reimate - 6 scientific publications in peer-reviewed journals; presentation at 10 scientific conferences, including international;
- Mg.oec. Ilze Rubene - presentation at a scientific conference;
- Mg.sc.administr. Jānis Supe - 2 scientific publications in peer-reviewed journals; presentation at 7 international scientific conferences; participation in 3 research projects funded by the European Commission;
- Mg.sc.ing. Inese Urpena - participation in 2 research projects;
- Mg.oec. Rita Vanaga - presentation at 1 international scientific conference.

In most cases, the academic staff of the CBA have engaged in research activities in projects of other higher education institutions. This is logical, because implementation of scientific research is required at higher education institutions and universities by legal acts, and they have also resources from the State. Several CBA lecturers are studying in PhD programs, therefore they do their scientific activities at the universities where they study for their PhD degrees, but students of the CBA gain from these research activities. It is planned that in the coming years, by implementing the Plan for development of professional competencies of the academic staff 2018-2024 actively, the scientific activities of the lecturers will continue to increase and the research activities carried out within the framework of the CBA (and under the name of the CBA) will increase significantly.

Annex 6 contains a list of the scientific publications of the academic staff related to the study programs in peer-reviewed journals during the reporting period.

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

To promote student involvement in scientific research, the CBA has approved “The Strategy for Improvement of Scientific Research Activities of Students for 2018-2024” on 16 February 2018, and this strategy aims to promote scientific research activities of students - independent, purposeful, creative and reflective activities of a student in co-operation with fellow students, study course instructors, internship supervisors at the College and at the internship organization, and supervisor of the qualification paper. The strategy clearly defines the structure of the collaborative process for the promotion of students' research work during the development of internship reports and qualification papers, as well as for research activities to participate at conferences and in projects.

In order to illustrate the importance of applied research in entrepreneurship and to teach students to carry out valuable and methodologically sound research for their own professional development, the course “Research design” by Ms Līga Roķe-Reimate was introduced and implemented as a compulsory course in part A in all study programs of the CBA. Since the College has implemented this course, there has been a significant improvement in the quality of student research papers and almost 10-fold increase in the number of registered searches in the EBSCO databases between 2016 and 2019 (please see Table 2.13.). As already mentioned, students are involved in scientific research, firstly by writing their qualification papers, and secondly by participating in scientific conferences. 13 students of the CBA presented their reports at the conference “Business Challenges in the Latvia’s 100 years’ anniversary” in 2018 organized by the CBA in collaboration with the College of Law, and 10 students of the CBA participated at the international conference “Integrated Approach to Business Sustainability” organized in 2019. To help college-level students produce high-quality, good-level scientific publications, the CBA has been organising an annual scientific research workshop since 2018, where PhD.Cand. Elīna Miķelsone teaches students how to do research and write publications. In line with the strategy of the CBA, student engagement in scientific research will increase every year. This will be ensured, firstly, by actively inviting and preparing students for participation at the annual scientific and practical conference of the CBA, and secondly, by offering opportunities for applied research in collaboration with employers.

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

During the reporting period, the College intensively worked on improving the quality of management processes and study programs. A complex set of activities was implemented, based on application of internationally recognized methods and transfer of good practices, as well as the involvement of professional organizations. This allowed for several innovations in college management and content of studies as well as technical performance. The innovations implemented during the project:

- 1. Improvement of Management Model: Improvement of organizational and management structure and quality management system in accordance with EFQM Excellence Model,** organizational structure is developed and implemented that performs transparent and effective engagement and support of foreign students, is able to operate strategically and in a coordinated manner; internal arrangements are made for attraction of foreign students to the higher education institution.
- 2. Development and implementation of education process administration system, including membership of the College in the Unified Computerized Plagiarism**

**Control System (VDPKS).** The new, modern system for managing and administering educational processes provides opportunities for all those involved in the processes, including college administration, education process administrators, academic staff, and students, giving the possibility (according to the defined access rights) to use, monitor, analyse etc. relevant educational data within a single system. Participation in the VDPKS will reduce plagiarism in all member organizations (currently LU, ViA, LLU, DU, LiepU, EKA, RISEBA, RSA, RA).

3. **Audit and improvement of E-studies environment and contents according to international standards, including adjusting contents of study programs to the needs of job market and industry.** This is necessary to evaluate and improve the quality and competitiveness of the study programs in the national and international market.

As a result of the audit carried out by an independent international expert:

- the e-learning environment was improved, including making the e-learning environment more user-friendly and accessible - customized appearance of the e-learning environment, introduction of common standards for the appearance of the e-learning environment in all study courses; the "Student Guide" developed and placed in an e-learning environment to provide students with information on the learning process, technological requirements, and communication etiquette; where possible, lectures available in the e-learning environment were divided into shorter fragments and matched to the topics of the classes, ensuring compliance with e-environment usability standards; grade book introduced;
  - the content of e-study courses was improved, including: the objectives and achievements of the study course and its lessons were adjusted, a matrix was developed and implemented in each study course, which allows the student to track the acquisition progress of the study course, examination types and achievements; communication and feedback possibilities between students and academic staff were ensured;
  - **Audit of content of the study programs and collation with the results of the study programs, profession standards, study results set in the Latvian Qualification Framework and the European Qualification Framework.** The audit was carried out by external experts and representatives of professional organizations. This, together with the audit results of individual study courses, helped to make the study process more results-oriented, productive and student-centered.
4. **Creation and development of an innovative study course in E-studies environment-Virtual Business Incubator ("Business Greenhouse").** The Business Incubator is a tool for strengthening the entrepreneurial skills of every student and graduate of the College in the context of college study programs, promoting the development of professional skills of business incubator participants and successful integration of the participants into the labor market.
  5. **Innovative solution for improvement of professional skills already from the 1st day of studies** - study course "Professional and personal development", which is implemented with the aim to develop real professional skills and personality competencies for ever higher work and personality performance.
  6. **Technology innovation** - BITRIX, electronic data collection and monitoring system for potential stakeholders and students was customized and implemented, the system helps to keep track of the progress of the interested persons, communicate with them and help them to become students. Implementation of this system has facilitated sales and marketing efforts and improved sales results as demonstrated by matriculation results.
  7. **Organizational innovation** - two new staff members have been recruited for the College from the beginning of 2018 as Director and Deputy director. Personality, experience,

leadership style in process organization and team building of these two staff members have significantly changed the culture of organization focused on efficient and productive teamwork. The administrative and management structure of the organization has been changed. The organization chart can be found in Annex 2 to this report.

8. **Marketing innovation** - The College has a very strong marketing and sales department, taking advantage of the opportunities offered by digital marketing. A sound customer relationship management standard has been implemented.
9. **Innovative solutions for cooperation between students, employers and academic staff** - the event "Life Opportunity Day" was organised with the aim to find suitable internship placements or even jobs for students (initiative of the students' self-government) and annual workshop about the principles of writing and presenting scientific articles (initiative of the students' self-government).

Some of the innovations have been implemented with the support of the European Social Fund project No: 8.2.3.0.18/A/005.

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

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

Following current developments in Latvian, European and global higher education, the CBA has embedded the development of cooperation and internationalization in the strategy of the CBA and the strategy of the study direction "Management, Administration and Real Estate Management" from 2018 to 2024 (approved with updates at the Council of the CBA meeting on 10 February 2020; please see Annex 1). The CBA cooperates with various institutions and professional organizations, other higher education institutions. Co-operation is based on mutually agreed co-operation agreements as well as on long-term collegial and friendly relations. The College is working intensively on the involvement of employers in the development of the College's curriculum, the development of professional competencies, and the preparation of competitive labor market participants (employers, employees); improvement of cooperation with universities and professional organizations in Latvia and abroad.

The development of international cooperation and the expansion of partner organizations helps the CBA to strengthen its capacity, which in turn provides the ability to face future challenges and achieve its strategic goal.

Within the study direction "Management, Administration and Real Estate Management" and the study programs of the direction, it is possible to cooperate with related study directions/programs in other higher educational establishments/colleges of Latvia. The CBA has signed cooperation

agreements with *Alberta College, Vocational Education Competence Centre "RIGA TECHNICAL COLLEGE", University of applied sciences EKA, Turība University, RISEBA University of Business, Arts and Technology, Information Systems Management Institute ISMA, Rezekne Academy of Technologies and College of Accounting and Finance* (please see the contracts signed in Annex 7). Co-operation with higher education institutions and colleges of Latvia also takes place by participating in events of the Association of Colleges of Latvia, where exchange of experience takes place, as well as up-to-date information is obtained.

The CBA has established a successful cooperation with *the College of Law*. On April 14, 2018, the CBA in cooperation with the College of Law organized scientific-practical conference for students "Business Challenges in Latvia's 100 years' anniversary", which was attended by the lecturers and students of both colleges. As a result, a collection of conference proceedings was published.

The CBA has established a successful cooperation with the RISEBA University of Business, Arts and Technology. The study programs have been compared with the aim of providing students of the CBA with the most specific information about the possibilities and conditions of further education. During the reporting period, academic staff and students of the CBA study direction "Management, Administration and Real Estate Management" participated in Career Days organized by RISEBA on April 20, 2018. The academic staff of RISEBA has often visited the CBA with guest lectures. The CBA is open for co-operation with other institutions of higher education in Latvia, therefore representatives of different institutions of higher education in Latvia (administrative staff, academic staff, students, graduates) are always invited as guest lecturers or participants at the conferences. For example, some of the guest lectures and seminars during the reporting period are listed below:

- guest lecture "Business Model and the Role of Open Innovation in Entrepreneurship" was delivered by associate professor, Head of the Creative Business Incubator of RISEBA University Iveta Cīrule;
- guest lecture "The Fourth Industrial Revolution (Industry 4.0) and Globalization - How Can We Expect Changes in the Labor Market?" was delivered by Head of Department of Economics and Finance at RISEBA University, Assoc. professor Ieva Brence;
- professor Lūcija Rutka, Dean of the Faculty of Business of RISEBA University, presented a paper "Characteristics of Entrepreneurial Leader for sustainable business" at the conference;
- Līga Laursone, a graduate of RISEBA University, delivered a presentation "The role of project participants' emotional intelligence in predicting team effectiveness" at the conference;
- Daina Vasiļevska, lecturer at the College of Law and author of the book "Quality Management", delivered a presentation "Quality Assurance Management" at the conference;
- Liesma Osse, Vice-Rector of Studies at the Transport and Telecommunication Institute, delivered a presentation "Diversity for Organizational Development" at the conference;
- Inga Uvarova, expert of Business Incubator, lecturer of the BA School of Business and Finance, delivered guest lecture "Attracting EU funding";
- Nikolajs Ozoliņš, lecturer at the Turība University, delivered guest lecture "Real Law: Public Law Contracts".

The CBA has signed a cooperation agreement (please see Annex 7) with Lithuania Business University of Applied Sciences (Lithuania), which also implements college-level programs. The management of HEIs has agreed on mutual experience exchange visits in the academic year 2020/2021 to discuss and develop a specific plan of cooperation.

Cooperation with other higher education institutions abroad is also being established and started. The CBA has signed cooperation agreements with Šiauliai State College (Lithuania), Marijampole College (Lithuania), Karshi Engineering-Economic Institute (Uzbekistan) to implement joint ERASMUS+ program projects. Lecturer Frans Marten from Avans University of Applied Sciences (The

Netherlands) has delivered a guest lecture "Data Analysis for Personnel Management"; Travis Luckey from University of Oregon (Canada) participated at the conference "Integral Approach to Business Sustainability" with report "Review of business sustainability".

The CBA has established good co-operation with various professional organizations: Sector Expert Council, Supreme Court of the Republic of Latvia, Latvian Association for People management, Association of Professional Secretaries and Office Managers of Latvia, Association of Business Consultants of Latvia, The Association of Accountants of the Republic of Latvia.

The College cooperates actively with employers, main areas of cooperation: participation of employers at the Advisory Convention of the CBA, the Council of the CBA, provision of internship placements, participation of employers in guest lectures and scientific practical conference organized by the CBA, teaching study courses, supervising and reviewing qualification papers, work at the state examination commission, as well as project development and implementation, and open discussions with the CBA management on the relevance of study content to labor market needs and employment of students.

During the reporting period, employer representatives delivered the following guest lectures at the CBA:

1. "Successful Brand Communication", Ligita Āzena, Scientific Secretary, Agricultural and Forestry Sciences Department of Latvian Academy of Sciences;
2. Regular "School of sales Seminars", Jānis Viegliņš, Member of the Board of "Pārdošanas skola" Ltd., trainer;
3. "Business Model and the Role of Open Innovation in Entrepreneurship", Iveta Cīrule, Founder of "BIORGANIK5" Ltd., Member of the Board of the association "Project Net";
4. "Sources of Law and Methods to Find Them", Aleksandrs Potaičuks, Scientific and Analytical Advisor at the Division of Case Law and Research at the Supreme Court of the Republic of Latvia,
5. "No to chaos, yes to achievements", Jānis Roze, Member of the Board of "EXACT Business" Ltd., business coach, psychologist;
6. "Latvian business success story: Brum, Brum", Krišjānis Jermaks, "Brum Brum Bikes" Ltd.;
7. "Team Strengthening", Jānis Vītols, Export Manager at "Visible Vending" Ltd., Chairman of the Board of the association "Volti";
8. "Fundraising", Vita Brakovska, Innovation and Creativity Expert at the association "ZINIS";
9. "Acquisition of Export Markets", Mārtiņš Zemītis, long-time entrepreneur and investor, founder and CEO of "Materia Bikes";
10. "Gaming as a Modern Tool for Human Resource Management and Business Development", Juris Zalāns, owner and manager of [www.benefits.lv](http://www.benefits.lv);
11. "Social Entrepreneurship", Liene Reina Miteva, Director of the Social Entrepreneurship Association;
12. "Elaboration of legal acts for the Implementation of the Interests of Public Groups", Inga Vanaga, Chair of the Latvian Trade Union of Education and Science Employees (LIZDA), etc.

Employers are also happy to participate at the Scientific Practical Conference of students "Business Challenges in Latvia's 100 years' anniversary" organized by the CBA, both as participants, as well as speakers and workshop leaders. The conference was a great place to meet and learn from each other for academics, students and professionals from different Latvian HEIs. Presentation and workshops were led by:

1. Marketing expert Lolita Ozoliņa, presentation "The Invisible Phenomenon in the Arena of Contemporary Fame";
2. Jānis Roze, Member of the Board of "EXACT Business Solution" Ltd., workshop "Stress as a

Source for Energy";

3. Business coach Jeva Karabeško, workshop: "Communication with internal and external company clients".
4. Sworn Attorney at the law firm "SORAINEN" Valts Nerets, presentation: "Modern Law Firm";
5. Attorney Normunds Streņģe, presentation "The intention of a party to apply to the Constitutional Court with an application cannot be the basis for postponement of execution of a judgment which has become lawful".

During the scientific-practical conference "Integral approach to business sustainability" organized by the CBA, the following speakers presented their papers:

6. Baiba Domniece-Diasa, Member of the Board of the "Northern Europe Foresight Institute", topic "The role of strategic foresight in moving towards a sustainable future";
7. Marketing consultant Toms Kreicbergs, topic: "Non-standard marketing communication";
8. Iveta Cirule, founder of "BIORGANIK5" Ltd., Member of the Board of the association "Proejct Net", topic: "Business incubator for supporting student entrepreneurship - what & how & why";
9. Ruslans Sosinovičs, Head of Production Service at "VALPRO" Ltd., workshop: "Work Wisely: LEAN Tools for Productivity Improvement";
10. Business, personal efficiency and team coach Santa Leiboviča, workshop: "Organization as a Live System".

Representatives of professional organizations (Sector Expert Council, Latvian Association for People management, Association of Professional Secretaries and Office Managers of Latvia, Association of Business Consultants of Latvia, The Association of Accountants of the Republic of Latvia) advised the CBA in the preparation of application and work program for the European Social Fund project Nr. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration". Evita Mackeviča, Member of the Board of "Eiropersonāls", Ieva Kalve, President of the Association of Professional Secretaries and Office Managers of Latvia, and Dainis Locāns, Executive Director of the Association of Latvian Business Consultants of Latvia, carried out audit of contents of study programs as well as adjustment of contents of study programs with achievable learning outcomes of the study programs, outcomes defined by LKI and EKI; and developed recommendations which the CBA took into account when improving the content of study programs.

Cooperation with employers is also taking place within the framework of the "Life Opportunity Day" organized by the Students' self-government of the CBA, which was introduced as an annual tradition in the academic year of 2019/2020. It will promote cooperation between employers, academic staff, graduates and students. It gives participants the opportunity to find internship placements, or even job, while learning about employers' needs.

One of the permanent forms of cooperation with employers is the organization of pre-qualification internships and the defence of qualification papers. The Regulation of Internships are attached in Annex 6. Students choose internship places independently, if necessary - with the help of the CBA mentor in finding a placement, as the College believes that finding internship placements independently develops the student's purposefulness and competencies such as communication, sales and persuasion, and result orientation, which are necessary for the student to integrate into the labor market after graduating the College. The CBA always signs a contract with the organization chosen by the student for the internship placement. In case the student is unable to find a place for internship, the CBA provides it. The CBA has signed agreements on cooperation in provision of internship placements with the following organizations: "Mogotel" Ltd., "SCHWENK Latvija" Ltd., "Tet" Ltd, "Kreiss" Ltd., "Baltic Logistic Solutions" Ltd., "GEFCO Baltic" Ltd.; "TRIALTO

LATVIA" Ltd., "First Line" Ltd., "HW Energo" Ltd., "TP Auto" Ltd. (please see Annex 7).

During the internship, the internship supervisor from the CBA cooperates with the internship supervisor from the Company in order to ensure maximum involvement of the student and fulfilment of internship tasks in a high quality, which would promote development of students' knowledge, skills and competencies. Internship supervisors value the knowledge, skills and competencies of the students by providing feedback on their work. These data are also confirmed by the Employers' Confederation of Latvia (LDDK) and the career portal Prakse.lv survey of employers conducted from 10.06.2018. to 04.07.2018., which resulted in the CBA becoming one of "TOP 10 recommended colleges" by the employers.

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

During the reporting period, foreign students did not study in the study direction, because of the specificity of the implemented study form (part-time distance learning), the attraction of foreign students is ineffective. During the reporting period, the CBA has used its own resources to attract foreign academic staff (please see Part II, Section 3.6. above).

At the end of 2019, the CBA has obtained the ERASMUS Charter 2014-2020, fulfilling all the prerequisites for obtaining it, as well as applied for the ERASMUS+ program project "Mobility of Higher Education Personnel". With the help of the support, the College plans to:

- improve staff (administrative and academic) knowledge by learning from the experience and good practices of foreign partners, as well as improving the skills required for current work and professional development;
- attract academic staff from other European countries and foreign guest lecturers from companies to enable students to broaden their knowledge and experience. Within the framework of ERASMUS + program cooperation agreements have been signed with Siauliai State College (Lithuania), Marijampole College (Lithuania), Karsh Engineering and Economic Institute (Uzbekistan), AVANS (University of Applied Sciences, Netherlands), University of Social Sciences (Poland).

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

All plans of study programs in the study direction include internships in the amount of 16 credit points. Internship is an essential part of a professional study program as it strengthens and improves the knowledge, skills and competencies acquired during the implementation of study courses. The College of Business Administration forms and develops cooperation with employers representing different fields and can offer internship placements to students according to the profession they are studying. Internship companies are aware of the CBA internship tasks and these



tasks have been developed in consultations with employers. Therefore, the programs of the CBA internships develop current and practical skills for students necessary in the labor market. The General Regulation of Internships of the College of Business Management (approved with updates at the meeting of the Council of the CBA on 10 February 2020; please see Appendix 8) defines the common organization of internships at companies. The regulations of internships in the study programs are developed in accordance with the form of part-time and distance learning studies. This means that the student has access not only to clearly defined goals and objectives of the internship, but also to the internship regulation which contains a detailed plan for the implementation of internship. The internship implementation plan specifies the activities/tasks to be performed during the internship, detailed description of these tasks, expected result and documents to be attached to the internship report, as well as the exact deadline for implementation of the activity/task. The internship regulations are available to students two months before the start of the internships. Internship regulations are included in the appendix "Study course descriptions" of each study program. The administrative personnel of the CBA and internship supervisors are introduced and work in accordance with the quality management process "Description of the process of provision, management, reviewing and defending the internships at the College of Business Management" (KVAL 2-16 STUD).

At the commencement of the internship, the college organizes internship introductory seminars, where study program directors and internship supervisors introduce students to internships, sharing ways and methods to find best internship placements. One of the tasks of the student is finding and choosing a suitable place for the internship, making contacts and concluding an agreement on the implementation of the internship. In this task students develop a number of transversal competences and create experiences in a real-world work environment. Different internship is implemented in the study program "Micro, small and medium enterprise management", where the student implements the internship by making his/her business idea into real business.

It is important for the College that students implement internships in organizations that are interested in enrolling and training the students, and not only in fulfilling their own requirements, but also those of the CBA. Therefore, the study coordinators check the placement contract organizations and inform the director of the study program if they suspect that they will not be suitable for the student.

The director of the study program communicates with the student and jointly finds a suitable placement for the student, using signed cooperation agreements with employers on the implementation of internships, as well as through professional associations, other employers' organizations and personal contacts.

Students have access to support of the internship supervisor at the College and at the internship place throughout the internship process. Consultation with the supervisor is possible both electronically: in the Moodle environment and by e-mail, by telephone, Skype and as face-to-face meetings with prior agreement of the internship supervisor.

Internship regulations with exact indications and expected results, developed according to the methodology corresponding to the form of distance learning, are appreciated by both students and employers. Since the introduction of this form of internship regulations in 2018, students' success in implementing internships has increased.

As an additional benefit, the College of Business Administration provides all college students with a course on Personal and Professional Development that goes through all the five-semester study process. The aim of the course is to discover, use and consolidate the wealth of knowledge, training and techniques available to us, while respecting the human being as one being spiritually, mentally,

bodily, and socially. Jānis Stabiņš, founder of the College of Business Administration, came up with the idea of such study course based on analysis of experience of successful and happy people and research on maintaining life balance. The course is implemented in such a way that each month (for two years) the student is assigned to do two tasks: one for professional development and one for personal development. Jānis Stabiņš implements the personal development part, while the director of each program, according to the qualification to be acquired, - the professional development part. The practice integrates practical tasks from management science (e.g. leadership, management psychology, creativity, etc.), as well as from the professional field, to encourage students to acquire a wider range of knowledge in practice. Through this course, the College of Business Administration motivates students to achieve a work-life balance by facilitating students' personal development. Description of this study course is included in the appendix "Study course descriptions" of each study program.

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

**(Not applicable)**

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

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

All recommendations made by the experts in the previous accreditation of the study direction have been fully respected and implemented in the work of the CBA. The recommendations were sound and targeted implementation of these recommendations has significantly improved the work and image of the College of Business Administration as a whole. This is proved by the growing number of students and matriculated students each year (please see Figure 1.1. and Table 1.1.). The implementation of the recommendations has had a positive impact on the quality of studies as well as on the improvement of processes in the study direction and the corresponding study programs.

Recommendation No. 5: *Ensure greater agricultural specialization with aim to ensure the development of knowledge and skills in high quality in line with the requirements of the profession standard for the profession of Specialist of Commercial activity in agriculture; developing appropriate study materials, as the textbook of the course "Basics of Agriculture" does not cover all the topics listed in the profession standard,* is not topical for the CBA because the Management

Board of the CBA has made a strategic decision not to develop the study program with agricultural specialization, the study course “Basics of Agriculture” is not taught anymore, and *Specialist of Commercial activity in agriculture* qualification is not granted to the students.

Recommendation No. 6, on the other hand, required the most of resources: *To pay more attention to the real possibilities of student virtual mobility at the CBA, study direction and study program, considering the short study period and that almost all students are working, and taking into account the specifics of distance learning.* However, we believe that the CBA has done its best to continue the mobility of its academic and administrative staff and, in spite of the form of extramural studies (distance learning), to start student mobility in 2021 for internships. The main tool for the CBA mobility of students is the Erasmus Charter, which makes the CBA interesting for other Erasmus Charter membership colleges and provides opportunities to attract additional funding for mobility.

For the implementation of the recommendations of previous accreditation, please see Annex 9.

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

During the reporting period, one first level professional higher education Pprogram (College Program) “Business Logistics” was licensed, license no. 041008-09, based on the decision No. 2019/08-L of the meeting of the Study quality commission on 23 September 2019. The program is included in the study direction “Management, Administration and Real Estate Management”. The Commission particularly praised the involvement of employers in the design and implementation of the program, the content of the program, which is up-to-date with industry trends and the strategy of the CBA, as well as clear mechanisms for improving the qualifications of the academic staff. Qualification to be obtained: Logistics Specialist (code in the classification of occupations: 332302). The Licensing Commission Expert Report dated 17 September 2019 includes the recommendations set out in the Table 2.15.

*Table 2.15. Compliance with the recommendations of the Licensing Commission of the study program “Business Logistics”.*

Recommendation	Deadline for implementation	Activities done or planned	Status of implementation
Unification of the CVs of academic staff - lack of photos, language skills are not specified in a single style, the details vary. If the recommendation is not executed by the deadline, it is moved to the next level.	Short term – must be implemented until the beginning of the study process	The recommendation was implemented until the implementation of the program on 01.11.2019. The CVs of the academic staff were updated and created in a unified style using the latest Europass format.	Accomplished

Improve student identification before exams to prevent cheating.	Long term – must be implemented till the next accreditation	A solution has been implemented in the Moodle system that allows students to authenticate through social networking and online services such as Google and Microsoft accounts. This ensures a higher level of security and most of these sites have 2-step authentication.	Accomplished
To facilitate the involvement of the academic staff in scientific research activities, achieving the goals of the CBA in publishing the results of scientific work.	Long term, must be implemented over a longer period of time, depending on circumstances that may exceed the accreditation term	Referring to the self-evaluation of this study direction (Section 3.6.), which states that, in accordance with the laws and regulations in force in the Republic of Latvia, colleges are not required to pursue scientific activities in their first level professional higher education programs. The academic staff will be involved in the supervision of the qualification papers, the best and most innovative of which, together with the students, will be directed to the scientific practical conference of the College of Business Administration. The academic staff together with the students will prepare scientific papers and present their research at conferences of the CBA or other higher education institutions.	Accomplished

The short-term recommendations made during the on-site visit by experts were also met. The implementation of these recommendations was carried out before the meeting of the Study Quality Commission and was submitted on 13.09.2019. These recommendations stated that study course descriptions should be supplemented:

1. Program of the study course "Basicss of Accounting and Finance" supplemented with the subject of tax administration from the point of financial management (it is not necessary to change the course description).
2. Topics related to the types of packaging, selection and utilization were included in the study courses "Organization of Environmental, Civil and Labor Protection" and "Cargo Flow Management in Warehouse".
3. The study course "Organization and Control of Customs Activities" description has been supplemented with topics on customs control.

The above three short-term recommendations have been fully implemented.

The director of the program participated in the working group for the development of the updated professional standard "Logistics specialist" (occupation code according to the professional standard 3323 03) and at present an application for consideration of a new professional standard for logistics specialists has been submitted to the National Centre for Education.

With reference to the planned changes in the profession standard, the study course "Operation of terminals" has been removed from the study program, integrating part of its contents into other study courses. For example: "Warehouse handling of cargo flows", "Digitalization and Automation", "Warehouse Management".

In addition, all programs of the CBA include an innovative study course "Professional and Personal Development" in the volume of 2 CP from the spring semester of 2020.

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_List_of_CBA_legal_documents.pdf	1_BVK_normativo_dokumentu_saraksts.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	2_Structural_scheme_of_CBA.pdf	2_BVK_struktūrhēma, pārvaldības struktūra, studiju virziena pārvaldības struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	3_Strategy_of_study_direction.pdf	3_Studiju_virziena_attīstības_stratēģija.pdf
Management structure of the study direction	2A_CBA_management_structure_of_study_direction.pdf	2A_BVK_studiju_virziena_parvaldibas_struktura.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	4_Academic_staff.xlsx	4_Macibspeki.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	5_Biographies_of_the_academic_staff.7z	5_Macibspeku_biografijas.7z
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	76_Mobility_of_academic_staff.pdf	76_Statistika_dati_par_macibspēku_ienākošo_izejošo_mobilitāti.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	6_Publications_of_academic_staff.pdf	6_Macibspeku_publicācijas.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	7_List_of_cooperation_agreements.pdf	7_Sadarbības_līgumu_saraksts.pdf
Statistical data on the teaching staff and the students from abroad	77_Foreign_students_and_academic_staff.pdf	77_Statistika_dati_par_ārvalstu_studējošajiem_un_macibspēkiem.docx.pdf
Statistical data on the mobility of students (by specifying the study programmes)	78_Mobility_of_students.pdf	78_Studejoso_mobilitate.pdf
Description of the organisation of the traineeship of the students	8_General_regulations_of_the_internship.pdf	8_BVK_prakses_nolikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	7_List_of_cooperation_agreements.pdf	7_Sadarbības_līgumu_saraksts.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	9_Review_of_implementation_of_recomendations.pdf	9_Rekomendaciju_izpildes_parskats.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	79_Approval_of_Knowledge_of_Language.pdf	79_Apliecinajums_par_macibspēku_valsts_valodas_zinasanu_atbilstibu.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		

If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	ADMIN 6-01_2020_19_lesniegums_Eng.pdf	ADMIN 6-01_2020_19_lesniegums_LV.pdf

## Other annexes

Name of document	Document
LBKA atsauksme	Citi_pielikumi_LBKA_Atsauksme_MK.pdf
LPSBAA atsauksme	Citi_pielikumi_LPSBAA_Atsauksme_BV.pdf
LPVA atsauksme	Citi_pielikumi_LPVA_Atsauksme_PV.pdf
LRGA atsauksme	Citi_pielikumi_LRGA_Atsauksme_GF.pdf
LTRK atsauksme	Citi_pielikumi_LTRK_Atsauksme_KS.pdf
LAFF atsauksme	Citi_pielikumi_LAFF_Atsauksme_BL.pdf
Mācību procesa izdevumi_BVK kopīgie un pa akreditējamā virziena programmām	BVK mācību procesa izdevumi_kopīgie un pa programmām.pdf
Faktiskie un plānotie kopējie BVK izdevumi detalizēti pa pozīcijām studiju procesam 2017.-2021. gadam	Pielikums_izdevumi_kopigie_un_pa_programmam.pdf
Actual and planned expenses for the overall study process, years 2017-2021	Annex_Expenses_total_and_by_study_programs.pdf
CBA_international cooperation.docx	CBA_international cooperation.docx
CBA_management_eng.pptx	CBA_management_eng.pptx
J.Supe_CBA_eng.pptx	J.Supe_CBA_eng.pptx
Pielikums_faktu_kludu_labojumus.pdf	Pielikums_faktu_kludu_labojumus.pdf
Comments_CBA_factual_mistakes_Joint_Opinion_ENG.pdf	Pielikums_faktu_kludu_labojumus_ENG.pdf

# Marketing and Trade

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Marketing and Trade</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ligita</i>
Surname of the study programme director	<i>Āzena</i>
E-mail of the study programme director	<i>ligita.azena@bvk.lv</i>
Title of the study programme director	<i>Mg.sc.soc.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Marketing and trade" is to provide locally and internationally competitive marketing/trade specialists according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in marketing/sales, and constantly improve the quality of life.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive education in marketing/trade corresponding to the requirements of the first level professional higher education.</i></li> <li><i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work in marketing/trade.</i></li> <li><i>3. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models in marketing/trade.</i></li> <li><i>4. To characterize to students the significance of the results of applied research and application of research in professional activities of marketing/trade.</i></li> <li><i>5. To illustrate the processes happening in the local and global community, emphasizing the importance of ethics and social responsibility in marketing/trade.</i></li> <li><i>6. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i></li> </ol>



Results of the study programme	<p>1. Organises, plans and coordinates work in the field of marketing/trade of a company or organisation, using the knowledge acquired.</p> <p>2. Carries out marketing/trade activities and planning these activities independently, taking into consideration professional and ethical standards in his/her professional performance in accordance with the requirements of the industry.</p> <p>3. Demonstrates knowledge and understanding of the analysis and planning of marketing and trade activities, develops proposals to improve the business's marketing/trade processes.</p> <p>4. Can work on a team and individually, produce accurate and correct studies, reports, take responsibility and initiative in the marketing/trade field.</p> <p>5. Demonstrates social, communication, organisational and planning competencies, is able to take responsibility for the results of his/her job and analysis of it.</p> <p>6. Justifies his/her choice for future studies and lifelong education.</p>
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	88
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Marketing specialist / Trade specialist

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IEĻA 13, RĪGA, LV-1010

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

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

Since the previous accreditation, the program has undergone several significant improvements, starting with the change of the program title from "Business" to "Marketing and Trade"; objectives, targets and achievable results of the program were revised; new study courses developed; several study courses renamed; new internship regulations have been developed; study course content updated according to labor market requirements and qualification to be awarded.

Reasons for changing the title the study program:

- The content of the study program has been developed in accordance with the map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)), and the requirements of the project of the new profession standard "Marketing specialist" submitted for approval to the National Centre for education.
- The title of the study program does not mislead or confuse the public and the potential student. It accurately reflects the potential qualifications that can be obtained - "Marketing specialist" or "Trade specialist" (in the previous reporting period, according to the previous standard (<https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0095.pdf>) - one qualification "Marketing and trade specialist") . If the old title of "Business" were retained, this would be partially at odds with the qualifications obtained in the study program.
- The title of the study program "Marketing and Trade" reflects the professional competences acquired during the studies.

As mentioned in a study by the Ministry of Economics ("Strategically Most Demandable Skills for the Future in Latvia"), by 2030 demand for specialists with higher education and general skills corresponding to higher education level - socialization skills, information analysis and interpretation skills - will continue to grow ([https://em.gov.lv/lv/ekonomikas\\_attistiba/petijumi/\\_darba\\_tirgus\\_pieprasijuma\\_videja\\_termina\\_un\\_ilgtermina\\_proгноzesanas\\_sistemas\\_attistiba/\\_petijumi\\_darba\\_tirgus\\_joma/](https://em.gov.lv/lv/ekonomikas_attistiba/petijumi/_darba_tirgus_pieprasijuma_videja_termina_un_ilgtermina_proгноzesanas_sistemas_attistiba/_petijumi_darba_tirgus_joma/)). Taking into account the topicality of the research and the demands of the labor market, as well as the rapid development of technologies, the content of several study courses was changed according to the interests of employers, data security and protection requirements, as well as current trends in the economy that the business must become more productive (<https://em.gov.lv/lv/jaunumi/20229-izglitibas-piedavajums-kluvis-atbilstosaks-darba-tirgus-vajadzibam-izaicinajumus-rada-demografijas-tendences-un-reģionalas-atskiribas>), the content of the study courses has been improved.

Independent expert audit of the study program was carried out by representatives from the professional organizations of the field, including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the profession standards

“Marketing specialist” and “Trade specialist” (currently submitted to the National Centre for Education), and the learning outcomes defined by the LKI and EKI (during ESF project No. 8.2.3.0.18/A/005).

Both the audit and the resulting recommendations, and regular internal and external quality control processes of the study program (Description of the Study Program Internal Evaluation Process KVAL 2-05 STUD and Description of the Study Program External Evaluation Process KVAL 2-04 STUD) were important factors not only for improvements of the study program in accordance with the requirements for the first level professional higher education study programs, but also for more purposeful strengthening of the competitive advantage of the study program.

The study program “Marketing and Trade” (“Business”) is different from other first level study programs with the qualification “Marketing Specialist” or “Trade Specialist” with:

1. significant involvement of employers and industry experts in development and design of the contents of the study program;
2. up-to-date content according to modern professional qualification, which is ensured by the qualification of the academic staff in the field (most of the academic staff members teaching compulsory study courses are also excellent professionals in their field);
3. several study courses after which students are able to conduct applied research correctly and understand the importance of applied research for the analysis and improvement of marketing and trade functions;
4. the content of the study program, which not only provides for the education of the student in the professional field, but also develops such personality competencies as purposefulness, discipline, responsibility, cooperation;
5. implementing the program in the form of extramural studies (distance learning) that is suitable for working adults, including outside Latvia;
6. opportunity for the student to gradually develop his/her competence in entrepreneurship and to develop his/her own business, becoming even as an employer, using the opportunities offered by the CBA “Business Greenhouse”.

Competitiveness of the program is evidenced by the growing number of students in the study program and the higher evaluation of student performance.

To integrate the latest trends in marketing and trade (digitalisation, email marketing, lifecycle marketing; introduction of artificial intelligence in marketing and trade; customer experience mobility, etc.) into the study program and align it with the requirements of the labor market and the old profession standard “Marketing and Trade specialist” and the new project of “Professional qualification requirements of marketing specialist”, the program volume has been increased to 88 CP (132 ECTS) instead of the previous 86 CP (129 ECTS). New study courses are included in the study program related to digitalisation, creativity and innovation, data processing, communication, etc.:

1. In the general part (A):
  - Research Design,
  - Business Russian/German ,
  - Information management.
2. In the field-specific part (B):
  - Basics of Digital marketing,
  - Trade management,
  - Public relations/Direct sales,

- Merchandizing,
- International marketing/Basics of e-commerce,
- Personal and professional development.

During the reporting period, the free choice part of the study program has also been expanded to include one study course in English in order to promote the development of students' foreign language skills and, furthermore, success in the international market:

- Digital Literacy,
- Corporate Communication,
- Sales promotion,
- International management.

The CBA is already observing the positive aspects of the changes introduced. For instance:

- during the academic year 2019/2020, thanks to the introduction of the course "Research Design", students' research competence has significantly improved, which was noted by the supervisors of qualification papers, reviewers and the State final examination commission members;
- the results of the students' survey and the observations of the academic staff show that the study course "Personal and Professional Development" allows students to think about and plan their professional career while at the same time achieving personal goals.

During the reporting period, for some study courses not only the content but also the title was revised and updated. Table 3.1. lists the courses of the previous accredited study program in the left column, and the changes affecting these courses in the right column, while the current plan of the study program is attached in Annex 58.

