

APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Biznesa, mākslas un tehnoloģiju augstskola "RISEBA"</i>
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Self-evaluation report

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

RISEBA University of Applied Sciences

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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:

RISEBA University of Applied Sciences (hereinafter – RISEBA) is a privately owned university with over 27 years of experience offering competitive education and training for high-level professionals and executives in the business and creative industries to work in an international environment. The university was established in 1992. The headquarters of the university is located in Riga and it has a branch in Daugavpils, where it provides [lifelong learning courses](#). Secondary vocational education can be acquired at RISEBA Vocational Secondary School “Victoria”.

RISEBA is accredited with the Ministry of Education and Science of the Republic of Latvia and has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN). RISEBA is the only Baltic university level body that has received two EPAS accreditations from the European Foundation for Management Development (EFMD).

The three faculties of RISEBA – Faculty of Business and Economics, Faculty of Media and Communication, and Faculty of Architecture and Design – offer from bachelor's to doctoral level education, offering full-time, part-time and distance learning in Latvian, English and Russian.

Since 2013, RISEBA has been running the RISEBA Creative Business Incubator, which offers students the opportunity to develop their business, creative and social entrepreneurship ideas.

In 2019, along with the rapidly changing external environment, RISEBA formulated a new mission, vision and values.

RISEBA mission

Our ultimate purpose is to develop socially responsible entrepreneurs, leaders, managers and professionals for Latvian and international businesses and society through being a learning community that strives to be an international centre of expertise in the areas of business, art and technology by providing high-quality, multidisciplinary, student-centred, interactive, research and innovation driven undergraduate, graduate, executive education and lifelong learning.

RISEBA Vision

We see ourselves as a sustainable and internationally recognised university of business, arts and technology – an entrepreneurial university that combines the capability to serve a wide variety of individual characteristics and needs for education and professional development through the use of distinctive teaching methods and innovative approaches that integrate the unique interdisciplinary paradigm “business meets art” and ultimately serve as a hub for networking of professionals in business and creative industries.

RISEBA values

Openness - *We work and operate in an open-minded and morally healthy environment, based on mutual trust and respect. We promote openness to innovations and creativity with an entrepreneurial spirit and attitude.*

Service excellence - *We focus on excellence of service and high quality performance in all our activities.*

Diversity - We ensure a diverse, inclusive and multicultural environment by offering various study programmes, forms of study and training in different languages.

Dialogue - We continuously cooperate and share knowledge and experience among various stakeholders, including business and professional community, our students, alumni, faculty, staff, and other interested groups.

Lifelong learning - We promote the continuous personal and professional development of our students and partners as well as ourselves.

Ethics and social responsibility - We act as a socially responsible organization and develop socially responsible leaders and professionals.

Impact - We act in order to make a positive impact on the rapid and sustainable development of society.

Five study directions are implemented at RISEBA. The largest study direction with 13 study programmes is “Management, Administration and Real Estate Management”, since historically business management programmes have been in the portfolio of the university since its foundation. In this study direction, there are study programmes from the academic bachelor’s level up to the doctoral level.

With the development of creative, technical and economic study programmes, gradually the study programmes of the university have become more differentiated. Since 2008 there is the “Information and Communication Science” study direction with two study programmes; it was followed by “Arts” study direction with three study programmes, “Architecture and Construction” with two study programmes and “Economics” with three study programmes (see Figure 1.1).

RATIO OF RISEBA STUDENTS BY STUDY DIRECTION %

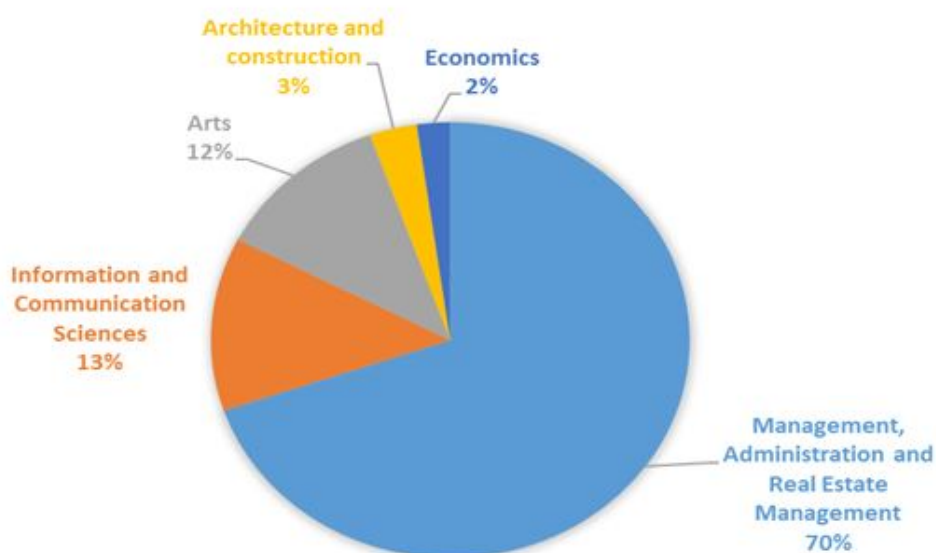


Figure 1.1 Ratio of RISEBA students by study direction

Annex 1 summarizes the study directions and the number of study programmes and students in it.

In 1999, a RISEBA branch was opened in Daugavpils, 47 Mihoelsa Street, which acquired the status of a branch in 2002. During these years, about 2000 students have graduated from Daugavpils branch, several European Union projects were implemented in the branch; the branch also has

been trained the unemployed, in cooperation with the State Employment Agency.

Taking into account the current economic situation in Latgale region, where the population (and accordingly the number of potential students) is decreasing every year, which prevents full, profitable student groups from being formed, the management of the university decided not to enrol students in Daugavpils starting from the academic year 2016/2017. Daugavpils branch will continue to operate as a RISEBA support centre for Riga structural units, but study programmes will not be implemented in Daugavpils.

The overall dynamics of the number of students since 2014 can be characterized as stable; however, the proportions between part-time and full-time studies have slightly changed in recent years (see Figure 1.1). The number of students in part-time studies increases, whereas it decreases in full-time studies. This is probably due to the growing popularity of distance learning and the wish of students to study remotely at a convenient time and place. The total number of students on 1 October of the academic year 2019/2020 was 2626, which is 13 students fewer than in 2018/2019.