*Table 3.1. Changes in content and titles of study courses during the reporting period.*

<b>Title of the study course in the previous reporting period</b>	<b>Changes made in the study program and justification</b>
<b>General education courses (compulsory)</b>	<b>General education courses (compulsory)</b>
Computer Science II	The course content has been substantially changed and transformed into "Digital Literacy" and moved to the free electives part
Computer Science II	The course content has been substantially changed and transformed into "Information Management"
Communication Psychology II	Study course removed from the program, topics integrated Socio-psychological training I and Personal and professional development
Communication Psychology II	Study course removed from the program, topics integrated Socio-psychological training I and Personal and professional development
Business English I, II	The content and volume of the study courses have been changed, adapting the acquisition of terms in a foreign language necessary for qualification

Title of the study course in the previous reporting period	Changes made in the study program and justification
Business Russian/German I, II	The content and volume of the study courses have been changed, adapting the acquisition of terms in a foreign language necessary for qualification
Organizational Psychology I	Study course removed from program plan, preferring other current general education courses
Organizational Psychology II	Study course removed from program plan, preferring other current general education courses
Marketing I	Updated content
Marketing II	Updated content, moved to field-specific courses part
<b>Field-specific study courses (Limited Choice)</b>	<b>Field-specific study courses (Limited Choice)</b>
Statistics	Updated content
Microeconomics	Updated content
Macroeconomics	Updated content
Law	Updated content
Business	Updated content
Project preparation and management	Updated content, moved to general education courses part
Sales management	Updated content
Marketing planning and advertising	Updated content
Basics of Accounting	Updated content
Commercial law	Updated content
Professional customer service	Updated content
International trade	Updated content
Logistics	Updated content
Business Etiquette	Removed from the plan, preferring other current field-specific courses
History of World Culture I	Removed from the plan, preferring other current field-specific courses

Title of the study course in the previous reporting period	Changes made in the study program and justification
History of World Culture II	Removed from the plan, preferring other current field-specific courses
<b>Free elective study courses</b>	<b>Free elective study courses</b>
Socio-psychological training	Updated content, the course is included in the field-specific courses part
Occupational health, safety and protection	The course is renamed Environmental, Civil and Labor Protection. Updated content, moved to field-specific courses part
Management	The course has been removed from the program plan, preferring other topical courses - International management
Human Resource Management I and II	Study course removed from program plan, preferring other topical courses - Corporate Communication
Art of public speaking	Study course removed from program plan, giving priority to other topical courses - Creativity and Innovation in Business
Professionalism and Career I, II, III, IV, V	Study course removed from program plan, preferring other topical courses - Digital Literacy
<b>Internship</b>	
Marketing practice	The content of the internship has been improved to ensure continuity in the acquisition of skills and competences according to the chosen speciality in the amount of 16 CP
Sales Practices	
<b>Qualification paper</b>	
Qualification paper	Topic of the qualification paper has to be linked to the student's long-term research focus in marketing or trade with research and development of specific aspects

Following the old profession standard "Marketing and Trade Specialist" and project of the new "Professional qualification requirements of marketing specialist", the study plan was adapted to the qualifications and requirements to be acquired (please see Table 3.2.). The study program plan (please see Annex 58) has a common part A of general education courses, differences (in the amount of 12 CP) are found in the part of field-specific study courses.

Implementation of the study program "Marketing and Trade" ("Business") according to the qualification to be awarded.

*Table 3.2. Content of the study program depending on qualification.*

Program sections	Marketing specialist	Trade specialist
Common courses in the part of general education study courses	Information management; Financial Mathematics, Business Foreign Language (English) I and II; Business Foreign Language (Russian/German) I and II, Management science I, Marketing I, Project Preparation and Management, Research design	
Common courses in the part of field-specific study courses (mandatory choice)	Statistics; Environmental, Civil, and Labour Protection; Microeconomics; Macroeconomics; Socio-psychological training; Basics of Law, Entrepreneurship , Basics of Accounting, Commercial Law , International Marketing, Logistics, Personal and Professional Development	
Different courses in the part of field-specific study courses (mandatory choice)	Sales Management, Marketing Planning & Advertising, Basics of Digital Marketing, Consumer Behavior ub the market, Public Relations, Marketing II	Trade Management, Merchandising, International Trade, Professional Client Service, Direct Sales, Basics of E-Commerce.
Justification	Included according to the draft project of professional qualification requirements for the marketing specialist: the marketing specialist organizes and/or conducts market and competitor research, analyzes the results of market research, makes proposals, participates in the development and implementation of the marketing plan, plans and conducts product promotion, participates in determining prices for goods, assists with the organization's trade activities, organizes preparation of reports, presents the organisation's performance results, coordinates employee performance and develops his/her professional qualification. Marketing specialist works for an organization or works as a sole trader or self-employed person.	Included according to the draft project of professional qualification requirements for the trade specialist: organizes and/or conducts market research, analyzes market research results, develops and organizes a trade plan, conducts product promotion activities, prepares and provides information to the buyer on the product or service being sold, negotiates a contract on behalf of a seller or buyer, buys and sells products, establishes contacts between buyers and sellers, determines the price of goods, assists in the organization's sales operations, organizes and conducts reporting, coordinates employee performance and develops his/her professional qualification. The trade specialist is engaged in the professional activity in an organization, as a sole trader or as a self-employed person.
Free electives part - the student chooses 8 CP according to his/her interest	Digital literacy; Creativity and innovation in business; Creating PR campaigns; Corporate communication; Basics of Digital Marketing; Consumer behaviour in the market; Sales promotion; International management	
Internship	Marketing internship	Trading internship
Qualification paper	Topic is related to the research of the student in marketing	Topic is related to the research of the student in trade

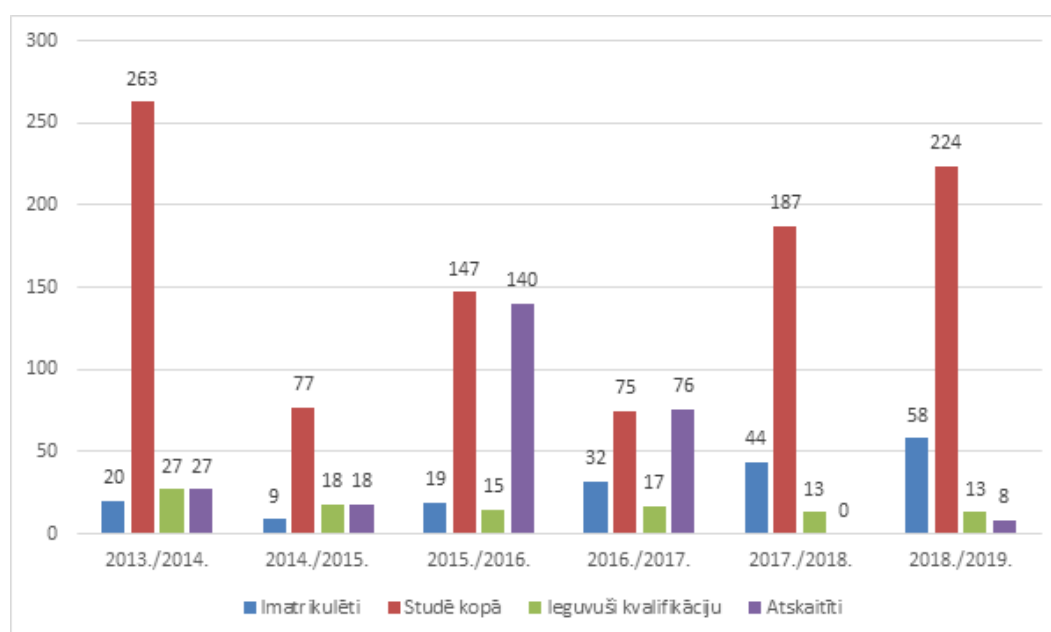
As can be seen in the table, when implementing one study program, it is possible to provide the student with the opportunity to choose one of the offered qualifications. More than half of the content of the study program and the amount of credit points in the acquisition of both qualifications are equal. The main difference is in the amount of 12 CP in the compulsory field-specific courses, 16 CP in internship, as well as in the topics and results of the Qualification paper (8 CP).

According to the Cabinet of Ministers Regulation on the Classification of Education in Latvia (effective from 16 June 2017) the study program code remains the same - 41345 (management and administration), despite the fact that the student chooses to acquire one of the qualifications in the program - Trade or Marketing specialist, because the qualifications Marketing specialist and Trade specialist are included in the section of a commercial specialist in the Map of professions of the Business, finance, accounting and administration sector. The title of the study program will be

changed to "Marketing and Trade".

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

Number of students in the study program "Business" in the academic year 2018/2019 was 224 students in total, including 58 matriculated students; 13 students received the qualification of Marketing and trade specialist. All students at the CBA study at their own expense. Data on students over the last six years reflect several trends (please see Figure 3.1.).



*Figure 3.1. The study program " Business": number of matriculated students (blue), currents students (red), graduates (green) and expelled students (violet) in the academic years 2013/2014 - 2018/2019.*

First, starting with 2014/2015, the number of matriculated students is increasing every year (from 9 students in 2014/2015 to 58 students in 2018/2019). The total number of students has significantly increased during the last two years (from 75 students in 2016/2017 to 224 students in 2018/2019, i.e. about 3 times). 103 students have acquired the qualification of Business Specialist from 2013/2014 until 2018/2019. As the figure shows, the number of students dropping out during the study process is small compared to the average in Latvia, especially considering the specifics of distance learning.

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



The contents of the CBA first level professional higher education program “Marketing and Trade” (“Business”) ensure acquisition of the necessary professional competencies to get the qualification of Marketing specialist or Trade specialist corresponding to the professional education. The study program “Marketing and Trade” (“Business”) with the qualifications “Marketing Specialist” or “Trade Specialist” provides students with the opportunity to acquire the first level professional higher education, become locally and internationally competitive marketing or sales professionals corresponding to the requirements of the labor market and profession standard. The graduate receives education, theoretical and practical training appropriate to the professional qualification, enabling him or her to carry out work of varying complexity, as well as to organize and manage the work of other professionals in marketing or trade. The content of the study program has been developed in accordance with the map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)), the profession standard and project of the new professional qualification “Marketing specialist”, and the recommendations of the professional associations.

The tasks of the study program and the achievable results follow the aim of the study program, thus the connection is clearly visible in the content of the study program, which is created sequentially and gradually in order to achieve the study results (please see mapping of study program “Marketing and Trade” in Annex 46).

In order to achieve the goal of the study program, the academic staff - professionals in their field, who provide a professional insight into the ongoing processes in the national economy - are involved in the improvement of the study process. In order to develop their professional skills, students undergo internships in companies, addressing issues of their chosen specialization in accordance with the established internship plan. At the end of the studies students develop qualification papers and carry out practical research on the chosen problem in different situations in companies, demonstrate knowledge and understanding of analysis and planning of marketing/trade activities.

Admission in the study program is organised according to the Admission requirements at the CBA which state that a person can be enrolled in the studies if he/she has received document of general secondary education or secondary vocational education. According to the Regulation on Admission of the CBA, persons general secondary education or secondary vocational education can be enrolled in the studies, with passed centralized exams in Latvian, foreign language and mathematics. In order to successfully complete their studies and achieve their learning outcomes, the requirements set out in the admission rules are a minimum requirement for successful post-graduate professional activity in the chosen specialization and/or for further education in next level studies and/or lifelong learning programs.

For a more detailed description of admission rules, please see Part II, Section 5.5. of the report.

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

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/**

**module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

The Director of the study program and the academic staff are responsible for the relevance of the content of the study courses to the labour market trends, requirements of professional environment and needs of the branch. The director of the study program reviews and evaluates the content of all study courses once a year, the study materials are updated as necessary. During the reporting period 16 study courses were created or substantially improved in terms of content.

All course descriptions (please see Annex 59) have been updated in the autumn semester of the academic year 2019/2020, including the latest information and current trends. The content of the study courses has been developed by experienced lecturers and professionals. Study course descriptions include the latest literature, which is also available in the library of the CBA, or fragments of articles are available to students in the Moodle system.

The study program "Marketing and Trade" ("Business") included in the study direction is prepared in accordance with the requirements of the professional standard "Marketing and Trade Specialist" and project of the "Professional qualification requirements of marketing specialist", and other legal acts, taking into account recommendations of employers and other experts. The CBA analyses on a regular basis the feedback and evaluation provided by the internship supervisors, as well as the opinions of reviewers of the qualification papers, the State Examination Commission and other experts.

The correspondence of the content of the study program to each of the two qualifications ("Marketing Specialist" or "Trade Specialist") is determined based on the developed draft of "Commercial Specialist" profession standard, which also includes the requirements of two professional qualifications "Marketing Specialist" and "Trade Specialist". According to the information in the possession of the CBA, the profession standard "Commercial Specialist" as well as the requirements for the professional qualification "Marketing Specialist" have been submitted to the National Centre for Education for approval, while the requirements for the professional qualification "Trade Specialist" will be developed by autumn in a working group already established.

The plan of the study program was adjusted in accordance with the requirements of the qualification to be obtained, including the requirements of the standard of the profession "Commercial Specialist". Both qualifications in the study program have a common part of general education study courses (compulsory), the differences (in the amount of 12 CP) are in the part of field study courses (limited choice) based on the requirements of marketing and trade professional qualifications.

The following study courses are included in the study plan for the qualification of a Marketing specialist: Sales Management, Marketing Planning and Advertising, Basics of Digital Marketing, Consumer Behavior in the Market, Public Relations and Marketing II.

The field study courses (in the limited choice part) are selected according to the developed draft professional qualification requirements of the Marketing specialist, according to which the Marketing specialist organizes and/or conducts market and competitor research, analyzes market research results, makes proposals, participates in marketing plan development and implementation, plans and takes measures to promote products on the market, participates in

setting the prices of goods, helps to ensure the organization's trade activities, organizes and prepares reports, presents the results of the organization, coordinates the work of employees and improves professional qualification. A Marketing specialist works in an organization or acts as a sole proprietor or self-employed.

For the qualification of a Trade Specialist, the study plan includes the following study courses: Trade Management, Merchandising, International Trade, Professional Customer Service, Direct Sales and Basics of E-Commerce.

The field study courses (in the limited choice part) are selected in accordance with the developed draft professional qualification requirements of a Trade specialist, according to which the Trade specialist organizes and/or conducts market research, analyzes market research results, develops a trade plan and organizes its implementation, takes measures to promote products in the market, prepares and provides information to the buyer about the product or service for sale, negotiates a contract on behalf of the seller or buyer, buys and sells products, establishes contacts between buyers and sellers, determines the price of goods, helps to ensure the organization's trade activities, organizes and prepares reports, presents the results of the organization, coordinates the work of employees and improves professional qualification. A Trade specialist performs professional activity in an organization of the field of economic activity or as a sole proprietor or a self-employed person.

An appropriate study internship program has been developed for each specialization and tasks have been adapted: Marketing internship or Trade internship.

Similarly, the CBA analyses on a regular basis feedback from employers, which is attached to the students' internship reports. Employers (internship supervisors in the organization) are asked to evaluate in writing the following characteristics of the students: readiness for work, competence, communication skills, theoretical knowledge, practical skills, ability to analyze workplace processes and make appropriate decisions, teamwork skills, ability to delegate and ability to plan and organize work effectively, ability to acquire new knowledge and skills, correspondence of the quality of knowledge and skills to the requirements of the labor market, as well as to inform whether the organization will need the relevant specialists in future.

Compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program. The following professionals are involved in implementation and improvement of the content of the study program:

- Dainis Locāns, Member of the Board of the Latvian Business Consultants Association ([www.Biznesam.lv](http://www.Biznesam.lv)), participates in the work of the Council of the CBA and the qualification papers and internship reports examination commissions, has carried out audit of the study program content and made recommendations for improvements of the content of the study program;
- Andrejs Siliņš, member of the Knowledge Economics Council, participates in the work of the Council of the CBA and qualification papers examination commissions (<https://lv.linkedin.com/in/andrejs-silins-jr-08a281b>);
- Valters Gražulis – owner of the TOP 3 training company “Win Partners” Ltd., leading sales trainer in Latvia (<http://winpartners.lv/grazulis/>), participates in the work of the Council of the CBA and the qualification papers and internship reports examination commissions;

- Lolita Ozoliņa - experienced brand communication expert, trainer and consultant, and lecturer, lecturing courses, extensive international experience (<https://www.springvalley.lv/lv/par-mums/konsultanti/lolita-ozolina-1/>);
- Ginta Lejiņa – Board Member of the “Pirmā līnija” Ltd., cinema advertising expert, participates in the development and improvement of the content of advertising courses, participates in the work of the Council of the CBA (<http://www.pirmalinija.lv/lv/reklama-kinoteatros/komanda-un-kontakti>);
- Agnese Lauruta – Head of the Marketing at the CBA, participates in the development of the content of study courses (<https://lv.linkedin.com/in/agnese-lauruta-aa504a66>);
- Elīna Miķelsone, founder and chairman of the board of NGO “Institute of Ideas and Innovations”, actively participates in the teaching the courses, supervises the internships and participates in the internships examination commissions, and runs virtual business incubator - the Business Greenhouse (<http://www.i-i-i.lv/>);
- Jānis Viegliņš - CEO and founder of “Pārdošanas skola” Ltd., lecturer at the College of Business Administration, Sales Coach at “Sales GURU”, and co-author of the Business Manual (Dienas Bizness) (<https://www.latconsul.lv/lv/persons/view/81-janis-vieglins>);
- Jānis Stabiņš - entrepreneur, founder of the College of Business Administration and distance learning Riga Commercial School, Head of the school project "Be a Leader" - consults for improvement of internships, leads part of the study course “Professional and personal development”;
- Jānis Lielmanis - entrepreneur, digital marketing expert, participates in updating contents of courses and internships, advises students on marketing issues. Is a member of the CBA Advisory Convention.

The CBA organises the Life Opportunity Days to promote collaboration between employers, academic staff, graduates and students. Participants of these days have the opportunity to find internship placements, or even jobs, to find out the needs of employers. Every year, cooperation is expanding and new organizations and industry professionals are joining the CBA Advisory Convention, and new forms of cooperation are being developed based on mutual interest and ensuring successful results. The obtained feedback from the employers proves the topicality of the content of the existing study program “Marketing and Trade” (“Business”) and preparation of the necessary specialists according to the requirements of the labor market.

In addition to evaluating the compliance of the study program with the real market requirements, the data on the progress of the graduates and their opinion on the correspondence of the content of the study program to the latest trends in the field are collected.

Compliance with the requirements of science and improvement of the content of study courses according to the latest developments in science is ensured by the participation of the academic staff in scientific conferences and publication of research results in scientific journals. Students also participate in scientific and industry professional conferences, developing skills necessary in the labor market.

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

The plan of the first level professional higher education study program “Marketing and Trade” (“Business”) is attached in Annex 58, the study course descriptions – in Annex 59. The content of the study courses is based on the aim of the study course and its achievable results, which in turn are aligned and derive from the aim and achievable results of the study program. The relationship between the achievable results of the study program and the content of the study courses is shown in the mapping of study courses in Annex 57 to this report. Taking into account the recommendations of the previous accreditation commission, during the reporting period the CBA has revised the study plan of the study program “Marketing and Trade” (“Business”) (approved at the meeting of the Council of studies on 16 December 2019, please see the study plan in Annex 58). At first, there are general education and field-specific courses, the courses become more specialized with each semester, increasing focus on skills development and practical application of knowledge – Basics of Digital Marketing/Direct Sales, International Trade/International Marketing, Consumer Behaviour in Market/Professional Client Service.

The study courses included in the study program correspond to the aim of the study program: first, the program includes general education courses to promote students' business competences, as well as research and analysis skills; second, all the field-specific courses are included in the program which are regulated by the profession standard and the new project of the qualification requirements.

Before elaborating the qualification paper, students acquire knowledge and skills of research implementation in the study courses “Research Design” and “Statistics”, carry out professional internship and then develop and defend the qualification paper.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar “Academic staff in the distance learning process”, where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and

duties in the study course management;

2nd methodological seminar “Promoting the Quality of Distance Learning” which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rd external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar “Standard of making course description and development of distance learning course”, where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - “Procedure for Reviewing Complaints and Proposals of Students (Customers)” (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the “Description of the Accounting and Control of the Study Results Process” (KVAL 2-17 STUD) and “Regulation of Examination at the CBA” (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination - qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

Internships in the amount of 16 CP is a compulsory part of the study program. For students, depending on the chosen qualification, either marketing or trade internship is planned in the study program. The objectives, tasks and achievable results of the internships are designed to develop



and consolidate the knowledge, skills and competences acquired during the study process.

According to the internship regulation, a tripartite agreement is signed in written form between the CBA, the student and the internship organization. The objectives, tasks and achievable results of the internships are defined in the Internship Regulations approved by the Council of studies of the CBA. The students are introduced to these internship regulations before starting the internship tasks, during especially organized introductory seminar. During the seminar, the director of the study program of the CBA and internship supervisors introduce students to internships, sharing ways and methods how to find internship placements and achieve expected internship results. The implementation of the internship is ensured by the internship regulation, which reflect the aim, tasks and expected results of the internship, the rules of organization and conduct of the internship, the implementation plan of the relevant internship, the internship diary. The implementation of Marketing internship and Trade internship help students to achieve results that are consistent with program outcomes (please see Table 3.3).

*Table 3.3. Results of the internships of the study program "Marketing and Trade" ("Business").*

Marketing internship	Trade internship
<ul style="list-style-type: none"> <li>• Ability to describe the place (size, market share) of the company in a particular sector in Latvia.</li> <li>• Ability to describe the company's experience with customer engagement, based on the market 's allocation.</li> <li>• Understanding the purpose of marketing functions, distribution across different company departments (for different positions) and inter-communication.</li> <li>• Ability to determine the relevance of each key element of marketing to a particular product/service of a particular company and the relationship between multiple products/services .</li> <li>• Understanding of sources of information relevant for marketing activities and ability to use them to obtain information</li> <li>• Ability to analyze product features and benefits.</li> <li>• Ability to describe the company's main customer (target customer) and other customer groups (segments) with which the company works.</li> <li>• Ability to identify clients' needs and opportunities to meet them with the product/service of the internship company.</li> <li>• Ability to study customer's buying motives in a particular situation.</li> <li>• Determine the need for research, can implement the research process, analysis of data and use of these data for more effective work.</li> <li>• Ability to express and present one's opinion publicly and reasonably and to speak publicly .</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to describe the place (size, market share) of the company in a particular sector in Latvia.</li> <li>• Ability to identify trade process, know the logical sequence and apply the duties of parties involved in the trade process.</li> <li>• Understanding of the trade expenses share in the structure of company's finances. Skills to analyse the trade results and factors impacting these results.</li> <li>• The ability to choose sales promotion methods that are appropriate for the product or service .</li> <li>• Skill to determine plan for trade volume.</li> <li>• Ability to search for partners, contact with them, create the list of potential customers, work with the databases of clients.</li> <li>• Skill to diagnose shortcomings in organization of trade activities.</li> <li>• Knowledge on the differences and the ability to do trade work remotely or meeting in person.</li> <li>• Knowledge and skills in planning and preparation sales negotiations.</li> <li>• Knowledge of indicators that describe and allow to evaluate the commercial agent's daily work .</li> <li>• Understanding of the wage, its structure as one of the motivating factors for trade specialists.</li> <li>• Ability to express and present one's opinion publicly and reasonably</li> </ul>

The student chooses internship placement independently, taking into consideration the tasks of the internship and the possibilities to fulfill them. If the student is working, his/her place of work may be approved as a place of internship. If the student does not have an internship placement or he/she is a jobseeker, the internship placement is provided by the CBA. The placement and supervisor are approved by the Director of the College.

During the internship, the student completes the prescribed internship assignments and completes the internship diary, which contains information on what has been done in the internship, describes the self-assessment, indicating what skills and knowledge have been acquired, the diary is attached to the internship report. The activities are confirmed by the internship supervisor in the organization.



The support of the supervisor of the internship at the College and at the internship organization is available to the students during the entire period of the internship; it is possible to consult with the internship supervisors in electronic way (Moodle, email, telephone, Skype) or in person, agreeing on the specific time. Administrative support is provided by the study coordinators.

The internship supervisor also advises the student on the preparation of the internship report, as well as evaluates the quality of the execution of internship program and the internship report by discussing it with the student and providing his/her feedback. At the end of the internship the students present the results of the internship at the internship conference. Thus, by gathering information from the aforementioned internship components, the supervisor can determine whether the student has achieved the desired results, as well as provide feedback and support at each stage of the implementation of the internship.

From 2021, the CBA students will also have internship opportunities outside Latvia within the framework of the ERASMUS+ program.

The tradition of Life Opportunity Day created by the CBA provides opportunities for employers, academic staff, graduates and students to work together to find internship placements or even a job, as well as students of all programs to apply for the “Business Greenhouse”, a virtual business incubator which support students when starting their own business and share success stories.

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

At the end of study program “Marketing and trade”, the students have to develop the final thesis - qualification paper in the volume of 8 CP. Students raise the topic of qualification paper based on their professional and research interests, topicality in the field and the specific organization. The topics are developed and updated on the basis of the programme's objectives and achievable results, as well as the recommendations of industry professionals. The topic of the research is coordinated with the supervisor. Each year the themes of the final thesis submitted by the students are approved by the Council of studies of the CBA.

During the preparation of the final thesis, the student not only consults with the supervisor of the qualification paper, but also has the opportunity to consult with any other lecturer according to the field. At the beginning of the cooperation the student agrees with the supervisor on the development of the paper and deadlines, and during the cooperation, the supervisor fills in the “Student and supervisor cooperation form” specifying the date and duration of the consultation, the content of the consultation and tasks for the next period. At the end of the development of final thesis, the supervisor approves the qualification paper for the defense.

The “Regulation for the evaluation and defense of the students’ research papers” and the formatting instructions “Instructions for formatting the students' written papers” are freely available to the students.

During the reporting period, including January 2020, 93 graduates have defended their final theses. They have chosen different research topics: to analyze the marketing, sales and trade aspects of companies in various industries. The students have researched topical issues related to marketing activity analysis, determination of competitiveness, improvement of digital marketing or advertising activities, improvement of sales or e-commerce, improvement of company’s image and reputation,

planning of new product market entry strategy. For example: Market Opportunities for Product X Development in the market; Evaluation of competitiveness of the company "X autoskola" Ltd. and opportunities for improvement, Promotion of accident insurance sales in the Latvian market; "X" Ltd. (medical goods) marketing complex analysis and improvement opportunities, Company "X" digital marketing improvement opportunities, etc. Research during the development of qualification papers are carried out in Latvian companies such as "Latvijas Dzelzceļš", "Balta", "Lido" Ltd., "Venden" Ltd., "Mediteks AZ" Ltd., "TAMRO" Ltd., "Apranga" Ltd. and other Latvian companies, as well as companies abroad – "Lidl" and others.

The qualification papers examination commission includes both the CBA academic staff and industry professionals. All 93 graduates of the study program "Business" successfully passed the final examination and obtained the qualification "Marketing and Trade Specialist".

The analysis of the final thesis evaluations is summarized in Figure 3.2., illustrating the percentage distribution (y-axis) of grades obtained in each reference year (X-axis).



Figure 3.2. Review of grades of the qualification papers from 2014 to 2019.

From the summary information in Figure 3.2. on the evaluation of qualification papers defended in the study program "Business" on a 10-point scale from 2014 to 2019, it can be concluded that during the whole reporting period no student received grade 4, but grade 10 was received four or 5% of 82 graduates. During the reporting period, 3 out of 82 works got grade 5, and the same number got grade 6 - 4%. The number of papers evaluated with grade 7 is 28 or 34% and it has a tendency to grow in the last 3 reference years, the same for grade 8 - 34 (41%) of papers got grade 8 during the reporting period.

During the reporting period (2014-2019), out of 82 graduates of the study program, 10 qualification papers or 12% of papers were evaluated with grade 9. All in all, it can be concluded that during the reporting period the evaluation of the final thesis of the study program "Business" has become comparable to the normal distribution and it is a positive trend.

Information on the evaluation of final theses on a 10-point scale by level of acquisition during the reference period (2014-2019) is shown in the Figure 3.3. This shows that, overall, the evaluation of the final thesis by evaluation levels during the reporting period is as follows:

- Very high level of education (10 - "with distinction", 9 - "excellent") - 17% of students (or 14 out of 82 students)
- 75% of students (or 62 out of 82 students) have a high level of education (8 - "very good", 7

- "" good")
- average level of education (6 - "almost good", 5 - "satisfactory") is 8% of the students (or 17 out of 55 students).
- low level of education (4 - "almost satisfactory"; 3, 2, 1 - "unsatisfactory") is for none of the students.

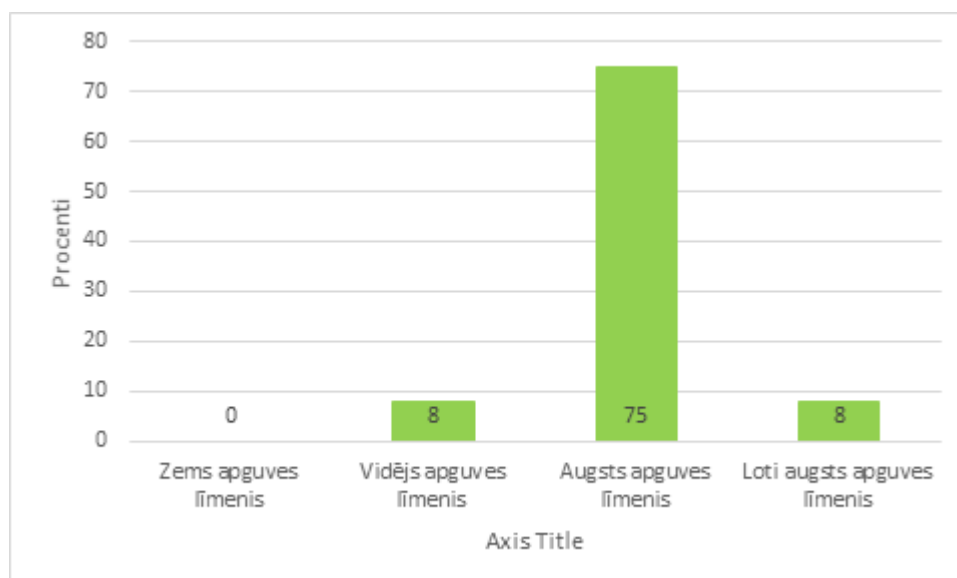


Figure 3.3. Breakdown of qualification papers by assessment level during the reporting period, %.

It can be concluded that the total graduation of the final thesis by the level of evaluation during the reporting period is high, as most of the papers have a high evaluation level.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the "Description of the internal evaluation process of the study program" (KVAL 2-05 STUD).

In the summer of 2019 the survey of students was conducted, including a survey of students of the study program "Marketing and Trade" (n = 98). Assessment of the study program by students can be seen in Figure 3.4.

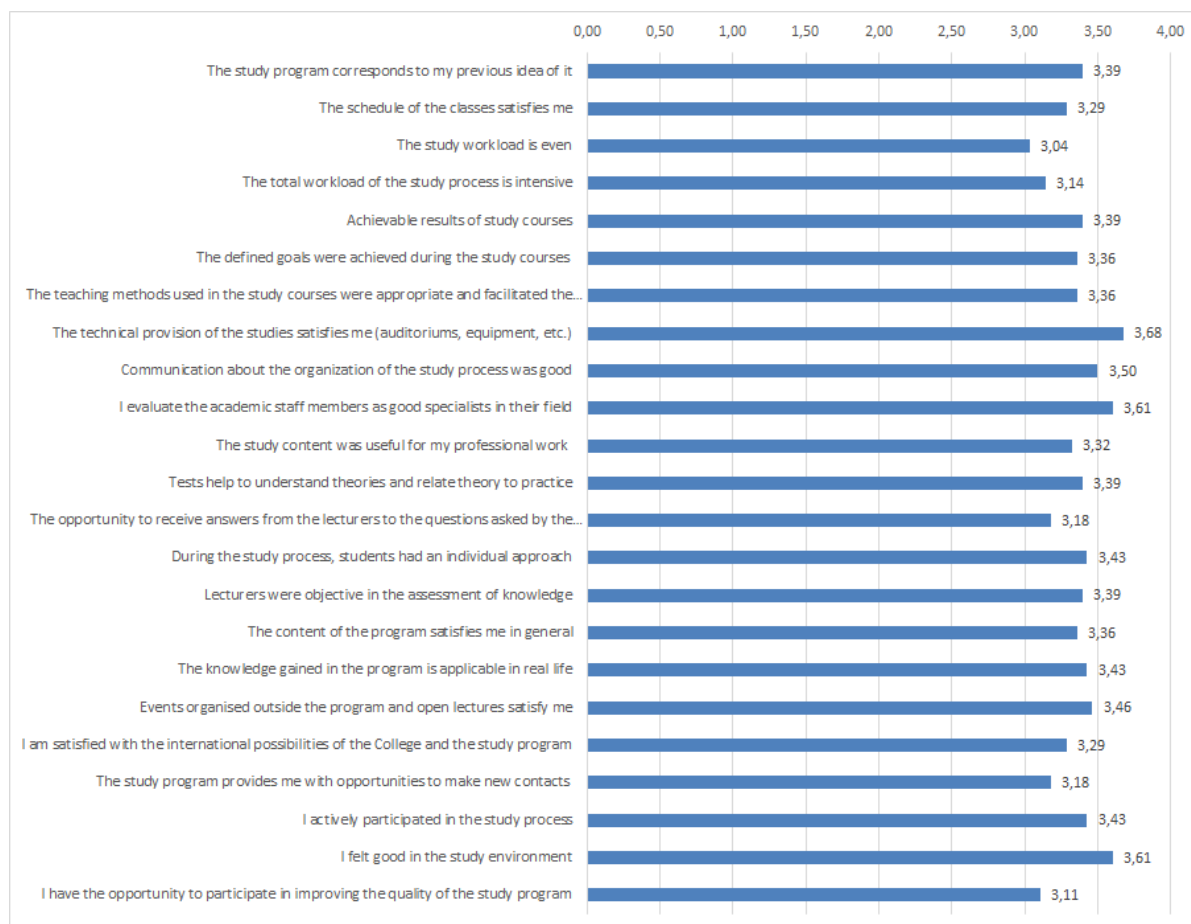


Figure 3.4. Evaluation of the study program "Marketing and Trade" by students.

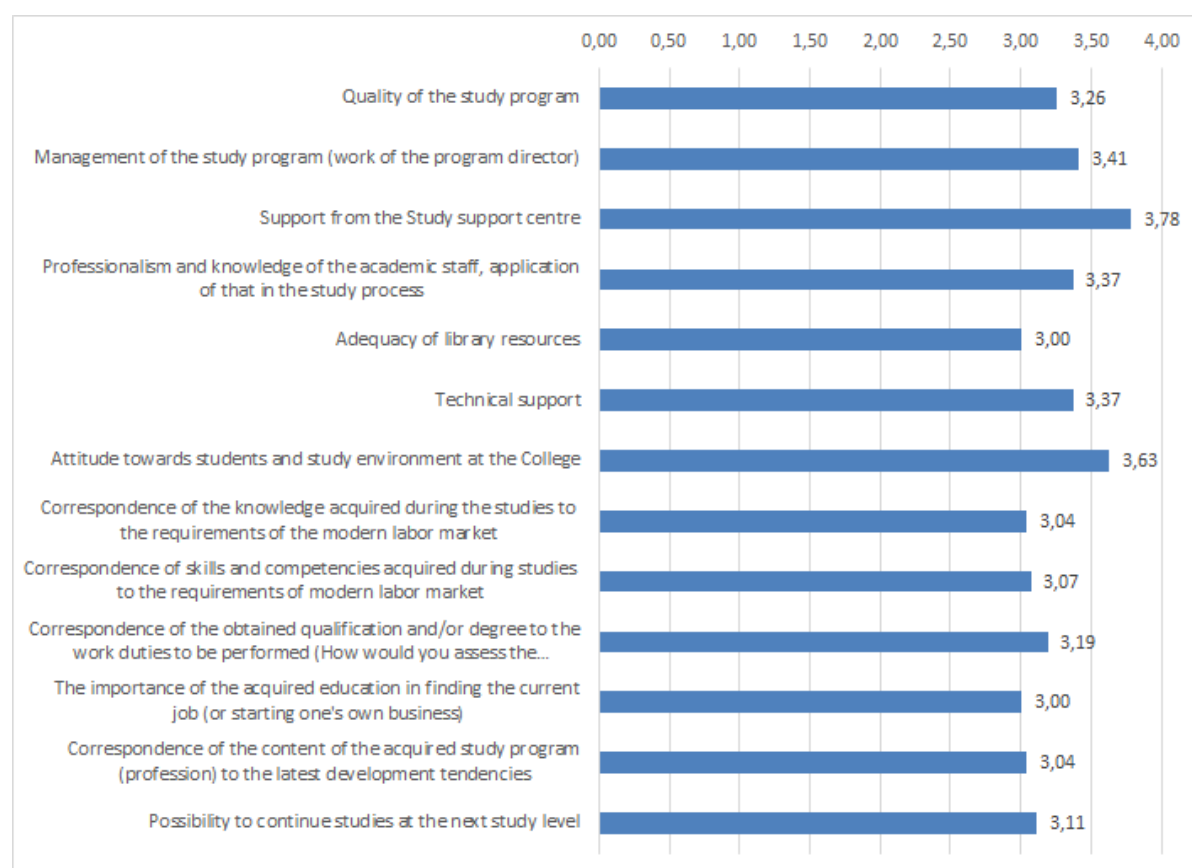
The results of the students' survey show that students evaluate the criteria "Technical provision for studies satisfies me" (average 3.68 out of 4 points), "I evaluate the academic staff as good specialists in the field" (average 3.61 out of the highest). 4 points) and "I feel good in a study environment" (average 3.61 out of 4 points). In general, it should be noted that the rating obtained in all survey criteria ranges from "more agree" (3 points) to "strongly agree" (4 points), with the average score of 3.36 for all criteria.

As the strengths of the CBA and study program students have indicated: useful theoretical and practical knowledge for further development of their business, availability of information, experienced academic staff, transparent and high quality study materials, knowledge acquired during studies can be used in practice, practical support for students during studies, etc. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" to the quality of the study process.

The students indicated the following aspects as the aspects to be improved: providing feedback in Moodle environment, organization of work in pairs and group. The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments during the semester; remote correspondence possibility with academic staff is provided in the Moodle environment and via email; different teaching methods.

The graduate survey was completed in 2020 by 26 respondents - graduates of the study program "Business". The results of the survey (please see Figure 3.5) show that graduates evaluate the

implementation of the study program mainly as good and excellent, with the highest evaluation of the work of the Study Support Center (average 3.78 out of 4 points) and attitude towards the student and study environment at the College (average 3.63 out of 4 points).



*Figure 3.5. Evaluation of the implementation of the study program "Marketing and Trade" by graduates.*

Graduates of the study program have indicated the following benefits after graduation:

- possibility to save the current position/job (9 respondents);
- work in a job that suits you best (5 respondents);
- opportunity to create and develop own business (2 respondents);
- to do work with higher salary (5 respondents);
- opportunity to continue studies at the next level of higher education (3 respondents);
- other: coincidence, possibility to get good education.

22 of the graduates of the program were employed at the time of graduation, 4 graduates were not employed and did not look for job due to personal reasons.

All 26 respondents would recommend the study program "Business" to relatives, friends and acquaintances because:

- interesting and meaningful study program;
- positive and supportive environment;
- good study plan, it is possible to combine studies with work, other activities;
- good value for money.

The survey of employers of graduates of the CBA study program "Personnel psychology and human resource management" included questions suggested by the Academic Information Center.