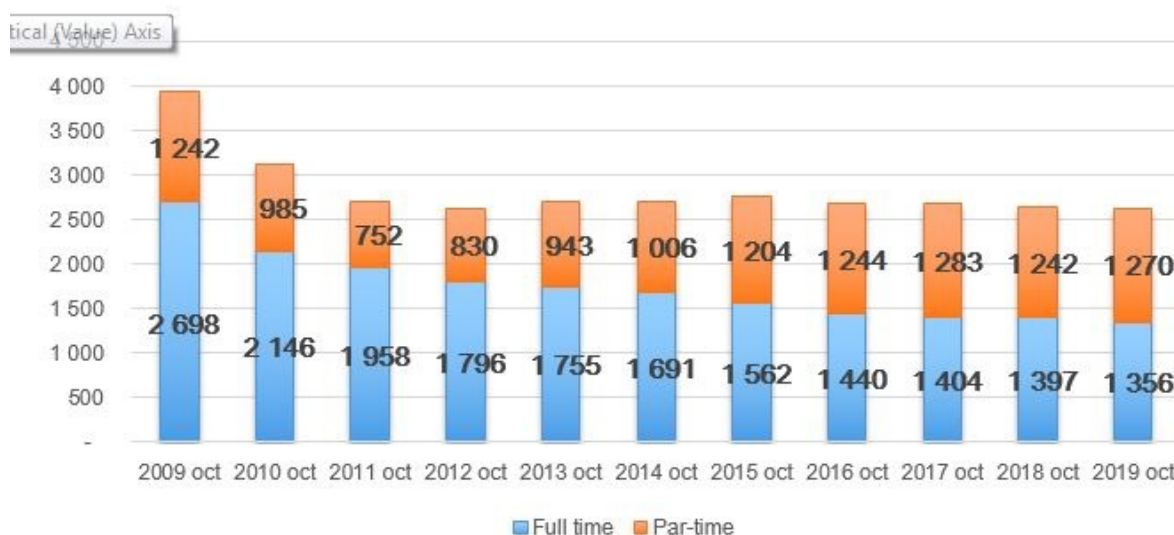


Figure 1.2 The Dynamics of Student Numbers in Full-time and Part-time Studies (2009-2019, data as of 1 October)

Changes in the global economic situation, the growing importance of the creative sectors of the economy, and the global trends in international education have led to changes in RISEBA's original business model and require changes in the understanding and focus of the institution's overall concept. [RISEBA development strategy 2017-2020](#) states that RISEBA transfers from a small, ambitious business school to a university that provides students with additional business and management programmes with the opportunity to study communications science, audio visual media art and architecture, making the university "a place where business meets art". Since the aim of the university is to train competent professionals capable of operating in a changing, competitive international business environment, RISEBA strives to ensure the integration of study programmes in various fields in order to achieve a high level of synergy between business and art. The integrative model (quantitative and analytical paradigm combined with creativity and innovation) has fostered the use of a multidisciplinary approach in the educational process. The above model provides an interdisciplinary effect, fosters a student-centered holistic approach to learning, promotes creativity, understanding of entrepreneurial culture, values of lifelong learning, and social responsibility in a multicultural environment based on trust, respect and responsibility. Through such a successful innovative model platform, where both dimensions merge into artistic activities and projects of varying degrees, RISEBA provides development opportunities for students

and faculty members to help them to master innovative, unconventional approaches as well as develops the ability to manage change, diversity and risk-taking.

RISEBA overarching goal for 2020 – to become an internationally recognised university of business, arts and technology.

Strategic priorities:

1. Consolidation of the range of study programmes in line with the current trends and future challenges
2. Development of science
3. Internationalization
4. Development of the academic staff
5. Improvement of relations with graduates
6. Development of lifelong learning
7. Technically advanced, multidisciplinary teaching and an environment that supports studies
8. Strengthening of the university's brand
9. Promoting social responsibility

Currently, RISEBA management is developing a strategy for 2021-2026, which will be reviewed and approved by the RISEBA Senate in the coming months.

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 governance structure of RISEBA is based on Adizes methodology, which provides the involvement of different levels of administrative staff in the design of the structure. The new **RISEBA structure** has come into force on 24 April 2019 (see **Annex 2**).

RISEBA respects the powers of decision-making bodies and collegiate decision-making bodies set forth in the Law on Higher Education Institutions. RISEBA has four main decision-making bodies of RISEBA (Constituent Assembly, Senate, Rector, Academic Arbitration Court) and several collegial decision-making bodies involving students, academic and administrative staff, employers and graduates (Student Council, Study Programme Boards, Departments, Ethics Committee, Appeals Committee, Methodological Council, Admissions Committee, Committee for the Recognition of Competences and Achievements in Non-formal Education or in Professional Experience and in Previous Education, Committee for the Evaluation of the Compliance of Applicants with Academic Positions, RISEBA International Board of Advisors, RISEBA/BA/Ventspils University Joint Council of Professors in Management and Economics, Scientific Committee, Promotion Council) Visualization of the interaction of the aforementioned decision-making bodies is shown in **Figure 1.3**.

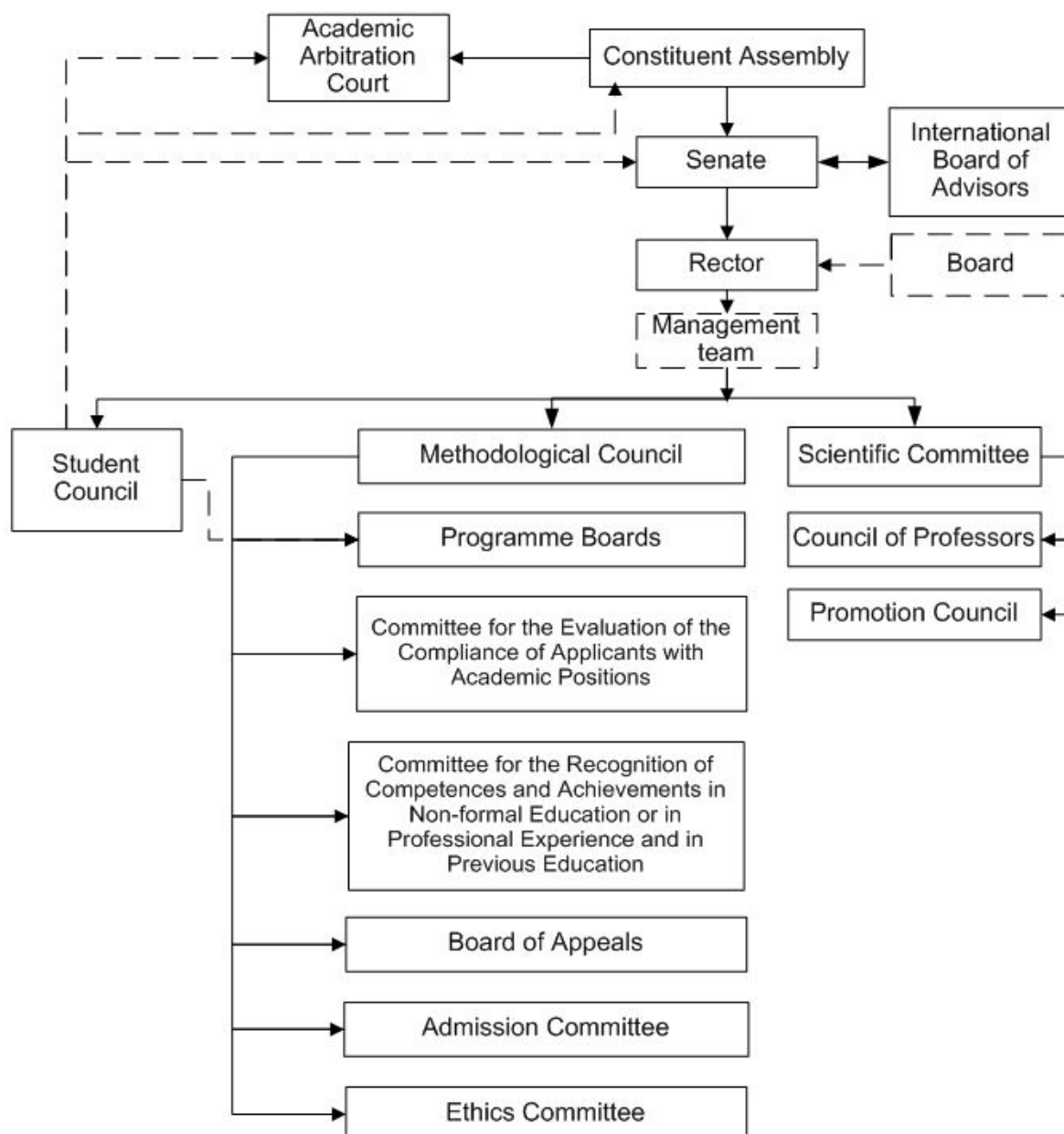


Figure 1.3 Interaction between RISEBA Decision-making Bodies.