A total of 20 employers' representatives were invited to participate in the survey, of whom 16 agreed, each employing 1 graduate of the study program "Business". 2 of the surveyed

representatives of employers participated in the development or improvement of the study program "Business". 43% of employers noted that graduates of the CBA have good theoretical and practical training, they are able to carry out their duties at once; 57% noted that the graduates are able to carry out their job duties after a short training/introduction to the workplace. In assessing graduates' of the CBA compliance with the learning outcomes defined by the European Qualifications Framework (EQF), 25% of employers believe that graduates are fully capable of demonstrating comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to their field, 75% of employers believe that this skill is rather achieved.

To the statement that the CBA graduates are able to perform practical tasks in the profession based on analytical approach, demonstrate skills that allow them to find creative solutions to professional problems, discuss and reasonably argue practical issues and solutions in their respective profession with colleagues, clients and management, with respective degree of independence to study further, by improving their competencies, 25% of respondents answered that this skill has been fully achieved, 75% chose the answer "rather achieved".

50% of the surveyed employers stated that graduates of the CBA are able to evaluate and improve their own and other people's activities, work in collaboration with others, plan and organize work in order to perform specific tasks in their profession, to perform or supervise work activities with unpredictable changes; 50% chose the answer "rather achieved".

To the statement if the CBA graduate is able to formulate, describe and analyze practical problems of their profession, select the necessary information and use it as a solution of well-defined problems, to participate in the professional development of the field, show that he/she is aware of the location of the profession in broader social context, 75% of the employers' representatives replied "fully achieved"; but 25% chose "rather achieved".

Overall, the survey results show that employers value the knowledge, skills and competencies acquired by the CBA graduates within the framework of the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

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

### **3.1. Assessment of the compliance of the resources and provision (study provision,**

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

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program "Marketing and Trade" ("Business") takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Section 3.3. For the characterization and assessment of the material basis with examples, please see Part II, Section 3.2. In addition, the CBA provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal "Jurista vārds" published by "Latvijas Vēstnesis", which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

The implementation of the study program "Marketing and Trade" ("Business") is provided by 28 academic staff members, 3 of them are assistant professors, 4 - lecturers and 21 - course instructors or guest lecturers (please see Table 3.4.). During the reporting period, there have been quantitative changes in the academic staff. The total number of academic staff members involved in the implementation of the program has decreased from 33 to 28. During the reporting period, the distribution of academic staff members involved in the implementation of the study program according to their scientific degree has not changed significantly. For 25% of all academic staff members involved in the study program the College is the place for primary election. In total, 10.7% of academic staff members have PhD degree, 78.6% have a Master's degree, and 10.7% have a first-level higher education or Bachelor's degree (please see Table 3.5.). Changes in the academic staff have had a positive impact on the quality of studies, as evidenced by the results of the student and graduate survey, providing a positive evaluation of the work of the academic staff.

*Table 3.2. Scientific and academic degrees of the academic staff (including guest lecturers) at the beginning and end of the reporting period.*

No.	Indicator/ Academic year	PhD		Master's degree		Specialists with higher education	
		2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
1.	Number of academic staff members	4	3	26	22	3	3
2.	Share of the number of academic staff (%)	12,1%	10,7%	78,8%	78,6%	9,1%	10,7%

*Table 3.3. Academic staff involved in the implementation of the study program.*

No.	Name, surname	Scientific or academic degree	Position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English I and II



2.	Āzena Ligita	Mg.sc.soc.	Assisting professor	International marketing
				Public relations
				Creating PR campaigns
				Basics of E-commerce
				Personal and professional development
				Trade management
				Trade internship I and II
3.	Barons Kaspars	MBA	Course instructor	Sales management
4.	Bērziņa Dace	Mg.psych.	Course instructor	Socio-psychological training
5.	Bogdanova Diana	Mg.sc.soc.	Course instructor	Corporate communication
6.	Dembovska Iveta	Mg.oec.	Course instructor	Marketing I and II
				Marketing planning and advertising
7.	Dinsberga Jolanta	Mg.iur.	Course instructor	Basics of Law
8.	Fedotovs Aleksandrs	Dr.oec.	Course instructor	Microeconomics
9.	Irbe Madara Mara	Mg.sc.soc.	Course instructor	Entrepreneurship
10.	Kaltigina Margarita	Dr.paed.	Course instructor	Business German I and II
11.	Kārklīņš Aivis	Mg.paed.	Assisting professor	Professional client service
12.	Koklačs Jānis	Mg.oec.	Course instructor	Project preparation and management

13.	Kovaļenko Agnesa	1.līm.	Course instructor	Direct sales
				Sales promotion
14.	Krakopa Evija	Mg.oec.	Course instructor	Merchandising
15.	Kreicbergs Toms	Mg.oec.	Course instructor	Consumer behaviour in the market
16.	Lasmane Anita	Dr.psych.	Assisting professor	Management science I
17.	Lāce Alise	Mg.oec	Course instructor	Logistics
18.	Lielmanis Jānis	Bc.oec.	Course instructor	Basics of digital marketing
				International trade
19.	Miķelsone Elīna	MBA	Course instructor	Creativity and innovations in business
20.	Pužuls Mārtiņš	Mg.ing.	Course instructor	Environment, Civil and Labour protection
21.	Roķe-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research design
				Statistics
22.	Rubene Ilze	Mg.oec.	Lecturer	Commercial law
23.	Salenieks Kaspars	Bc.ing.	Lecturer	Financial matheamtics
24.	Stabiņš Jānis	Mg.paed.	Course instructor	Personal and professional development
25.	Supe Jānis	Mg. sc.admin	Lecturer	Macroeconomics
				International management
26.	Timofejeva Tatjana	Mg.psych.	Lecturer	Business Russian I and II
27.	Urpena Inese	Mg. sc.ing.	Course instructor	Digital literacy
				Information management
28.	Vanaga Rita	Mg.oec.	Course instructor	Basics of accounting

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of the national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them teach any study course of the study direction in national language.

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

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields**

**related to the content of the study programme), as well as the use of the obtained information in the study process.**

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with students.

For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Labor protection - ten years as a consultant", Mārtiņš Pužulis;
- "Rezekne region rural tourism accommodation quality assessment ", Iveta Dembovska;
- Possibilities for improving the communication of the brand "Kalvis", Ligita Āzena;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Scientific publications of academic staff: Jānis Supe, Dace Bērziņa, Iveta Dembovska, Aleksandrs Fedotovs, Margarita Kaltigina, Alisa Lāce, Elīna Miķelsone, Līga Roķe-Reimate, in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers, also seminars on quality improvement of the content of distance learning study process (please see Section 2.3. for more

detailed information).

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 90% (249): 10% (28).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	54_Statistics_KS_students.pdf	54_Statistika_KS_studejosie.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	55_KS_conformity_to_national_education_standard.pdf	55_KS_atbilstiba_valsts_izglitibas_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	56_KS_conformity_to_profession_standard.pdf	56_KS_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	57_KS_mapping.xlsx	57_KS_kartejums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	58_Plan_of_the_study_program_KS.pdf	58_Studiju_programmas_KS_plans.pdf
Descriptions of the study courses/ modules	59_Course_internship_descriptions_pdf.7z	59_KS_kursu_praksu_apraksti_pdf.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	60_Diploma_KS.pdf	60_Diploms_KS.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	61_Confirmation_of_possibilities_to_continue_studies_KS.pdf	61_Apliecinajums_studiju_turpinasanas_iespejam_KS.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	62_Example_of_study_contract_KS.pdf	62_Studiju_ilguma_paraugs_KS_zaudejuma_kompensacija.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	64_Confirmation_of_foreign_language_knowledge_KS.pdf	64_Apliecinajums_Supes_svesvalodas_zinasanam_KS.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	62_Example_of_study_contract_KS.pdf	62_Studiju_ilguma_paraugs_KS_zaudejuma_kompensacija.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Micro, Small and Medium Enterprise Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Micro, Small and Medium Enterprise Management</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Dārta</i>
Surname of the study programme director	<i>Akmens</i>
E-mail of the study programme director	<i>darta.akmens@bvk.lv</i>
Title of the study programme director	<i>Mg.edu., Mg. philol.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Micro, small and medium enterprise management" is to provide locally and internationally competitive business specialists according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in starting and developing entrepreneurship, and constantly improve the quality of life.</i>
Tasks of the study programme	<i>1. To provide competitive education in entrepreneurship corresponding to the requirements of the first level professional higher education.</i> <i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work of business specialist.</i> <i>3. To practice founding and development of one's own company, gradually and sequentially applying theoretical knowledge and demonstrating practical skills.</i> <i>4. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models.</i> <i>5. To characterize to students the significance of the results of applied research in the field and application of research in professional activities.</i> <i>6. To illustrate the processes happening in the local and global community, supporting the development of ethical and socially responsible personality.</i> <i>7. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i>

Results of the study programme	<p>1. Demonstrates knowledge and professionalism in business activities, takes into consideration the requirements of legal acts and professional ethics.</p> <p>2. Creates a business plan, starts and develops his/her business activities according to the chosen form of entrepreneurship.</p> <p>3. Plans and organises enterprise's activities (including setting targets and tasks, coordinating activities to achieve the objectives, controlling performance and creating constructive feedback).</p> <p>4. Finds, understands and analyses information, prepares proposals to ensure strategic and tactical functioning of the company in line with the company's strategy, economical situation and market.</p> <p>5. Demonstrates communication (including in foreign languages), organisational and planning competencies necessary for management of the company, works in a team and individually, manages the work of subordinates.</p> <p>6. Takes responsibility of work results, demonstrates purposefulness and initiative, recognises the social importance of his/her profession.</p> <p>7. Justifies his/her choice for future studies and lifelong education.</p>
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	88
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Business specialist

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IEĻA 13, RĪGA, LV-1010



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

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

The CBA first level professional higher education study program “Micro, small and medium enterprise management” with qualification “Business specialist” provides students with the opportunity to acquire the first level professional higher education and become a locally and internationally competitive business specialists complying with the requirements of the labor market and profession standard. In order to achieve the goal of the study program, the content and implementation of the study program was improved and supplemented during the reporting period.

Independent expert audit of the study program was carried out by representatives from the professional organizations of the field, including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the profession standard, the current needs of the labor market and the learning outcomes defined by the LKI and EKI (ESF project No. 8.2.3.0.18/A/005).

Both the audit and the resulting recommendations, and regular internal and external quality control processes of the study program (Description of the Study Program Internal Evaluation Process KVAL 2-05 STUD and Description of the Study Program External Evaluation Process KVAL 2-04 STUD) were important factors not only for improvements of the study program in accordance with the requirements for the first level professional higher education study programs, but also for more purposeful strengthening of the competitive advantage of the study program.

The study program is different from other first level study programs with the qualification “Business Specialist” with:

1. algorithm developed for the acquisition of the program content, which enables student to start and/or develop his/her own business;
2. significant involvement of employers and industry experts in providing support to students for starting and/or developing a business;
3. qualification of the academic staff in the field (most of the academic staff members teaching compulsory study courses are also excellent professionals in their field);
4. several study courses after which students are able to conduct applied research correctly and understand the importance of applied research for the analysis and improvement of the company's activities;
5. the content of the study program, which not only provides for the education of the student in the professional field, but also develops such personality competencies as purposefulness, discipline, responsibility, cooperation;
6. implementing the program in the form of extramural studies (distance learning) that is suitable for working adults, including outside Latvia.

Competitiveness of the program is evidenced by the growing number of students in the study program and the higher evaluation of student performance.

Therefore, first of all, the changes made to the parameters of the existing study program since the acquisition of the previous accreditation documents of the study direction are related to the setting and definition of the study program goal, tasks and learning outcomes. Namely, the aim of the study program has been redefined in order to emphasize the training of business specialists for local and international labor market, providing them with the necessary knowledge and professional competence for starting entrepreneurship and further management of the company, as well as improving the quality of life of society. Due to the aim of the study program, the tasks of the study program and the results to be achieved have also been redefined. Existing tasks of the study program focus on synergies in the development of general education, field-related and elective study courses, internships and qualification papers, providing a competitive education and research base for the preparation of business specialists appropriate to today's labor market. In turn, the current results of the study programs define that the trained business specialist is able to demonstrate the acquired knowledge, apply transversal skills and demonstrate understanding of business and company management, as well as apply them in various business related contexts.

Secondly, the range of study courses of the study program have been expanded according to the needs of the labor market and the project of the profession standard. In addition, courses related to digitalisation, creativity and innovation, data processing, communication, applied research, etc. are included, thus aligning the contents of the study program with current market trends and knowledge required by business specialists:

1. In the general part (A):
  - Research Design (2 CP),
  - Business Russian/German (4 CP).
2. In the field-specific part (B):
  - Creativity and Innovation in Business (2 CP),
  - Sociology (2 CP),
  - Document Management (2 CP),
  - Personal and professional development (2 CP).

During the reporting period, the free choice part of the study program has also been expanded to include one study course in English in order to promote the development of students' foreign language skills and, furthermore, success in the international market:

- Digital Literacy (2 CP),
- Corporate Communication (2 CP),
- Human Resource Management II (2 CP),
- International management (2 CP).

During the reporting period, for some study courses not only the content but also the title was revised and updated. Table 3.1. lists the courses of the previous accredited study program in the left column, and the changes affecting these courses in the right column, while the current plan of the study program is attached in Annex 14.

*Table 3.1. Changes in content and titles of study courses during the reporting period.*

Title of the study course in the previous reporting period	Changes made in the study program
General study courses (compulsory)	General study courses (compulsory)

Title of the study course in the previous reporting period	Changes made in the study program
Information technology	The course content has been substantially changed and transformed into "Information Management"
Management I and II	Updated content
Business Foreign Language (Russian / English) I and II	The content of the study courses has been changed by adapting the acquisition of terms in a foreign language necessary for qualification
Marketing I and II	The course "Marketing I" is provided, the course "Marketing II" is no longer included in the study program  New study course "Research Design"
Labor and social rights	The course is renamed "Labour rights". Updated content and moved to part B (field-specific study courses)
Occupational health, safety and environmental protection	The course is renamed "Environmental, Civil and Labor Protection". Updated content and moved to part B (field-specific study courses)
Organizational Psychology I and II	Part II of the course Organizational Psychology has been moved to the free elective part
Record keeping, business correspondence and archiving	The course is renamed "Document Management". Updated content and moved to part B (field-specific study courses)
<b>Field-specific study courses (Limited Choice)</b>	<b>Field-specific study courses (Limited Choice)</b>
Statistics	The study course has been moved to the general study courses part
Microeconomics	Study courses combined into one study course "Economics"
Macroeconomics	
Commercial law	Updated content
Entrepreneurship	Updated content
Preparation and management of projects	Updated content
Financial Accounting I	Study course renamed "Basics of Accounting", updated content
Management accounting	The study course is no longer included in the study program  New course "Creativity and Innovation in Business"
Human resources management	Updated content
Marketing planning and advertising	The study course is no longer included in the study program  New course "Document Management"

Title of the study course in the previous reporting period	Changes made in the study program
Taxes and duties	Updated content
Finances and credit	Updated content
Audit and analysis of economic activity	Updated content
Logistics	Updated content
-	New study course "Sociology"
-	New study course "Personal and Professional Development"
<b>Free elective study courses</b>	<b>Free elective study courses</b>
Socio-psychological training	The study course has been transferred to the part B (field-specific study courses), updated content
Culture issues of the Latvian language	The study course is no longer included in the study program
	New course "Digital literacy"
Professionalism and career	The content of the study course is integrated into the new study course "Personal and Professional Development" included in the part B (field-specific study courses)
Business Etiquette	Study course topics are integrated into the study course "Socio-psychological trainings I"
History of World Culture I, II	The study course is no longer included in the study program
Public Relations I, II	The study course is no longer included in the study program
	New Course "Human Resources Management II"
Communication psychology	Study course topics are integrated into the study course "Socio-psychological trainings I"
	New course "International management"
Art of public speaking	Study course topics integrated into new study course "Corporate Communication"
Professional client service	Updated content
<b>Internship</b>	
Internship of acquiring business processes	Content of internships developed so as to ensure one internship with sequential 4 stages during the 1st, 2nd, 3rd and 4th semester
Pre-qualification internship	
<b>Qualification paper</b>	

Title of the study course in the previous reporting period	Changes made in the study program
Qualification paper	The topic of the qualification paper has to be related to aspects of starting and development of business by the student

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

The number of students in the study program “Micro, small and medium enterprise management” in the academic year 2018/2019 was 236 students, including 74 matriculated students; 17 students received the qualification of a business specialist. All students at the CBA study at their own expense. Data on students over the last six years reflect a number of trends (please see Figure 3.1. and Annex 10).

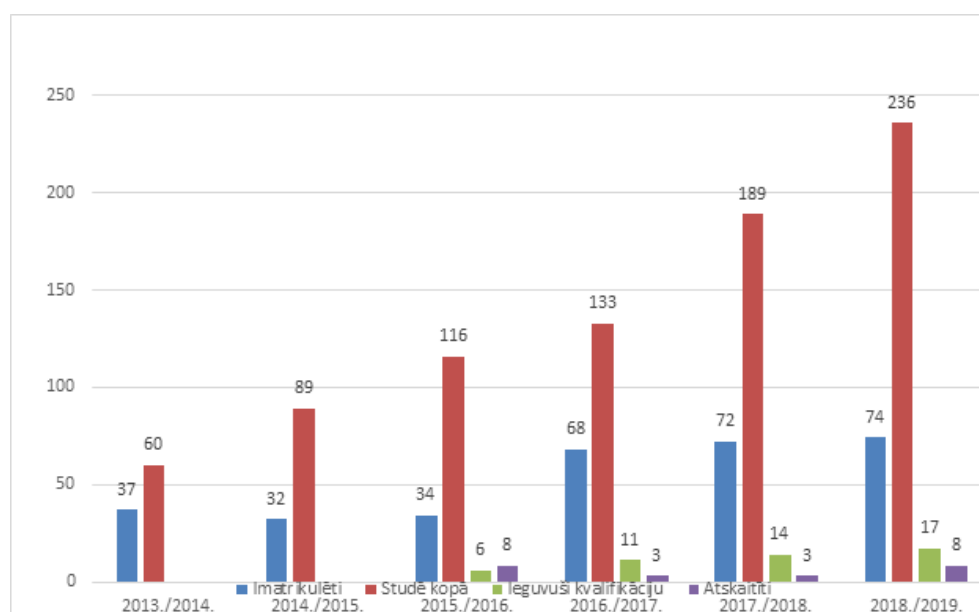


Figure 3.1. The study program “Micro, small and medium enterprise management”: number of matriculated students (blue), current students (red), graduates (green) and expelled students (violet) in the academic years 2013/2014 - 2018/2019

First, starting with academic year 2014/2015, the number of matriculated students is increasing every year (from 32 students in the academic year 2015/2016 to 74 students in the academic year 2018/2019). Similarly, the total number of students has increased (from 60 students in the academic year 2013/2014 to 236 students in the academic year 2018/2019, i.e. the number of students has increased almost 4 times in the last five years). A total of 48 students have received the qualification “Business Specialist” from 2015/2016 academic year until 2018/2019. As the figure shows, the number of students dropping out during the study process is small compared to the average in Latvia, especially considering the specifics of distance learning.

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

The title of the study program, the degree to be obtained and the professional qualification, objectives and tasks are mutually compatible. Taking into account that the study program “Micro, small and medium enterprise management” is the first level higher professional education study program developed in accordance with the Law on Higher Education Institution of the Republic of Latvia and other regulations, the students require education corresponding to the professional qualification during the studies as well as theoretical and practical preparedness, which makes it possible to carry out work of various complexity as well as to organize and manage the work of other specialists. The content of the study program has been developed in accordance with the map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)), the project of the new profession standard “**Business specialist**”, which, compared to the standard “**Business specialist**” approved 18 April 2012 (Profession code - 3339 20) (<https://www.koledza.lv/download/dokumenti/ps0119.pdf>), includes acquisition of more comprehensive knowledge and skills for new business specialists in such types of organization of business as a limited liability company, sole proprietorship, or self-employment status.

The tasks of the study program and the expected results follow the aim of the study program, thus the connection is clearly visible in the content of the study program, which is created sequentially and gradually in order to achieve study results (please see the mapping of the study program “Micro, small and medium enterprise management” in Annex 13). Accordingly, admission to this study program is subject to the Regulation on Admission, which stipulates that the applicant is enrolled to studies if he/she has obtained a general secondary or secondary vocational education document. For a more detailed description of admission rules at the CBA, please see Part II, Section 1.5 of the report.

In accordance with the Cabinet of Ministers Regulation on the Classification of Education in Latvia (in force since 16 June 2017), the study program code remains the same - 41345 (management and administration).

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

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

The first level professional higher education study program “Micro, small and medium enterprise management” has been developed in accordance with and complies with the state education standard - Cabinet of Ministers Regulation of 20 March 2001 No. 141 “Regulation on the National Standard for the First Level Professional Higher Education (please see Annex 11) and the “**Business specialist**” profession standard (please see Annex 12). The content of the studies is aligned with the profession standard “**Business Specialist**” (Occupation Code - 3339 20) approved on 18 April 2012 as well as with the new “Business Specialist” standard which was submitted on 05 February 2020 by the LTRK to the National Centre for Education for further coordination and approval. Contacting the National Centre for Education on 27 April 2020 the CBA got information that the profession standard is at the Centre right now and is being evaluated by experts.

Taking into consideration that this is a professional study program, it must correspond to the needs of the field and the labor market, therefore the work on updating the content of the study program is continuous. It is important to notice the fact that the European Commission (EC) has defined it as a key objective to promote entrepreneurship education and to emphasize its importance at all levels, from primary school to university and beyond (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0795>). Thus, the content of study courses focuses on the training of flexible and up-to-date specialists who are able to plan, implement and manage change in companies.

Compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program. The following professionals are involved in implementation and improvement of the content of the study program:

- Dainis Locāns, Member of the Board of the Latvian Business Consultants Association ([www.Biznesam.lv](http://www.Biznesam.lv)), participates in the work of the Council of the CBA and the qualification papers and internship reports examination commissions, has carried out audit of the study program content and made recommendations for improvements of the content of the study program;
- Andrejs Siliņš, member of the Knowledge Economics Council, participates in the work of the Council of the CBA and qualification papers examination commissions;
- Ieva Plūme, Chair of the Pulmonary Hypertension Association, regularly participates in qualification papers and internship reports examination commissions;
- Kaspars Salenieks, project manager of Emergn Ltd., supervises students' internships, qualification papers, teaches study courses;
- Elīna Miķelsone, founder and chairman of the board of NGO “Institute of Ideas and Innovations”, actively participates in the teaching the courses, supervises the internships and participates in the internships examination commissions, and runs virtual business incubator - the Business Greenhouse;
- Iveta Cīrule, Head of Creative Business Incubator, Senior Expert in research and innovation policy support of the National Education Development Agency, Science, Research and Innovation Policy Support Department, has created virtual business incubator at the College and is involved in teaching courses;
- Jānis Koklačs - experienced product development and project management professional,

trainer and consultant, TET project manager, is teaching study courses;

- Jānis Stabiņš - entrepreneur, founder of the College of Business Administration and distance learning Riga Commercial School, Head of the school project "Be a Leader" - consults for improvement of internships, leads the study course "Professional and personal development";
- Jānis Lielmanis - entrepreneur, digital marketing expert. Participates in updating contents of courses and internships, advises students on marketing issues. Is a member of the CBA Advisory Convention.

Cooperation with the association "Līdere" has also been started. It is planned to expand the involvement of various representatives of the association in the implementation of the study process and updating of the study content, participation in the councils and commissions of the College. In addition, the College organizes Life Opportunity Days to promote collaboration between employers, academic staff, graduates and students. Participants of these days have the opportunity to find internship placements, or even jobs, while learning about employers' needs. Every year the cooperation expands and, in addition to the involvement of businessmen in the Advisory Convention, new forms of cooperation based on mutual interest and successful results are being implemented. The feedback obtained from the employers proves the topicality of the content of the existing study program "Micro, small and medium enterprise management" and preparation of the necessary specialists according to the requirements of the labor market.

In addition, the evaluation of compliance of the study program with the real market requirements is carried out by collecting data on the graduates' progress and their opinion on the correspondence of the contents of the study program to the latest trends in the field; as well as interviewing students. In general, the data of both the students and the graduates surveys indicate that the development of close cooperation with employers in the implementation of the study program and the development of the necessary competencies in the labor market are positively evaluated.

Compliance with the requirements of science and improvement of the content of study courses according to the latest developments in science is ensured by the participation of academic staff members at international scientific conferences and publication of research in scientific journals. Students also participate in scientific and industry professional conferences, developing the skills necessary in the labor market.

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

The plan of the first level professional higher education study program "Micro, small and medium enterprise management" is attached in Annex 14, the study courses descriptions - in Annex 15. The content of the study courses is based on the aim of the study course and achievable results, which in turn are aligned and derive from the aim and achievable results of the study program. The relationship between the learning outcomes of the study program and the content of the study courses is illustrated in the mapping of the study courses attached in Annex 13 to this report. The study program is designed in a way so that the study content is acquired sequentially, step by step



and consistently, by aligning the courses in a logical order: general education and management courses at the beginning, and with each semester the courses become more specialized, focusing on developing skills and practical application of knowledge – document management, management accounting, audit and analysis of economic activity, personal and professional development, commercial law and other study courses.

The study courses included in the study program correspond to the aim of the study program: first, all compulsory study courses are included in the program to acquire knowledge defined in the professional standard of business specialist; second, general education courses are included to promote students' business competences as well as research and analysis skills.

Before elaborating the qualification paper, students acquire knowledge of research implementation in the study courses “Research Design” and “Statistics”, carry out professional internship in entrepreneurship and after that develop and defend the qualification paper.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar “Academic staff in the distance learning process”, where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

2nd methodological seminar “Promoting the Quality of Distance Learning” which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rd external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar “Standard of making course description and development of distance learning course”, where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning

outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - "Procedure for Reviewing Complaints and Proposals of Students (Customers)" (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the "Description of the Accounting and Control of the Study Results Process" (KVAL 2-17 STUD) and "Regulation of Examination at the CBA" (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one

week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination – qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

As an integral part of professional higher education, this study program includes internships in the amount of 16 credit points, which are implemented in the 1st, 2nd, 3rd and 4th semesters, 4 credit points in each semester. The Internship regulations are attached in Annex 15. The tasks included in the internships are aimed at formulating and refining the business idea, establishing and registering own company business in the Register of Enterprises. During the internship the following tasks takes place: learning the main processes of the company's functioning, testing processes of production/sales of the product/service, evaluation of efficiency of the business and suitability of the personality for implementation of commercial activities.

Business ideas of students are already being implemented in successful business. For example, in business activities such as portable car washes, wooden tile making (<https://www.la.lv/madona-razos-unikalu-produktu-koka-flize>), non-ice hockey drills, bulk sorting points, social networking management platforms, weight loss calendar, takeaway cafes, mini pancakes, organization of kids parties (<https://www.facebook.com/pankukmanija/>), production of reflective sportswear (<https://www.facebook.com/pg/spigofolk/posts/>), development of street

gymnastics club, photo services (<https://www.facebook.com/pg/MartaOzolaPhoto/posts/>), vocal recording studio services and many more products and services. Detailed information about students' internships and entrepreneurship is available in internship reports, which are stored at the Study Support Center.

Accordingly, the internship aims **to consolidate the theoretical knowledge acquired in the College into practice** (for example, *facilitating the acquisition of competencies for the next profession by acquiring skills in general business management processes and evaluating the company and its achievements, improving communication skills, checking training and readiness for the chosen profession*). Namely, the students acquire practical skills in the field of business management during the internship, applying the theoretical knowledge acquired during the study courses. Thus, internships are organized to facilitate the achievement of study outcomes such as *demonstration of entrepreneurial knowledge in compliance with regulatory requirements, business plan development, starting and developing business according to the chosen format, planning and organization of business activities, proposal development for ensuring strategic and tactical activities of business, and demonstration of the communication, organizational and planning competencies necessary to run a business*. The Entrepreneurship Internship Regulation has been drafted accordingly (approved with updates at the Council of studies of the CBA meeting on 10 February 2020).

In order for students to achieve the tasks set in the internship, the internship supervisor, participants of the Advisory Convention and other involved entrepreneurs and consultants provide the student with all necessary support - provide all necessary information about the organization and procedures of the internship during the introductory seminar, validates the business ideas in the interim-seminar, follow the progress of the student in accordance with the approved internship implementation plan and provide face-to-face and remote consultations throughout the entire period of internship. The internship supervisor also advises the student on the preparation of the internship report, as well as evaluates the quality of the execution of internship program and the internship report by discussing it with the student and providing his/her feedback. In addition, the student completes internship diary, submits interim reports containing information on what has been done during the internship, describes self-assessment, indicating which skills and knowledge have been acquired. At the end of the internship the students present the results of the internship at the internship conference. Thus, by gathering information from the aforementioned internship components, the internship supervisor can determine whether the student has achieved the desired results, as well as provide feedback and support at each stage of the internship.

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

At the end of the studies, the student must develop and defend **a qualification paper**. Students initially raise the topic of their qualification paper based on their professional and research interests, as well as the condition that the topic of their qualification paper must be related to exploring and improving aspects of starting or developing their own business. Potential topics of the qualification papers are discussed and agreed with the chosen supervisor, in accordance with the aims and results of the study program and the competence of the academic staff. After the improvement of the topics of the qualification papers, they are approved at the meetings of the Council of studies of the CBA.

During the reporting period, 78 students defended their qualification papers in this study program. Analyzing the range of topics selected, it can be concluded that it is broad and covers the whole field of entrepreneurship - from analyzing various innovations in business development to identifying the role of human resources. Over the past three years, the choice of qualification paper topics has been balanced across different business fields with similar student proportions by topics, such as decision making and their impact factors, strategic management of the company and development opportunities, marketing plan and improving the visibility of the company, human resource planning and management policies, analysis of the company's competitors and advantages of the company, development of cooperation, identification of export market and sales promotion, etc. It is important to emphasize that in the final thesis research is done in specific companies, identifying their individual situation along with the latest business trends and current events in the industry. In addition, each year the State Examination Commission assesses the relevance of the topics to the study program and the learning outcomes defined. Topics are rated as relevant. Overall, the quality of the final papers can be described as very good.

The analysis of assessments of the students' qualification papers in each year of the reporting period is summarized in Figure 3.2. The figure below illustrates the percentage distribution (y-axis) of the scoring points obtained in each reference year (X-axis). During the reporting period (please see Figure 3.2.), 0% of students received grade 4 (almost satisfactory), ~ 1% received grade 5 (satisfactory), ~ 16% received grade 6 (almost good), a grade 7 (good) - 37%, grade 8 - 32% (very good), grade 9 - 13% (excellent), while grade 10 was received by 1 student (with distinction), creating 1%. Thus, during the whole reference period the average evaluation of students' qualification papers was 7.4 points.

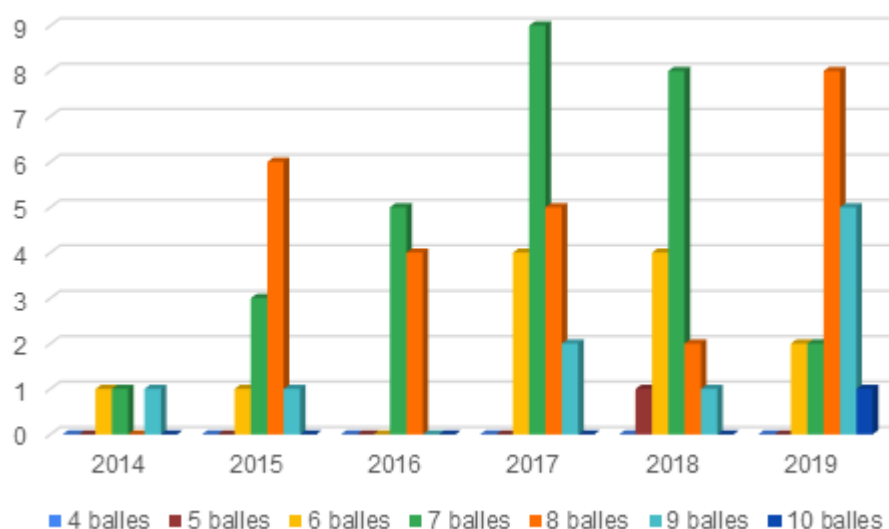


Figure 3.2. Evaluation of final theses during the reporting period, 2014-2019 (blue - 4, red - 5, yellow - 6, green - 7, orange - 8, light blue - 9, dark blue - 10)

As the number of students gradually increased during the reporting period from 2014 to 2019, the proportional distribution of qualification work assessment was stable, with more than 50% of students receiving 7 or 8 points and less than 5% receiving 4, 5 or 10 points.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the “Description of the internal evaluation process of the study program” (KVAL 2-05 STUD).

In the summer of 2019 the survey of students was conducted, including a survey of students of the study program "Micro, small and medium enterprise management" (n=69). Assessment of the study program by students can be seen in Figure 3.3.



Figure 3.3. Evaluation of the study program “Micro, small and medium enterprise management” by students.

The results of the students' survey show that the students rate the following criteria with the highest possible mark: 4 points - “The technical provision of studies satisfies me” and “The academic staff observe objectivity in the assessment of knowledge”. Close to the maximum grade - “The overall workload of the study process is intense” (average: 3.79 out of 4 points), “Communication about the study process was good” (average: 3.71 out of 4 points) and “I rate the academic staff members as good professionals in their field” (average 3.71 out of 4). In general, it should be noted that the rating obtained in all survey criteria ranges from "more agree" (3 points) to "strongly agree" (4 points), with the average score of 3.38 for all criteria.

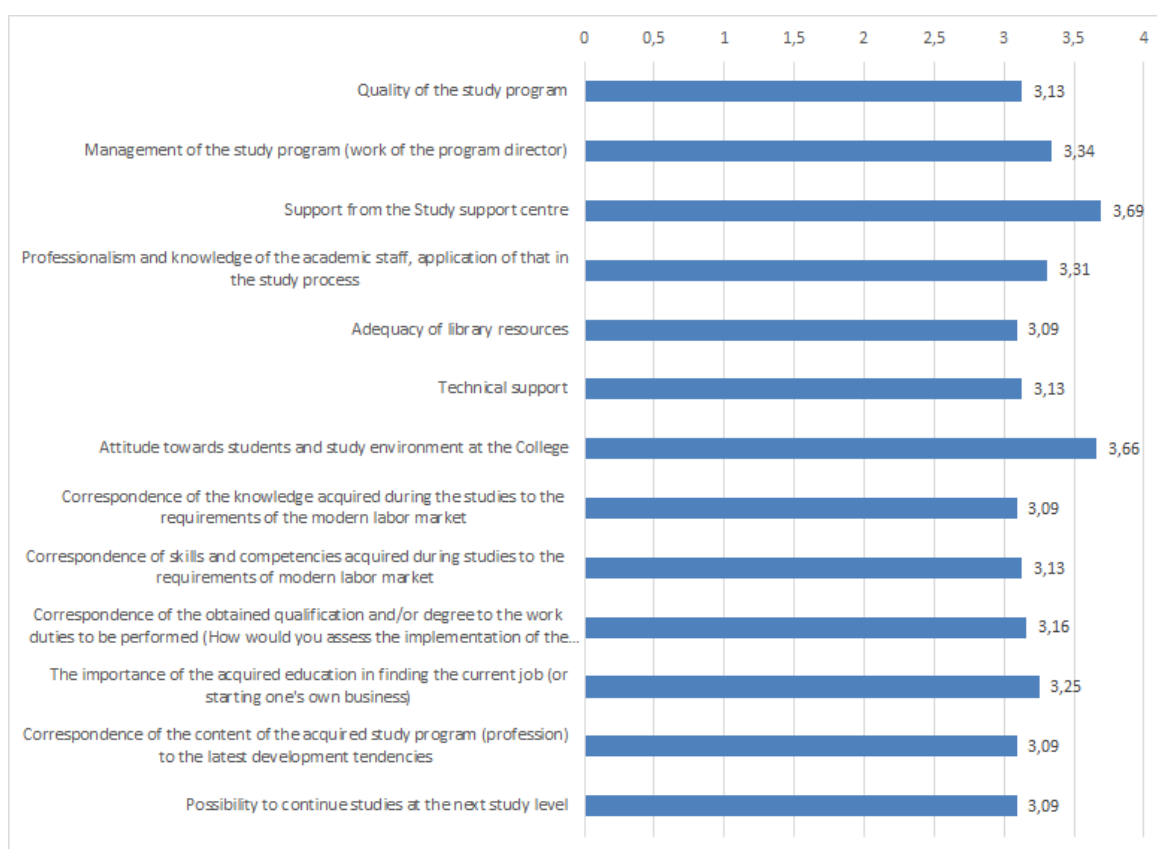
Well-thought plan of studies, content of Moodle discussions, internships, high-quality and transparent study materials, competent academic staff members, engaging lectures have been identified as strengths of the CBA and the study program. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 “Improvement of management processes and quality of study programs at the College of Business Administration” to the quality of the study process.



As aspects to be improved, students have indicated the following: show grades in the Moodle, digitalizing tests and exams, provide individual communication between lecturers and students.

The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments during the semester; tests and exams have been digitalized in the courses where the content allows it, remote correspondence possibility with academic staff is provided in the Moodle environment and via email.

The graduate survey in 2020 was completed by 33 respondents - graduates of the study program "Micro, small and medium enterprise management". The results of the survey (please see Figure 3.4.) show that graduates evaluate the implementation of the study program mainly as good and excellent, with the highest evaluation for the work of the Study Support Center (average 3.69 out of 4 points), attitude towards the student and study environment in the College. (average 3.66 out of 4 points).



Figure

### 3.4. Evaluation of the implementation of the study program "Micro, small and medium enterprise management" by graduates.

Graduates of the study program have indicated the following benefits after graduation:

- possibility to save the current position/job (2 respondents),
- work in a job that suits you best (4 respondents),
- opportunity to establish and develop own business (13 respondents),
- to do work with higher salary (8 respondents),
- opportunity to continue studies at the next level of higher education (4 respondents);
- other: to receive promotion (1 respondent).

29 of the graduates of the study program were employed at the moment of graduation of the study program, 3 graduates were employed in the field after graduation from the study program.

All 33 respondents would recommend the study program “Micro, small and medium enterprise management” to relatives, friends and acquaintances because:

- studies increase self-esteem and career opportunities,
- the study program is relevant in today's labor market,
- it is possible to combine studies with work, other activities.

The survey of employers of graduates of the CBA study program “Micro, small and medium enterprise management” included questions suggested by the Academic Information Center.

A total of 30 employer representatives were invited to participate in the survey, of whom 17 agreed, each employing 1 graduate of the study program “Micro, Small and Medium Enterprise Management”. None of the employers' representatives surveyed participated in the development or improvement of the study program “Micro, small and medium enterprise management”. All (100%) employers noted that graduates of the CBA have good theoretical and practical training and are able to perform their duties immediately. When evaluating compliance of the CBA graduates with the learning outcomes defined by the European Qualifications Framework (EKI), 75% of employers believe that graduates are fully capable of demonstrating comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the field. 35% of employers believe that graduates are rather capable of demonstrating comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the field.

To the statement that the CBA graduates are able to perform practical tasks in the profession based on analytical approach, demonstrate skills that allow them to find creative solutions to professional problems, discuss and reasonably argue practical issues and solutions in their respective profession with colleagues, clients and management, with respective degree of independence to study further, by improving their competencies, 100% of employers replied that this skill is rather achieved.

All (100%) of the surveyed employers stated that graduates of the CBA are able to evaluate and improve their own and other people's activities, to work in collaboration with others, to plan and organize work to perform specific tasks in their profession, to perform or supervise work activities with unpredictable changes.

To the statement if the CBA graduate is able to formulate, describe and analyze practical problems of their profession, select the necessary information and use it as a solution of well-defined problems, to participate in the professional development of the field, show that he/she is aware of the location of the profession in broader social context, 100% of representatives of employers answered "fully achieved".

Overall, the survey results show that employers value the knowledge, skills and competencies acquired by the CBA graduates within the framework of the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for



ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

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

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

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program “Micro, small and medium enterprise management” takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Section 3.3. For the characterization and assessment of the material basis with examples, please see Part II, Section 3.2. In addition, the CBA provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal “Jurista vārds” published by “Latvijas Vēstnesis”, which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

Implementation of the study program is ensured by 25 academic staff members, 4 of them are assistant professors, 4 - lecturers, and 16 - course instructors (please see Table 3.2.). During the reporting period both quantitative and qualitative changes in the composition of the academic staff have taken place. The total number of academic staff members involved in the implementation of the study program has decreased (from 33 to 25). The distribution of the academic staff members involved in the implementation of the study program according to their scientific degree has changed (please see Table 3.3.), i.e. at the end of the reporting period, the proportion of academic staff members with PhD degree has increased (from 12.1% to 16%), the proportion of academic staff members with Master's degree has increased (from 72.7% to 80%), and the share of academic staff members with first level higher education or Bachelor's degree has decreased three times (from 15.2% to 4%). At the end of the reporting period, there are relatively more academic staff members with degrees in several disciplines, 4 academic staff members (15.4%). For 26.9% of all academic staff members involved in the study program the College is the main place of election. Changes in the academic staff have had a positive impact on the quality of studies, as evidenced by the results of the student and graduate survey, providing a positive evaluation of work of the academic staff.

*Table 3.2. Scientific and academic degrees of the academic staff (including guest lecturers) at the beginning and end of the reporting period.*

No.	Indicator/ Academic year	PhD		Master's degree		Specialists with higher education	
		2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
1.	Number of academic staff members	4	4	24	20	5	1
2.	Share of the number of academic staff (%)	12,1%	16%	72,7%	80%	15,2%	4%

*Table 3.3. Academic staff involved in the implementation of the study program.*

No.	Name, surname	Scientific or academic degree	Academic position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English I and II
2.	Āzena Ligita	Mg.sc.soc.	Assistant professor	Public relations
3.	Bērziņa Dace	Mg.psych.	Course instructor	Socio-psychological training I
4.	Bogdanova Diana	Mg.sc.soc.	Course instructor	Corporate communication
5.	Dembovska Iveta	Mg.oec.	Course instructor	Marketing I and II
6.	Enkuzena Signe	Dr.admin., Mg.psych.	Assistant professor	Human resource management I
7.	Irbe Madara Mara	Mg.sc.soc.	Course instructor	Entrepreneurship
8.	Kaltigina Margarita	Dr.paed.	Course instructor	Business German I and II
9.	Kārkliņš Aivis	Mg.paed.	Assistant professor	Professional client service
10.	Koklačs Jānis	Mg.oec.	Course instructor	Project Preparation and management
11.	Lasmane Anita	Dr.psych.	Assistant professor	Organizational psychology
12.	Lāce Alise	Mg.oec	Course instructor	Logistics
13.	Liepa Dite	Mg.philol.	Course instructor	Culture aspects of the Latvian language
14.	Miķelsone Elīna	MBA	Course instructor	Creativity and innovation in business
				Entrepreneurial internship

15.	Osis Juris	Dr.h.c.	Course instructor	Sociology
16.	Pužuls Mārtiņš	Mg.ing.	Course instructor	Environmental, Civil and Labour Protection
17.	Rože-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research design Statistics
18.	Rubene Ilze	Mg.oec.	Lecturer	Commercial law Labour rights
19.	Salenieks Kaspars	Bc.ing.	Lecturer	Finances and credit Entrepreneurial internship
20.	Selga Eva	Mg.hrm.	Course instructor	Human resources management I and II
21.	Stabiņš Jānis	Mg.paed.	Course instructor	Personal and professional development
22.	Supe Jānis	Mg. sc.admin	Lecturer	Economics Document management International management
23.	Timofejeva Tatjana	Mg.psych.	Lecturer	Business Russian I and II
24.	Urpena Inese	Mg. sc.ing.	Course instructor	Digital literacy Information management
25.	Vanaga Rita	Mg.oec.	Course instructor	Taxes and duties Audit and analysis of economic activity Basics of accounting Management accounting

#### 4.2. Assessment of the compliance of the qualification of the teaching staff members

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of the national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them teach any study course of the study direction in national language.

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

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

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

## information in the study process.

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with students.

For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Labor protection - ten years as a consultant", Mārtiņš Pužulis;
- "Stress in office work and its management strategies at the organizational and individual level", Alīna Bistrova, Signe Enkuzena;
- "Performance management for employees of different generations", Signe Enkuzena;
- "LPVA development and current events", Eva Selga;
- "Rezekne region rural tourism accommodation quality assessment ", Iveta Dembovska;
- "Possibilities for improving the communication of the brand "Kalvis"", Ligita Āzena;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Scientific publications of academic staff: Jānis Supe, Dace Bērziņa, Iveta Dembovska, Margarita Kaltigina, Alisa Lāce, Elīna Miķelsone, Līga Roķe-Reimate, in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff

members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 92% (283): 8% (25).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	10_Statistics_MK_students.pdf	10_Statistikas_dati_MK_par_studējošajiem.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	11_MK_conformity_to_national_education_standard.pdf	11_Studiju_programmas_MK_valsts_izglitibas_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	12_MKS_conformity_to_profession_standard.pdf	12_MKS_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	13_MK_mapping.xlsx	13_MK_kartejums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	14_Plan_of_study_programme_MK.pdf	14_Studiju_programmas_MK_plāns.pdf
Descriptions of the study courses/ modules	15_MK_Course_internship_descriptions_pdf.7z	15_Studiju_kursu_praksu_apraksti_pdf.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	16_Diploma_MK.pdf	16_Diploms_MK.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	17_Confirmation_of_possibilities_to_continue_studies_MK.pdf	17_Apliecinājums_par_studiju_turpināšanas_iespējām_MK.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	18_Example_of_study_contract_MK.pdf	18_Studiju_līguma_paraugs_MK_(zaudējuma_kompensācijas_apliecinājums).docx.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	20_Confirmation_of_foreign_language_knowledge_MK.pdf	20_Apliecinājums_par_J.Supes_svešvalodas_zināšanu_atbilstību_MK.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	18_Example_of_study_contract_MK.pdf	18_Studiju_līguma_paraugs_MK_(zaudējuma_kompensācijas_apliecinājums).docx.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		



# Personnel Psychology and Human Resources Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Personnel Psychology and Human Resources Management</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Evija</i>
Surname of the study programme director	<i>Ūpe</i>
E-mail of the study programme director	<i>evija.upe@bvk.lv</i>
Title of the study programme director	<i>Mg.sc.educ.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Personnel psychology and human resource management" is to provide locally and internationally competitive personnel specialists according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in human resource management, and constantly improve the quality of life.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive education in human resource management corresponding to the requirements of the first level professional higher education.</i></li> <li><i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work of personnel specialist.</i></li> <li><i>3. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models.</i></li> <li><i>4. To characterize to students the significance of the results of applied research in the field of human resource management and application of research in professional activities.</i></li> <li><i>5. To illustrate the processes happening in the local and global community, supporting the development of ethical and socially responsible personality.</i></li> <li><i>6. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i></li> </ol>

Results of the study programme	<p>1. Demonstrates knowledge and a professional performance in the implementation of personnel management functions in accordance with the needs of the organisation, requirements of legal acts and professional ethics.</p> <p>2. Manages staff documentation in conformity with the actual legislation.</p> <p>3. Collects and analyses data, prepares reports on company personnel statistics, develops proposals for improving personnel management functions and addressing problems.</p> <p>4. Finds and uses the information extraction and processing technologies required for professional activity.</p> <p>5. Cooperates in foreign languages and provides constructive feedback to counterparts.</p> <p>6. Takes responsibility for the results of his/her work, demonstrates purposefulness and initiative, recognises the social importance of his/her profession.</p> <p>7. Justifies his/her choice for future studies and lifelong education.</p>
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	88
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Personnel specialist

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IEĻA 13, RĪGA, LV-1010

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

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

The CBA first level professional higher education study program “Personnel Psychology and Human Resource Management” with the qualification “Personnel Specialist” provides students with the opportunity to acquire the first level professional higher education and become locally and internationally competitive personnel specialists corresponding to the needs of the job market and requirements of according to the requirements of the profession “Personnel Specialist” standard (<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-122.pdf>). In order to achieve the goal of the study program, the content and implementation of the study program was reviewed during the reporting period.

In accordance with the Cabinet of Ministers Regulation on the Classification of Education in Latvia (in force since 16 June 2017), the study program code remains the same - 41345 (management and administration).

Independent expert audit of the study program was carried out (during ESF project No. 8.2.3.0.18/A/005) by representatives from the professional organizations of the field, including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the current needs of the labor market and the learning outcomes defined by the LKI and EKI and the new profession standard “Personnel Specialist” (agreed by the Tripartite Cooperation Subcommittee on Vocational Education and Employment, meeting on 16 October 2019, protocol No. 7).

Both the audit and the resulting recommendations, and regular internal and external quality control processes of the study program (Description of the Study Program Internal Evaluation Process KVAL 2-05 STUD and Description of the Study Program External Evaluation Process KVAL 2-04 STUD) were important factors not only for improvements of the study program in accordance with the requirements for the first level professional higher education study programs, but also for more purposeful strengthening of the competitive advantage of the study program.

The study program “Personnel psychology and human resource management” is different from other first level study programs with the qualification “Personnel Specialist” with:

1. significant involvement of employers and industry experts in the design and development of content and design of the study program;
2. qualification of the academic staff in the field (most of the academic staff members teaching compulsory elective study courses are also excellent professionals in their field);
3. several study courses after which students are able to conduct applied research correctly and understand the importance of applied research for the analysis and improvement of the personnel management;
4. the content of the study program, which not only provides for the education of the student in the professional field, but also develops such personality competencies as purposefulness, discipline, responsibility, cooperation.;

5. implementing the program in the form of extramural studies (distance learning) that is suitable for working adults, including outside Latvia.

Competitiveness of the program is evidenced by the growing number of students in the study program and the higher evaluation of student performance.

To include the latest trends of personnel management in the contents of the study program (digitalization of staff, acceptance of diversity and equality; introduction of artificial intelligence in personnel activities; appropriate internal and external communication tools; flexible working environment – remote work/flexible working hours, etc.; dynamic organization and management, balance of job and private life; talent selection and management; learning to learn; gaming; inclusive work environment; growth in automated work, etc.; see for example: <https://lpva.lv/articles/284/kadas-bus-personala-vadibas-tendences-2020-gada> and <https://www2.deloitte.com/content/dam/Deloitte/cz/Documents/human-capital/cz-hc-trends-reinvent-with-human-focus.pdf>) and align with the needs of the job market and requirements of the “Personnel Specialist” profession standard, the program volume has been increased to 88 CP (132 ECTS) instead of the current 80 CP (120 ECTS). The study program now includes new study courses related to digitalisation, creativity and innovation, data processing, communication, etc.:

1. In the general part (A):

- Research design (2 CP);
- Business Russian/German (4 CP);
- Statistics (2 CP).

2. In the field-specific part (B):

- Professional ethics and communication (2 CP);
- Corporate Communication (2 CP);
- Personal and professional development (2 CP).

During the reporting period, the free choice part of the study program has also been expanded to include one study course in English in order to promote the development of students' foreign language skills and, furthermore, success in the international market:

- Digital Literacy (2 CP);
- Creativity and Innovation in Business (2 CP);
- International management (2 CP).

The CBA is already observing the positive aspects of the changes introduced. For instance:

- during the academic year of 2019/2020, thanks to the introduction of the course "Research Design", students' research competence has improved significantly, which was noted by the supervisors of qualification papers, reviewers and the State final examination commission members;
- the results of the students' survey and the observations of the academic staff show that the study course “Personal and Professional Development” allows students to think about and plan their professional career while at the same time achieving personal goals.

During the reporting period, for some study courses not only the content but also the title was revised and updated. Table 3.1. lists the courses of the previous accredited study program in the left column, and the changes affecting these courses in the right column, while the current plan of the study program is attached in Annex 36.

*Table 3.1. Changes in content and titles of study courses during the reporting period.*

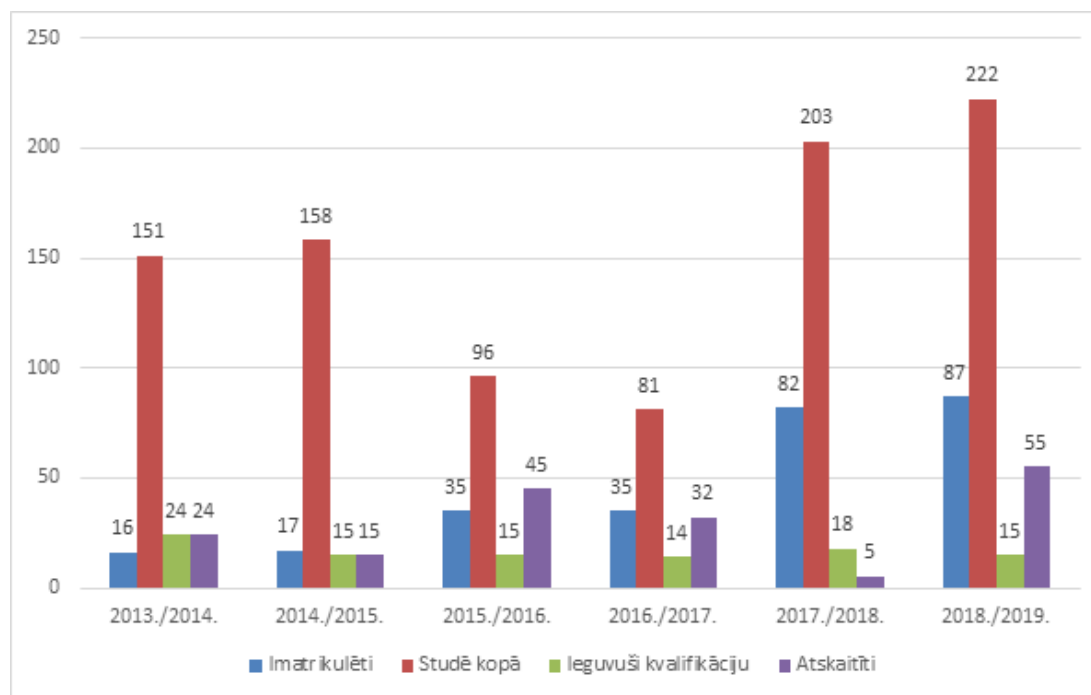
Title of the study course in the previous reporting period	Changes in the study course and justification
<b>General study courses (compulsory)</b>	<b>General study courses (compulsory)</b>
Computer Science I	The content of the study course has been significantly changed and transformed into the course "Information Management".
Communication Psychology I	The study course has been removed from the program and the topics have been integrated into the study courses "Socio-psychological training I and II" and "Professional ethics and communication".
Communication Psychology II	The study course has been removed from the program and the topics have been integrated into the study courses "Socio-psychological training I and II" and "Professional ethics and communication".
Business English I, II	Content and volume of the course changed, adjusting it to learn the terms in foreign language necessary for the qualification.
Business Russian/German I, II	Content and volume of the course changed, adjusting it to learn the terms in foreign language necessary for the qualification
Basics of psychology	Updated content.
Management science I	Updated content.
Management science II	Updated content, moved to free elective part.
Organizational psychology I	Updated content.
Organizational psychology II	Updated content.
<b>Field-specific study courses (Limited Choice)</b>	<b>Field-specific study courses (Limited Choice)</b>
Occupational health, safety and civil protection	The course renamed "Environmental, civil and labor protection", updated content
Socio-psychological trainings I and II	Updated content.
Statistics	Updated content.
Commercial law	Removed from the plan, replaced by the course "Basics of law" in the free elective part (C) and some topics integrated course "Labour and social rights".
Labor and social rights	Updated content , increased course volume.
Economics	Updated content.
Entrepreneurship	Updated content.
Social Psychology I, II	The study course is no longer included in the study program. New study course "Sociology".
Human Resource Management I, II	Updated content.

Title of the study course in the previous reporting period	Changes in the study course and justification
Record keeping, business correspondence and archiving	The course is renamed "Document Management". Updated content.
Professional customer service	Moved to free elective part (C).
Public Relations	Moved to free elective part (C), replaced by the course "Corporate Communication".
Preparation and management of projects	Updated content.
<b>Free elective study courses</b>	<b>Free elective study courses</b>
Culture aspects of the Latvian language	Updated content.
Business Etiquette	The study course is no longer included in the study program. The topics are integrated in the study course "Professional Ethics and Communication".
Basics of Accounting	Updated content, moved to the part of the field-specific study courses.
History of World Culture I	Removed from the plan, replaced by study course "Creativity and Innovation in Business".
History of World Culture II	Removed from the plan, replaced by study course "Management science II".
Marketing I	Updated content, moved to the part of the field-specific study courses.
Marketing II	Updated content.
Professionalism and Career I, II, III, IV, V	Replaced by the study course "Personal and Professional Development" and moved to the part of the field-specific study courses.
<b>Internship</b>	
Personnel psychology internship	The content of internships developed so as to ensure continuity of acquisition of skills and competencies.
Human resource management internship	
<b>Qualification paper</b>	
Qualification paper	The topic of the qualification work has to be related to the student's long-term research field in personnel management, to the knowledge and improvement of personnel management aspects of a particular organization.

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

## different study forms, types, and languages.

The total number of students in the study program “Personnel Psychology and Human Resource Management” in the academic year 2018/2019 was 222 students, including 87 students matriculated; 15 students graduated with the qualification “Personnel specialist”. Data on students over the last six years reflect a number of trends (please see Figure 3.1. and Annex 32).



*Figure 3.1. The study program " Personnel Psychology and Human Resource Management ": number of matriculated students (blue), currents students (red), graduates (green) and expelled students (violet) in the academic years 2013/2014 - 2018/2019.*

First, there is a significant increase in the number of matriculated students each year during the six-year period (from 16 students in the academic year 2013/2014 to 87 students in the academic year 2018/2019, i.e. 5.4 times more). Secondly, the dynamics of the total number of students has been varying – in 2015/2016 and 2016/2017 the total number of students has decreased compared to the previous academic years, but in 2017/2018 and 2018/2019 it has increased significantly (2.4 times on average). The number of students gaining the qualification “Personnel specialist” over a six-year period has been relatively stable and is in range from 14 to 24. 101 students have acquired the “Personnel specialist” qualifications from 2013/2014 to 2018/2019. All the students at the CBA study at their own expense.

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

The title of the study program “Personnel Psychology and Human Resource Management” is related to the professional qualification to be awarded - “Personnel Specialist”, and corresponds to the

legal acts of the Republic of Latvia and generally accepted practice of higher education institutions in Latvia.

The requirements of the CBA study program “Personnel Psychology and Human Resource Management” for starting the studies have been determined in accordance with the legal acts: Articles 46 and 47 of the Law on Higher Education Institutions; Regulation of the Cabinet of Ministers of 10 October 2006 No. 846 “On Requirements, Criteria and Procedure for Admission to Study Programs (with amendments on 27 November 2018). Admission requirements at the CBA - document of general secondary education or secondary vocational education, passed centralized exams in Latvian, foreign language and mathematics. Taking into account the requirements for admission to the CBA study program “Personnel Psychology and Human Resource Management”, the students have to achieve the aim of the study program “Personnel Psychology and Human Resource Management”, to fulfil the tasks of the study program and to achieve the learning outcomes during the studies, so that the student would be prepared for obtaining the qualification “Personnel specialist”.

The aim and tasks of the study program “Personnel Psychology and Human Resource Management” are interrelated and fulfilment of this aim and tasks ensures achievement of the results of the study program “Personnel Psychology and Human Resource Management” and obtaining the qualification “Personnel Specialist”.

After completion of this study program, the student acquires education corresponding to the professional qualification, theoretical and practical training, which allows to perform work of various complexity in the position of a personnel specialist. The content of the study program has been developed in accordance with the requirements of the profession standard “Personnel specialist” approved in 2019 (agreed by the Tripartite Cooperation Subcommittee on Vocational Education and Employment, meeting on 16 October 2019, protocol No. 7).

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

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

Taking into consideration that this is a professional study program, it must correspond to the needs of the field and the labor market, therefore the work on updating the content of the study program is continuous. It is important to notice the fact that the European Commission (EC) has defined it as a key objective to promote entrepreneurship education and to emphasize its importance at all levels, from primary school to university and beyond (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0795>). Thus, the content of study courses focuses on the training of flexible and up-to-date specialists who are able to plan,



implement and manage change in companies.

The Director of the study program and the academic staff are responsible for the competitiveness, topicality and relevance of the content of the study courses to the labour market and findings of scientific and applied research. The director of the study program reviews and evaluates the content of all study courses once a year, the study materials are updated, supplemented, existing study courses are replaced with new study courses as necessary. When updating the contents of the study program, the following issues are taken into account:

1. results of external and internal quality assessment of study programs (alignment with achievable results of the study program, requirements of the profession standard "Personnel specialist", achievable study results defined by Latvian Qualifications Framework (LKI) and European Qualifications Framework (EKI) and the strategy of the study direction;
2. results of the latest applied and scientific research in the field of human resource management;
3. recommendations of employers, respecting the development tendencies of the sector (recommendations and feedback of internship supervisors at the internship companies, results of employer surveys);
4. recommendations of the supervisors of qualification papers and members of the State Final Examination Commission on the topics, development process and results of the qualification papers; correspondence of course content and form to distance learning methodology;
5. compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program.

The following professionals are involved in implementation and improvement of the content of the study program

- Eva Selga - Chairman of the Board of the Latvian Association of People Management (<https://www.lpva.lv/contacts>), participates in the work of the Council of the CBA and qualification papers examination commissions, teaches the study course "Human Resource Management"; Expert in the working group of developing the "Personnel specialist" profession standard, evaluates the program for compliance with the requirements of the updated "Personnel Specialist" profession standard;
- Dainis Locāns, Member of the Board of the Latvian Business Consultants Association ([www.Biznesam.lv](http://www.Biznesam.lv)), participates in the work of the Council of the CBA and the qualification papers and internship reports examination commissions,
- Gundega Dambe - Expert in Human Resource Management (<http://www.eirovest.lv/lektors/gundega-dambe/>), PhD student at LU, PhD candidate in management sciences, RISEBA lecturer, "EiroVest" Ltd. lecturer in labor law, personnel management and personnel administration matters. Head of Human Resource Development and Health Promotion Program of Latvian Red Cross Association.
- Evita Mackēviča - Head of "Eiropersonals" Ltd. (<http://www.eiropersonals.lv/mes#15>), carried out an audit of the contents of the study program and developed recommendations for improvement of the study program content; participates in qualification papers and internship reports examination commissions.
- Signe Enkuzena - Director of the CBA, before that long-term experience as a Human Resource

Manager, Human Resource Management Consultant, expert in the working group of developing the “Personnel specialist” profession standard, evaluates the program for compliance with the requirements of the updated “Personnel Specialist” profession standard.

- Elīna Miķelsone, founder and chairman of the board of NGO “Institute of Ideas and Innovations”, actively participates in the teaching the courses and runs virtual business incubator - the Business Greenhouse.
- Liesma Ose - Senior Expert at the Ministry of Welfare (<https://www.festivalslampa.lv/lv/dalibnieki/1876>), high level expert in Education Policy, Pedagogy, Society Integration and Intercultural Communication, Human Rights. Researcher and human rights defender with extensive international experience. Author of more than 30 publications and research papers in the fields of pedagogy, education policy, intercultural communication and social work, participates in qualification papers and internship reports examination commissions and in the work of the Council of the study program.
- Iveta Cīrule, Head of Creative Business Incubator, Senior Expert in research and innovation policy support of the National Education Development Agency, Science, Research and Innovation Policy Support Department, has created virtual business incubator at the College and is involved in teaching courses.
- Jānis Koklačs - experienced product development and project management professional, trainer and consultant, TET project manager, is teaching study courses.

All course descriptions (please see Annex 37) have been updated in the first semester of 2020, including the latest information and current trends. In addition, the evaluation of compliance of the study program with the real market requirements is carried out by collecting data on the graduates' progress and their opinion on the correspondence of the contents of the study program to the latest trends in the field; as well as interviewing students. In general, the data of both the students and the graduates surveys indicate that the development of close cooperation with employers in the implementation of the study program and the development of the necessary competencies in the labor market are positively evaluated.

Compliance with the requirements of science and improvement of the content of study courses according to the latest developments in science is ensured by the participation of academic staff members at international scientific conferences and publication of research in scientific journals. Students also participate in scientific and industry professional conferences, developing the skills necessary in the labor market.

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

The plan of the first level professional higher education study program “Personnel psychology and human resource management” is attached in Annex 36, the study courses descriptions - in Annex 37. The content of the study courses is based on the aim of the study course and achievable results, which in turn are aligned and derive from the aim and achievable results of the study program. The relationship between the learning outcomes of the study program and the content of the study courses is illustrated in the mapping of the study courses (attached in Annex 13 to this

report). The study program is designed in a way so that the study content is acquired sequentially, step by step and consistently, by aligning the courses in a logical order: general education and management courses at the beginning, and with each semester the courses become more specialized, focusing on developing skills and practical application of knowledge – document management, management accounting, audit and analysis of economic activity, personal and professional development, commercial law and other study courses.

The study courses included in the study program correspond to the aim of the study program: first, all compulsory study courses are included in the program to acquire knowledge defined in the professional standard of personnel specialist; second, general education courses are included to promote students' business competences as well as research and analysis skills.

Further the students implement the Personnel psychology internship and the Human resource management internship. Before elaborating the qualification paper, students acquire knowledge of research implementation in the study courses “Research Design” and “Statistics”, and after that develop and defend the qualification paper.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar “Academic staff in the distance learning process”, where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

2nd methodological seminar “Promoting the Quality of Distance Learning” which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rd external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar “Standard of making course description and development of distance learning course”, where the academic staff members were introduced to the CBA guidelines for the

design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - "Procedure for Reviewing Complaints and Proposals of Students (Customers)" (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the "Description of the Accounting and Control of the Study Results Process" (KVAL 2-17 STUD) and "Regulation of Examination at the CBA" (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in

accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination – qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

Two internships in the volume of 16 CP are compulsory for students in the program “Personnel Psychology and Human Resource Management”:

In the 4th semester: Personnel psychology internship - 8 credit points;

In the 5<sup>th</sup> semester: Human Resource Management internship - 8 credit points.

The objectives, tasks and achievable results of both the Personnel Psychology internship and the Human Resource Management internship are aligned with the aims, tasks and achievable results of other study courses and in general with the aim, tasks and achievable results of the study program. The content of the internships is designed to strengthen the knowledge, skills and competences acquired during the study process. The tasks of both internships are developed in consultation with employers, therefore the internship programs develop practical skills required by the job market - analysis of interpersonal relations, analysis of motivation and involvement level, implementation of

personnel selection process, elaboration and drawing up of personnel documents according to the legal acts of the Republic of Latvia. The internship assignments are designed in such a way that they are closely related to the learning outcomes of the study program “Personnel Psychology and Human Resource Management” (please see Table 3.2.).

*Table 3.2. Results of internships of the study program “Personnel Psychology and Human Resource Management”.*

Personnel psychology internship	Human resource management internship
<ul style="list-style-type: none"> <li>• Understanding of legal documents regulating employment: collection, use, protection and analysis of personnel data.</li> <li>• Knowledge of research in organizational psychology and how to use research results in work environment optimization.</li> <li>• Skills in organizing socio-psychological research, evaluating data and preparing proposals in the context of a particular organization. Skills to plan, prepare and put into practice interviews, surveys, observation protocols and other research methods and tools for the study of socio-psychological phenomena in a group.</li> <li>• Ability to evaluate and adjust group dynamic processes, group values and norms, as well as the social status and roles of group members. The student demonstrates competence in the development of a leader's psychogram by analysing the processes of authority formation and exposure.</li> <li>• Effective communication skills for work in a group, understanding of organizational culture and stress in the work environment.</li> <li>• Competence to use the resources available within the organization to formulate specific recommendations and plan a set of activities to correct the situation.</li> <li>• Ability to express and present one's opinion publicly and reasonably</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legal acts regulating staff record keeping and employment relations: collection, systematization and analysis of personnel data.</li> <li>• Skills to evaluate the compliance of personnel records organization with the applicable legal acts and to prepare, draw up and organize personnel documents - incl. elaborate internal regulations and orders regarding company personnel issues; apply the laws and regulations governing employment relationships.</li> <li>• Knowledge of types, methods and process of personnel selection. Skills to organize the process of selection of employees, to evaluate the documents submitted by the applicants, to conduct the initial interview, to draw up the documents of selection and establishment of employment relations.</li> <li>• Knowledge of normative requirements of introduction to work, psychological factors, process of this introduction. Skills of organizing the recruitment of new employees, drawing up recruitment documents; to organize the new employee's first day of work, to obtain and analyze information regarding the probationary period of the employee's employment relationship.</li> <li>• Knowledge of personnel motivation and development systems in the organization, process and methods of managing these systems, psychological factors influencing the process. Ability to organize staff performance and competence assessment process in cooperation with structural unit managers; establish and implement the necessary staff development and training plan; administer pay and motivation systems and develop proposals to improve them.</li> <li>• Ability to express and present one's opinion publicly and reasonably.</li> </ul>

During the implementation of the internship, the CBA has several support instruments in place:

1. a precise, detailed Internship regulation has been developed in accordance with the form of distance-learning;
2. introductory internship seminar takes place in which the students are introduced with the internship;
3. if necessary, the director of the study program together with the student find a suitable internship placement for the student, using the concluded cooperation agreements with employers regarding the implementation of the internship;
4. the staff of the Study support center advise on the issues of the internship;
5. the support of the supervisor of the internship at the College is available to the students during the entire period of the internship; it is possible to consult with the internship supervisor at the College about completing internship assignments in the Moodle environment and via email, telephone, Skype or face to face meetings;
6. the support of the supervisor of the internship at the internship company is available to the students throughout the implementation of the internship, who advises the student in person both on the fulfilment of the internship tasks and the actual processes in the company.

This is evidenced by student feedback, for example: “I am writing to thank you for your involvement in the development of the internship report. The way in which you design a weekly student support plan and a joint response is, in my opinion, very effective. Thank you for reviewing

my work and for making suggestions for improvements. I really appreciate your appreciation and I am proud of what I have done at this stage of my life.”

In order for students to complete their internship assignments in a high quality, they alone or with the internship supervisor at the College, look for and select only such an internship company where they can fully perform all the tasks set out in the Internship Regulation.

For example, students of the CBA study program “Personnel Psychology and Human Resource Management” choose companies and institutions for internship that are well known and appreciated in Latvia as Swedbank, Luminor Ban Latvian branch, “Rimi Latvia” Ltd., Parliament of the Republic of Latvia, JSC “Sadales tīkls”, “Baltic Logistic Solutions” Ltd., “ERGO Insurance Latvian Branch”, National Armed Forces, Latvian Post, “Rīgas satiksme” Ltd., SEB Global Services Riga, “Sanitex” Ltd., “Rīgas piena kombināts” JSC, “Mogotel” Ltd., “Costa Coffee” Ltd., “Latvijas mediji”, “Premier Restaurants Latvia” Ltd., “KREISS” Ltd., etc.

The students of the CBA living outside Latvia have the opportunity to implement the internship in their home country organizations such as “Meridian Medical”, “Baltic Offshore Training Center” Ltd., Demons de Dix Heures and others, thus the CBA has established long-term cooperation with some foreign companies by developing international cooperation.

Performance of internship assignments in a high quality is evidenced by feedback from internship report examination commission members and internship supervisors in College, as well as by internship supervisors in the company, for example, internship supervisor at Swedbank writes: “There is motivation, interest, the theoretical base and personal experience necessary to use theory in practice”, while the practice supervisor at “Hanza Electro” Ltd. comments on the student: “The trainee successfully coped with the assigned tasks. Assisted in finding a solution for non-standard human resource management situations”, supervisor at “Hereford Agro Practice Manager” Ltd.: “The student is interested and motivated to cooperate, to gain new knowledge and experience. Can apply the knowledge gained so far in practice.” The feedback provided by the internship supervisors also indicates that the students' competitiveness in the labor market is very high (the internship reports submitted by the students and the internship supervisor's references are available at the office of the CBA).

Both internships included in the studies are essential for the achievement of learning outcomes and are an integral part of the study process as they strengthen and improve the knowledge, skills and competencies acquired during the implementation of the study courses.

In turn, the tradition of Life Opportunity Day created by the CBA provides opportunities for employers, academic staff, graduates and students to work together to find internship placements or even a job, as well as students of all programs to apply for the “Business Greenhouse”, a virtual business incubator start your own business and share (listen to) success stories.

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

At the end of studies, the student has to develop and defend a qualification paper in the volume of 8 CP. Students raise the topic of qualification paper based on their professional and research interests. Elaboration of the qualification paper includes both theoretical and practical part (theoretical and empirical research is done). In order to keep the qualification paper up to date with



industry developments, the use of theoretical literature and field studies in foreign languages not older than five years is a prerequisite for developing a qualification paper.

At first students raise the subject of the qualification paper:

- taking into account the current scientific research directions approved by the Council of studies of the CBA and the topics proposed by the supervisors;
- based on their professional and research interests, as well as on the interests of the company (internship or employer).

After selecting the topic, it is agreed with the potential supervisor and approved by the Council of studies of the CBA.

During the reporting period the range of topics chosen by the students is wide and extensive, covering all functions of human resource management, as well as reflecting the topicalities of the field and the labor market. For example: analysis of attracting and retaining qualified staff; implementation of LEAN method in personnel selection processes; employee job satisfaction and job promotion opportunities; staff development, motivation and evaluation; psychological climate and ways of improving it; professional burnout and prevention of the burnout; conflict and stress management; different generations, opportunities for intergenerational collaboration; team work; assessment of psychosocial risks and development of action plans for reduction of these risks; leadership and today's challenges of leadership; analysis and improvement of managers' work and leadership style; integration of talent management activities into HR management policies; innovative work behaviour of the staff, possibilities for its promotion; analysis of personnel/HR management as outsourced service and it's development opportunities; the role of personnel management in change management, etc.

During the reporting period, 112 students defended their final qualification papers in the study program "Personnel Psychology and Human Resource Management".

Analysis of the final thesis assessments is summarized in Figure 3.2. The figure below illustrates the percentage distribution (y-axis) of the scoring points obtained in each reference year (X-axis).

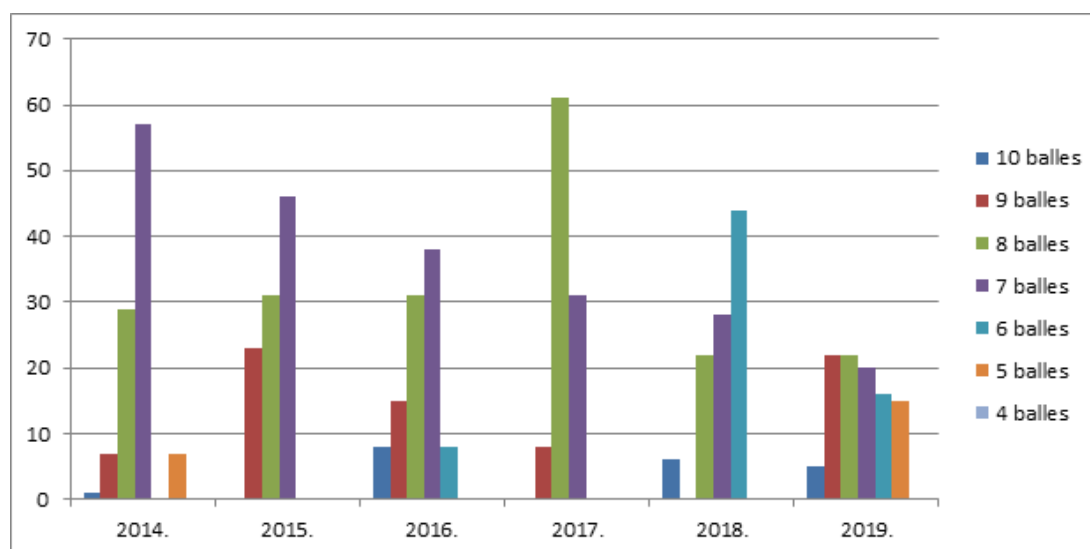


Figure 3.2. Percentage of grades of final theses during the reporting period, 2014-2019 (light blue - 4, orange - 5, blue - 6, violet - 7, green - 8, red - 9, dark blue - 10)

As shown in Figure 3.2., none of the students received grade 4 for the qualification paper during the whole reporting period. During the reporting period there is a tendency that the number of final papers evaluated with grades 5 and 6 increased: the number of papers evaluated with grade 5



increased from 7% to 15%, but the papers with final grade 6 is 8% in 2016, 44% in 2018 and 16% in 2019.

The number of papers evaluated with grade 7 has consistently decreased throughout the reporting period, from 57% at the beginning of the reporting period to 20% at the end of the reporting period. The number of papers evaluated with grade 8 is around 30% at the beginning of the reporting period, increased to 60% in 2017, but remained around 20% in 2018 and 2019. The figure shows that the number of papers receiving grade 9 are in range from 7% to 23%, and the number of papers receiving grade 10 is between 5% to 8%.

Figure 3.3. illustrates aggregate data for the entire reporting period, where a very high grade (10 for "with distinction", 9 for "excellent") is for 18%, a high rating (8 for "very good", 7 for "good") is for 62%, average grade (6- "almost good", 5 - "satisfactory") for 20% of students, but low level of achievement (4 - "almost average", 3, 2, 1 - "unsatisfactory") is for none of students.