Please refer to the **table in the Annex 3** for details on the percentage of decision-making bodies by affiliation and description of powers.

The main normative acts and regulations of RISEBA are attached in the **Annex 4**.

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.

Quality assurance and improvement is one of RISEBA's strategic priorities. The university's quality assurance system is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area prepared by ENQA (ESG 2015), the European Quality Management

Foundation Excellence Model (EFQM Excellence Model), and the EFMD (European Foundation for Management Development) study programme accreditation (EPAS) criteria.

The purpose of the RISEBA Quality Management System is to meet the requirements of the quality criteria of the Republic of Latvia and the European Union, to ensure the monitoring of these criteria and to implement a continuous improvement process so that the services fully meet the requirements of customers, legislators and supervisory authorities. The Quality Management System ensures the preparation of specialists for the international labour market, who are not only knowledgeable and skilled in their respective fields, but also prepared for their professional life in terms of values and attitudes.

RISEBA quality **objectives**:

- To train high-level specialists in accordance with market demand and regulatory requirements
- To strengthen academic quality and freedom
- To provide competence-based education
- To promote student-centred learning, teaching and assessment
- To promote internal and external customer (student and employee) satisfaction
- To promote efficiency, competitiveness and flexibility of the university
- To promote the scientific potential of the university
- To strengthen academic integrity
- To improve RISEBA quality management
- To improve the public image and international competitiveness of the institution

RISEBA's **Quality Policy** is based on RISEBA's strategy and values. Students, faculty members, staff and external stakeholders are actively involved in quality assurance, curriculum development, study process and research. The Quality Policy is widely circulated, explained and binding on all university staff. In the course of their work, RISEBA staff members should abide by the adopted policy and meet the requirements that apply to their professional duties. The policy is published on the RISEBA website and is easily accessible to staff members, customers and other interested parties.

The RISEBA Quality Policy is described in detail in the RISEBA Quality Management System Manual available to all staff members. The Quality Management System defines and determines the organizational structure, the responsibilities and authority of the staff members, the objectives, wording and scope of the Quality Policy, as well as the structure and description of RISEBA's core business processes and related documentation. The processes described in the RISEBA Quality Management System Manual cover both operating, management and support or resource management processes, as well as defines quality indicators and criteria.

The following **mechanisms** are in place to implement the quality assurance system:

- Measuring and analysing student satisfaction
- Measuring and analysing staff satisfaction
- Internal quality audit (procedures and documentation)
- Assessment of faculty members and other staff members (annual evaluation, student survey results, visitation)
- Assessment and analysis of student performance
- Quality evaluation by graduates
- Analysis of feedback from employers
- Annual self-assessment of the institution
- Annual self-assessment of the study programmes and academic direction

- Evaluation and analysis of external accreditations
- Monitoring the Quality Management System

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		RISEBA maintains a Quality Management System that includes the Quality Policy and quality manual with defined processes, laws and responsibilities.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		RISEBA applies the "Rules for Designing, Modifying and Closing a Study Programme", which govern the procedure for designing and approving the programme, as well as the "By-Laws on the Study Direction Self-Assessment Report", which govern the annual evaluation of the study programme and direction.
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Complies
		Each study programme has defined programme goals, objectives and achievable programme results, which, in accordance with the mapping methodology, are aligned with course learning outcomes and assessment criteria in study course descriptions. Study course descriptions are posted on e.riseba.lv (moodle) next to the respective study course and are available to students.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		RISEBA has an "Academic Staff Policy" in place, which lays down the internal procedures for ensuring the qualifications and quality of work of the academic staff. In addition, the "Annual Academic Staff Assessment Procedures", the "Competency Model", as well as the mandatory attendance of Methodological Seminars for in-service training are also in place.

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
		RISEBA carries out surveys of students, graduates and employers in accordance with the "Procedure of Surveys". The Graduate employment is monitored on the basis of annual reports provided by the Central Statistical Bureau.
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 "By-laws on the Development of a Study Direction Self-Assessment Report" establishes an annual study programme supervision procedure, which includes the presentation of the key indicators, SWOT analysis and development plans to the management team with a view to ensuring continuous improvement of the study course.

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 management, administration and real estate management direction is implemented at RISEBA University of Business, Arts and Technologies' Faculty of Business and Economics, which is one of three faculties at RISEBA University of Business, Arts and Technologies. The faculty consists of four departments:

1. Business Department,
2. Economics and Finance Department,
3. Information Technology and Mathematics Department.
4. Language Department

Faculty members of the above department implement 11 study programmes offered under the management direction:

- Three Bachelor's study programmes - "Business Psychology", "Business Management", "European Business Studies";

- Seven Master's study programmes - "Business Management", "Project Management", "Human Resource Management", "Health Management", "International Business", "Strategic Business Management", "Management Psychology and Supervision";
- doctoral study programme "Business Management".

Study programmes included in the Management academic study field have been devised so that the attained degree and diploma are recognised in the European job market and are also useful for continuing one's education in other European countries.

Each study programme has its own economic and social rationale, as well as uniqueness compared to other study programmes in Latvia and overseas, in addition to which they are mutually connected. Hereinafter you can study a description of each study programme.

"Business Psychology"

Graduates of the Business Psychology undergraduate programme obtain Bachelor' degree of Social Sciences in Business Management, thus preparing the program for professionals in business management, in companies and organizations in the public and private sector locally and internationally, with their work content focused on personnel and clients The implementation of the study program is economically justified, as the number of students in full-time and part-time is not less than 10 students in all groups, therefore, RISEBA has no losses in the implementation of the study programme. The study programme is also provided in distance learning and in this form of study it is profitable as it enables to study in Latvian regardless of location, which promotes the preservation of the Latvian language culture abroad, which is appreciated by the students.

The social significance of the study programme is justified by the fact that business education has a special role in the national economy development. Latvia annually evaluates its business performance based on the World Bank's "Doing Business" rating. In 2019, Latvia is ranked 19th out of 190 countries, which is considered high. This points to the need for business management education and development prospects. Taking into account the "Informative Report on Medium and Long-Term Labor Market Forecasts" prepared by the Ministry of Economics in 2018, it can be concluded that the demand for highly qualified specialists (managers, senior specialists, specialists) will only increase in the future. The report indicates that psychologists and specialists with knowledge, skills and competences in the field of psychology will also be needed. This is due to the development of modern technologies and the need for their efficient management. Such specialists play an important role in economic growth as employers from Latvia increasingly point out that it is these skills that the modern workforce possesses.