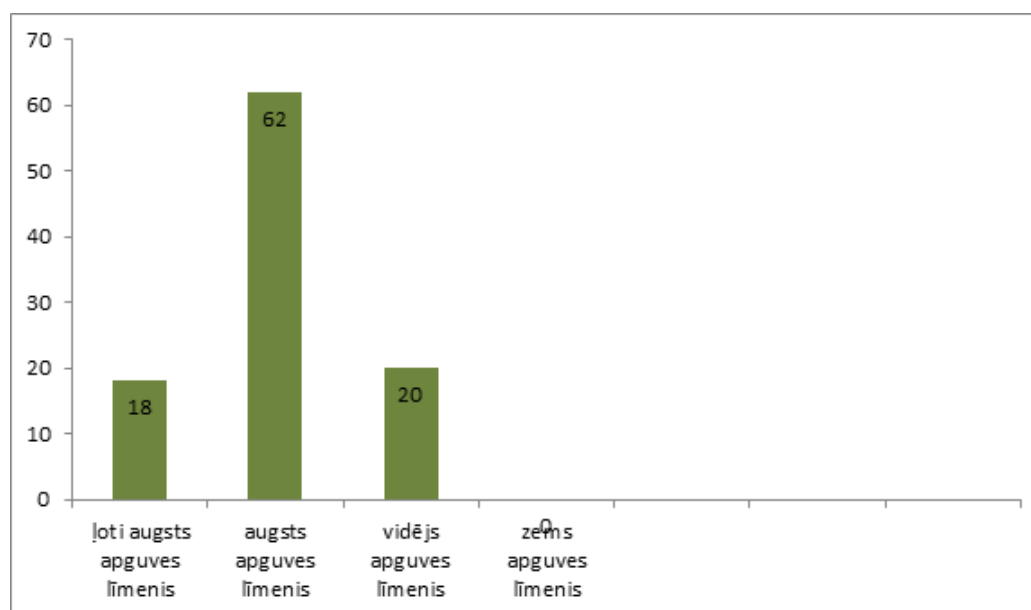


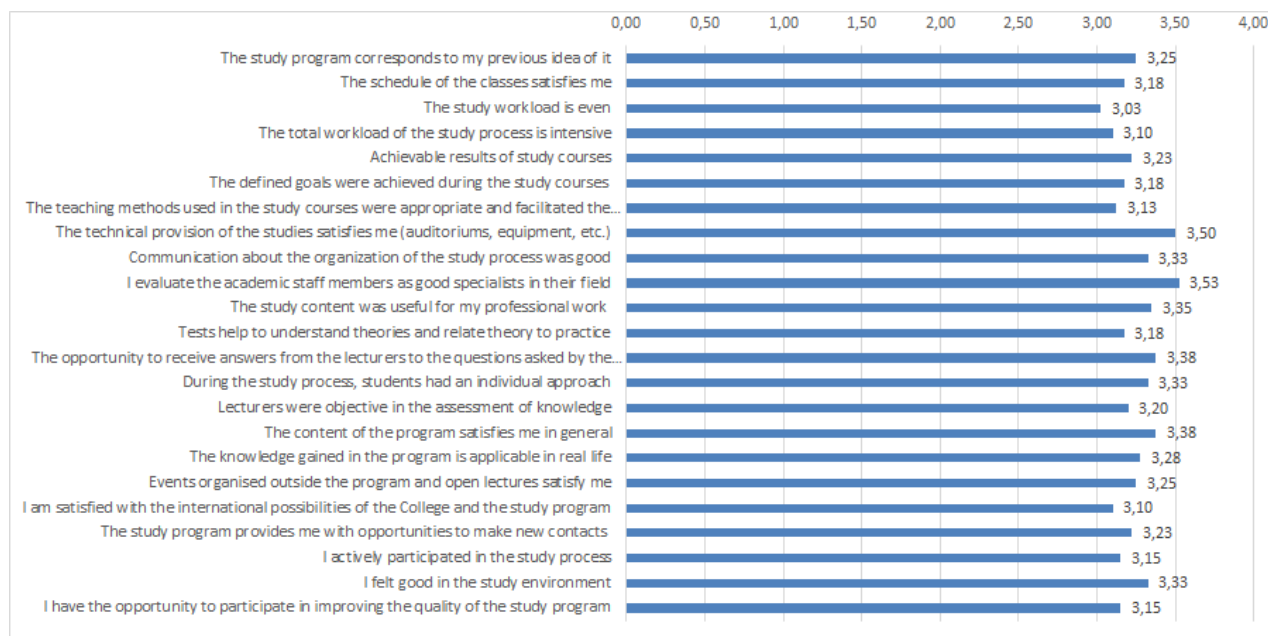
Figure 3.3. Breakdown of qualification papers by assessment level during the reporting period, %.

As can be seen, the total breakdown of the qualification papers in % by assessment level during the reporting period shows that most papers have a high grade.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the "Description of the internal evaluation process of the study program" (KVAL 2-05 STUD).

In the summer of 2019 the survey of students was conducted, including a survey of students of the study program "Personnel psychology and human resource management" (n = 128). Assessment of the study program by students can be seen in Figure 3.4.



*Figure 3.4. Evaluation of the study program “Personnel psychology and human resource management” by students.*

The results of the students' survey show that the rating obtained in all the criteria of the survey ranges from “more agree” (3 points) to “strongly agree” (4 points), together with the average score of 3.25. As the strengths of the CVBA and the study program, the students have indicated: well-thought study process, professional academic staff, versatile, transparent and high quality study materials, useful practical tasks. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 “Improvement of management processes and quality of study programs at the College of Business Administration” to the quality of the study process.

As aspects to be improved, students have indicated the following: show grades in the Moodle, provide distance communication between lecturers and students for the feedback.

The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments during the semester; in the courses where the content allows it, remote correspondence possibility with academic staff is provided in the Moodle environment and via email.

The graduate survey in 2020 was completed by 56 respondents - graduates of the study program “Personnel Psychology and Human Resource Management”. The results of the survey (please see Figure 3.5.) show that graduates evaluate the implementation of the study program mainly as good and excellent, with the highest evaluation for the work of the Study Support Center (average 3.64 out of 4 points) and attitude towards the student and study environment (average 3.57 out of 4 points); almost excellent results are also indicated in the criteria “Quality of the study program” (average 3.55 out of 4 points) and “Compliance of the acquired knowledge with the requirements of the labor market nowadays” (average 3.48 out of 4 points).

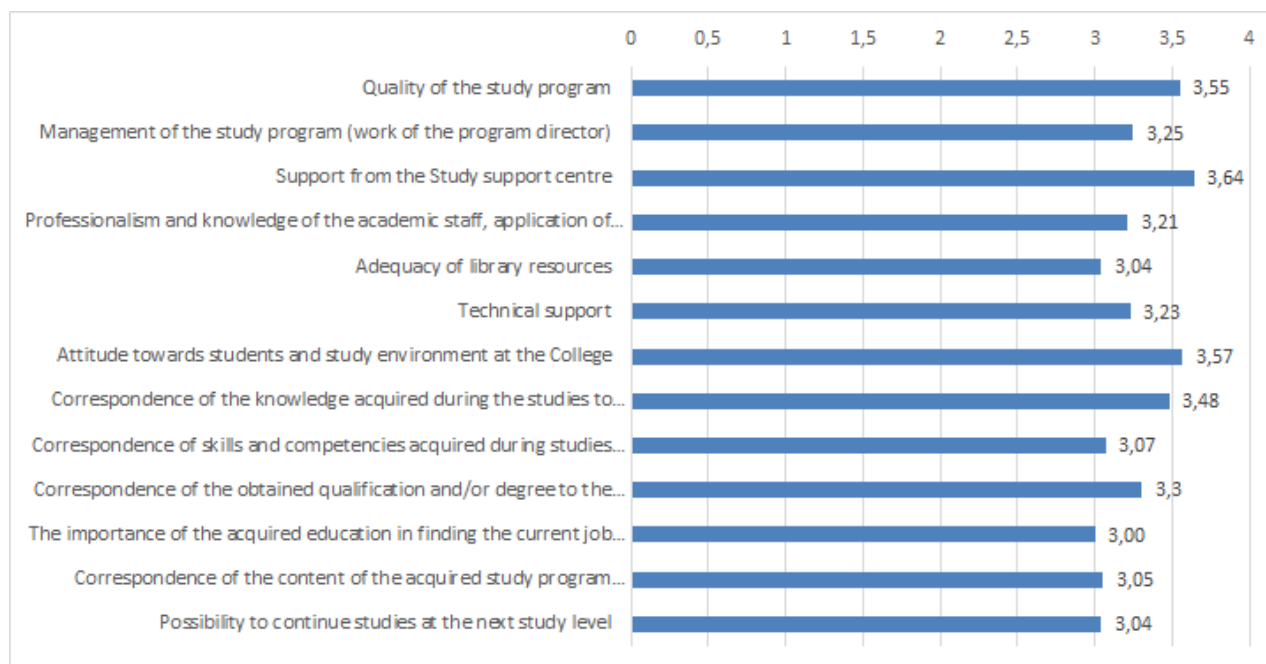


Figure 3.5. Evaluation of the implementation of the study program "Personnel Psychology and Human Resource Management" by graduates.

Graduates of the study program have indicated the following benefits after graduation:

- possibility to save the current position/job (7 respondents);
- work in a job that suits you best (22 respondents);
- opportunity to create and develop own business (3 respondents);
- to do work with higher salary (10 respondents);
- opportunity to continue studies at the next level of higher education (14 respondents).

49 of the graduates of the program were employed at the time of graduation, 7 were employed in the field after graduation from the study program.

All 56 respondents would recommend the study program "Personnel Psychology and Human Resource Management" to relatives, friends and acquaintances because:

- positive and supportive environment;
- professional academic staff;
- it is possible to combine studies with work, other activities;
- a modern study program.

The survey of employers of graduates of the CBA study program "Personnel psychology and human resource management" included questions suggested by the Academic Information Center.

A total of 30 employers' representatives were invited to participate in the survey, of whom 19 agreed, each employing 1 graduate of the study program "Personnel Psychology and Human Resources Management". 30% of the surveyed representatives of employers participated in the development or improvement of the study program "Personnel Psychology and Human Resource Management". 60% of employers noted that graduates of the CBA are able to carry out their job duties after a short training/introduction to the workplace; 20% say that they have good theoretical and practical training, they are able to carry out their duties at once, while 20% find it difficult to express their opinions in general, as graduates are very different. In assessing graduates' of the CBA compliance with the learning outcomes defined by the European Qualifications Framework (EQF), 28.60% of employers believe that graduates are fully capable of demonstrating comprehensive and specialized knowledge and understanding of the facts, theories, regularities,

and technologies relevant to their field, 71.40% of employers believe that graduates are rather capable to demonstrate comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies that are relevant to the field.

To the statement that the CBA graduates are able to perform practical tasks in the profession based on analytical approach, demonstrate skills that allow them to find creative solutions to professional problems, discuss and reasonably argue practical issues and solutions in their respective profession with colleagues, clients and management, with respective degree of independence to study further, by improving their competencies, 42.90% of respondents answered that this skill has been fully achieved, 57.10% chose the answer "rather achieved".

42.90% of the surveyed employers stated that graduates of the CBA are able to evaluate and improve their own and other people's activities, work in collaboration with others, plan and organize work in order to perform specific tasks in their profession, to perform or supervise work activities with unpredictable changes; 57.10% chose the answer "rather reached".

To the statement if the CBA graduate is able to formulate, describe and analyze practical problems of their profession, select the necessary information and use it as a solution of well-defined problems, to participate in the professional development of the field, show that he/she is aware of the location of the profession in broader social context, 42.90% of the employers' representatives replied "fully achieved"; but 57.10% chose "rather achieved" – as in the previous evaluation criteria.

Overall, the survey results show that employers value the knowledge, skills and competencies acquired by the CBA graduates within the framework of the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

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

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

to 3.3.

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program "Personnel psychology and human resource management" takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Section 3.3. In addition, the CBA provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal "Jurista vārds" published by "Latvijas Vēstnesis", which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

The implementation of the study program is ensured by 26 academic staff members, 4 of them are assistant professors, 3 - lecturers, and 19 – course instructors or guest lecturers (please see Table 3.3). During the reporting period both quantitative and qualitative changes in the composition of the academic staff have taken place. The total number of academic staff members involved in the implementation of the program has decreased (from 34 to 26). The distribution of the academic staff members involved in the implementation of the study program according to their scientific degree has changed (please see Table 3.4.), i.e. at the end of the reporting period, compared to the academic year 2013/2014, the number of academic staff members with PhD degree has increased (from 11.8% to 19.2%) and there are no longer any academic staff members with first level higher education or Bachelor degree (compared to 14.7% at the beginning of the reporting period). At the end of the reporting period, there are relatively more academic staff members with degrees in several disciplines, i.e. 4 academic staff members (15.4%). For 26.9% of all academic staff members involved in the study program the College is the principal place of election. Changes in the academic staff have had a positive impact on the quality of studies, as evidenced by the results of the student and graduate survey, providing a positive evaluation of the work of the academic staff.

*Table 3.3. table. Scientific and academic degrees of the academic staff (including guest lecturers).*

No.	Indicator/ Academic year	PhD		Master's degree		Specialists with higher education	
		2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
1.	Number of academic staff members	4	5	25	21	5	-
2.	Share of the number of academic staff (%)	11,8%	19,2%	73,5%	80,8%	14,7%	-

*Table 3.4. Academic staff involved in the implementation of the study program.*

No.	Name, surname	Degree	Academic position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English I and II
2.	Āzena Ligita	Mg.sc.soc.	Assistant professor	Public relations
3.	Bērziņa Dace	Mg.psych.	Course instructor	Soco-psychological training I and II

4.	Bogdanova Diana	Mg.sc.soc.	Course instructor	Corporate communication
5.	Daiktere Ineta	Dr.admin., Mg.psych.	Assistant professor	Basics of psychology  Personnel psychology internship
6.	Dembovska Iveta	Mg.oec.	Course instructor	Marketing I and II
7.	Dinsberga Jolanta	Mg.iur.	Course instructor	Basics of Law
8.	Enkuzena Signe	Dr.admin., Mg.psych.	Assistant professor	Human resource management I and II
9.	Irbe Madara Mara	Mg.sc.soc.	Course instructor	Entrepreneurship
10.	Kaltigina Margarita	Dr.paed.	Course instructor	Business German
11.	Kārklīņš Aivis	Mg.paed.	Assistant professor	Professional client service
12.	Koklačs Jānis	Mg.oec.	Course instructor	Project preparation and management
13.	Lasmane Anita	Dr.psych.	Assistant professor	Organizational psychology I and II  Management science I and II  Personnel psychology internship

14.	Liepa Dite	Mg.philol.	Course instructor	Culture aspects of the Latvian language
15.	Miķelsone Elīna	MBA	Course instructor	Creativity and innovation in business
16.	Osis Juris	Dr.h.c.	Course instructor	Sociology
17.	Pužuls Mārtiņš	Mg.ing.	Course instructor	Environment, civil and labour protection
18.	Roķe-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research design Statistics
19.	Rubene Ilze	Mg.oec.	Lecturer	Labour and social rights
20.	Selga Eva	Mg.hrm.	Course instructor	Human resource management I and II
21.	Stabiņš Jānis	Mg.paed.	Course instructor	Personal and professional development
22.	Supe Jānis	Mg. sc.admin	Lecturer	Economics Document management International management
23.	Timofejeva Tatjana	Mg.psych.	Lecturer	Biznesa Russian I and II



24.	Urpena Inese	Mg. sc.ing.	Course instructor	Digital literacy
				Information management
25.	Ūpe Evija	Mg.sc.edu.	Course instructor	Professional ethics and communication
				Personal and professional development
				Human resource management internship
26.	Vanaga Rita	Mg.oec.	Course instructor	Basics of accounting

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of the national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them

teach any study course of the study direction in national language.

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

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

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

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with students.

For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Labor protection - ten years as a consultant", Mārtiņš Pužuls;
- "Stress in office work and its management strategies at the organizational and individual level", Alīna Bistrova, Signe Enkuzena;
- "Performance management for employees of different generations", Signe Enkuzena;
- "LPVA development and current events", Eva Selga;
- "Rezekne region rural tourism accommodation quality assessment ", Iveta Dembovska;
- "Balancing the interests of the dominant and serving real estate owners in the process of

establishing a road easement", Jolanta Dinsberga;

- "Possibilities for improving the communication of the brand "Kalvis"", Ligita Āzena;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Scientific publications of academic staff: Jānis Supe, Dace Bērziņa, Iveta Dembovska, Margarita Kaltigina, Jolanta Dinsberga, Elīna Miķelsone, Līga Roķe-Reimate in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 90% (232): 10% (26).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	32_Statistics_PV_students.pdf	32_Statistikas_dati_PV_par_studējošajiem.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	33_PV_conformity_to_national_education_standard.pdf	33_Studiju_programmas_PV_valsts_izglitibas_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	34_PV_conformity_to_profession_standard.pdf	34_Studiju_programmas_PV_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	35_PV_mapping.xlsx	35_Studiju_kursu_kartējums_PV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	36_Plan_of_study_program_PV.pdf	36_Studiju_programmas_PV_plāns.pdf
Descriptions of the study courses/ modules	37_PV_corse_internship_descriptions_pdf.7z	37_PV_kursu_praksu_apraksti_pdf.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	38_Diploma_PV.pdf	38_Diploms_PV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	39_Confirmation_of_possibilities_to_continue_studies_PV.pdf	39_Apliecinājums_par_studiju_turpināšanas_iespējām_PV.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	40_Example_of_study_contract_PV.pdf	40_Studiju_līguma_paraugs_PV_zaudejuma_kompensācija.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	42_Confirmation_of_foreign_language_knowledge_PV.pdf	42_Apliecinājums_par_svešvalodas_zināšanu_atbilstību_PV.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	40_Example_of_study_contract_PV.pdf	40_Studiju_līguma_paraugs_PV_zaudejuma_kompensācija.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Office Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Office Management</i>
Education classification code	<i>41346</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Lolita</i>
Surname of the study programme director	<i>Kostjukova</i>
E-mail of the study programme director	<i>lolita.kostjukova@bvk.lv</i>
Title of the study programme director	<i>Mg.sc.soc.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Office Management" is to provide locally and internationally competitive office administrators according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in office management, and constantly improve the quality of life.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive education in office management corresponding to the requirements of the first level professional higher education.</i></li> <li><i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work of office administrator.</i></li> <li><i>3. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models.</i></li> <li><i>4. To characterize to students the significance of the results of applied research in the field and application of research in professional activities.</i></li> <li><i>5. To illustrate the processes happening in the local and global community, supporting the development of ethical and socially responsible personality.</i></li> <li><i>6. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i></li> </ol>

Results of the study programme	1. Organises, plans and coordinates office work using the knowledge acquired. 2. Demonstrates skills in document management according to the actual legislation. 3. Analyses the office work and develops proposals to improve it. 4. Acts in accordance with the requirements of the actual legal acts. 5. Co-operates in foreign languages and provides constructive feedback to counterparts. 6. Takes responsibility for the results of his/her work, demonstrates the initiative, realises the social importance of his/her profession, understands the ethics of the office administrator's work. 7. Justifies his/her choice for future studies and lifelong education.
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	88
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Office administrator

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IELA 13, RĪGA, LV-1010

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

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

The CBA first level professional higher education study program "Institution Work Organization and Management" with qualification "Office Administrator" has been renamed to "Office Management" in the next accreditation period, with the same qualification. The decision to change the title of the study program is based on the fact that "Institutional work organization and management" may mislead potential students and the public that the College prepares specialists exclusively for public authorities, although office administrators are also in demand in private and non-governmental organizations. The CBA continues strengthening the competitiveness and implementation of the study program, because with the new title "Office Management" it more closely corresponds to the goals and expected results of the program and the professional qualification "Office Administrator".

Like before, the renamed program "Office Management" is implemented in extramural study form (distance learning) in Latvian, qualification level - 5 NKI/EKI, profession code in occupation classification - 3341 01, study time 2 years and 5 months, qualification acquired - Office Administrator. The study program "Office Management" corresponds to the study direction "Management, Administration and Real Estate Management" and the strategy of the CBA.

The program "Office Management" is prepared in accordance with the profession standard "Office Administrator" (<https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0201.pdf>) and other regulatory requirements, taking into account the recommendations of employers and industry experts.

Independent expert audit of the study program was carried out by representatives from the professional organizations of the field, including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the profession standard, needs of the labour market and the learning outcomes defined by the LKI and EKI (during ESF project No. 8.2.3.0.18/A/005).

Both the audit and the resulting recommendations, and regular internal and external quality control processes of the study program (Description of the Study Program Internal Evaluation Process KVAL 2-05 STUD and Description of the Study Program External Evaluation Process KVAL 2-04 STUD) were important factors not only for improvements of the study program in accordance with the requirements for the first level professional higher education study programs, but also for more purposeful strengthening of the competitive advantage of the study program.

The study program is different from other first level study programs with the qualification "Office Administrator" with:

1. program content acquisition algorithm, which provides the student with versatile knowledge and skills (not only in office work administration but also in information management, personnel management, basics of marketing and accounting, as well as communication and customer service);

2. significant involvement of employers and industry experts in providing support to students for starting and/or developing a business;
3. qualification of the academic staff in the field (most of the academic staff members teaching compulsory study courses are also excellent professionals in their field);
4. several study courses after which students are able to conduct applied research correctly and understand the importance of applied research for the analysis and improvement of the company's activities;
5. the content of the study program, which not only provides for the education of the student in the professional field, but also develops such personality competencies as purposefulness, discipline, responsibility, cooperation.

Competitiveness of the program is proved by the growing number of students in the program (please see Annex 43).

First of all, the changes made in the parameters of the existing study program since the acquisition of the previous accreditation documents of the study direction are related to the aim and tasks of the study program and the definition of the learning outcomes to be achieved. Namely, the aim of the study program is redefined in order to emphasize the preparation of office administrators for local and international labor market who have acquired up-to-date knowledge, demonstrate skills and demonstrate professional competence in office management and continuously improve the quality of life. Due to the aim of the study program, the tasks of the study program and the results to be achieved have also been redefined. Existing tasks of the study program focus on synergies between general, field-specific and free elective study courses, internships and qualification papers, providing a competitive education and applied research base. The achievable results of the study program envisage that the prepared office administrators apply the acquired knowledge in practice, demonstrate skills and understanding of office work and its management.

Secondly, range of study courses has been expanded in the study program, responding to the actual needs of the labor market, consulting both employers and the Latvian Association of Professional Secretaries and Office Administrators. In addition, courses related to digitization, data processing, communication, applied research, creativity and innovations, etc. have been included in the program. According to the trends in the sector and the labor market, the study program "Office Management" has been changed, adding study courses in the volume of 8 CP, now 88 CP in total (132 ECTS) instead of 80 CP before.

1. In the general part (A):
  - Professional ethics and communication (2 CP)
  - Research Design (2 CP),
  - Business Russian/German (4 CP).
2. In the field-specific part (B):
  - Civil protection,
  - Creativity and Innovation in Business (2 CP),
  - Corporate communication (2 CP),
  - Personal and professional development (2 CP).

During the reporting period, the free choice part of the study program has also been expanded to include one study course in English in order to promote the development of students' foreign language skills and, furthermore, success in the international market:

- Digital Literacy (2 CP),
- Basics of Digital marketing (2 CP),



- Conflict management and mediation (2 CP),
- International management (2 CP).

During the reporting period, for some study courses not only the content but also the title was revised and updated. Table 3.1. lists the courses of the previous accredited study program in the left column, and the changes affecting these courses in the right column, while the current plan of the study program is attached in Annex 14.

*Table 3.1. Changes in content and titles of study courses during the reporting period.*

<b>Title of the study course in the previous reporting period</b>	<b>Changes made in the study program</b>
<b>General education courses (compulsory)</b>	<b>General education courses (compulsory)</b>
Computer Science I	The course content has been substantially changed and transformed into "Information Management"
Computer Science II	Transformed into study course "Digital literacy" and transferred to the free-elective part
Russian I and II	The opportunity to choose German as a second foreign language is provided. Updated course content, changed to "Business Russian/German"
English I and II	Updated content, changed to "Business English" providing professional terminology necessary for the industry
Communication Psychology I and II	The course is no longer included in the study program, the topics are included in the courses "Corporate Communication", "Conflict Management and Mediation", "Socio-Psychological Training"
Organizational Psychology I and II	Updated content, part I left in the program, course "Human resource management" instead of part II
<b>Field-specific study courses (Limited Choice)</b>	<b>Field-specific study courses (Limited Choice)</b>
Occupational health, safety and civil protection	The content of the study course is supplemented and updated The course is divided into two: "Environmental and Labor Protection" and "Civil Protection"
Latvian language culture issues	Updated content
Management I	Study course is not included in the study program, some topics are integrated in the study course "Organization and Management of Office Work"
Project preparation and management	Updated content
Law	Updated content

Title of the study course in the previous reporting period	Changes made in the study program
Business Etiquette	Updated content
Record keeping, business correspondence and archiving	The course is renamed "Document Management". Updated content
Business	Updated content
Public Relations I	Updated content, moved to free electives part
Human Resource Management I and II	Updated course content Part I to Compulsory Section, Part II is no longer included in the curriculum, instead, "Creativity and Innovation in Business"
Professional customer service	Updated content
<b>Free elective study courses</b>	<b>Free elective study courses</b>
Socio-psychological training	The study course has been transferred to the field-specific courses part. Updated content
Social Psychology I and II	The study course is no longer included in the study program
Labor and social rights	Updated content, moved to the field-specific courses part
Commercial law	Updated content
Art of public speaking	The study course is no longer included in the study program, but a new course "Conflict Management and Mediation" is provided instead
Marketing planning and advertising	The study course is no longer included in the study program, but a new course "Fundamentals of Digital Marketing" is provided instead
History of World Culture I	The study course is no longer included in the study program, but a new course "International management" is provided instead
Basics of Accounting	Updated content, moved to the field-specific courses part
<b>Internship</b>	
Document management internship	The content of the internship has been improved to ensure the continuity of the internships, the internship regulations have been modified according to the distance learning methodology
Office management internship	
<b>Qualification paper</b>	

Title of the study course in the previous reporting period	Changes made in the study program
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Qualification paper

The topic of the qualification paper has to be related to the knowledge and improvement of the office management aspects

For the 1st level professional higher education study program "Office Management" in accordance with the Regulations of the Cabinet of Ministers on the Classification of Education in Latvia effective from 16 June 2017, the code of the study program is changed to - 41346 (secretariat and office work).

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

Number of students in the study program "Institution work organization and management" in the academic year 2018/2019 was 90 students in total, including 31 matriculated students; 8 students received the qualification "Office administrator". All students at the CBA study at their own expense. Data on students over the last six years reflect several trends (please see Figure 3.1. and Annex 43).

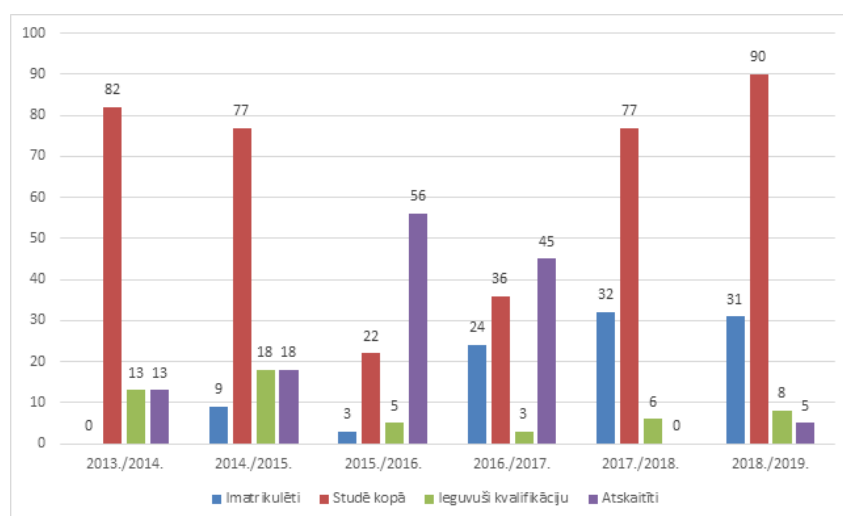


Figure 3.1. The study program "Institutions work organization and management": number of matriculated students (blue), current students (red), graduates (green) and expelled students (violet) in the academic years 2013/2014 - 2018/2019.

In the last three years the number of matriculated students has significantly increased (more than 3 times compared to 2013/2014). Total number of students has decreased in the academic year 2015/2016 compared to 2013/2014 and 2014/2015, however, it has increased every year starting with 2016/2017. 53 students have obtained the qualification of Office administrator from 2013/2014 to 2018/2019. As the figure shows, the number of students dropping out during the study process is small compared to the average in Latvia, especially considering the specifics of distance learning.

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

The title of the study program, the achievable degree and professional qualification, the aims and tasks are mutually compatible. Taking into account that the study program "Office Management" (Institution Work Organization and Management) is a first level higher professional study program developed in accordance with the Law on Higher Education Institution of the Republic of Latvia and other regulations, the student acquires professional qualification, theoretical and practical preparedness, which enables to carry out work of various complexity, as well as organize and manage work of other specialists in office administration. The content of the study program has been developed in accordance with the map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)), the profession standard "Office administrator", and the recommendations of the professional associations.

The tasks of the study program and the achievable results follow the aim of the study program, thus the connection is clearly visible in the content of the study program, which is created sequentially and gradually in order to achieve the study results (please see mapping of study program "Office management" ("Institution work organization and management") in Annex 46). Admission in the study program is organised according to the Admission requirements which state that a person can be enrolled in the studies if he/she has received document of general secondary education or secondary vocational education. For a more detailed description of admission rules at the CBA, please see Part II, Section 1.5. of the report.

For the 1st level professional higher education study program "Office Management" in accordance with the Regulations of the Cabinet of Ministers on the Classification of Education in Latvia effective from 16 June 2017, the code of the study program is changed to - 41346 (secretariat and office work).

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

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

Every year the content of the study courses of the program "Office Management" (Institution work

organization and management) is updated according to the requirements of the field and labor market, as well as the tendencies of scientific development. All course descriptions (please see Annex 48) have been updated to include the latest information and current industry trends.

Compliance with labor market tendencies and requirements of the professional environment is ensured by the Director of the study program and the academic staff of the study program in cooperation with the cooperation organizations, attraction of the professionals and graduates of the field to teach the study courses. Compliance with the requirements of science is ensured by participation of lecturers and students in international and local scientific and professional conferences, and publication of the research results in scientific journals.

The study program "Office Management" (Institution work organization and management) included in the study direction is prepared in accordance with the requirements of the professional standard and other legal acts, taking into account recommendations of employers and other experts. The CBA analyses on a regular basis the feedback and evaluation provided by the internship supervisors, as well as the opinions of reviewers of the qualification papers, the State Examination Commission and other experts.

Similarly, the CBA analyses on a regular basis feedback from employers, which is attached to the students' internship reports. Employers (internship supervisors in the organization) are asked to evaluate in writing the following characteristics of the students: readiness for work, competence, communication skills, theoretical knowledge, practical skills, ability to analyze workplace processes and make appropriate decisions, teamwork skills, ability to delegate and ability to plan and organize work effectively, ability to acquire new knowledge and skills, correspondence of the quality of knowledge and skills to the requirements of the labor market, as well as to inform whether the organization will need the relevant specialists in future.

Compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program. The following professionals are involved in implementation and improvement of the content of the study program:

- Ieva Kalve - President of the Latvian Association of Professional Secretaries and Office Administrators, associate professor at Riga Stradins University, participated in the development of professional standards, freelance methodologist of the National Centre for Education. Regularly advises both state and local government and private organizations - participates in qualification papers and internship reports examination commissions, has carried out study program content audit and made recommendations for improvement of study program content <https://www.latconsul.lv/lv/persons/view/alias/60-ieva-kalve>;
- Andrejs Siliņš, member of the Knowledge Economics Council, participates in the work of the Council of the CBA and qualification papers examination commissions (<https://lv.linkedin.com/in/andrejs-silins-jr-08a281b>);
- Dite Liepa - Researcher and linguist at the Institute of the Latvian Language, University of Latvia, takes care of teaching and using the correct Latvian language in the program ([https://www.youtube.com/watch?v=ZQci\\_drpjfo](https://www.youtube.com/watch?v=ZQci_drpjfo));
- Jānis Koklačs - experienced product development and project management professional, trainer and consultant, TET project manager, is teaching study courses (<https://triviums.lv/treneri/janis-koklacs>);

- Inga Ozola, Head of Logistics Quality and Services at RIMI Baltic Group, expert of administrative efficiency and LEAN, participates as an expert at the CBA Advisory Convention, and the Council of the study program;
- Kerstina Šmita – personnel specialist at EQUESTA and Partners, participates at the Council of the study program and qualification papers examination commissions (<https://www.prakse.lv/enterprise/profile/4228/eugesta-un-partneri>).

The CBA organises the Life Opportunity Days to promote collaboration between employers, academic staff, graduates and students. Participants of these days have the opportunity to find internship placements, or even jobs, to find out the needs of employers. Every year, cooperation is expanding and new organizations and industry professionals are joining the CBA Advisory Convention, and new forms of cooperation are being developed based on mutual interest and ensuring successful results. The obtained feedback from the employers proves the topicality of the content of the existing study program “Office management” and preparation of the necessary specialists according to the requirements of the labor market.

In addition to evaluating the compliance of the study program with the real market requirements, the data on the progress of the graduates and their opinion on the correspondence of the content of the study program to the latest trends in the field are collected.

Compliance with the requirements of science and improvement of the content of study courses according to the latest developments in science is ensured by the participation of the academic staff in scientific conferences and publication of research results in scientific journals. Students also participate in scientific and industry professional conferences, developing skills necessary in the labor market.

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

The plan of the first level professional higher education study program “Office management” (“Institution work organization and management”) is attached in Annex 47, the study course descriptions – in Annex 48. The content of the study courses is based on the aim of the study course and its achievable results, which in turn are aligned and derive from the aim and achievable results of the study program. The relationship between the achievable results of the study program and the content of the study courses is shown in the mapping of study courses in Annex 46 to this report. The study program is designed so that the study content is acquired sequentially, step by step and consistently, by aligning the courses in a logical order: at first there are general education courses and general field-specific courses, with each semester the courses become more specialized, with more focus on development of skills and practical application of knowledge – Document management, Organisation and management of office work, Audit and analysis of business activity, personal and professional development, Commercial law and other study courses.

The study courses included in the study program correspond to the aim of the study program: first, the program includes general education courses to promote students' business competences, as well as research and analysis skills; second, all the field-specific courses are included in the

program which are regulated by the profession standard and the new project of the qualification requirements.

Before elaborating the qualification paper, students acquire knowledge and skills of research implementation in the study course “Research Design”, carry out professional internship and then develop and defend the qualification paper.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar “Academic staff in the distance learning process”, where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

2nd methodological seminar “Promoting the Quality of Distance Learning” which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rd external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar “Standard of making course description and development of distance learning course”, where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course



acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - "Procedure for Reviewing Complaints and Proposals of Students (Customers)" (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the "Description of the Accounting and Control of the Study Results Process" (KVAL 2-17 STUD) and "Regulation of Examination at the CBA" (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the



CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination – qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

An internship in the volume of 16 credit points is a compulsory part of the study program “Office Management” (Institution Work Organization and Management). There are two internships in the study plan “Document Management internship” (8 CP in the 4<sup>th</sup> semester) and “Office management internship” (8 CP in the 5<sup>th</sup> semester). According to the internship regulation, a tripartite agreement is signed in written form between the CBA, the student and the internship organization. The objectives, tasks and achievable results of the internships are defined in the Internship Regulations approved by the Council of studies of the CBA. The students are introduced to these internship regulations before starting the internship tasks, during especially organized introductory seminar. During the seminar, the director of the study program of the CBA and internship supervisors introduce students to internships, sharing ways and methods how to find internship placements and achieve expected internship results.

The implementation of the internship is ensured by the internship regulation, which reflect the aim, tasks and expected results of the internship, the rules of organization and conduct of the internship, the implementation plan of the relevant internship, the internship diary.

The implementation of the internship helps students to achieve results that are consistent with program outcomes (please see Table 3.2.).

Implementation of the Document management internship and the Office management internship helps the students to achieve the results which are aligned with the results of the study program.

*Table 3.2. Results of the internships of the study program “Office management” (“Institution work organization and management”).*

Document management internship	Office management internship
<ul style="list-style-type: none"> <li>• understanding of the organization's and document management unit's regulations, the organization's record-keeping instructions, procedures or regulations (if there are such at the internship organization) and the use of these documents.</li> <li>• knowledge of sequences of document management processes, knowledge of their essence. Ability to distinguish between documents received, sent and internal documents at the organization.</li> <li>• orientation in the diversity of legislation governing the field of document management, understanding of its nature.</li> <li>• knowledge of the properties that give the document legal force and of the use of other properties, and the time the documents take effect.</li> <li>• knowledge of the design and location of service marks in the document.</li> <li>• knowledge of the features and use of organizational documents. Ability to draw up the rules governing the institution's record-keeping, curriculum vitae (CV) and other application documents</li> <li>• knowledge of the characteristics of a correspondence document and when to use them. Ability to prepare various correspondence documents.</li> <li>• knowledge of the types of key personnel documents and when to use them. Skills to prepare application, power of attorney, minutes, act, report, explanation.</li> <li>• knowledge of drafting and drawing up of minutes of meetings. Ability to record meetings.</li> <li>• knowledge of the legal status of the document derivatives and the rules for validation.</li> <li>• knowledge of the meaning and function of the nomenclature of documents.</li> <li>• knowledge of electronic documents and the use of secure electronic signatures.</li> <li>• knowledge of archiving of documents, ability to prepare documents for archiving</li> </ul>	<ul style="list-style-type: none"> <li>• the overall management of the institution or company, understands the foundations of the company</li> <li>• understands organizational policies regarding the principles of an efficient, ergonomic, safe and comfortable work environment;</li> <li>• is able to independently identify the supply of office furniture market and understands the ergonomic location of office furniture;</li> <li>• is familiar with the office equipment market supply and is able to match it with the organizational office capabilities;</li> <li>• selects, compares, and applies identified office techniques;</li> <li>• understands an ergonomic working environment;</li> <li>• is able to independently plan and organize information flow in the organization;</li> <li>• is able to speak in public.</li> </ul>

The student chooses internship placement independently, taking into consideration the tasks of the internship and the possibilities to fulfill them. If the student is working, his/her place of work may be approved as a place of internship. If the student does not have an internship placement or he/she is a jobseeker, the internship placement is provided by the CBA. The placement and supervisor are approved by the Director of the College.

During the internship, the student completes the prescribed internship assignments and completes the internship diary, which contains information on what has been done in the internship, describes the self-assessment, indicating what skills and knowledge have been acquired, the diary is attached to the internship report. The activities are confirmed by the internship supervisor in the organization.

The support of the supervisor of the internship at the College and at the internship organization is available to the students during the entire period of the internship; it is possible to consult with the internship supervisors in electronic way (Moodle, email, telephone, Skype) or in person, agreeing on the specific time. Administrative support is provided by the study coordinators.

The internship supervisor also advises the student on the preparation of the internship report, as well as evaluates the quality of the execution of internship program and the internship report by discussing it with the student and providing his/her feedback. At the end of the internship the

students present the results of the internship at the internship conference. Thus, by gathering information from the aforementioned internship components, the supervisor can determine whether the student has achieved the desired results, as well as provide feedback and support at each stage of the implementation of the internship.

From 2021, the CBA students will also have internship opportunities outside Latvia within the framework of the ERASMUS+ program.

The tradition of Life Opportunity Day created by the CBA provides opportunities for employers, academic staff, graduates and students to work together to find internship placements or even a job, as well as students of all programs to apply for the “Business Greenhouse”, a virtual business incubator which support students when starting their own business and share success stories.

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

At the end of study program “Office management” (“Institution work organization and management”), the students have to develop the final thesis - qualification paper in the amount of 8 CP. Students raise the topic of qualification paper based on their professional and research interests, topicality in the field and the specific organization. The topics are developed and updated on the basis of the programme's objectives and achievable results, as well as the recommendations of industry professionals. The topic of the research is coordinated with the supervisor. Each year the themes of the final thesis submitted by the students are approved by the Council of studies of the CBA.

During the preparation of the final thesis, the student not only consults with the supervisor of the qualification paper, but also has the opportunity to consult with any other lecturer according to the field. At the beginning of the cooperation the student agrees with the supervisor on the development of the paper and deadlines, and during the cooperation, the supervisor fills in the “Student and supervisor cooperation form” specifying the date and duration of the consultation, the content of the consultation and tasks for the next period. At the end of the development of final thesis, the supervisor approves the qualification paper for the defense.

The “Guidelines for the evaluation and defense of the students’ research papers” and the formatting instructions “Instructions for formatting the students' written papers” are freely available to the students.

In the reporting period until January 2020, 63 graduates defended their final theses. They have chosen to analyze aspects of the office work in companies, associations, state and municipal sectors for their research topics. Students have researched topical issues related to customer service quality, analysis of working conditions, modern methods of office work organization, problems of office ergonomics and work organization, as well as improvement of internal communication processes. For example: Improving customer service quality for sustainable operation of the organisation; analysis of working conditions and opportunities for improvement in the pre-school educational establishment, evaluation of the organization of working time in the office work; Investigation of the internal communication process of the Rauna Municipality, evaluation of the ergonomics of the Elfa Distrelec office and improvement opportunities for increasing the productivity of employees, etc.

The qualification papers examination commission includes both the CBA academic staff members and representatives from organizations as professionals in the field. All students of the program have successfully passed the final examination and obtained the qualification "Office Administrator".

The analysis of the final thesis evaluations is summarized in Figure 3.2., illustrating the percentage distribution (y-axis) of grades obtained in each reference year (X-axis).

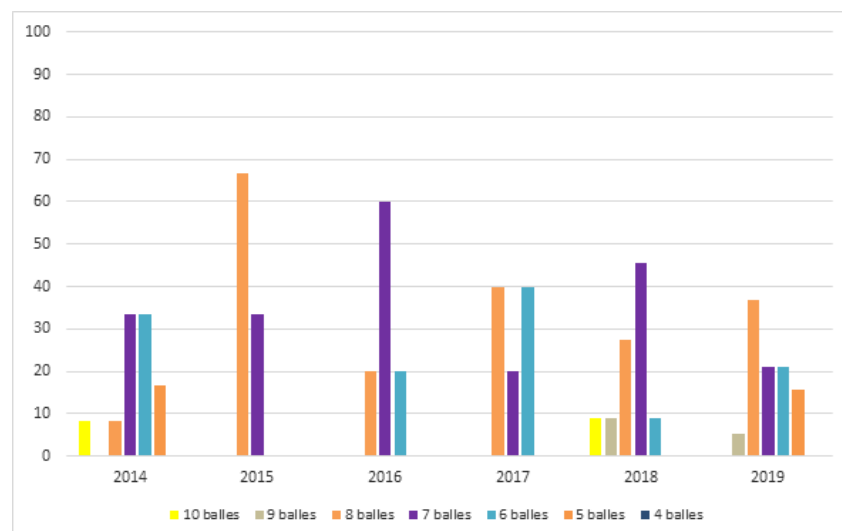


Figure 3.2. Evaluation of final theses during the reporting period, %, in the reporting period (blue - 4, orange - 5, light blue - 6, violet - 7, dark orange - 8, grey - 9, yellow - 10)

From information in the Figure 3.2. on the evaluation of the qualification papers in the study program "Office Management" (Institutional Work Organization and Management) in a 10-point scale from 2014 to 2019, it can be concluded that during the whole reporting period no student received grade 4, but grade 10 was received by two or 4% of 55 graduates.

During the reporting period, out of 55 graduates, five final papers received grade 5 - two in 2014 (17%) and three in 2019 (16%), a decrease of 1%. The number of papers with grade 6 has decreased by 12% during the whole reporting period. There is a positive tendency for the increase of the papers with grade 7: in 2014 this number was 33%, but in 2019 already 70% of all students completing the program.

The number of qualification papers evaluated with grade 8 during the reporting period increased from 8% in 2014 to 37% in 2019, thus the total increase - 29%.

During the reporting period, out of 55 graduates of the study program, 2 final papers were evaluated with grade 9, one in 2018 and one in 2019.

It can be concluded that during the reporting period the study program "Office Management" (Institutional Work Organization and Management) most - 33% (18 qualification papers out of 55) were evaluated with grade 7, and 29% (15 qualification papers out of 55) with grade 8.

Information on the evaluation of final theses on a 10-point scale by level of acquisition during the reference period (2014-2019) is shown in Figure 3.3. It can be seen that the evaluation of the final thesis by assessment levels during the reference period is as follows:

- Very high level (10 - "with distinction", 9 - "excellent") - 7% of students (or 4 out of 55 students)
- 62% of students (or 34 out of 55 students) have a high level (8 - "very good", 7 - "good")
- Average level (6 - "almost good", 5 - "satisfactory") is for 31% of students (or 17 out of 55)

students).

- Low level (4 - "almost satisfactory"; 3, 2, 1 - "unsatisfactory") for none of the students.

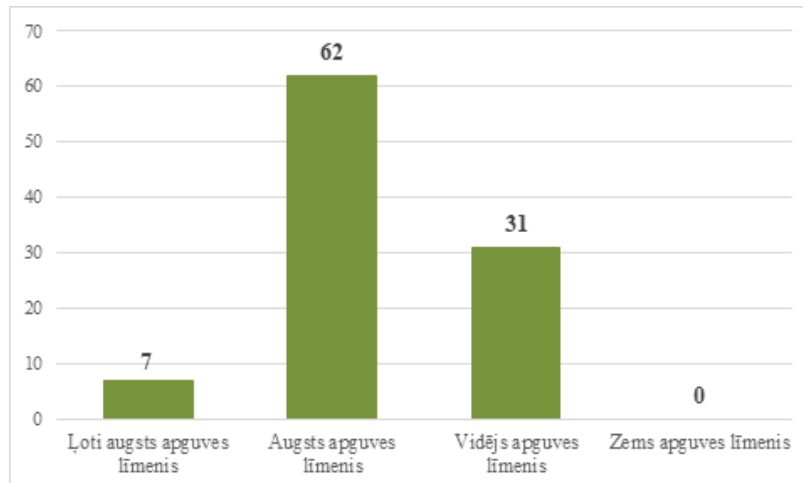


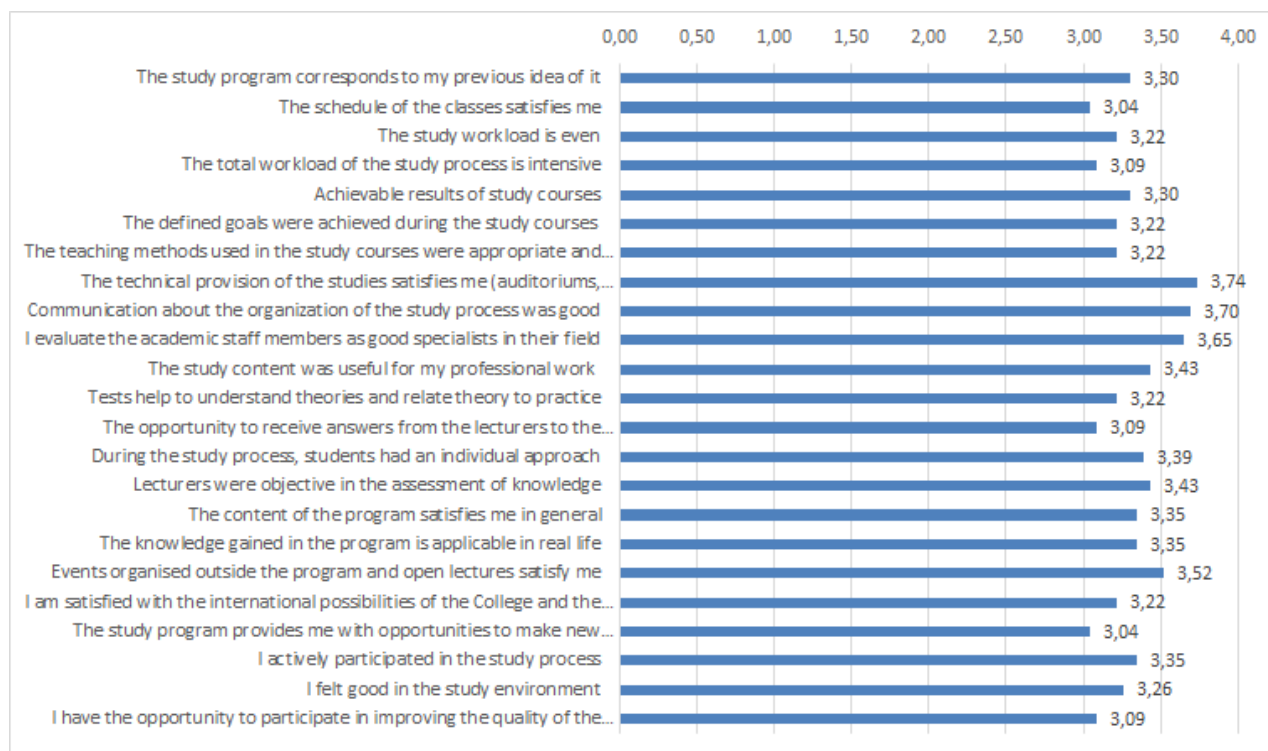
Figure 3.3. Breakdown of qualification papers by assessment level during the reporting period, %.

As can be seen, the total breakdown of the qualification papers in % by assessment level during the reporting period shows that most papers have a high grade.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the "Description of the internal evaluation process of the study program" (KVAL 2-05 STUD).

In the summer of 2019 the survey of students was conducted, including a survey of students of the study program "Institution work organization and management" (n = 64). Assessment of the study program by students can be seen in Figure 3.4.



*Figure 3.4. Evaluation of the study program "Institution work organization and management" by students.*

The results of the students' survey show that students evaluate the criteria "Technical provision for studies satisfies me" (average 3.74 out of 4 points), "Communication about the organization of study process was good" (average 3.70 out of 4) and "I rate academic staff as good professionals in the field" (average 3.65 out of 4). In general, it should be noted that the rating obtained in all survey criteria ranges from "more agree" (3 points) to "strongly agree" (4 points), with the average score of 3.31 for all criteria.

As the strengths of the CBA and the study program, students have indicated: a set of study materials, transparent and easy-to-use study materials, mid-term examinations - Moodle discussions, opportunity to study at your own time, professional academic staff, quick feedback. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" to the quality of the study process.

The students have indicated the following aspects to be improved: to improve the communication possibilities in the Moodle environment, the possibility to see corrections of mistakes in the Moodle environment.

The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments and comments of the course instructor during the semester; remote correspondence possibility with academic staff is provided in the Moodle environment and via email.

The graduate survey was completed by 32 respondents in 2020 - graduates of the study program "Institution work organization and management". The results of the survey (please see Figure 3.5.) show that graduates evaluate the implementation of the study program mainly as good and excellent, with the highest evaluation of the work of the Study Support Center (average 3.74 out of

4 points) and attitude towards the student and study environment at the College (average 3.61 out of 4 points).

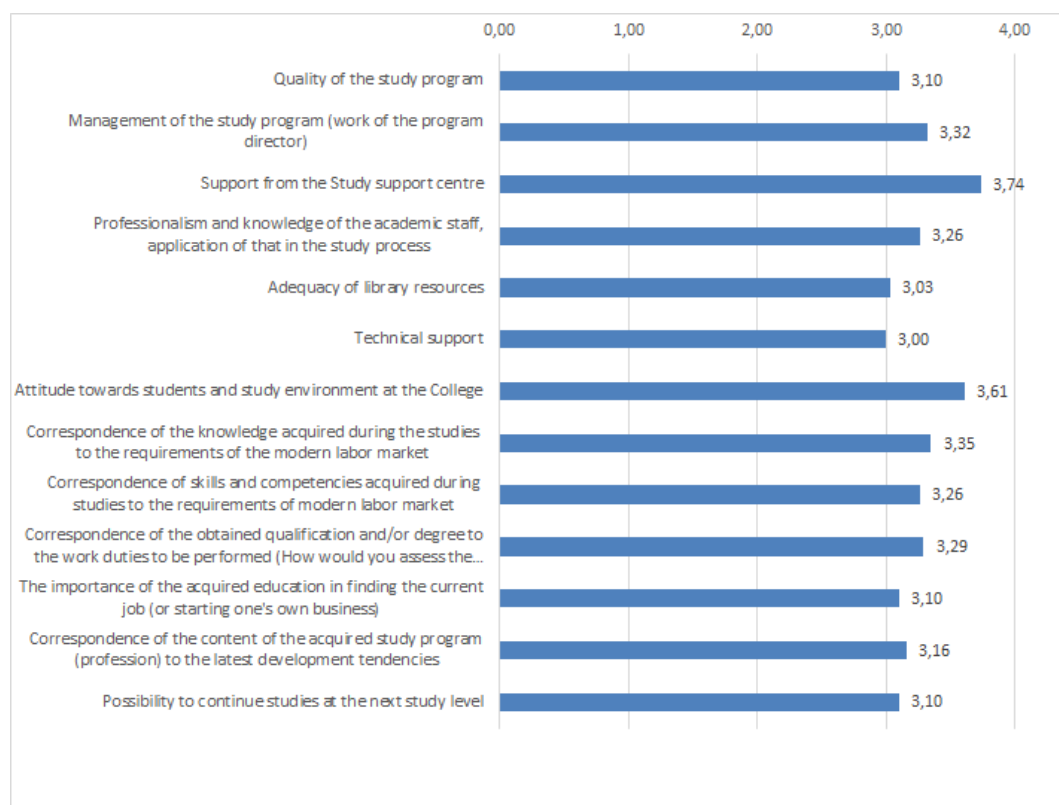


Figure 3.5. Evaluation of the implementation of the study program “Office management” (“Institution work organization and management”) by graduates.

Graduates of the study program have indicated the following benefits after graduation:

- possibility to save the current position/job (5 respondents),
- work in a job that suits you best (6 respondents),
- opportunity to establish and develop own business (4 respondents),
- to do work with higher salary (10 respondents),
- opportunity to continue studies at the next level of higher education (3 respondents);
- other: knowledge and personal development, good education.

28 of the graduates of the study program were employed at the moment of graduation of the study program, 2 graduates were employed in the field in three months after graduation from the study program.

All 32 respondents would recommend the study program “Office management” (“Institution work organization and management”) to relatives, friends and acquaintances because:

- competent and responsive academic staff;
- convenient study schedule;
- studies in a high quality;
- excellent approach;
- opportunities for working people to upgrade their qualifications or gain a new profession by combining work and studies.

The survey of employers of graduates of the CBA study program “Micro, small and medium enterprise management” included questions suggested by the Academic Information Center.

A total of 18 employer representatives were invited to participate in the survey, of whom 12

agreed, each employing 1 graduate of the study program “Office management” (“Institution work organization and management”). 3 of the employers' representatives surveyed participated in the development or improvement of the study program “Office management” (“Institution work organization and management”). 80% employers noted that graduates of the CBA have good theoretical and practical training and are able to perform their duties immediately; 20% noted that it is difficult to answer as the students/graduates are very different. When evaluating compliance of the CBA graduates with the learning outcomes defined by the European Qualifications Framework (EKI), 100% of employers believe that graduates are rather capable of demonstrating comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the field.

To the statement that the CBA graduates are able to perform practical tasks in the profession based on analytical approach, demonstrate skills that allow them to find creative solutions to professional problems, discuss and reasonably argue practical issues and solutions in their respective profession with colleagues, clients and management, with respective degree of independence to study further, by improving their competencies, 33% of employers replied that this skill is achieved completely, 67% - that the skill is rather achieved.

40% of the surveyed employers stated that graduates of the CBA are able to evaluate and improve their own and other people's activities, to work in collaboration with others, to plan and organize work to perform specific tasks in their profession, to perform or supervise work activities with unpredictable changes, 60% answered that this skill is rather achieved.

To the statement if the CBA graduate is able to formulate, describe and analyze practical problems of their profession, select the necessary information and use it as a solution of well-defined problems, to participate in the professional development of the field, show that he/she is aware of the location of the profession in broader social context, 40% of representatives of employers answered “fully achieved”, 60% - “rather achieved”.

Overall, the survey results show that employers value the knowledge, skills and competencies acquired by the CBA graduates within the framework of the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

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



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

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program "Institution work organization and management" takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Section 3.3. For the characterization and assessment of the material basis with examples, please see Part II, Section 3.2. In addition, the CBA provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal "Jurista vārds" published by "Latvijas Vēstnesis", which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

The implementation of the study program is ensured by 28 academic staff members, of which 4 are assistant professors, 3 - lecturers and 21 – course instructors or guest lecturers (please see Table 3.3.). During the reporting period both quantitative and qualitative changes in the composition of the academic staff members have taken place. The distribution of the academic staff members involved in the implementation of the study program according to their scientific degree (please see Table 3.4.), i.e. at the end of the reporting period, compared to the academic year 2013/2014, the share of academic staff members with PhD degree almost doubled (from 5.4% to 10.7%) and the proportion of academic staff members with a Bachelor's degree has decreased more than twice (from 18.9% to 7.1%). The total number of academic staff members involved in the program has fallen from 37 to 28. At the end of the reporting period, there are relatively more academic staff members with degrees in several disciplines, i.e. 3 academic staff members (10.7%). For 25% of the academic staff members involved in the study program the College is the main place of election. These changes have had a positive impact on the quality of studies, as evidenced by the results of the student and graduate survey, providing a positive evaluation of the work of the academic staff.

*Table 3.3. Scientific and academic degrees of the academic staff (including guest lecturers) at the beginning and end of the reporting period.*

No.	Indicator/ Academic year	PhD		Master's degree		Specialists with higher education	
		2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
1.	Number of academic staff members	2	3	28	23	7	2
2.	Share of the number of academic staff (%)	5,4%	10,7%	75,7%	82,1%	18,9%	7,1%

*Table 3.4. Academic staff involved in the implementation of the study program.*

No.	Name, surname	Scientific or academic degree	Academic position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English I and II
2.	Āzena Ligita	Mg.sc.soc.	Assistant professor	Public relations

3.	Bērziņa Dace	Mg.psych.	Course instructor	Socio-psychological training
4.	Bistrova Alīna	Bc.sc.admin.	Course instructor	Conflict management and mediation
5.	Bogdanova Diana	Mg.sc.soc.	Course instructor	Corporate communication
6.	Dembovska Iveta	Mg.oec.	Course instructor	Marketing
7.	Dinsberga Jolanta	Mg.iur.	Course instructor	Basics of Law
8.	Enkuzena Signe	Dr.admin., Mg.psych.	Assistant professor	Human resource management
9.	Irbe Madara Mara	Mg.sc.soc.	Course instructor	Entrepreneurship
10.	Kaltigina Margarita	Dr.paed.	Course instructor	Business German I and II
11.	Kārkliņš Aivis	Mg.paed.	Assistant professor	Professional client service
12.	Koklačs Jānis	Mg.oec.	Course instructor	Project preparation and management
13.	Kostjukova Lolita	Mg.sc.soc.	Course instructor	Business etiquette
				Document management internship
				Office management internship
				Personal and professional development
14.	Lasmane Anita	Dr.psych.	Assistant professor	Organizational psychology
15.	Lāce Alise	Mg.oec	Course instructor	Basics of Logistics
16.	Lielmanis Jānis	Bc.oec.	Course instructor	Basics of digital marketing

17.	Liepa Dite	Mg.philol.	Course instructor	Cultural aspects of the Latvian language
18.	Miķelsone Elīna	MBA	Course instructor	Creativity and innovation in business
19.	Pužulis Mārtiņš	Mg.ing.	Course instructor	Civil protection
				Environment and labour protection
20.	Roķe-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research design
21.	Rubene Ilze	Mg.oec.	Lecturer	Commercial law
				Labour and social rights
22.	Selga Eva	Mg.hrm.	Course instructor	Human resource management
23.	Stabiņš Jānis	Mg.paed.	Course instructor	Personal and professional development
24.	Supe Jānis	Mg. sc.admin	Lecturer	Economics
				Organization and management of Office work
				Document management
				International management
				Document management internship
				Office management internship
25.	Timofejeva Tatjana	Mg.psych.	Lecturer	Business Russian I and II
26.	Urpena Inese	Mg.sc.ing.	Course instructor	Digital literacy
				Information management
27.	Ūpe Evija	Mg.sc.edu.	Course instructor	Professional ethics and communication

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields, or non-governmental organizations. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of the national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them teach any study course of the study direction in national language. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills.

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

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

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

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with students. For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Labor protection - ten years as a consultant", Mārtiņš Pužulis;
- "Stress in office work and its management strategies at the organizational and individual level", Alīna Bistrova, Signe Enkuzena;
- "Performance management for employees of different generations", Signe Enkuzena;
- "LPVA development and current events", Eva Selga;
- "Rezekne region rural tourism accommodation quality assessment", Iveta Dembovska;
- "Balancing the interests of the dominant and serving real estate owners in the process of establishing a road easement", Jolanta Dinsberga;
- "Possibilities for improving the communication of the brand "Kalvis"", Ligita Āzena;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Scientific publications of the academic staff: Jolanta Dinsberga, Dace Bērziņa, Iveta Dembovska, Margarita Kaltigina, Alisa Lāce, Elīna Miķelsone, Līga Roķe-Reimate in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 67% (56): 33% (28).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	43_Statistics_BV_students.pdf	43_Statistika_BV_studejosie.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	44_BV_conformity_to_national_education_standard.pdf	44_BV_atbilstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	45_BV_conformity_to_profession_standard.pdf	45_BV_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	46_BV_mapping.xlsx	46_BV_kartejums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	47_Plan_of_study_programme_BV.pdf	47_Studiju-programmas_BV_plans.pdf
Descriptions of the study courses/ modules	48_BV_course_internship_descriptions_pdf.7z	48_BV_studiju_praksu_apraksti_pdf.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	49_Diploma_BV.pdf	49_Diploms_BV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	50_Confirmation_of_possibilities_to_continue_studies_BV.pdf	50_Aplicinajums_studiju_turpinasanas_iespejam_BV.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	51_Example_of_study_contract_BV.pdf	51_Studiju_figuma_paraugs_BV_zaudejuma_kompensacija.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	53_Confirmation_of_foreign_language_knowledge_BV.pdf	53_Aplicinajums_par_J.Supes_svešvalodas_zināšanu_atbilstību_BV.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	51_Example_of_study_contract_BV.pdf	51_Studiju_figuma_paraugs_BV_zaudejuma_kompensacija.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		



# Accounting and financial planning

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Accounting and financial planning</i>
Education classification code	<i>41344</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Rita</i>
Surname of the study programme director	<i>Vanaga</i>
E-mail of the study programme director	<i>rita.vanaga@bvk.lv</i>
Title of the study programme director	<i>Mg.oec., Mg.oec., Mg.math.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Accounting and Financial Planning" is to provide locally and internationally competitive accountants according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in accounting and financial planning, and constantly improve the quality of life.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive education in accounting and financial planning corresponding to the requirements of the first level professional higher education.</i></li> <li><i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work of specialist in accounting.</i></li> <li><i>3. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models.</i></li> <li><i>4. To characterize to students the significance of the results of applied research in the field and application of research in professional activities.</i></li> <li><i>5. To illustrate the processes happening in the local and global community, supporting the development of ethical and socially responsible personality.</i></li> <li><i>6. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i></li> </ol>

Results of the study programme	<p>1. Implements and applies legal norms of Latvia in the company' accounting and in the assessment of the financial situation under supervision of senior specialist.</p> <p>2. Implements full accounting cycle in the company under supervision of senior specialist.</p> <p>3. Collects data, reports; uses financial accounting data for planning, analysis and performance control of enterprise's economic activities and prepares proposals to address business problems.</p> <p>4. Prepares and analyses accounting documents and document projects, determines legal power of the documents and compliance with existing legal and formatting requirements.</p> <p>5. Organises management process of the accounting documents.</p> <p>6. Co-operates in foreign languages and provides constructive feedback to counterparts.</p> <p>7. Takes responsibility for the results of his/her work, demonstrates the initiative, realises the social importance of his/her profession, understands the ethics of the accountant's work.</p> <p>8. Justifies his/her choice for future studies and lifelong education.</p>
Final examination upon the completion of the study programme	Qualification paper.

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	88
Admission requirements (in English)	General secondary education or secondary vocational education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Accountant

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IEĻA 13, RĪGA, LV-1010

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

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

The CBA first level professional higher education study program "Accounting and Financial Planning" with qualification "Accountant" provides students with the opportunity to acquire the first level professional higher education and become a locally and internationally competitive accountants complying with the requirements of the labor market and profession standard. In order to achieve the goal of the study program, the content and implementation of the study program was improved and supplemented during the reporting period. Study program review and evaluation process is continuous process during the academic year. Information about necessary improvements, issues to be solved (for example: clarification of internship regulations, improvement of quality of study course materials) goes to the program director. During the reporting period, group of experts was working on a regular basis (director of the study program, academic staff, employers, representatives of Students' self-government), which set tasks for sustainable first level professional higher education study program in a high quality, corresponding to the requirements of the Ministry of Education and Science.

The CBA study programs "Accounting and Financial Planning" was included in the study direction "Management, Administration, and Real Estate Management" in the previous accreditation period. The CBA justifies it also today by the research done by Future Institute and Harvard University (compiled by the audit company "Deloitte") about future skills and competencies demanded by the labor market on a global level (<https://www.forbes.com/sites/deloitte/2020/01/24/the-best-job-skills-for-the-future-are-inherently-human/#57be91561c67>; <https://www2.deloitte.com/global/en/insights/deloitte-review/issue-22/industry-4-0-technology-manufacturing-revolution.html?id=gx:2pm:3dp:44dius32959:5awa:6di:012020:wef20:dr26:connectorsfy20:4ir:forbes1&pkid=1006897>), as well as with the vision of the president of Latvian Association of Accountants Mr Andrejs Ponomarjovs on the accounting tasks in the future: "Accounting services will always be necessary, but it is expected from the modern accountant not only to do the historian's work by collecting historical data and financial information, but also analytical skills are expected to find solutions, to evaluate other areas, such as business stability, ability to present the model used by the company in the financial statements so that users can obtain the information they need, including the impact of the business on environmental society, etc. In the future, financial statements containing a lot of information will be required, including non-financial and projected data necessary for the entrepreneurs and businesses."

Independent expert audit of the study program was carried out by representatives from the professional organizations of the field (audit report available at the office of the CBA) , including benchmarking of the program and alignment of the contents of the program with the results to be achieved, compliance with the Accountant profession standard (<https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0071.pdf>), the current needs of the labor

market and the learning outcomes defined by the LKI and EKI (ESF project No. 8.2.3.0.18/A/005) .

The study program is harmonized with the professional standard "Accountant" of 2011, as this standard is applicable to the fourth level of professional qualification, which corresponds to the first level professional higher education. The standard approved in 2018 is intended for the third level of professional qualification and does not apply to first level professional higher education, which is also stipulated in the map of professions included in the structure of Business, finance, accounting and administration (wholesale and retail, business) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)).

Both the audit and the resulting recommendations, and regular internal quality control of the study program (Description of the Study Program Internal Evaluation Process KVAL 2-05 STUD and Description of the Study Program External Evaluation Process KVAL 2-04 STUD) allowed the CBA to make targeted improvements of the study program in accordance with the first requirements for the first level professional higher education study programs.

In order to include the latest trends of accounting and financial management in the contents of the study program (digitalization of accounting data; introduced internal and external controls in relation to money laundering and terrorist financing and proliferation prevention requirements; the new International Code of Ethics for professional accountants; requirements for outsourced accountants and their licensing; increase in automated work etc., e.g. please see: <https://lpva.lv/articles/284/kadas-bus-personala-vadibas-tendences-2020-gadaor> <https://www2.deloitte.com/content/dam/Deloitte/cz/Documents/human-capital/cz-hc-trends-reinvent-with-human-focus.pdf>) and align the program with the requirements of the labor market and profession standard, the amount of the study program was expanded up to 88 CP (132 ECTS) instead of the previous 86 CP (120 ECTS). The study program of the CBA is different from other first level study programs with a qualification as an accountant with:

1. significant involvement of employers and industry experts in providing support to the development of contents of studies;
2. qualification of the academic staff in the field (most of the academic staff members teaching compulsory study courses are also excellent professionals in their field);
3. several study courses after which students are able to conduct applied research correctly and understand the importance of applied research for the analysis and improvement of the company's activities;
4. the content of the study program, which not only provides for the education of the student in the professional field, but also develops such personality competences as purposefulness, discipline, responsibility, cooperation;
5. required and current content of study courses in economics, business and communication;
6. implementing the program in the form of extramural studies (distance learning) that is suitable for working adults, including outside Latvia;
7. with the possibility to obtain additional professional education in a relatively short time for the professional development of entrepreneur/manager of a company in order to understand own business situation and would be able to work equally with the accounting service provider, as well as to understand both national economic indicators and global trends in economics.

Five new study courses were included in the program related to digitalisation, creativity and innovation, data processing, communication, etc.:

1. In the general part (A):
  - Research Design (2 CP);

- Business Russian/German (4 CP)
- Statistics (2 CP)

2. In the field-specific part (B):

- Professional Ethics and Communication (2 CP);
- Professional Client Service (2 CP);
- Personal and Professional Development (2 CP).

During the reporting period, the free electives part of the study program has also been expanded to include one study course in English in order to promote the development of students' personality and foreign language skills and, furthermore, success in the international market:

- Digital Literacy (2 CP);
- Creativity and Innovation in Business (2 CP);
- Corporate Communication (2 CP);
- International Management (2 CP).

The CBA is already observing the positive aspects of the changes introduced. For instance:

- during the academic year of 2019/2020, thanks to the introduction of the course "Research Design", students' research competence has significantly improved, which was noted by the supervisors of qualification papers, reviewers and the State final examination commission members;
- the results of the students' survey and the observations of the academic staff show that the study course "Personal and Professional Development" allows students to think about and plan their professional career while at the same time achieving personal goals.

During the reporting period, for some study courses not only the content but also the title was revised and updated. Table 3.1. lists the courses of the previous accredited study program in the left column, and the changes affecting these courses in the right column, while the current plan of the study program is attached in Annex 25.

*Table 3.1. Changes in content and titles of study courses during the reporting period.*

Parts and courses of the study program in the previous reporting period	Changes in the study course and justification
<b>General study courses (compulsory)</b>	<b>General study courses (compulsory)</b>
Information technology	Replaced by the course "Information Management". Provides knowledge, skills and abilities to the student about the whole cycle of information: information gathering, processing and organization, storage, searching and retrieval of information as well as distribution
Business Foreign Language (Russian) I, II	"Business Foreign Language (Russian/English/German) I and II". Compliance with the "Accountant" profession standard ensured, to use at least two foreign languages, including professional terminology in foreign languages
Business	Renamed to "Entrepreneurship and its legal basis". Transferred to field-specific study courses. Updated content
Financial mathematics	Updated content
Commercial and financial law	Integrated in the study course "Entrepreneurship and its legal basis". Transferred to field-specific study courses. Updated content

Parts and courses of the study program in the previous reporting period	Changes in the study course and justification
Record keeping, business correspondence and archiving	Renamed to "Document Management". Updated content
<b>Field-specific study courses (Limited Choice)</b>	<b>Field-specific study courses (Limited Choice)</b>
Communication psychology	Removed from the program plan. Topics integrated in the course "Professional Ethics and Communication"
Labor and social rights (A)	Renamed to "Labour Law" . Updated content
Occupational health, safety and environmental protection (from A)	Renamed to "Environmental, Civil and Labor Protection". Updated content
Statistics	Statistics. Moved to the section of general education study courses.
Sociology	Updated content
Microeconomics	Updated content
Macroeconomics	Updated content
Finance and credit	Updated content
Audit and business analysis	Updated content
Taxes and fees	Updated content
Financial Accounting I, II	Updated content
Management Accounting I, II	Updated content
Computerized accounting and financial accounting	"Computerized accounting". The course focuses on the acquisition of an accounting program in financial accounting without studying financial accounting itself (it is provided in the course of Financial Accounting)
Financial analysis and planning	Updated content
Project preparation and management	Updated content
Marketing I	"Marketing I". Transferred to free elective study courses. Updated content
<b>Free elective study courses</b>	<b>Free elective study courses</b>
Social psychological training	Excluded from the study program, the topics are included in the study courses "Professional Ethics and Communication" , "Corporate Communication" and "Personal and Professional Development"
Human resources management	Updated content
Business Etiquette	Excluded from the study program, the topics are included in the study courses "Professional Ethics and Communication", "Corporate Communication" and "Personal and Professional Development".
Management I	Updated content
Logistics	Excluded from the study program, preferring more topical study courses in the field.
Organizational Psychology I, II	Updated content

Parts and courses of the study program in the previous reporting period	Changes in the study course and justification
Professionalism and Career I, II, III, IV, V	Excluded from the study program, topics included in the courses "Professional Ethics and Communication", "Corporate Communication" and "Personal and Professional Development"
<b>Internship</b>	<b>Internship</b>
Accounting internship	Structure and content of internship regulations improved
Financial management internship	Structure and content of internship regulations improved
<b>Qualification paper</b>	<b>Qualification paper</b>
Qualification paper	Revised Regulation of the qualification papers.

For the first level professional higher education study program "Accounting and Financial Planning", in accordance with the Regulations of the Cabinet of Ministers on the Classification of Education in Latvia effective from 16 June 2017, the code of the study program is changed to - 41344 (accounting and taxes).

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

Number of students in the study program "Accounting and Financial Planning" in the academic year 2018/2019 was 107 students in total, including 48 students who were enrolled; 8 students gained the Accountant qualification. Data on students over the last six years reflect a number of trends (please see Figure 3.1. and Annex 21).

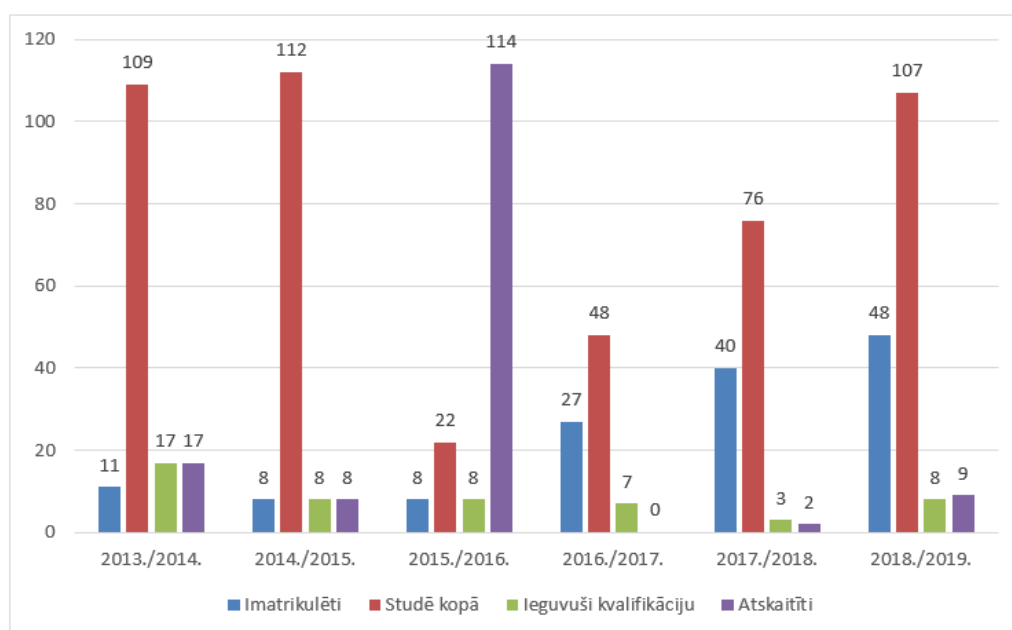


Figure 3.1. The study program "Accounting and Financial Planning": number of matriculated students (blue), currents students (red), graduates (green) and expelled students (violet) in the

First, starting from the academic year 2015/2016, the number of matriculated students is increasing significantly every year (from 8 students in the academic year 2015/2016 to 48 students in the academic year 2018/2019). In a similar way the total number of students increased (from 22 students in 2015/2016 per year to 107 students in 2018/2019). The number of graduates in receiving the qualification "Accountant" has been in the range from 3 to 17 in the last six years. All the students at the CBA study at their own expense. Accountant qualification, starting from 2013/2014 till 2018/2019 was granted to 51 student. As can be seen in the figure, the drop-out rate of students during the last three years is small compared to the average in Latvia, especially considering the specifics of distance learning.

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

The name "Accounting and Financial Planning" is directly related to the allocated professional qualification - "Accountant" - and is consistent with both the legal acts of the Republic of Latvia and market trends, as well as the generally accepted practice of HEIs in the implementation of the first level professional study programs.

For the first level professional higher education study program "Accounting and Financial Planning", in accordance with the Regulations of the Cabinet of Ministers on the Classification of Education in Latvia effective from 16 June 2017, the code of the study program is changed to - 41344 (accounting and taxes).

The requirements of the CBA study program "Accounting and Financial Planning" for starting the studies have been determined in accordance with the legal acts: Articles 46 and 47 of the Law on Higher Education Institutions; Regulation of the Cabinet of Ministers of 10 October 2006 No. 846 "On Requirements, Criteria and Procedure for Admission to Study Programs". For more detailed description of admission rules at the CBA, please see Part II Section 1.5. of the report.

The content of the study program has been developed in accordance with the professional standard "Accountant" (the 4<sup>th</sup> professional qualification level and the 5<sup>th</sup> level of LKI; <https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0071.pdf>) and the map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)).

The tasks of the study program and the expected results follow the aim of the study program, thus the connection is clearly visible in the content of the study program, which is created sequentially and gradually in order to achieve study results (please see the mapping of the study program "Accounting and Financial Planning" in Annex 24).