The World Economic Forum predicts that in the future, the top 10 jobs will include sales and marketing specialists and organizational development specialists. These professionals need complex problem-solving skills, the ability to think and reason critically, make decisions, creativity, manage and coordinate staff, manage emotions and stress and are able to adapt to different situations. The study programme can also be viewed from a lifelong learning perspective, as it is chosen by people of different generations, including those with a higher education. These students point out that the programme complements existing skills and, in general, wants to improve student's professional qualifications by working with other people.

The undergraduate programme Business Psychology is interdisciplinary as it combines entrepreneurship, management, economics and psychology and alumni obtain Bachelor' degree of Social Sciences in Business Management. In this respect, it is a unique programem in Latvia and also highly sought after, as evidenced by the total number of students. Bachelor's degree programmes in business administration or management are offered by a total of 16 Latvian higher education institutions (10 of them state universities), including 6 of these institutions offering

directly academic level bachelor studies (not Professional). They are BA school of business and finance, Riga Technical University, Transport and Telecommunication Institute, Ventspils University of Applied Sciences, Rezekne Academy of Technologies, EKA University of Applied Sciences.

Only RISEBA, BAT, BA and REA offer undergraduate programmes in english.. RISEBA, BAT and TTI also offer a distance learning programme in business administration. The content of the study programme “Business Psychology” is similar to 1 bachelor's degree programme and 1 master's degree programme. At the bachelor level the study programme is similar to the professional bachelor study program “Human Resource Management” implemented by RTU, where the professional bachelor's degree in organization and management and the qualification of human resources manager are awarded. However, it should be noted that this is a professional study programme that also offers both full-time and part-time studies. The study programme “Business Psychology” is similar in content to the master’s study programme “Business Psychology and Human Resource Management” implemented by Turība University, which is a professional Master's degree programme and grants Professional Master’s Degree in Business Administration and qualification in Company Manager. Despite this, the study programme “Business Psychology” is chosen by specialists who have already acquired a higher education.

Business Psychology is also offered in other European countries, most often in Germany and the United Kingdom. Below is a comparison with other universities in the UK and Germany and examples of study courses by year.

Table 1.1.

Study programme Business psychology comparison with two other programmes

No.	Higher education institution	1st year of studies	2nd year of studies	3rd year of studies	Form and duration of studies
1.	Cologne Business School	Business Operations, Statistics, Financial Accounting, Introduction to Business Psychology, Business Law, Academic Business English, General psychology and Research Methods, Marketing, Personality psychology, Microeconomics, Macroeconomics, Neuropsychology, Rhetoric & presentation, Human Resource management	Strategic Management, International Business, Introduction to Social Science, Social Psychology & The Workplace, Organisational psychology	Business Project, Experimental Psychology, Psychological testing and Assessment, Media psychology, Consumer psychology, Business and Society	Full-time, 6 semesters

2.	Manchester Metropolitan University	Working in a Digital Era, Consumer Psychology, Introduction to Psychology for Business, Developing Academic & Professional Skills, Accounting and FinTech for Managers, Managing People in a Contemporary Economy	Principles of Strategic Management, Leading Change, Decision Making and Risk, Cognitive Psychology, Personality and Individual Differences in the Workplace, Social Psychology, Consumption Behaviour	Psychology at Work, Undertaking a Research Project, Applied Professional Practice and Career Development, Leadership in Practice	3 years full-time 4 years with placement 4 years with overseas study
3.	RISEBA Latvija	Marketing, Personal growth and team building, General psychology, Information Literacy, Introduction to business psychology research, Business communication in english I and II, Crosscultural communication and psychology, Business ethics, Social psychology, Presentation skills, Course paper in Business psychology I, Business Coaching	Entrepreneurship, Microeconomics, management, Human resources management, Political psychology, management of Conflicts in organisation and mediation, Business Laws and regulations, Creativity in business, Macroeconomics, Economic behavior, Business communication in English III and IV, Accounting, Management psychology, Personality research methods in organisation, Scientific research and data processing methods I, Course paper in business psychology II	Pathopsychology in organisation I, Financial management, Strategic management, Psychological aspects of group management, Innovation management, International marketing, Managerial accounting, International business, Basics of Project management, Business psychology, Scientific research and data processing methods II	Full-time 3 years, part-time 3 years and 6 months Distance learning 3 years and 6 months

A comparison of the RISEBA study programme with one's mentioned in Table 1, the following similarities and differences are drawn:

SIMILARITIES

DIFFERENCES

-
- all of these study programmes prepare specialists in the field of business, which also provides an opportunity to continue studies in the Master's programmes;
 - all study programmes include compulsory courses, limited free choice courses and free choice courses;
 - the main study courses are similar in both study programs;
 - designed study courses develop knowledge, skills and competences in psychology as well as management, research, economics and business.
 - Bachelor's thesis is the main research work.
 - It is offered to study for 3 years
- Duration of study programmes may vary slightly, Manchester Metropolitan University offers 1 year as internship or abroad
 - The study courses of RISEBA study programme contain less credipoints, but there's more of them, while abroad they are wider, thus the number of study courses is smaller.
 - Business content and economics courses begin in the first year of study, with less direct study courses in psychology

In conclusion, the study programme "Business Psychology" is quite balanced. It includes all study courses that provide the necessary knowledge, skills and competences in business organization and management. The unique content of the study programme distinguishes the study programme from that offered by other universities.

Professional Bachelor's study programme "Business management".

• Economic and Social Rationale

The Bachelor's study programme "Business Management" prepares specialists via day, evening and distance learning studies for business management. Implementation of the programme via distance learning is economically justified, because it offers prospective and current entrepreneurs the opportunity, parallel to launching or managing a business, to study regardless of their location. Implementation of the programmes in the day and evening departments is economically justified, but there are no less than 10 students in each group, therefore the university is not incurring losses from the implementation of the study programme. The social significance of the study programme is justified by the fact that business education is especially important in the development of the economy. Every year, Latvia assesses business results based on the World Bank's "Doing Business" rating. In 2019, out of 190 countries Latvia ranked 19th, which is a high rating internationally. This indicates the necessity for business management education and development prospects.

• Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia

Bachelor's level study programmes that provide for awarding a Bachelor's degree and/or professional qualification in business management were offered at 16 Latvian higher education institutions (10 of which are state universities), including RISEBA. All the universities offer both full-time and part-time studies, with the exception of RSU, REA and Ventspils University College, which offer full-time studies only.

Only RISEBA, BAT, BA and REA offer students the opportunity to take the programme in English. Two universities, i.e. RISEBA and BAT, also offer students the opportunity to undertake the business programme via distance learning. For more detailed analysis, five higher education institutions were chosen, which are the closest competitors to RISEBA in terms of offering high education in the field of business management, i.e. BAT, BSA, TSI, BA and REA (see Table 1). Analysis was conducted according to 10 criteria. Each of the criteria was given a significance ratio and was assessed for each university on a points scale ranging from 1 to 4, where 1 denotes a negative impact on the

total number of students studying in the programme, and 4 means a positive impact on the total number of students. As a result, a weighted assessment of each criterion is obtained at each higher education institution, while the total sum of each institution's criteria assessment characterises the institutions' positions in relation to one another.

Table 1.2.