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



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

In January 2020, there were 3929 companies registered in Latvia, which are implementing accounting, registration and auditing activities (69.2 NACE code; <https://nace.lursoft.lv/69.2/uzskaites-gramatvedibas-audita-un-revizijas-pakalpojumi%3B-konsultesana-nodoklu-jautajumos/companies/?vr=3&old=0>), only 189 of which are companies of sworn auditors. In 2015, there were only 870 companies providing accounting as outsourced activity, and the number of such companies has grown 4.3 times over the last five years. Justification for the demand of the accountant profession is that the number of active companies in Latvia is above 220 thousand (<https://www.cv.lv/darba-sludinajumi/finanses-gramatvediba/latvija?sort=inserted&dir=desc>) and the fact that here are 270 job listings in the most online job searching site *CV Online* in category Finance/Accounting, which is the 5th most popular category in terms of the number of employees most sought after and creates 11% of the total number employees most sought after in Latvia (~2450; <https://www.cv.lv/darba-sludinajumi/finanses-gramatvediba/latvija?sort=inserted&dir=desc>). If the banking/insurance category is added to the finance/accounting category, the number of employees sought is between 16% and 17% (<https://www.cv.lv/darba-sludinajumi/bankas-apdrosinasana/finanses-gramatvediba/latvija?sort=inserted&dir=desc>) of the total number of employees sought on 30 January 2020. In the student internship reviews, internship supervisors at companies confirm that the demand for accountancy professionals will grow in the next 6 years. The Ministry of Economy expects that the total demand for labor from 2017 to 2025 will increase by 11%, taking into account the intensive formation of accounting outsourcing companies and the labor supply - demand for accountants will increase.

To include the prevailing needs of the education as well as labor market, as well as the professional standard requirements to know at least two foreign languages, in the contents of the studies, and to ensure the quality of internships and development of research paper, the contents have been improved significantly in a number of study courses, title of the study courses have been updated and the amount of the study program has been increased to 88 CP (132 ECTS) instead of the previous 86 CP (129 ECTS).

Accountants nowadays can no longer do their job without a specialized accounting software. The CBA has changed the study course "Computerized Accounting" in the reporting period, including opportunity to learn one of the leading accounting software "Horizon". For training purposes, Visma Enterprise Ltd, a developer of the accounting software Horizon, and the CBA have signed agreement to use the software license for this purpose. The software will also be used in the study programs "Business Logistics" and "Personnel psychology and human resources management", introducing computerized accounting skills in these programs as well.

According to an increase in demand for accounting as an outsourced service, information on requirements and obligations of outsourcing accountants has been included in the program (please see <https://ifinances.lv/raksti/aktuali/likumdosana/no-2020-gada-plano-ieviest-arpakalpojumu-gramatvezu-licencesanu/15254>) in an integrated way in different courses, such as "Entrepreneurship and

its Legal basis", "Taxes and Duties". The program is supplemented with a number of topics that develops communication and customer service competence. For example, course "Professional client service" so that a specialist would not only maintains customer accounts in a high quality, but would also know how to build a long-term relationship. All descriptions of study courses (please see Annex 26) are updated on a regular basis, the last updates were made in the first half of 2020. In order to ensure that the content of the study courses corresponds to the needs of the field and scientific trends, the latest literature is included in the descriptions of the study courses, which is also provided in the library of the CBA as far as possible.

Compliance with labor market tendencies and requirements of professional environment is ensured by involvement of representatives of the employers of the field and representatives of professional associations in ensuring and improvement of the study process, including evaluation of the program content - auditing, teaching study courses, supervising internships and participating in professional development activities, supervising development of qualification papers, scientific research, participating at the meetings of the Council of the CBA and Council of Studies and other forms of cooperation, making substantive or structural changes in the program. The following professionals are involved in implementation and improvement of the content of the study program "Accounting and Financial Planning":

- Ludmila Stikute, Chief Accountant at Baltic Jet Aircompany, participated in the development of courses "Financial Accounting II", "Management Accounting I, II" and in the development of exams and discussions, and has participated in benchmarking;
- Dainis Locāns, Member of the Board of the Latvian Business Consultants Association ([www.Biznesam.lv](http://www.Biznesam.lv)), participates in the work of the Council of the CBA and the qualification papers and internship reports examination commissions, has carried out audit of the study program content and made recommendations for improvements of the content of the study program;
- Andrejs Ponomarjovs, Chairman of the Association of Accountants of the Republic of Latvia, participates in the work of the Council of the CBA and qualification papers examination commissions;
- Ina Jēkabsons, lecturer at Turība University, participated in the improvement of the content of the course "Financial Accounting I" and in the preparation of tests, and participates in the supervision of qualification papers and qualification papers examination commissions;
- Ieva Plūme, Chair of the Pulmonary Hypertension Association, regularly participates in qualification papers and internship reports examination commissions;
- Dace Šmerliņa, Certified Accountant at "Numeri" Ltd.;
- Lilita Bērziņa, Head and Partner of "Numeri" Ltd., Deputy Chair of LRGA, participates in qualification papers examination commissions and has made recommendations on research topics of qualification papers;
- Kaspars Salenieks, AL Latvia Ltd. Market Manager, supervises development of qualification papers, teaches courses "Financial Mathematics," "Finance and Credit", "Financial Analysis and Planning";
- Anita Puzule, lecturer of Rezekne Academy of Technology, has participated in the improvement of the content of the study course "Taxes and Fees" and in the preparation of tests, and participates in the supervision of development of qualification papers and qualification papers examination commissions;
- Inese Pumpura, Partner Network Manager at Visma Enterprise Ltd., has participated in the development of the course "Computerized Accounting" in connection with the accounting software "Horizon".

In order to ensure active participation in activities of the accounting industry and discussions about

legal acts, the CBA has become Member and Partner of the Association of Accountants of the Republic of Latvia (LRGA) (please see <http://www.lrga.lv/registrs/augstskolas-un-macibu-iestade>). Rita Vanaga, Director and Lecturer of the study program “Accounting and Financial Planning” represents the CBA and participates at the LRGA Educational Institution Committee and Accounting Profession Discipline Committee. The LRGA is a great platform for getting the latest information about the industry, gaining international experience, getting information about profession standards and how to interpret them. In cooperation with LRGA, guest lectures on current topics are offered to the CBA. For example:

- “Key Components of the Internal Control System and NILL Typologies in the Accounting Outsourcing Sector” (Artis Aizupietis, Methodology Support and Risk Analysis Division, Anti-Money Laundering Department of the State Revenue Service) or related lectures to be provided not only to outsourced accountants, this lecture is useful also for other programs;
- “Modern Accounting and its Transformation” (Ilze Palmbaha, LZRA Board Member) or related lectures;
- “Successful cooperation with the State Revenue Service” (Ilze Palmbaha, Member of the Board, LZRA);
- “Tax Practice” (Ilze Birzniece, Certified Tax Consultant, Member of the Board of “Konsultācijas un Audits” Ltd.).

Starting from 2020 the CBA provides its students and academic staff with electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal. The CBA provides also the electronic and paper edition of the legal journal “Jurista vārds” published by “Latvijas Vēstnesis”, which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

Taking into account recommendations of the previous accreditation commission and labor market trends as well as the strategy of this study direction, during the reporting period the CBA has several times has improved the plan of the study program "Accounting and financial planning" (approved at the Council of Studies of the CBA meeting, minutes No. VAD 4-02/16.12.2019, please see the study plan in Annex 25), aligning the study courses in a logical order - first of all general and field-related study courses, each semester the courses become more specialized. The study courses included in the study program meet the aim of the study program: firstly, the program includes all compulsory study courses prescribed by the Accountant profession standard; secondly, the program includes general education courses to promote students' business competences as well as research and analysis skills. The courses included in the study program are designed sequentially to achieve the expected study results. Please see mapping of the study courses in

According to the independent audit report of the study program, which was undertaken as part of the benchmarking of the study program and alignment of the content of the study program with the achievable results, requirements of the Accountant profession standard, as well as with LKI and EKI standards, it was concluded that the program is designed in accordance with the Law on Education, the Law on Vocational Education and the Law on Higher Education Institutions, as well as the regulations of the Cabinet of Ministers regulating the first level professional higher education, i.e. the Cabinet of Ministers Regulation of 20.03.2001. No. 141 "Regulation on the Standard of the State First Level Professional Higher Education". The requirements for the qualification of an Accountant comply with the requirements of the Regulation of the Cabinet of Ministers of 18.05.2010. No.461 "Regulations on the Classification of Occupations, Basic Tasks and Qualification Requirements Appropriate for the Occupation and the Procedure for Use and Updating of the Classification of Occupations" (profession code of accountant - 3313 01), and the Accountant profession standard which is approved with the above mentioned Regulation of the Cabinet of Ministers.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar "Academic staff in the distance learning process", where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

3rd methodological seminar "Promoting the Quality of Distance Learning" which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rds external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar "Standard of making course description and development of distance

learning course”, where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - “Procedure for Reviewing Complaints and Proposals of Students (Customers)” (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning outcomes, the “Description of the Accounting and Control of the Study Results Process” (KVAL 2-17 STUD) and “Regulation of Examination at the CBA” (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process “Description of the general organization of the study process” (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment “Moodle”. According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment “Moodle” has access to the materials of all study courses planned for the

specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination - qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

There are two internships for the students in the study program - in the 4<sup>th</sup> and 5<sup>th</sup> semesters, each in the amount of 8 CP, respectively - Accounting internship and Financial management internship at a company. The content of the internships is designed to strengthen the knowledge, skills and competencies acquired during the study process.

Internship regulations, created using appropriate methodology for distance learning, with precise indications and the expected results, are valued both from the students as well as employers (Accounting Internship Regulation and Financial Management Internship Regulation attached in Annex 26). Reviews from the internship supervisors at internship companies are available at the Study Support Center. Feedback from the internship supervisor confirms that the student "has learned how to solve problems on his/her own and to adapt to the situation and work needs. If all students are like this one, it is a pleasure to see such new

colleagues”. Since introduction of the new internship regulations in 2018, the success rate of internships of the students has improved.

The objectives of the internships are to facilitate the application of theoretical knowledge in practical work related to the management of accounting and financial activities in a company.

Implementation of Accounting and Financial management internships help the students to achieve results that are in line with the results of the study program (please see Table 3.2.).

*Table 3.2. Results of internships of the study program “Accounting and Financial Planning”.*

Accounting internship	Financial Management internship
<ul style="list-style-type: none"> <li>• knowledge of the institution's or company's accounting policies, accounting rules, instructions or regulations, and how to use these documents;</li> <li>• understanding of the sequence and knowledge of nature of accounting processes;</li> <li>• ability to systematize documents certifying economic activity, knowledge of types of document classification;</li> <li>• orientation in the diversity and understanding of nature of the main accounting laws and regulations;</li> <li>• knowledge of accounting documentation and its types;</li> <li>• knowledge of differences in document types and cases when each type is used;</li> <li>• the ability to make source documents in accounting system and to keep them in the appropriate journals;</li> <li>• knowledge of settlement documentation, ability to draw up a settlement reconciliation report, to understand its meaning;</li> <li>• knowledge of the conditions of use of an accounting certificate, ability to create an accounting certificate;</li> <li>• knowledge of general ledger, ability to obtain general ledger from summaries of business records;</li> <li>• knowledge of the preparation of reports for submission to the State Revenue Service, knowledge of the dates of preparation of reports, significance of these reports and responsibility for failure to comply with the dates of submission of reports.</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of the organizational principles of the overall management of an institution or business, including financial management;</li> <li>• ability to evaluate the interrelationship of the company's economic and financial activities;</li> <li>• ability to evaluate sources of financial resources of a company and location of these resources;</li> <li>• ability to evaluate the role of equity and external resources in the development of a company;</li> <li>• knowledge of efficient business asset structure;</li> <li>• ability to analyze the company's revenue and expenditure generation process and its influencing factors;</li> <li>• ability to evaluate the volume of the company's profit and the efficiency of its distribution process;</li> <li>• ability to identify possible financial operational risks and the ability to offer solutions to prevent the risk.</li> </ul>

The tradition of “Life Opportunity Day” created by the CBA provides opportunities for employers, academic staff, graduates and students to collaborate in finding internship placement or even a job. For students of all programs there is the opportunity to apply to the “Business Greenhouse”, a virtual business incubator which supports the students in starting their own business by sharing achievements.

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

During the reporting period, qualification papers were defended by 57 graduates of the study

program. The analysis of assessments of the students' qualification papers in each year of the reporting period is summarized in Figure 3.2. The y axis represents percentage how many students have obtained 10, 9, 8 and other marks in each reporting year from 2014 to 2019.

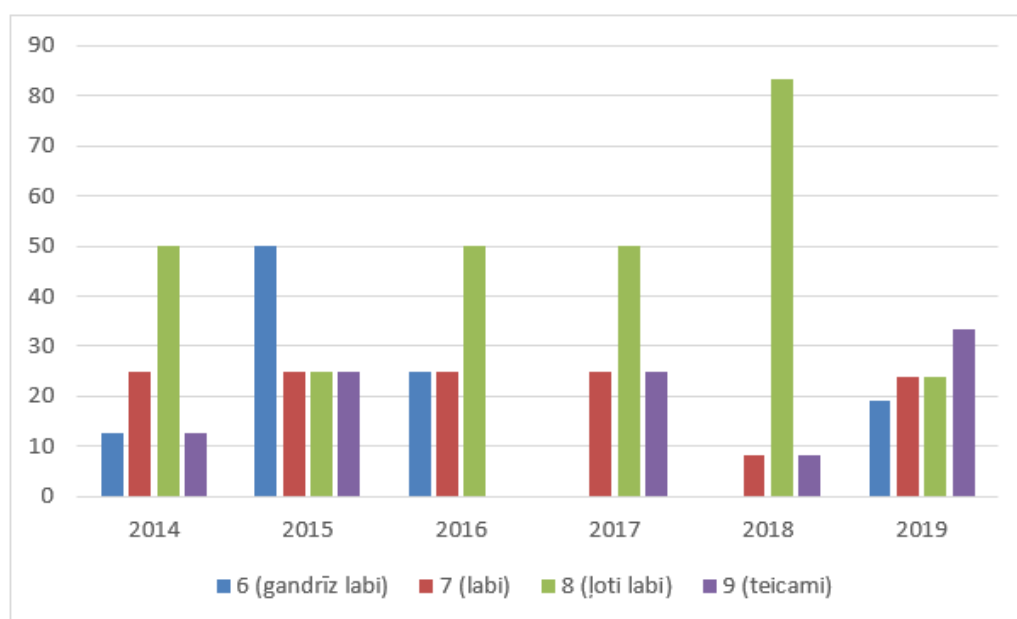


Figure 3.2. Evaluation of final theses in 10-point system during the reporting period, 2014-2019, % (blue - 6, red - 7, green - 8, violet - 9).

At the beginning of 2020, 21 students defended their final thesis. The final theses of year 2020 investigate such current topics as analysis of corporate assets and economic activity (6 papers), application of cost accounting analysis in a company (2 papers), organization of accounting work in a particular company (3 papers), methods of accounting and valuation of debtors, inventories and fixed assets in the company (4 papers), as well as the impact of taxes on the operation of the companies (2 papers) and calculation, accounting and analysis of wages (2 papers).

The quality of the final papers of the study program "Accounting and Financial Planning" has significantly improved in the reporting period (please see Figure 3.3.).

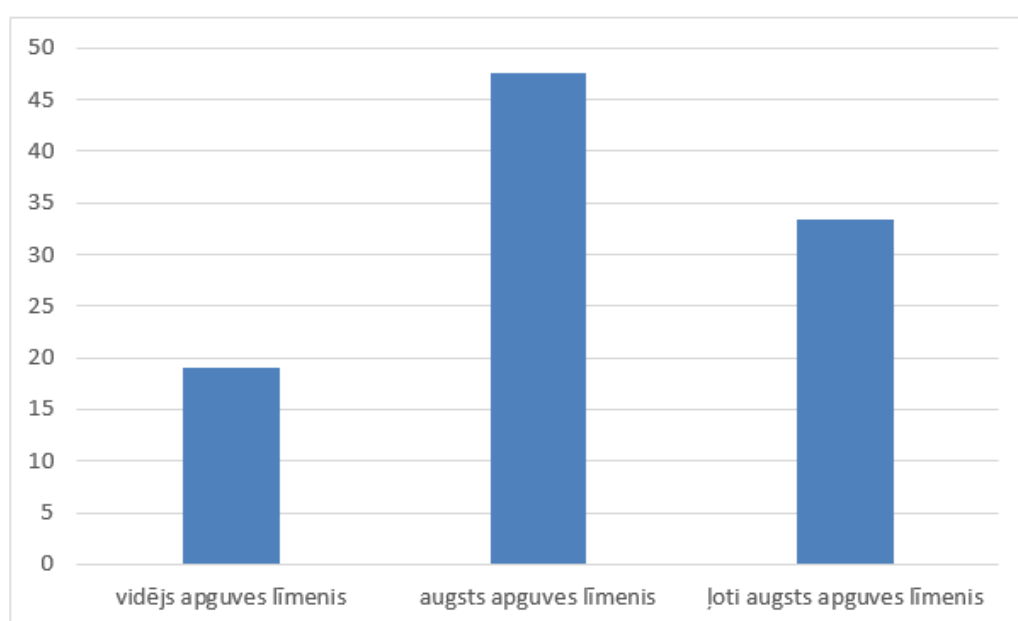


Figure 3.3. Evaluation of final thesis by level of acquisition during the reference period, 2019, %



(from the left – average level, high level, very high level).

According to Figure 3.3., in 2019, the final papers are defended at the following levels:

- 1) very high level (10 - "with distinction" 9 - "excellent"): 33% of students;
- 2) high level (8 - "very good", 7 - "good"): 48% of students;
- 3) average level (6 - "almost good", 5 - "satisfactory", 4 - "almost satisfactory"): 19% of students.

It should be noted that during the reporting year the grades of the final theses was not lower than 6 (almost good) in the 10-point system.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the "Description of the internal evaluation process of the study program" (KVAL 2-05 STUD).

In the summer of 2019 the survey of students was conducted, including a survey of students of the study program "Accounting and financial planning" (n = 45). Assessment of the study program by students can be seen in Figure 3.4.



Figure 3.4. Evaluation of the study program "Accounting and financial planning" by students.

The results of the students' survey show that students evaluate evaluate with the highest score the criteria "I evaluate academic staff as good professionals in their field" (average: 3.52 out of 4 points) and "Study content was useful for my professional work" (average: 3.52 out of 4). In general, it should be noted that the rating obtained from "more agree" (3 points) to "strongly agree" (4 points) in almost all the survey criteria ranges, with the average score being 3.30 for all criteria. As the lowest students have evaluated the criteria: "The study program provides me with new contacts" (average: 2.97 out of 4 points). The CBA has responded to this assessment and introduced opportunities for student-to-student communication in the e-learning environment

Moodle.

As the strengths of the CBA and the study program, students have indicated: availability of information, quality of study materials, possibility to watch video lectures remotely, linking theory and practice, competent academic staff, meaningful practical tasks/discussions. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund project No. 8.2.3.0/18/A/005 "Improvement of management processes and quality of study programs at the College of Business Administration" to the quality of the study process.

As an aspect to be improved, students have indicated the following: digitalizing tests and exams, provide individual communication between lecturers and students. The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: a grade book has been developed and implemented in each study course, allowing students to keep track of their assessments during the semester; tests and exams have been digitalized, remote correspondence possibility with academic staff is provided in the Moodle environment and via email.

Graduate Survey in 2020 was completed by 30 respondents – graduates of the study program "Accounting and financial planning". The results (please see Figure 3.5.) show that graduates evaluate the implementation of the study program mainly as good and excellent, the highest assessment is to the work of the study support center (average 3.60 out of 4 points), and treatment of students and the learning environment in college (average 3.57 out of 4 points).

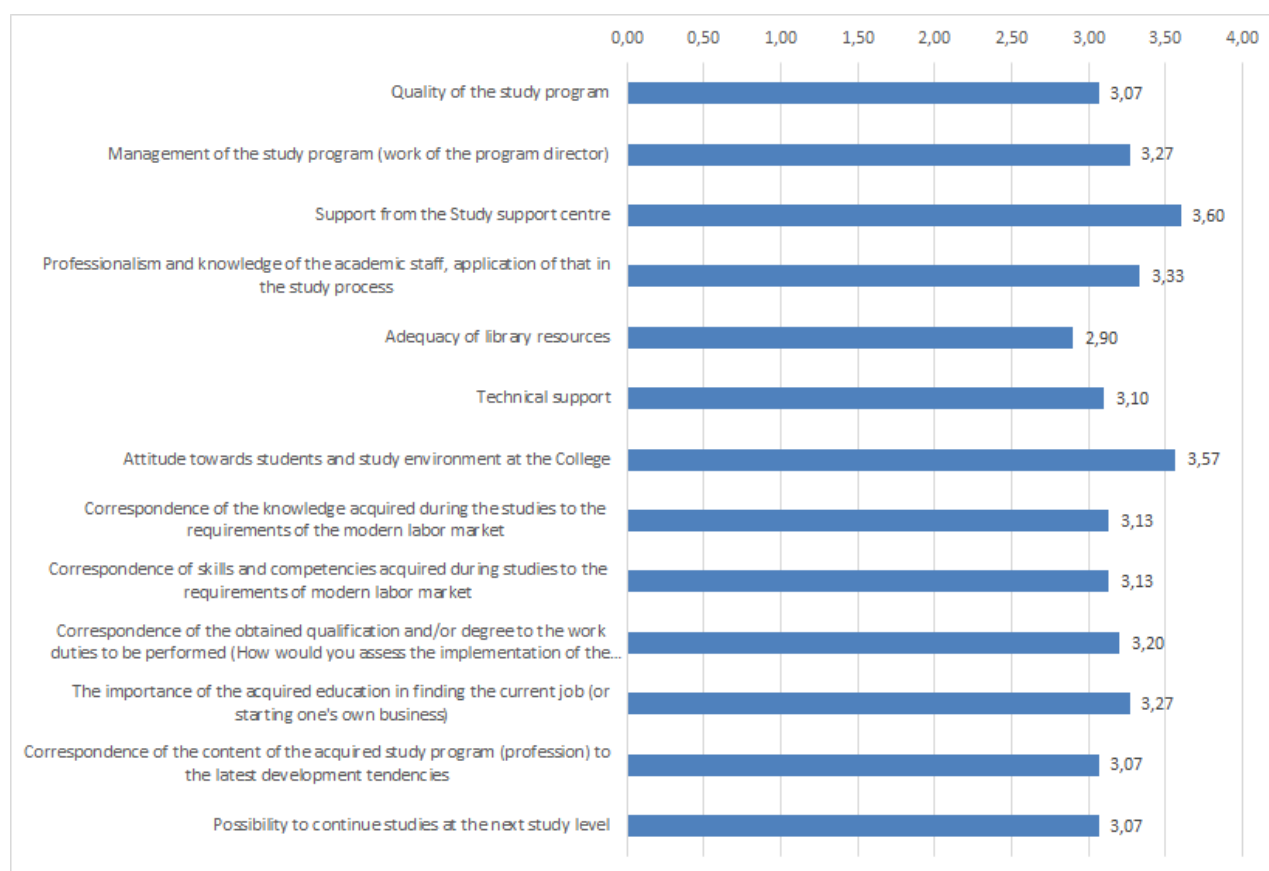


Figure 3.5. Evaluation of the study program "Accounting and financial planning" by graduates.

Graduates of the study program have indicated the following benefits after graduation:

- possibility to save the current position/job (4 respondents),

- have a job that suits you best (7 respondents),
- opportunity to establish and develop own business (3 respondents),
- to have a job with higher salary (6 respondents),
- opportunity to continue studies at the next level of higher education (10 respondents).

27 of the graduates were employed at the time of graduation from the program, 2 graduates were employed after graduation, 2 continued their studies.

All 30 respondents would recommend the study program "Accounting and Financial Planning" to relatives, friends and acquaintances because:

- study courses are taught by experienced practitioners,
- the competences acquired correspond to the labor market,
- supportive and organized study environment, process,
- access to education despite various obstacles, etc.

The survey of employers of graduates of the CBA study program "Accounting and Financial Planning" included questions suggested by the Academic Information Center.

Overall, 30 representatives of employers were addressed, of whom 13 completed the survey, every one them employed one graduate of the study program "Accounting and financial planning". None of the representatives surveyed participated in the development or improvement of the study program "Accounting and Financial Planning". 25 % of employers noted that graduates of the CBA have good theoretical and practical training, they are able to perform their duties immediately, 30% noted that after a short training/introduction into the workplace they are able to perform their duties, 35% noted that employees are well-trained in theory but lack practical skills. Based on the evaluation provided by the employers, the content of the course "Computerized Accounting" was revised, including the possibility to acquire knowledge to work with one of the leading accounting software programs "Horizon". For training purposes, Visma Enterprise Ltd, a developer of the accounting software Horizon, and the CBA have signed agreement to use the software license for this purpose.

When evaluating the compliance of the CBA graduates with the learning outcomes defined by the European Qualifications Framework (EKF), 100 % of employers believe that graduates are more likely to demonstrate a comprehensive and specialized knowledge and understanding of the facts, theories, regularities and technologies relevant to the field.

To the statement that the CBA graduates are able to perform practical tasks in the profession based on analytical approach, demonstrate skills that allow them to find creative solutions to professional problems, discuss and reasonably argue practical issues and solutions in their respective profession with colleagues, clients and management, with respective degree of independence to study further, by improving their competencies, 100% of employers replied that this skill is rather achieved.

66.7 % of the surveyed employers stated that the CBA graduates are able to evaluate and improve their own and other people's activities, work in collaboration with others, plan and organize their work in order to perform specific tasks in their profession, to perform or monitor work activities with unpredictable changes, 33.3% responded "rather achieved".

To the statement if the CBA graduate is able to formulate, describe and analyze practical problems of their profession, select the necessary information and use it in a solution of well-defined problems, to participate in the professional development of the field, show that he/she is aware of the location of the profession in broader social context, 66.7 % of representatives of employers answered "fully achieved", 33.3% replied "probably achieved".

Overall, the survey results show that employers value the knowledge, skills and competencies

acquired by the CBA graduates within the framework of the study program.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Sections 5.2. and 6.1. of this Report).

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

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

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program “Accounting and Financial Planning” takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Section 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program

(including the library) with examples, please see Part II, Section 3.3. For the characterization and assessment of the material basis with examples, please see Part II, Section 3.2. In addition, the CBA has signed agreement with developer of the accounting software “Horizon” – “Visma Enterprise” Ltd. to use the software licence for the purpose of studies, and has ensured using the software in the study process. The CBA also provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal “Jurista vārds” published by “Latvijas Vēstnesis”, which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

Implementation of the study program is ensured by 24 academic staff members, 3 of them are assistant professors, 4 - lecturers and 17 – course instructors or guest lecturers (please see Table 3.3.). During the reporting period, both quantitative and qualitative changes in the composition of the academic staff have taken place. The division of the academic staff members included in the implementation of the study program by their degree has changed (please see Table 3.4.), i.e. at the end of the reporting period, compared with academic year 2013/2014, number of academic staff members with PhD degree has increased (from 16.1% to 20.8%) and the proportion of academic staff members with Bachelor's degree has decreased three times (from 12.9% to 4.2%). The total number of academic staff involved in the implementation of the program has decreased from 31 to 24. At the end of the reporting period there are comparatively more academic staff members who have obtained scientific degree in several fields of science (4 academic staff members or 16.7% of the total number). For 29.2% of all academic staff involved in the study program the College is the main place of election. Changes in the academic staff have had a positive impact on the quality of studies, as proved by the results of the student and graduate surveys, providing a positive evaluation of work of the academic staff.

*Table 3.3. Scientific and academic degrees of the academic staff (including guest lecturers).*

No.	Indicator/ Academic year	PhD		Master's degree		Specialists with higher education	
		2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
1.	Number of academic staff members	5	5	22	18	4	1
2.	Share of the number of academic staff (%)	16.1%	20.8%	71%	75%	12.9%	4.2%

Table 3.4. Academic staff involved in the implementation of the study program.

No.	Name, surname	Scientific or academic degree	Academic position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English I and II
2.	Bogdanova Diana	Mg.sc.soc.	Course instructor	Corporate communication
3.	Dembovska Iveta	Mg.oec.	Course instructor	Marketing
4.	Enkuzena Signe	Dr.admin., Mg.psych.	Assistant professor	Human resource management
5.	Fedotovs Aleksandrs	Dr.oec.	Course instructor	Microeconomics
6.	Jēkabsone Ina	Mg.oec., Mg.paed.	Course instructor	Basics of Accounting Accounting internship
7.	Kaltigina Margarita	Dr.paed.	Course instructor	Business German I and II
8.	Kārklīņš Aivis	Mg.paed.	Assistant professor	Professional client service
9.	Koklačs Jānis	Mg.oec.	Course instructor	Project preparation and management
10.	Lasmane Anita	Dr.psych.	Assistant professor	Organizational Psychology Management
11.	Liepa Dite	Mg.philol.	Course instructor	Culture aspects of the Latvian language
12.	Miķelsone Elīna	MBA	Course instructor	Creativity and innovation in business
13.	Osis Juris	Dr.hc	Course instructor	Sociology
14.	Pužulis Mārtiņš	Mg.ing.	Course instructor	Environmental, civil and labor protection

15.	Rkoe-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research design
				Statistics
16.	Rubene Ilze	Mg.oec.	Lecturer	Labour rights
				Entrepreneurship and its legal basis
17.	Salenieks Kaspars	Bc.ing.	Lecturer	Financial mathematics
				Finance and credit
				Financial analysis and planning
18.	Selga Eva	Mg.hrm.	Course instructor	Human resources management
19.	Stabiņš Jānis	Mg.paed.	Course instructor	Personal and professional development
20.	Supe Jānis	Mg. sc.admin	Lecturer	Macroeconomics
				Document management
				International management
21.	Timofejeva Tatjana	Mg.psych.	Lecturer	Business Russian I and II
22.	Urpena Inese	Mg. sc.ing.	Course instructor	Digital literacy
				Information management
23.	Ūpe Evija	Mg.sc.edu.	Course instructor	Professional ethics and communication
24.	Vanaga Rita	Mg.oec.	Course instructor	Taxes and duties
				Audit and analysis of economic activity
				Computerized accounting and financial accounting
				Management Accounting I and II
				Financial accounting
				Financial management internship

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields or non-governmental organisations. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of the national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them teach any study course of the study direction in national language. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills.

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

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

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

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to promote the research skills of the students. Since 2006, the management of the College of Business



Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with students.

For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Labor protection - ten years as a consultant", Mārtiņš Pužulis;
- "Stress in office work and its management strategies at the organizational and individual level", Signe Enkuzena;
- "LPVA development and current events", Eva Selga;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane.

As a result, the College creates an environment where academic staff and students interact, learn from each other, and improve their overall performance.

Scientific publications of the academic staff: Jānis Supe, Aleksandrs Fedotovs, Iveta Dembovska, Margarita Kaltigina, Elīna Miķelsone, Līga Roķe-Reimate in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 82% (107): 18% (24).

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	21_Statistics_GF_students.pdf	21_Statistikas_dati_GF_par_studējošajiem.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	22_GF_conformity_to_national_education_standard.pdf	22_Studiju_programmas_GF_atbilstiba_valsts_izglitibas_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	23_GF_conformity_to_profession_standard.pdf	23_Studiju_programmas_GF_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	24_GF_mapping.xlsx	24_Studiju_kursu_kartejums_GF_studiju_programmas_studiju_rezultatu_sasniegšanai.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	25_Plan_of_study_programme_GF.pdf	25_Studiju_programmas_GF_plans.pdf
Descriptions of the study courses/ modules	26_GF_course_internship_descriptions_pdf.7z	26_GF_kursu_praksu_apraksti.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	27_Diploma_GF.pdf	27_Diploms_GF.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	28_Confirmation_of_possibilities_to_continue_studies_GF.pdf	28_Apliecinajums_par_studiju_turpinasanas_iespejam_GF.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	29_Example_of_study_contract_GF.pdf	29_Studiju_liguma_paraugs_GF_(zaudejuma_kompensācijas_apliecinajums).pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	31_Confirmation_of_foreign_language_knowledge_GF.pdf	31_Apliecinajums_par_J.Supes_svešvalodas_zinasanu_atbilstibu_GF.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	29_Example_of_study_contract_GF.pdf	29_Studiju_liguma_paraugs_GF_zaudejuma_kompensacija.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Business Logistics

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Logistics</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Alisa</i>
Surname of the study programme director	<i>Lace</i>
E-mail of the study programme director	<i>alisa.lace@bvk.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>67803261</i>
Goal of the study programme	<i>The aim of the study program "Business Logistics" is to provide locally and internationally competitive logistics specialists according to the requirements of first level professional higher education, labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in logistics and constantly improve the quality of life.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive education in logistics corresponding to the requirements of the first level professional higher education.</i></li> <li><i>2. To discover comprehensive knowledge, to develop analytical thinking, to develop skills and competences, as well as to promote practical working skills for work of specialist in logistics.</i></li> <li><i>3. To adapt the development and improvement of the content, process and form of the study program as well as research work in accordance with international practice, modern IT solutions, innovative methods and communication models.</i></li> <li><i>4. To characterize to students the significance of the results of applied research in the field and application of research in professional activities.</i></li> <li><i>5. To illustrate the processes happening in the local and global community, supporting the development of ethical and socially responsible personality.</i></li> <li><i>6. To promote students' interest in further professional development, raising the professional qualification in continuing education institutions and continuing studies in the next level higher education programs.</i></li> </ol>

Results of the study programme	<p>1. <i>Independently plans, organises and manages his/her own work or work of logistics department, demonstrates knowledge, professional attitude to the work duties, understands the social importance of his/her profession.</i></p> <p>2. <i>Demonstrates the logistical functions of distribution, procurement, transport, information and storage, applies a variety of innovative logistics solutions in line with market requirements and environment protection standards.</i></p> <p>3. <i>Finds and uses the information extraction and processing technologies required for professional activity.</i></p> <p>4. <i>Works with the information and offers solutions for logistics according to his/her qualification (including warehouse management, issues of money and service flows) in order to optimise resources.</i></p> <p>5. <i>Manages logistics documents in accordance with the current legal acts of the Republic of Latvia and international law.</i></p> <p>6. <i>Demonstrates business, communication competencies, also in foreign languages, is able to organise and manage the work of subordinates, as well as effectively develop feedback in communication with counterparts.</i></p> <p>7. <i>Justifies his/her choice for future studies and lifelong education.</i></p>
Final examination upon the completion of the study programme	Qualification paper

## Study programme forms

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	88
Admission requirements (in English)	<i>General secondary education or secondary vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Logistics Specialist</i>

### Places of implementation

Place name	City	Address
College of Business Administration	RĪGA	ALBERTA IELA 13, RĪGA, LV-1010

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

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

The CBA first level professional higher education study program "Business Logistics" with qualification "Logistics Specialist" (code in occupation classification - 3323 02) provides students with the opportunity to acquire the first level professional higher education, become locally and internationally competitive logistics professionals according to labor market and profession standard. The program is licensed since 23 September 2019, license no. 041008-09, based on the decision of the Study quality commission meeting on 23 September 2019 No. 2019/08-L. Implementation of the program was started in the autumn semester of 2019, opening the first semester group of 18 students a few weeks after receiving the license.

In addition to the excellent evaluation results of the program, the Expert Report of the Licensing Commission dated 17.09.2019 included proposals (please see Table 3.1.) and recommendations (please see Table 3.2.) for improvements of the program. The proposals and short-term recommendations were implemented by the time the program was launched and the other two were implemented within the deadlines.

Based on the information that a new version of the profession standard "Logistics Specialist" is being drafted and is currently submitted to the National Center for Education, the course descriptions have been updated and the study courses "Expedition and Organization of International Freight" and "Professional and Personal Development" are moved from free elective courses to field-specific courses (B) in the plan of the study program. The aim of the study course "Expedition and Organization of International Freight" is to increase students' understanding of freight organization, as well as to develop skills to independently organize freight forwarding or to choose a forwarder. The professional competencies of students will also be enhanced by the study course "Professional and Personal Development". The aim of the course is to promote personal and professional development of the student. The course "Terminal Operations" has been removed from the plan of the study program, integrating part of the course topics into courses "Cargo Flow Management in Warehouse", "Digitalization and Automation", and "Warehouse Management".

*Table 3.1. Improvements made in the study program "Business Logistics" following the instructions of the Licensing Commission.*

Instructions by the Licensing Commission	Improvements made
The suggestion that the title "Business Logistics" could mislead potential students, as a result of discussions with the management of the College and the study program as well as with employers, was dropped as the commission could agree with their view that the program is process oriented and, from the student side, is not viewed without the content of the program, which prevents the possibility of confusion.	The licensing report acknowledged that after meeting with employers and college representatives, including the director of the program, it was recognized that the program was process-oriented, and the title of the program was not viewed by potential students without the content of the program, which eliminated the possibility of confusion. Therefore, it was decided not to change the name of the program.

Instructions by the Licensing Commission	Improvements made
Incomplete descriptions of study courses. Criteria for the evaluation of the study courses are too liberal.	All course descriptions were revised and improved within the framework of the CBA project "Improvement of management processes and quality of study programs at the College of Business Administration" (project number: 8.2.3.0.18/A/005). The results of the study courses are aligned with the existing profession standard and are also applicable to the new draft profession standard under consideration. Appropriate criteria for the assessment of knowledge, skills and competencies have been developed in each study course.
Guest lecturers with undergraduate education without practical experience, teaching experience and experience in developing distance learning courses are involved in the implementation of the study program, which may influence negatively the process of implementation of the study program. For the implementation of the program, it is advisable to attract more professionals in the field from employers' partners as academic staff, preferably with pedagogical experience.	The CBA has a full-time e-learning methodologist who is internationally certified (University of Oregon) to make the design and content for distance learning courses. The CBA has developed study material on the development of courses and distance learning methodology, which is obligatory for all academic staff members. When starting to develop a new course content, lecturers are trained, and the methodologist and director of the study program follows the course development process, the content and quality of materials. During the implementation of the course, the Deputy director of studies and Head of the study support centre follows the quality of the course. The CBA has developed and implemented quality management system (EFQM "Towards Excellence") that eliminates poor quality teaching. All lecturers involved in the implementation of the program have professional and/or academic experience as proved by the Curriculum Vitae (CV) (please see Annex 5).

*Table 3.2. Compliance with the recommendations of the Licensing Commission of the study program "Business Logistics".*

No.	Recommendation	Activity of the College	Results to be achieved	Deadline for implementation	Status of implementation
1.	Unification of the CVs of academic staff - lack of photos, language skills are not specified in a single style, the details vary. If the recommendation is not executed by the deadline, it is moved to the next level.	The CVs of the academic staff were updated and created in a unified style using the latest Europass format.	<i>Unified CVs of the academic staff</i>	The recommendation was implemented until the implementation of the program on 01.11.2019.	Accomplished
2.	Improve student identification before exams to prevent cheating.	A solution has been implemented in the Moodle system that allows students to authenticate through social networking and online services such as Google and Microsoft accounts. This ensures a higher level of security and most of these sites have 2-step authentication.	<i>Improved student authentication</i>	The recommendation was implemented until the implementation of the program on 01.12.2019.	Accomplished

3.	To facilitate the involvement of the academic staff in scientific research activities, achieving the goals of the CBA in publishing the results of scientific work.	Referring to the self-evaluation of this study direction (Section 3.6.), which states that, in accordance with the laws and regulations in force in the Republic of Latvia, colleges are not required to pursue scientific activities in their first level professional higher education programs. The academic staff will be involved in the supervision of the qualification papers, the best and most innovative of which, together with the students, will be directed to the scientific practical conference of the College of Business Administration. The academic staff together with the students will prepare scientific papers and present their research at conferences of the CBA or other higher education institutions.	<i>Academic staff involved in scientific research activities</i>	30 April 2022	In process
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**1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.**

The study program “Business Logistics” was licensed on 23 September 2019 (license No. 041008-09). In the autumn semester of the academic year 2019/2020, 17 students were enrolled in the study program. All the CBA students study at their own expense (please see Appendix 65).

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

The title of the CBA first level professional higher education study program “Business Logistics” corresponds to the curriculum of the studies that provides the necessary professional competencies

to obtain the qualification of Logistics Specialist corresponding to the professional education. The study program "Business Logistics" provides students with the opportunity to acquire the first level professional higher education by training locally and internationally competitive logistics specialists according to the requirements of labor market and profession standard, who, using the advantages of distance learning, have acquired current knowledge, demonstrate skills and professional competence in logistics and constantly improve the quality of life. The basis for the professional education program is 3323 02 "Logistics Specialist" profession standard, which defines the "Logistics Specialist" profession title, professional qualification level, profession description, responsibilities and tasks of the profession, skills, knowledge, attitudes and professional competencies characterizing the profession. The content of the study program has been developed in accordance with the Map of professions included in the structure of the branch of business, finance, accounting and administration (wholesale and retail trade, commercial sciences) ([https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK\\_uznemejdarbiba.pdf](https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf)), project of the profession standard "Logistics Specialist" as well as recommendations from industry professional associations.

The tasks of the study program and the expected results follow the aim of the study program, thus the connection is clearly visible in the content of the study program, which is created sequentially and gradually in order to achieve study results (please see the mapping of the study program "Business Logistics" in Annex 46).

In order to achieve the goal set for the study program, academic staff - professionals in their field, who provide a professional insight into the ongoing processes in the national economy, are involved in the improvement of the study process. In order to develop their professional skills, students undergo internship in companies solving issues related to their chosen qualification, in accordance with the developed internship program. At the end of their studies, students develop qualification papers and carry out practical research on the chosen problem in different situations in companies, demonstrating knowledge and understanding of analysis and planning of logistics function.

Admission to this study program is subject to the Admission Rules and Requirements, which stipulate that the applicant is admitted to the studies if he/she has received a general secondary or secondary vocational education document. According to the CBA Regulation on Admission, the program enrolls individuals with a completed general education and successfully passed final examinations/centralized exams in foreign language, Latvian and mathematics. In order to successfully complete their studies and achieve the learning outcomes, the requirements set out in the admission rules are a minimum requirement for the graduates to start successful professional activity in the chosen specialization and/or continue further education and/or lifelong learning. For a more detailed description of admission rules at the CBA, please see Chapter II, Section 1.5. of this Report.

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

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and**



**provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

Logistics nowadays has become one of the leading industries not only in Europe but also in the world. Industry Analysis (Industry Analysis [online]: <https://www.pwc.pl/en/publikacje/2018/transport-and-logistics-trends-2019.html>; <https://www.youredi.com/blog/global-logistics-trends-2019>) defines the main trends nowadays:

- digitalization;
- changes in international trade;
- automation and related process management changes;
- artificial Intelligence, big data analysis;
- Supply Chain Analytics Platforms;
- Internet of Things (IoT);
- Machine Learning;
- B2B supply chain integration;
- Integration platform as a service (iPaaS).

In many places, 2019 has been even proclaimed the year of digital transformation in global logistics. Therefore, study courses such as "Information Management and Data Processing" and "Digitalisation and Automation" have been included in the study program, the main aim of these courses is to increase students' digital literacy and to be able to implement and use it in professional activities. The content of the study courses is designed taking into account the global development tendencies in logistics ([https://www.technavio.com/talk-to-us?report=Global+Logistics+Market+2018-2022&type=sample&src=report\\_banner&v=rfsb](https://www.technavio.com/talk-to-us?report=Global+Logistics+Market+2018-2022&type=sample&src=report_banner&v=rfsb)):

- digitalization of the logistics industry;
- green logistics;
- flexible logistics;
- change of cooperation model in logistics;
- cost reduction;
- increasing customer loyalty;
- the company's reputation as a value;

as well as according to European qualification standards for logistics professionals. In the Transport Development Guidelines 2014-2020 (The Transport Development Guidelines 2014-2020 [online]: [http://www.sam.gov.lv/images/modules/items/PDF/item\\_4174\\_SAMpamn\\_030713\\_transp.1pdf.pdf](http://www.sam.gov.lv/images/modules/items/PDF/item_4174_SAMpamn_030713_transp.1pdf.pdf)) it is stated that "Logistics is cost effective flows of raw materials, supplies, finished goods and related information - from their place of origin to the place of consumption - the process of planning, marketing and controlling to meet customer requirements. Logistics is vital for any business operating in an advanced economic environment. Logistics services allow goods to be delivered to the place where the goods are consumed. The logistical challenge for a company is to get the goods or services delivered to the right place and in the right quality using the most efficient methods."

The topicality of the study program "Business Logistics" must be viewed in the context of the Sustainable Development Strategy of the Republic of Latvia (2030).

In the Framework for Spatial Development in Latvia s three main aspects are highlighted:

- reachability and mobility opportunities;
- settlement as an environment of economic development, human life and work;
- spaces of national interest - unique specific territories of importance for the development of the whole country.

This means transport development, access to services, including transport and logistics, infrastructure improvements, digitalization solutions and new jobs. The strategy pays great attention to the growth of our country and its place in the global space, emphasizing the need to raise the level of knowledge of Latvian entrepreneurs about the business characteristics and national traditions of today's economically important regions (China, India, Africa, etc.) with the aim to cooperate in these markets.

Nowadays, the owner of the goods needs the most advantageous delivery solution. This includes the use of various modes of transport, forwarding, expedition, customs and other formalities, insurance, warehousing, representation of the client's interests and a number of other operations.

An important positive factor is that Latvia has extensive infrastructure and services for warehouses and logistics centers, especially in Riga and region near Riga, as well as regions.

However, the logistics industry is not without its problems. This is mainly due to the internal and external accessibility of territories, where problems are caused by poor condition of roads or lack of roads, limitations of certain modes of transport and transportation, reliable communication and information technologies solutions. Therefore one of the tasks is to develop the quality of infrastructure, including warehouses and logistics services, making Latvia more attractive as a transit country.

An important addition to freight logistics is the assembly, packaging, processing and recycling of cargo and goods. To this end, the development of Latvia as a center for the distribution of goods is a national priority. Located in the heart of the Baltic States, Latvia is capable of delivering goods from Latvian warehouses within 24 hours to any store in the Baltic States and even to Stockholm, Helsinki or Warsaw, while covering all of Scandinavia within 48 hours. This is ensured by efficient warehouse operations, which still lack qualified staff. In Latvia, it is possible to create new logistics and distribution parks. The state is particularly supportive of the creation of logistics parks that are creating new added value for freight and creating new jobs. The most convenient places for the creation of new logistics parks are in the ports and main transit junctions in Rēzekne, Krustpils, Daugavpils and Jelgava.

In March 2019, Andris Maldups, Director of the Transit Policy Department of the Ministry of Transport (SM), presented the opportunities offered by Latvia for the development of the logistics business and the achievements in e-commerce at the eCOM360 conference. Particular emphasis was placed on the development of distribution of goods from Latvia, using the services provided by rail, sea, air and road transport and the possibilities of logistics centers for storage, processing and distribution of goods. The Ministry of Transport representative also emphasized the successful cooperation between Latvia and China in transit and logistics developing transportation by container trains, as well as the positive experience of Public limited company "Latvijas Pasts" (Latvian Post) with China in the development of e-commerce parcel business through Riga International Airport which is a new business niche in Latvia which is growing steadily (About the conference [online]: [http://www.sam.gov.lv/?cat=8&art\\_id=8785](http://www.sam.gov.lv/?cat=8&art_id=8785)).

At the 2018 International Conference on "Global Transport Security and Safety for the Centenary" organized by the OECD International Transport Forum and the Ministry of Transport (About the conference [online]: <https://www.tvnet.lv/4529176/logistikas-izaicinajumi-vienota-parvaldibas-sistema-un-drosiba>) it was

emphasized:

“The logistics industry, traditionally regarded as a conservative business, is becoming increasingly complex, knowledge-intensive and technology-intensive. Information technology infrastructure has already become as important business component as port cranes or rail wagons.”

A study by Vilnius Gediminas Technical University and the Transport and Telecommunication Institute in 2016 on the necessary competencies in the transport and logistics market concluded that lack of professional experience is a major challenge for school and university graduates. Therefore, internships during studies are important. The study also mentions the importance of developing language, communication and analytical skills ([http://www.tsi.lv/sites/default/files/editor/science/Research\\_journals/Tr\\_Tel/2016/volume17\\_issue\\_1\\_01\\_paper.pdf](http://www.tsi.lv/sites/default/files/editor/science/Research_journals/Tr_Tel/2016/volume17_issue_1_01_paper.pdf)). To develop students' ability to analyze and solve problems, study course descriptions include competencies to solve problem situations in different directions of logistics.

The content of the courses of the program is developed taking into account the recommendations of the employers, respecting the global development tendencies of the industry in the EU countries and the world, therefore the content includes courses related to digitalization, automation, quality management systems, data processing, communication, etc.

A Program Council composed of industry experts has been established:

- Dainis Locāns, Executive Director of Latvian Association of Business Consultants,
- Dina Sviķe, Human Resources Manager for BLS Logistics Company
- Agris Cimoška, Sales Manager, Logistics Company VERVO
- Inga Ozola, Head of Logistics Quality and Services at RIMI Baltic Group.
- Dace Grose, TRIALTO LATVIA DOMINANTE Ltd., Head of Transit Department Customs & Excise Warehouse

These experts in logistics have participated in the development of the program and will continue to consult. Collaboration agreements have been signed with logistics companies GEFCO Baltic and TRIALTO LATVIA DOMINANTE, which provide not only internship placements, but also job opportunities for the graduates of the CBA study program “Business Logistics”.

The director of the study program is responsible for the topicality of the course content and its compliance with the needs of the industry, the labor market and scientific trends, and is responsible for the development of the programs and descriptions of the study courses in a high quality. In September 2019, the elaboration of the content of the study courses was started, involving professionals of the field, as well as experienced lecturers. The content of the study courses is checked by the e-study methodologist and the director of the study program. In order to ensure that the study courses correspond to the needs of the field and scientific trends, the course descriptions were revised and updated according to the recommendations, they were approved at the Council of Studies meeting on 13 January 2020. The course descriptions include the latest literature, which is provide at the library of the CBA as far as possible.

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

The plan of the first level professional higher education study program “Business Logistics” is attached in Annex 69, the study course descriptions – in Annex 70. The content of the study courses is based on the aim of the study course and its achievable results, which in turn are aligned and derive from the aim and achievable results of the study program. The relationship between the achievable results of the study program and the content of the study courses is shown in the mapping of study courses in Annex 68 to this report. The study courses included in the study program correspond to the aim of the study program: firstly, all compulsory courses included in the Logistics Specialist profession standard are included, secondly, general study courses are included in the program to develop the business competencies of students as well as research and analytical skills. For example: general study courses “Economics and Marketing in Logistics” and “Management” are followed by the field courses “Basics of Logistics” and “Inventory Management”. In order to ensure that the content of the program corresponds to the requirements of employers, such study courses are also included which help to strengthen students' communication skills - “Communication Skills Training” and “Intercultural Communication”.

Study courses are complementary and are designed in a sequential manner to achieve the intended learning outcomes, courses have an increasing degree of substance and specialization, enabling preparation for the study internship. For example: in the 1st semester the course “Basics of Logistics” is followed by the course “Economic and Transport Geography” in the 2nd semester. Before elaborating the qualification paper, students acquire knowledge and skills of research implementation in the study courses “Research Design” and “Mathematics and Statistics in Logistics”, carry out professional internship and then develop and defend the qualification paper.

Descriptions of study courses in the study program (please see Annex 70) and mapping (please see Annex 68). Study course descriptions define objectives, course content, teaching methods, planned results that meet the requirements (knowledge, skills, abilities) included in the 3323 02 “Logistics Specialist” profession standard.

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

This study program is implemented in the form of part-time extramural studies (distance learning), choosing internationally recognized study implementation methods corresponding to this distance learning form. As stated in the first part of this report, the CBA has two methodological positions where responsibility of one methodologist is to ensure that the methodology of distance learning courses is in line with the international standard Quality matters (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>), but responsibility of the second methodologist is the compliance of the technical course design with the standard set by the CBA. The CBA conducts methodological seminars for the academic staff at least 3 times a year to improve development tools of course content and teaching methods in line with best practice and standards in distance learning to ensure that appropriate methods are used in the study process. For instance:

1st methodological seminar “Academic staff in the distance learning process”, where it was possible to discuss and search the answers to the question of responsibility of the academic staff in the development of the student's internship report and qualification papers, responsibility and duties in the study course management;

3rd methodological seminar “Promoting the Quality of Distance Learning” which addressed issues such as defining and evaluating learning objectives and outcomes; quality of distance learning study courses and its evaluation criteria; technical capabilities of the Moodle platform;

3rds external workshop for students and the academic staff "Creativity in the process of applied research" on what applied research is, its role in producing scientific articles;

4th methodological seminar “Standard of making course description and development of distance learning course”, where the academic staff members were introduced to the CBA guidelines for the design of study courses, including the choice of teaching methods so that they would be tailored to the individual needs of the students and would help to maximize the achievement of the learning outcomes of the course.

In addition, the methodologists work individually with the academic staff members, evaluating the content of the study courses, the adequacy of the methods used and making the necessary adjustments on a regular basis. Similarly, the CBA has developed and approved a set of instructions, regulations and guidelines at the Council of Studies meetings, which organise and facilitate the implementation of the study process (please see Annex 1). Not only the course description, but also the matrix of objectives is created for each study course, it reflects the course acquisition process and lists the objectives of each lesson, as well as teaching methods and tools for acquiring and testing specific knowledge, skills and competencies.

The following learning tools are used at the CBA: specific textbooks suitable for distance learning and published by the CBA (available in print and electronic format), self-tests (available in print and electronic format), video and/or audio lectures and consultations, analysis of problem situations (case-studies), practical exercises (incl. Moodle Discussion), group work and other methods to achieve the learning outcomes and overall program goals as effectively as possible.

The study process takes into account the principles of student-centered education:

- Students are involved in the process of improvements of the study programs and study environment by means of student surveys, as well as by active involvement of the CBA Students' self-government in the work of the College;
- Students are provided with an individual approach to the organization of the study process - students always have a study coordinator at the Study Support Center, who can be contacted with a variety of questions. Students have highly appreciated this opportunity and their cooperation with study coordinators in student surveys;
- Various pedagogical methods are used, which are specially adapted to the distance learning environment, the lecturers are introduced to the latest methods on a regular basis;
- Students have the support of the academic staff, but at the same time students are motivated to work independently in the study process, which is especially necessary for distance learning students;
- The College has established procedures for resolving student complaints - “Procedure for Reviewing Complaints and Proposals of Students (Customers)” (approved at the Council of the CBA meeting 16 on February 2018; please see Annex 1);
- Evaluation of submissions of students is consistent, fair, applicable to all students. It is carried out in accordance with procedures approved by the CBA. In addition, in order to ensure sequential and regular recording and monitoring of the achievements of the learning

outcomes, the "Description of the Accounting and Control of the Study Results Process" (KVAL 2-17 STUD) and "Regulation of Examination at the CBA" (approved at the Council of the CBA meeting on 29 August 2016; please see Annex 1).

Organization of the study process at the CBA takes place in accordance with the description of the process "Description of the general organization of the study process" (KVAL 2-11 STUD; please see: <https://www.bvk.lv/koledzas-dokumenti/>).

Distance learning studies are organized through the e-learning environment "Moodle". According to the study program plan, within the semester the student acquires the study program in the amount of 16-20 credit points. One credit point corresponds to 4 lessons, where the acquisition of the topic is organized in 40 academic hours. Already at the beginning of the semester, the student in the e-learning environment "Moodle" has access to the materials of all study courses planned for the specific semester. Enhanced learning and examinations in a particular study course take place in accordance with the study schedule. When the student has independently studied the subject, an intermediate test is organized in the study course - Moodle discussion / task, which is open for one week. During this week, in accordance with the defined intermediate examination tasks, in cooperation with the students and the academic staff, the acquired knowledge, skills and competencies are improved, strengthened and tested. In case of successful assessment of the intermediate examination, the student starts preparing for the test / exam in the study course, according to the study schedule.

According to the study schedule, twice a month students receive additional consultations (blended-learning) in face-to-face consultations / lectures in certain study courses at the auditoriums of the CBA or in a remote format via the online platform "ZOOM".

Students who have successfully passed the intermediate examination in the study course are admitted to take the test / exam in accordance with the study schedule. The opportunity to take a test / exam in the e-learning environment "Moodle" is opened on the Sunday scheduled in the study schedule. When connecting to a specific test / exam, the time counter for that test / exam begins. The lecturer corrects the test / exam papers and posts the assessments within one week at the latest.

The organization and defense of the study internship is implemented in accordance with the Internship regulations, which have been developed and specifically adapted to the distance learning study form. The student defends the internship in person or remotely, using technologies that prove the student's identity.

The development and defense of the state final examination - qualification paper is organized in accordance with the "Regulations of the State examination (qualification paper)" and "Guidelines for the development, evaluation and defense of the CBA students' research papers", etc. documents (please see Annex 1) that have been developed and specifically adapted to the form of distance learning. The student defends the qualification paper only in person.

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

Compulsory part of the study program is internship in the amount of 16 CP. The objectives, tasks and expected results of the internships are designed to develop and consolidate the knowledge, skills and competencies acquired during the study process. There are two internships for students in the program – Logistics Internship and Warehouse work organization Internship. Each internship is in the amount of 8 CP and is implemented in the 4th and 5th semesters. The content of the internships (please see internship regulations in Annex 70) is designed to strengthen the knowledge, skills and competencies acquired during the study process (please see the mapping of the study program in Annex 68). By December 2020, students will only be in the first 3 semesters of the program and will have not started their internships yet, but internships are organized similarly in all programs.

According to the regulations, a tripartite agreement is signed in written form between the CBA, the student and the internship organization, regarding the implementation of the internship. The CBA has signed cooperation agreements with companies “GEFCO Baltic, “TRIALTO LATVIA” and “Baltic Logistic Solutions” for cooperation in the provision of internship placements. Co-operation institutions for the provision of internships are selected in accordance with the specifics of the study program to be implemented and the ability of the companies to provide the tasks described in the internship regulations, so that the students can acquire the expected study results of the study program. In the future, it is planned to sign other cooperation agreements in order to provide internship opportunities not only for students in Riga, but also in other regions of Latvia and abroad.

The objectives, tasks and expected results of the internships are defined in the Internship Regulations approved by the Council of studies of the CBA. The above mentioned internship regulations are introduced to students prior to the starting of the internship assignments, during especially organized introductory seminar. During this seminar, the director of the study program of the CBA and supervisors of the internships introduce students to internships, sharing ways and methods to find internship companies and how to achieve expected internship results. The implementation of the internship is ensured by the Internship Regulation, which reflect the aim, tasks and expected results of the internship, the rules of organization and conduct of the internship, the implementation plan of the relevant internship, the internship diary. Logistics Internship and Warehouse work organization Internship help the students to achieve results that are consistent with program outcomes (please see Table 3.3).

*Table 3.3. Results of internships of the study program “Business Logistics”.*



Logistics Internship	Warehouse work organization Internship
<ul style="list-style-type: none"> <li>• is familiar with the organization's policies on the principles of an efficient, ergonomic, safe work environment;</li> <li>• understanding of the operating principles of the institution/company;</li> <li>• evaluates the flow of information within the organization;</li> <li>• evaluates logistics processes and makes reasoned proposals for improvements;</li> <li>• is able to use software of logistics company;</li> <li>• is able to express and present his/her opinion publicly and reasonably, and to speak in public.</li> </ul>	<ul style="list-style-type: none"> <li>• is familiar with the organization's policies on the principles of an efficient, ergonomic, safe work environment;</li> <li>• understands the operating principles of the institution/company, especially warehouse operations;</li> <li>• plans and evaluates the circulation of information within the organization;</li> <li>• evaluates warehouse processes and makes reasoned proposals for improvements;</li> <li>• is able to use warehouse equipment and/or software;</li> <li>• is able to express and present his/her opinion publicly and reasonably, and to speak in public.</li> </ul>

The student chooses an internship organisation independently, taking into account the tasks of the internship and the possibilities to fulfil them. If a student is employed, his/her place of work may be approved as a place of internship. If the student does not have a place for internship or is looking for a job, the internship placement is provided by the CBA. The placement and supervisor of the internship is approved by the Director of the College.

During the internship, the student completes the prescribed internship assignments and completes the internship diary, which contains information on what has been done in the internship, describes self-assessment, indicating which skills and knowledge have been acquired, attaching this information to the internship report. The activities are confirmed by the supervisor in the internship organization.

During the internship, students have access to support from internship supervisors, both at the CBA and the internship organization, through electronic communication (Moodle, email, Skype, telephone, etc.) and face-to-face meetings. Administrative support is provided by Study Coordinators.

The internship supervisor also advises the student on the development of the internship report, as well as evaluates the quality of the execution of the internship program and the report, by discussing it with the student and providing feedback.

Thus, by gathering information from the aforementioned internship components, the supervisor can determine whether the student has achieved the desired results, as well as provide feedback and support at each stage of the implementation of the internship. At the end of the internship the students defend the results of the internship at the internship conference. Commissions are attended by representatives of employers.



From 2021, the students of the CBA will also be offered internship opportunities outside Latvia within the framework of the ERASMUS+ program.

In turn, the tradition of “Life Opportunity Day” created by the CBA provides opportunities for employers, academic staff, graduates and students to collaborate in finding internship placement or even a job. For students of all programs there is the opportunity to apply to the “Business Greenhouse”, a virtual business incubator which supports the students in starting their own business by sharing achievements.

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

At the end of the study program “Business Logistics” students have to write a final paper - qualification paper in the amount of 8 CP. The student chooses the topic of the final thesis according to his/her professional and research interests, topicality of the field and organization under study. A list of topics for the final thesis is offered to the students. The research topics of the qualification papers are developed and updated on the basis of the aims and results of the program, as well as taking into account the recommendations of the professionals in the field. The topic of the research is coordinated with the supervisor of the final paper. The topics of the thesis submitted by the students are approved by the Council of Studies. Although there are currently no students in the program who should start the qualification paper, research directions have been discussed in the Board of the Study Program. For instance:

- Analysis and improvement of the assembly process;
- Evaluation and improvement of warehouse processes;
- Evaluation of warehouse operation processes;
- Choice of intermediaries - a tool to reduce logistics costs;
- Development of automation proposals in processes of logistics company;
- Evaluation and improvement of the procurement process;
- Evaluation of logistics processes and opportunities for improvement in the company;
- Evaluation and analysis of the freight supply chain;
- Risk analysis of logistics company;
- Evaluation of service level of logistics processes and opportunities for improvement.

During the preparation of the qualification paper, the student not only consults with the supervisor of the paper, but also has the opportunity to consult with any other lecturer according to the field. At the beginning of the cooperation the student agrees with the supervisor on the development of the paper and deadlines and during the cooperation, the supervisor fills in the “Student and supervisor cooperation form” specifying the date and duration of the consultations, the content of the consultations as well as agrees with the student and defines tasks for the next period. At the end of the development of the qualification paper, the supervisor approves the qualification paper for the defence.

The final paper “Guidelines for development, evaluation and defending the research papers of students” and the formatting instruction “Instructions for the formatting of the written papers developed by the students” are freely available to the students.

The implementation of the study program was started in November 2019, therefore there is no

information about grades of the qualification papers in this report.

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

The surveys of the students, graduates of the CBA and employers are carried out in accordance with the “Description of the internal evaluation process of the study program” (KVAL 2-05 STUD).

In January 2020 a survey of students of the 1st year of the CBA study program “Business Logistics” (n = 14) was carried out. Assessment of the study program by students can be seen in Figure 3.1.

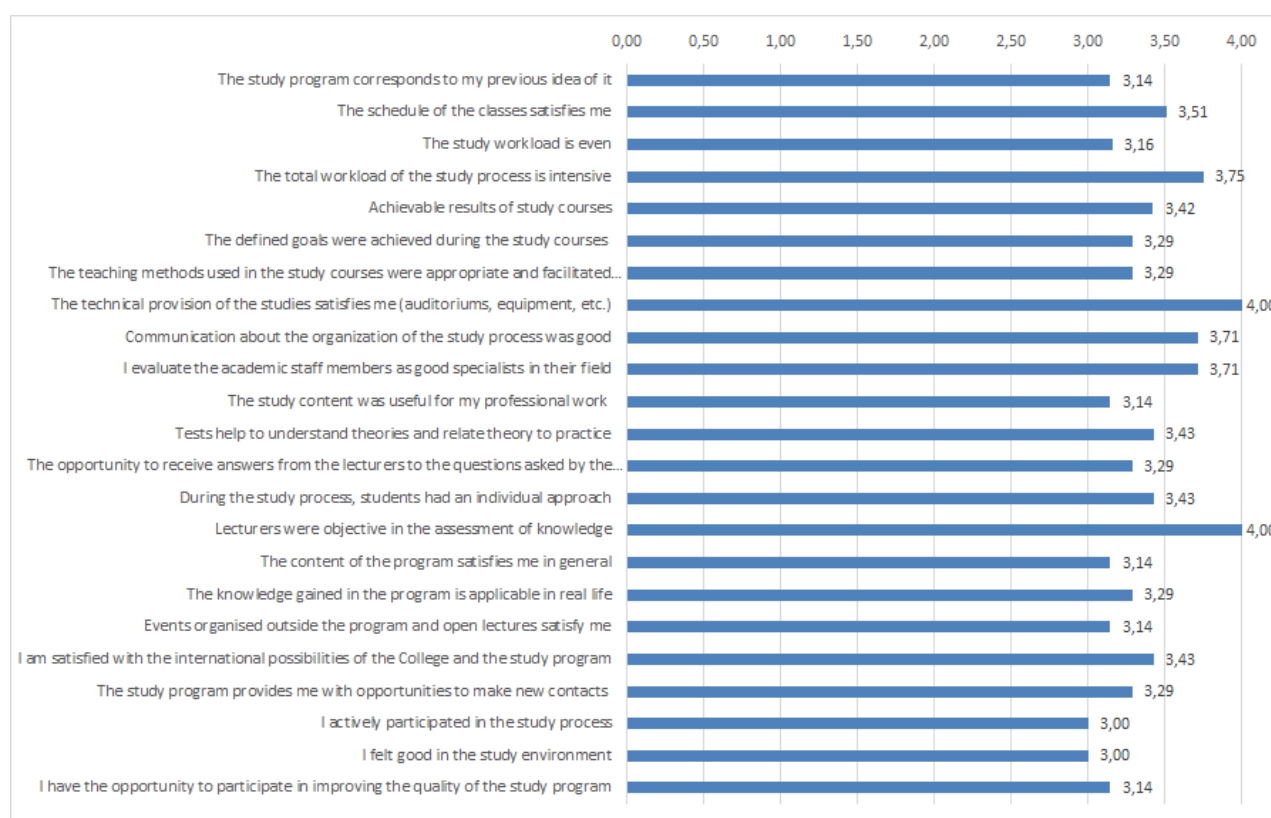


Figure 3.1. Evaluation of the study program “Business Logistics” by students.

The results of the students' survey show that students evaluate with the highest score of 4 points the criteria “Technical provision of studies satisfies me”, “Academic staff observe objectivity in the assessment of knowledge”; close to the maximum grade students evaluate the criteria “The overall workload of the study process is intensive” (average 3.75 out of 4 points), “Communication about the organization of the study process was good” (average 3.71 out of 4) and “I evaluate academic staff as good professionals in their field ”(average 3.71 out of 4). In general, it should be noted that the rating obtained in all survey criteria ranges from "more agree" (3 points) to "strongly agree" (4 points), with the average score of 3.38 for all criteria.

As the strengths of the CBA and the study program, students have indicated: knowledgeable and enthusiastic academic staff, Moodle discussions, the opportunity to study in the form of distance learning. The College is pleased with the students' assessment of these aspects as it demonstrates the positive impact of the results of the implemented European Social Fund Project No. 8.2.3.0/18/A/005 “Improvement of management processes and quality of study programs at the

College of Business Administration” to the quality of the study process.

As an aspect to be improved, students have indicated the following: to insert presentations in a single file in the study courses in the Moodle environment. The management of the CBA, taking into consideration the results of the student surveys, evaluates them on a regular basis and plans improvements in the study process in order to implement the students' recommendations: improvements of the e-learning environment Moodle has been implemented.

At the moment of submission of the report there are no graduates, and only 1st semester students are studying. Therefore, the report does not include the results of surveys of graduates and employers.

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

In the reporting period, due to the implementation form of the study program (part-time extramural (distance learning)), incoming and outgoing mobility of students was not organized. However, the College has now received the Erasmus Charter and fulfilled all preconditions for applying for ERASMUS+ student mobility (for more details please see Part II Chapters 5.2. and 6.1. of this Report).

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

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

As the capacity of all study programs of the College is not significantly different, because the College does not implement substantial resource intensive (in terms of material basis) study programs, the College budget is planned for all study programs together for a period of 5 years, and revised and supplemented annually. The financial and resource planning for the programs can be approached on a uniform basis, as the number of students in the programs is between 50 and 200 students, and the entire study process is planned for relatively homogeneous groups of students, which does not result in additional costs for small group administration. Marketing, advertising, sales and administrative costs are also common. The main items of expenditure are: salaries, royalties, rent of premises, production of textbooks and other materials, administrative costs and external costs.

Provision of the study program “Business Logistics” takes place within the limits of the planned finances: for the creation and continuous improvement of study materials, conducting applied research, equipment of premises, attraction of academic staff, training of employees. Expenditure positions and dynamics over the years, including projected college costs for 2020 and 2021, and analysis can be found in Part II, Chapter 3.1.

The study program has sufficient information and material, technical base, which corresponds to the specifics of the implementation of the study program and helps to achieve the goals of the study program. For a description and evaluation of the information base of the study program (including the library) with examples, please see Part II, Chapter 3.3. For the characterization and assessment of the material basis with examples, please see Part II, Chapter 3.2. In addition, the CBA provides its students and academic staff with: electronic access to *iFinances*, the most popular electronic magazine in the financial sector in Latvia, popular with questions section for finance specialists and accountants, as well as presentation of legal nuances by highly qualified professionals (sworn auditors, attorneys), also State Revenue Service publish explanatory materials in this journal; The electronic and paper edition of the legal journal “Jurista vārds” published by “Latvijas Vēstnesis”, which deals with current issues arising from amendments to laws or the adoption of Cabinet of Ministers regulations, researching and interpreting them.

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

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

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

The first student enrolment in the study program “Business Logistics” was carried out in the autumn of 2019, therefore the analysis and evaluation of changes in the academic staff for the reporting period is not applicable yet. The implementation of the study program is ensured by 22 academic staff members, 3 of them are assistant professors, 4 - lecturers, and 15 - course instructors or guest lecturers (please see Table 3.4). 9.1% of the academic staff have a PhD degree, 77.3% have Master's degree, 13.6% have Bachelor's degree (please see Table 3.5). For 31.8% of all academic staff members involved in the study program the College is the main place of election.

*Table 3.4. Scientific and academic degrees of the academic staff (including guest lecturers).*

No.	Indicator	PhD	Master's degree	Specialists with higher education
1.	Number of academic staff members	2	17	3

2.	Share of the number of academic staff (%)	9,1%	77,3%	13,6%
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*Table 3.5. Academic staff involved in the implementation of the study program.*

No.	Name, surname	Scientific or academic degree	Position	Study courses
1.	Akmens Dārta	Mg.edu., Mg.philol.	Course instructor	Business English
2.	Apsalons Raitis	Mg.oec.	Course instructor	Warehouse handling of cargo flows Inventory management Warehouse Management
3.	Arnīte Liene	Mg.ing.	Course instructor	Environmental, Civil and Labour Protection
4.	Āzena Ligita	Mg.sc.soc.	Assistant Professor	International trade and marketing
5.	Bērziņa Dace	Mg.psych.	Course instructor	Communication skills training
6.	Freimane Karmena	Mg.oec.	Course instructor	Services of logistics and their legal organization Economic and transport geography
7.	Kārklīš Aivis	Mg.paed.	Assistant Professor	Professional client service

8.	Kotļars Aleksandrs	Mg.oec.	Course instructor	Project management in logistics
				Supply Chain Management
				Expedition and organizing international freight
				Logistics Internship
9.	Lasmane Anita	Dr.psych.	Assistant Professor	Management
10.	Lāce Alise	Mg.oec	Course instructor	Basics of logistics
				Planning and organising procuremen
				Digitalization and automation
				Warehouse work organization Internship
11.	Lielmanis Jānis	Bc.oec.	Course instructor	Basics of Digital Marketing
12.	Loss Andris	Bc.ing.	Course instructor	Quality management systems in logistics companies
				Organization and control of customs activities
13.	Miķelsone Elīna	MBA	Course instructor	Innovation Management
				Personal and Professional Development

14.	Ose Liesma	Dr.paed.	Course instructor	Intercultural Communication
15.	Polovko Svetlana	Mg.oec.	Course instructor	Economics and Marketing in Logistics
				Risc Insurance
16.	Roķe-Reimate Līga	Bc.oec., Mg.psych.	Course instructor	Research Design
17.	Rubene Ilze	Mg.oec.	Lecturer	Entrepreneurship and its Legal Basis
18.	Salenieks Kaspars	Bc.ing.	Lecturer	Mathematics and Statistics in Logistics
19.	Supe Jānis	Mg. sc.admin	Lecturer	Document Management
				International Management
20.	Timofejeva Tatjana	Mg.psych.	Lecturer	Professional Russian
21.	Urpena Inese	Mg. sc.ing.	Course instructor	Information Management and Data Processing
22.	Vanaga Rita	Mg.oec.	Course instructor	Basics of Accounting and Finances

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

Professional academic staff members are involved in the implementation of the study program. The instructors of all general education courses have at least Master's degree. The education acquired by the instructors of the specialized courses corresponds to the field of the study course. The College's policy is to ensure that all study courses are delivered by qualified, scientifically and methodologically trained instructors who use current teaching methods in their work, which is particularly important for the implementation and development of distance learning materials. Most of the instructors, including the ones of the specialized courses, have considerable practical experience in the respective field of activity, thus ensuring the correspondence of the acquired knowledge, skills and competencies to the acquired qualification and use in further professional activities; some of the instructors are active in professional organizations of the specialization fields, and some of the instructors of specialized courses work in logistics companies or consult these companies. The main criteria for the selection of instructors are education (degree), professional experience, research and creative activities as well as communication skills. The knowledge of the national language of the academic staff employed in the study program complies with the regulations on the extent of the knowledge of national language and the procedure of the examination of the national language proficiency for performing professional duties, and lets them teach any study course of the study direction in national language.

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

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

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

The policy of the College is to promote and develop the research activities of the academic staff in order to ensure the use of the latest and most up-to-date information in the study process and to



promote the research skills of the students. Since 2006, the management of the College of Business Administration has been organizing scientific-practical conferences where the College's academic staff take part in, including publishing scientific articles and reports on the subject taught, and conducting research on the subject in collaboration with students. In 2018, a conference "Business Challenges in Latvia's 100 years' anniversary" took place, and in 2019 a conference "Integral Approach to Business Sustainability", where academic staff members presented the results of their research as well as research developed in cooperation with the CBA students.

For example:

- "Rationality and emotional aspects of management decision-making", Anita Lasmane;
- "Amendments to the Labor Law: Problems and Solutions", Ilze Rubene;
- "Possibilities for improving the communication of the brand "Kalvis"", Ligita Āzena;
- "Implementation of value management elements in personnel management in an organization", Anita Lasmane;
- "Diversity for the development of the organization", Liesma Ose.

Scientific publications of academic staff: Jānis Supe, Dace Bērziņa, Margarita Klatigina, Alisa Lāce, Elīna Miķelsone, Līga Roķe-Reimate, Aleksandrs Kotlars, Svetlana Polovko in the reporting period can be seen in Annex 6 of the section "II. Description of the study direction - 4. Scientific research and artistic creation".

The study program "Business logistics" is implemented only in the 1st semester at the moment of submitting the self-assessment report, therefore the cooperation of students and academic staff of the specific study program in applied research will take place after 3 semesters, when students start developing qualification papers.

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

The collaboration of the academic staff members is encouraged through lifelong learning seminars organized by the College, exchanging new ideas in teaching practice and research, and suggestions for topics or didactic techniques to add to the course. On average, the College organizes four such lifelong learning events to promote collaboration of academic staff members, develop competencies and connect study courses, as well as learn the new in distance learning. In both the academic years of 2017/2018 and 2018/2019, the College organized workshops on the preparation of student research results for publications, in which students, in collaboration with academic staff members and based on their recommendations, prepared a plan of scientific publication for the research done during the development of qualification papers.

At the time of submitting the self-evaluation report, if the total number of students and academic staff is considered to be 100%, the ratio of students to academic staff is 44% (17): 56% (22). The study program was licensed only in September 2019, and it is expected that the number of students will increase each semester, which will increase the proportion of students and academic staff.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	65_Statistics_BL_students.pdf	65_Statistikas_dati_BL_par_studējošajiem.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	66_BL_conformity_to_national_education_standard.pdf	66_Studiju_programmas_BL_atbilstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	67_BL_conformity_to_profession_standard.pdf	67_Studiju_programmas_BL_atbilstiba_profesijas_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	68_BL_mapping.xlsx	68_Studiju_kursu_kartejums_BL_studiju_programmas_studiju_rezultatu_sasniegšanai.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	69_Plan_of_study_programme_BL.pdf	69_Studiju_programmas_BL_plans.pdf
Descriptions of the study courses/ modules	70_BL_Course_internship_descriptions_pdf.7z	70_BL_kursu_praksu_apraksti_pdf.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	71_Diploma_BL.pdf	71_Diploms_BL.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	72_Confirmation_of_possibilities_to_continue_studies_BL.pdf	72_Apliecinajums_par_studiju_turpināšanas_iespējām_BL.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	73_Example_of_study_contract_BL.pdf	73_Studiju_liguma_paraugs_BL_(zaudējuma_kompensācijas_apliecinājums).pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	75_Confirmation_of_foreign_language_knowledge_BL.pdf	75_Apliecinajums_par_J.Supes_svešvalodas_zinašanu_atbilstību_BL.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	73_Example_of_study_contract_BL.pdf	73_Studiju_liguma_paraugs_BL_(zaudējuma_kompensācijas_apliecinājums).pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		