Profile matrix of the closest competitors to the professional Bachelor's study programme "Business Management"

Success factors	Significance ratio	RISEBA		BAT		BSA		TTI		BA		REA	
		Assessment	Weighted assessment	Assessment	Weighted assessment	Assessment	Weighted assessment	Assessment	Weighted assessment	Assessment	Weighted assessment	Assessment	Weighted assessment
1. Study programme price	0.14	2	0.28	1	0.14	3	0.42	4	0.56	2	0.28	1	0.14
2. Study forms	0.1	4	0.4	4	0.4	4	0.4	2	0.2	3	0.3	2	0.2
3. Study languages	0.1	3	0.3	3	0.3	2	0.2	2	0.2	3	0.3	3	0.3
4. Reputation of the university	0.1	3	0.3	3	0.3	2	0.2	2	0.2	3	0.3	4	0.4
5. International opportunities for students	0.1	4	0.4	4	0.4	3	0.3	3	0.3	3	0.3	2	0.2
6. Technical - material provisioning	0.09	3	0.27	3	0.27	3	0.27	3	0.27	3	0.27	3	0.27
7. Student accommodation	0.09	1	0.09	4	0.36	2	0.18	1	0.09	4	0.36	2	0.18
8. Budget places and the range of tuition fee discounts	0.12	3	0.36	4	0.48	2	0.24	3	0.36	2	0.24	2	0.24
9. Collaboration with business	0.09	4	0.36	4	0.36	3	0.27	3	0.27	3	0.27	4	0.36
10. Location	0.07	4	0.28	3	0.21	3	0.21	3	0.21	3	0.21	3	0.21
Total:	1		3.04		3.22		2.69		2.66		2.83		2.50

• Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad

The professional Bachelor's study programme "Business Management" is compared to the study programmes of two European universities, which are accredited according to EQUIS and EPAS requirements, i.e. the University of Amsterdam study programme "Economics and Business" and the Corvinus University of Budapest study programme "Business and Management". These programmes were chosen because the aforementioned accreditations testify to the fact that they are high level programmes, whose quality corresponds to the very highest requirements and can set an example for the further development of the RISEBA programme.

Comparing the RISEBA study programme to the University of Amsterdam (UA) programme, the following common features and differences were ascertained:

COMMON FEATURES	DIFFERENCES
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- | | |
|---|---|
| <ul style="list-style-type: none"> - both the referred to study programmes prepare specialists in the field of Business, as well as offering students the opportunity to continue their studies in the Master's study programme; - both study programmes contain compulsory study courses, restricted choice courses and free choice courses; - the main study course groups in both study programmes are similar; - study courses are provided that develop students' abilities to work in a business environment; - analogical study methods are used in both study programmes – study theses, talks, presentations and examinations; - study courses are provided for that give students the opportunity to acquire research and analytical skills; - the Bachelor's thesis is the main scientific-research thesis. | <ul style="list-style-type: none"> - the duration of study programmes varies: RISEBA – 4 years, at UA – 3 years; - the workload of study programmes varies: RISEBA – 240 ECTS credit points, at UA – 180 ECTS credit points; - Alumni of the UA study programme receive an academic Bachelor's degree in economics and business; - In the UA study programme, a professional internship is optional not compulsory; - In the UA study programme, a great accent is placed on academic research work; - Study courses in the RISEBA study programme mainly have a narrower specialisation, whereas in the UA programme study courses are broader, as a result of which there are fewer UA study courses. |
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Comparing the RISEBA study programme to the Corvinus University of Budapest (CUB) programme, the following common features and differences were ascertained:

COMMON FEATURES

DIFFERENCES

-
- both the referred to study programmes prepare specialists in the field of Business, as well as offering students the opportunity to continue their studies in the Master's study programme;
 - both study programmes contain compulsory study courses and free choice courses;
 - the main study course groups in both study programmes are similar;
 - study courses are provided that develop students' abilities to work in a business environment;
 - analogical study methods are used in both study programmes – study theses, talks, presentations and examinations;
 - study courses are provided for that give students the opportunity to acquire research and analytical skills;
 - both study programmes provide for professional internships;
 - both study programmes offer students the opportunity to opt to learn an additional foreign language;
 - the Bachelor's thesis is the main scientific-research thesis.
- the duration of study programmes varies: RISEBA – 4 years, at BCU – 3.5 years;
 - the workload of study programmes varies: RISEBA – 240 ECTS credit points, at BCU – 210 ECTS credit points;
 - In the CUB study programme, a professional internship is only provided for one semester, i.e. in the 6th semester.

Overall, the RISEBA study programme is quite balanced. It includes all the study courses that provide the requisite knowledge and skills in the realm of business organisation and management. The balance of the study programme and its international direction are characteristic traits that set the study programme implemented at RISEBA apart from those offered by other universities.

Professional Bachelor's study programme “European Business Studies”

• Economic and Social Rationale

The programme was established in 1999, in line with the principles of the Bologna declaration, in accordance with the Republic of Latvia's Law on Higher Education Institutions, and in conformity with the Republic of Latvia's education classification and the Regulations regarding the State Academic Educational Standard. The study programme offers students of European business the opportunity to obtain objective information and in-depth understanding of European Union institutions, policy and activities, as well as regarding Latvia's integration into the European Union. During the study process, the student also obtains certain communication and organisational skills, as well as scientific-research work performance skills. Upon graduating successfully, alumni may conduct their Master's studies in Latvia or other European countries.

The importance of the programme in the international market is confirmed by the fact that during the 2013/2014 academic year, the study programme received the internationally renowned EPAS accreditation issued by the EFMD (*European Foundation for Management Development*). Repeated accreditation was issued during the 2016/2017 academic year.

The study programme offers students the opportunity to learn several foreign languages including French and Spanish, as well as to consolidate their knowledge of industry-specific terminology in English and French. At the same time as learning foreign languages, students also study the history, culture and the contemporary socio-economic and political situation in the aforementioned

countries.

Collaboration with industry representatives is also organised in addition to the study programme's formal events. For example, RISEBA is a member of the LR Association of Accountants, and participates in the association's events. In 2017 and 2018, the LR Association of Accountants' annual conference was held in RISEBA premises. Likewise, the university collaborates with the CFA Institute and the programme's students participate in the CFA research initiative (CFA Research Challenge), in order to consolidate their knowledge, skills and competences in the realm of business and financial analysis.

The majority of the programme's faculty members (especially Valters Kaže, Edgars Brēķis, Ivars Godmanis and Iveta Cīrule, etc.) are employed in industry institutions, thus facilitating the introduction of the latest practical insights into the study process, as well as offering internships and jobs to the programme's students and future alumni.

Since the 2018/2019 academic year, in response to industry demand, the following four specialisations have been established in the programme: Business Management; Digital Marketing; Human Resource Management and Start-up Acceleration.

The programme's skills and competences have been devised in collaboration with industry representatives. Thus, for example, the specialisation "Digital Marketing" was developed in close collaboration with the Latvian Association of Marketing Professionals (Dr.oec. Valters Kaže, Mg. Anna Žigalova teach the study course in the programme). Representatives of the Latvian Association of Supervisors were involved in the development of the specialisation "Human Resource Management", while the development of the "Business Management" specialisation is regularly discussed with representatives of the Republic of Latvia's Association of Accountants. In turn, the development of the specialisation "Start-up Acceleration" took place in consultation with representatives of businesses including "Altum", "Altero" and "Biorganic", etc.

• Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia

The "European Business Studies" programme is the only one in Latvia, which, in addition to studies in English, offers in-depth learning in French. Moreover, after the second academic year, students undertake an internship in France paid for by the university. Likewise, students have the opportunity to participate in the double-degree study programme at the following universities: *Kedge Business School* in France, *Haaga Helia University of Applied Sciences* in Finland, *Regensburg University of Applied Sciences* in Germany, as well as the *University of Applied Sciences Würzburg-Schweinfurt* in Germany.

The knowledge, skills and competences attainable in the programme are thus different from those of other study programmes in Latvia. The following programmes (see table) are considered to be the most significant competitors to the programme.

Table 1.3.

Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia

Higher education institution, internet address	Name of the study programme	Degree and qualification	Study period and workload Years / CP/ annual tuition fees/ teaching languages	Description of the study programme
Stockholm School of Economics in Riga: https://www.sseriga.edu/	BSc Programme	Diploma of Bachelor of Social Sciences in Economics	3 years/ 120 CP EUR, 6250 a year, EUR 4,150 a year for students from the Baltic states	The study programme is comprised of four main blocks: Economics; Finance and Accounting; Business Management and Communication.
Riga Business School, www.rbs.lv	BBA	Academic social sciences Bachelor's degree	3 – 4 years/ 120 CP/ EUR 4,190 for EU citizens EUR 6,915 for students from countries outside the EU	Students have the opportunity to study at RBS for two years and at the Norwegian Business School (for an additional fee) in their final academic year.
Rīga Stradiņš University, www.rsu.lv	International Business and Sustainable Economy	Academic social sciences Bachelor's degree in Management	3 years/ 120 CP/ EUR 1,950 a year/ Latvian	Aim of the study programme: to prepare highly qualified specialists in management with in-depth knowledge of international business and in matters of sustainable economic growth. The programme makes it possible to prepare future business managers, who competitive within the international job market, can work successfully and attain high-level working results in international projects, for well-known international business, as well as for State and European Union institutions.

BA School of Business and Finance, www.ba.lv	International Finance (double diploma with the Swiss Business School)	Professional Bachelor's degree in Finance Qualification to be attained: Financier Financial Manager	4 years/ 160 CP/ EUR 3,600 a year	<p>Aim of the study programme</p> <p>In conformity with the requirements of the professional standard "Financier" and the programme's interdisciplinary principle (two diplomas: BBA and a professional Bachelor's degree in finance), to prepare highly qualified financiers, who are competitive in changing socioeconomic conditions in the domestic and international job market, with the necessary knowledge, skills, attributes and competences in the realm of finance and business management. Special attention is paid in the study programme to the performance of research and innovative work, as well as to international aspects of business and finance.</p> <p>A double diploma study programme run by the BA School of Business and Finance and the Swiss Business School in which the lecturers are from Switzerland and Latvia. After completing the programme, diplomas are awarded by both universities.</p> <p>During their studies have the opportunity to obtain an additional qualification in the form of a Scottish Qualification Agency (SQA) financial manager's professional certificate. The study programme's alumni work for lending institutions, investment companies, accounting firms, audit firms, governmental bodies or commercial institutions and are sought after experts and consultants in the field of finance. This profession is sought after within every organisation.</p>
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BA School of Business and Finance, www.ba.lv	Business Management	Professional Bachelor's degree in Finance Qualification to be attained: Financier Financial Manager	4 years/ 160 CP/ EUR 2,300 a year	Aim of the study programme: To provide the opportunity to attain the knowledge required for business management, skills and abilities, nurturing the further development of the student's personality, paying attention to the improvement of foreign language skills. To prepare economically competent, internationally competitive business or structural unit managers, who are able to use their knowledge and understanding in a manner that attests to their professionalism, who demonstrate their competence, managing processes and solving problems, as well as making responsible decisions. Expected study results: <ul style="list-style-type: none">· Understanding of current common attributes of economic growth, proficiency in the processes taking place within the economy and the ability to explain them;· The ability to reasonably discuss and make decisions in accordance with situational changes;· The ability to use attained knowledge in business management in conformity with set strategical and operational goals, keeping track of the course of their implementation, making decisions and corrections to the organisation of operational and strategic activity;· The ability to carry out professional activity, formulate and analyse information, solve problems and find solutions, using a scientific approach, as well as making reasoned decisions;· The ability to act ethically and understand responsibility for the impact of professional activity on the environment and society;· The ability to take responsibility, work in a team, delegate and coordinate the performance of duties, effectively plan and organise work, as well as resolve conflict situations.
			5 years/ 160 CP/ 1,600 EUR a year	

Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad

Higher education institution, internet address	Name of the study programme	Degree and qualification	Study period and workload Years / CP/ annual tuition fees/ teaching languages	Study programme objectives and expected results
Kedge Business School, France	EBP International	Bachelor's degree	4 years/ 160 CP	The programme is aimed at students, who want to bolster their international career. EBP International format in the international Post Bac – students study at a partner university for 1.5 years. The university's study courses are compared with the programme "European Business Studies". Students are guaranteed the opportunity to study in a double-degree programme. An internship is a compulsory part of the programme.
Regensburg University of Applied Sciences, Germany	European Business Studies	Bachelor of Arts (B.A.)	4 years/ 160 CP	A four year Bachelor's degree programme that concentrates on practical international experience. Studies and internships abroad are compulsory component of the programme. The university's study courses are compared with the programme "European Business Studies". Students are guaranteed the opportunity to study in a double-degree programme. An internship is a compulsory part of the programme.

Haaga Helia University of Applied Sciences	International Business	Bachelor's degree	4 years/ 160 CP	<p>The nucleus of the study programme is comprised of an accent on developing a business, the ability to analyse business data and offer solutions for introduction of innovations and digital solutions, as well as for strategic decision making. The specialisations offered are as follows:</p> <p>Customer Relations Management and Communication Entrepreneurship Financial Management Human Resource Management Supply Chain Management</p> <p>The university's study courses are compared with the programme "European Business Studies". Students are guaranteed the opportunity to study in a double-degree programme. An internship is a compulsory part of the programme.</p>
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"Human Resource Management"

As a field, Human Resource Management is still in the development stage, which also indicates that professionals in this field are sought after and will continue to be so in future. In collaboration with the Latvian Association for People Management (LAPM), students are provided by internship places and are regularly offered job vacancies with businesses.

As noted on the portal Nozare.info, right now there is a clear demand for professional human resource management specialists, and changes in the job market prove that demand for this speciality will only grow, because it is becoming increasingly difficult to find and recruit skilful employees. Although, at present, the unemployment level in Latvia is still quite high, entrepreneurs often complain that it is becoming increasingly difficult to find a skilful, professional and loyal employee. Therefore, demand for skilful human resource management specialists is continually growing. Business need a person who can handle personnel recruitment, doing so professionally and ensuring efficient rhythm of work. Otherwise, the company could suffer losses due to the recruitment of an unprofessional team.
<http://www.nozare.info/pieaug-pieprasijums-pec-personala-vadibas-specialistiem/>

In turn, human resource industry consultant Uldis Pāvuls writes that for the first time in quite some while they are many job vacancy advertisements for positions as human resources managers and specialists. Businesses have understood that as a sector, with globally accrued experience and instruments, human resource management can make a significant contribution to the development of each company, regardless of the desired role and specific priorities. For this very reason, human resource managers and specialists are sought after.
<http://uldispavuls.typepad.com/up/2010/09/hr-role.html>

CVO Recruitment points out that during the past two years there has been a marked increase in

demand for human resource professionals. Currently, more often than not, in Latvia human resource processes are still conducted in big corporations that are still not mutually integrated (so-called 360 degree assessment, setting of working goals and key performance indicators (KPI), training, planning of new jobs and recruitment of employees), but rather performed individually as a separate unconnected task. A human resource professional must be able to harness these processes into a single whole. <http://www.cvor.lv/jaunumi/personala-atlase-pieprasitakie-specialisti/>

At present, the Master's study programme **"Human Resource Management"** is the only Master's level programme in Latvia that offers students the opportunity to obtain the professional qualification of a human resource manager. In this sense, it is a unique programme in Latvia.

Three Latvian higher education institutions offered professional studies in human resource management, but only in programmes at Bachelor's level. These are the Riga Teacher Training and Educational Management Academy (programme "Personnel Management") and Riga Technical University (programme "Human Resource Management"). In taking over RTTEMA, the University of Latvia has started to implement a professional Bachelor's programme "Human Resource Management" in the form of part-time studies (study duration: 4 years and 3 months).

The Master's level programme "Human Resource Management" was previously offered by the Baltic Psychology and Management University (BPMU) in collaboration with the Baltic International Academy (BIA). Studies in this programme were implemented in the form of both full-time and part-time studies. At present, this programme is no longer on offer.

The professional Master's study programme **"Human Resource Management"** is similar and is compared to two European university study programmes, which are accredited in accordance with CIPD (Chartered Institute of Personnel Development), EQUIS and EPAS requirements, i.e. The Nottingham Trent University, UK, programme "Human Resource Management" <http://www.ntu.ac.uk>) and the University of Limerick, Ireland <http://www.ul.ie/business/postgraduate/part-time/msc-hrm> (MSc in Human Resource Management <http://www.ul.ie/business/postgraduate/part-time/msc-hrm>).

These programmes were chosen because the aforementioned accreditations (in particular CIPD, which is a professional accreditation) testify to the fact that they are high level programmes, whose quality corresponds to the very highest requirements and can set an example for the further development of the RISEBA programme. Moreover, they are available in several forms - 1 to 2 year long studies.

"International Business"

The Confederation of Employers notes that "With the improvement of the economy nationally, it is necessary not only to manufacture products, but also to successfully sell them in local and foreign markets. This opens up extensive opportunities for young people that plan to study the relevant professions. The most important thing is to choose the best educational institution!..."(<http://www.lddk.lv/notikums/1381-darba-deveji-sniegusi-ieteikumus-jauniesiem-kur-apgut-darba-tirgu-pieprasitakas-profesijas/>)

According to data from the Ministry of Economics, in future „...there will be demand for commercial and management specialists, as well as legal and social sciences specialists..” (<http://www.lvportals.lv/print.php?id=263705>). Moreover, in light of the rapid changes in the global economy nowadays, structural changes that are related to global processes, specialists who know how to foresee and respond to changes in the global market, as well as specialists with foreign language skills will be highly sought after (<http://www.lu.lv/zinas/t/28297/>).

A study conducted by CVonline notes the demand connected to business, project and personnel

management (<http://www.monday.lv/kurs-bus-pieprasits-darba-tirgu-2014-gada/>).

Master's study programme "International Business" (MIB)

As an EPAS (European Programme Management System) accredited programme, the Master's study programme "International Business" (<https://efmdglobal.org/accreditations/business-schools/epas/epas-accredited-programmes/>) is similar to several EPAS accredited programmes in international business in Europe: EPAS MIB (Master of International Business) consortium (<http://mib-epas-consortium.com/>). Under the auspices of the consortium, the RISEBA MIB programme cooperates in both teaching methodology and scientific work.

In addition, the RISEBA MIB programme is similar to other European programmes such as:

- **Kedge Business School (RISEBA partner university under the auspices of the Double degree programme)**

In terms of its structure and contents, the KEDGE Master's study programme is very similar to the RISEBA programme, but tuition fees amount to EUR 13,000, which is twice as expensive as at RISEBA.

The admission criteria are similar to RISEBA's criteria, but by the time they complete their studies, it is compulsory for KEDGE students to pass TOEFIC (English language examination). In the event that they do not possess a TOEFL or IELTS English language certificate, RISEBA offers students the opportunity to take the RISEBA entrance examination in English.

Unlike at RISEBA, studies are conducted during the day and the programme provides for more contact hours for each credit point, in addition to which great attention is paid to students' personal development and their engagement in various university projects and events. This is due to the fact that in France, while studying in the Master's programme, students do not work and can devote more time to studies.

Unlike RISEBA, the KEDGE programme does not entail preparation of a Master's thesis. Five month professional internship, delivery of an internship report and its successful presentation are the concluding part of the KEDGE programme. In turn, the RISEBA programme entails both a professional internship and preparation and presentation of a Master's thesis.

The KEDGE programme offers specialisation in Finance, Global Business, Marketing and Logistics. RISEBA students can receive a KEDGE diploma by studying at the university for one semester.

- **Groupe ESC Troyes - Champagne School of Management (Master's study programme Innovation, Creation and Entrepreneurship)**

If one compares the "International Business" programme at a similar Master's programme at ESC Troyes, with which the RISEBA programme cooperates on a double-degree basis, one can conclude that RISEBA has more foreign lecturers, its lecturers have a better command of English and, according to feedback from students, the study process is better organised. In terms of price, the programme offered by ESC costs EUR 8,000 a year, which is more expensive than the RISEBA programme. Similar to RISEBA MIB, ESC Troyes offers students in relation to cooperation with the corporate sector and specialisations in: human resource management, business and marketing.

At RISEBA, more attention is devoted to the development of academic skills, which enable students to complete lecturer's assignments with the requisite degree of quality, as well as to successfully prepare and present their Master's thesis, which conforms to international academic standards. RISEBA students can combine work with studies, thus ensuring application of the knowledge acquired in the programme in their professional field. In contrast, ESC Troyes students do not

prepare a Master's thesis – instead students must undergo a five month professional internship. The RISEBA programme is continually updated and study courses are included in accordance with the latest trends in business – sustainable organisation development and social responsibility, as well as E- business and new media and, given the positive experience of partner universities, RISEBA introduced two more professional qualifications: human resource manager and project manager.

Professional Master's study programme **"International Business"**:

In Latvia, only RISEBA and the University of Latvia offer a Master's programme in International Business. However, the contents of the LU programme and awarded degree differ from those on offer at RISEBA. RISEBA alumni receive a professional Master's degree in international business, whereas the University of Latvia offers a professional Master's degree in business management. The RISEBA programme, in addition to the professional qualification of "Business and Institution Manager", also offers the qualifications of "Project Manager" and "Human Resource Manager". By the start of the 2nd semester, RISEBA students can choose a study direction in order to receive the relevant professional qualification.

Studies at both LU and RISEBA take place in the evening, although RISEBA classes take place on weekdays and only sometimes on Saturdays, whereas LU studies regularly take place on Saturdays.

The LU programme offers the study direction export management (students can choose which study courses to take worth 4 CP in conformity with their chosen direction), although this does not influence or change the Master's degree or professional qualification obtained. RISEBA optional choice subjects for students are offered in Part C (free choice subject section) of the programme.

The LU programme offers only one double-degree, whereas the RISEBA programme four and with more specialisations. The choice of international partner universities is also much wider at RISEBA.

"Health Management"

According to the Latvijas vēstnesis website, in future demand for healthcare specialists will continue to grow, because despite the fall in the size of the population in Latvia, society is aging, including throughout Europe, and the need for quality medical services will only increase. <http://m.lvportals.lv/likumi-prakse.php?id=263705%20>

In turn, Enjoyrecruitment notes that in future medical sector personnel will be highly sought after because society is aging. Because the longer a person's life, the more medics will be required. In a number of countries, there is already a lack of highly qualified medical personnel, therefore those who are still seeking study opportunities can choose this field with confidence. Specialists also forecast an increase in remuneration. <http://www.enjoyrecruitment.lv/lv/blog/kur-stradat-ko-studet>

According to SEB banka analysts, the medical and healthcare sector is full of growth opportunities. Demand for medical sector specialists is growing continually and this will not change any time soon either in Latvia or globally. On the contrary, with the aging of society, new forms of specialisation are being conceived in the Western world, in order to be able provide quality healthcare to older generations. Accordingly, the number of jobs in specialities and in administrative and management positions is also growing. <http://www.seb.lv/info/personigas-finanses/kadu-jomu-izveleties-nakotnes-profesijai>

The study programme **"Health Management"** has no equivalent study programme in Latvia. Turība University offers an MBA programme for healthcare institution management specialists and managers, "MBA Business Management for Healthcare Institution Management Specialists and Managers". Upon graduating from the study programme, a student acquires a professional Master's degree in business management and the qualification of a business and institution manager. In this

programme, health management is one of the specialisations possible.

Accordingly, the RISEBA/RSU study programme is unique in the Latvian educational market, because it concentrates on preparing professional managers in the realm of health management, including in the fields of pharmacy and medical technologies. The programme is intended for senior and mid-level managers at healthcare institutions, businesses, representative offices of international companies and industry administrative institutions.

At present, specialists and managers at various levels in the realm of healthcare only have access to further education training courses in professional fields and management, which are offered by several professional organisations such as the Latvian Association of Healthcare Management Specialists (LHCMSA)

The RISEBA/RSU professional Master's study programme "**Health Management**" has been compared to similar study programmes overseas. The results of this comparison are collated in the following table.

Table 1.5

Comparison of the study programme "Health Management" with similar study programmes implemented in other countries

Higher education institution, programme and address	Degree and qualification	Study period	Purpose of the programme
The European Master in Health Economics and Management" (EU_HEM)	Master's degree in Health Management	2 years (or part-time studies up to 5 years)	Health Sector Management: Multidisciplinary programme that includes economics, political science and health sector training courses
The University of Northampton (<i>Health Studies</i>) http://www.northampton.ac.uk/	Master's degree in Health Management	1 year (without a study internship)	High level health organisation manager: management, health policy, marketing and financing systems
University of Oslo (<i>Health Economics, Policy, and Management</i>) http://www.uio.no	Master's degree in Health Economics, Politics and Management	2 years (or part-time studies up to 5 years)	Health Sector Management: Multidisciplinary programme that includes economics, political science and health sector training courses

WU (Vienna University of Economics and Business) (Health Care Management) http://www.wu.ac.at/start/en	Master's degree in Health Management	2 years	Health care system and organisation management: management theory, health economics, health sector management, legal aspects
Oxford Brookes University (Management in Health and Social Care) http://www.brookes.ac.uk	Master's degree in Social Sciences	1 year (or part-time studies up to 3 years)	High level health organisation manager: management, health economics and health policy

Professional Master's study programme "Business Management"

- **Economic and Social Rationale**

The Master's study programme "Business Management" prepares professionals for entrepreneurial management. Implementation of the programme via distance learning is economically justified, because it offers prospective and current entrepreneurs the opportunity, parallel to launching or managing a business, to study regardless of their location. The social significance of the study programme is justified by the fact that business education is especially important in the development of the economy. Every year, Latvia assesses business results based on the World Bank's "Doing Business" rating. In 2019, out of 190 countries Latvia ranked 19th, which is a high rating internationally. This indicates the necessity for business management education and development prospects.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia**

In Latvia, full-time studies in a professional Master's study programme in Business Management are provided by eight higher education institutions, offering about 12 different education programmes, whereas the part-time studies offering is much lower.

The professional Master's study programme "Business Management" can be taken via distance learning at Turība University. Under the programme, it is also possible to master specialisations such as "Health and Care Institution Management", "Educational Institution Management" and "Public Administration Institution Management". Study duration: 1.6 or 2.1 years, programme workload: 80 CP.

Via part-time studies, RTU implements a professional Master's study programme "Entrepreneurship and Management", but it is not implemented in the form of distance learning studies. TTI implements an academic study programme "Master of Social Sciences in Management", but its distance learning study programme is implemented in English only.

The RISEBA Master's study programme "Business Management" is one of two study programmes that offers students the opportunity to acquire a professional Master's degree via distance learning in Latvian. It is the only study programme that offers students with a prior profiling education the opportunity to obtain a Master's degree, i.e. in the 60 CP programme. The contents of the programme are oriented towards applied and practical mastery of business management, at the same time ensuring the compliance of the study programme to the organisational manager's occupational standard.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad**

The professional Master's study programme "Business Management" is compared to two European university study programmes, which are implemented in distance learning form, i.e. Nottingham Trent University's programme Management and Entrepreneurship (<http://www.ntu.ac.uk>) and The Open University's "Business Administration" programme (Master of Business Administration <http://www.openuniversity.edu>). These programmes were selected because Nottingham Trent University's study programme is accredited in accordance with EQUIS and EPAS requirements, whereas the Open University's programme conforms to MBA requirements, which testifies to the fact that it is of the requisite quality and can set an example for the future development of the RISEBA programme.

The programmes of both the foreign universities and RISEBA include study courses, which develop a student's ability to work in a business environment. The academic study fields of the study courses in all study programmes are similar.

The most significant differences in the programmes are as follows:

- The Nottingham Trent University and Open University study programmes are more extensive in terms of their workload (180 ECTS) and this workload must be completed in a shorter space of time, i.e. 18 months. Students have the opportunity to choose the intensity of studies.
- The contents of the RISEBA Master's study programme includes courses, which are included in the study programmes of foreign universities, but with a narrower specialisation.
- The Open University study programme is designed in modules and offers the most flexible options to adapt the study programme, in accordance with the student's requirements. The Nottingham Trent University study programme is also designed in modules, but these are more strictly defined and are only four in number. The RISEBA Master's study programme significantly differs from the study programmes of the foreign universities, because it not devised according to a modular principle, but is instead comprised of a sequence of courses for mastery of specific business competences. The potential for the development of the RISEBA study programme lies in devising a modular system and creating a related testing system and infrastructure.
- Both foreign university programmes admit students with only three years of managerial experience. Such a requirement is not stipulated in the RISEBA study programme. Instead it provides study opportunities for those who want to launch a business or have only been doing business for a brief period of time.
- The scientific research thesis in the RISEBA study programme is the Master's thesis. In contrast, at the foreign universities, the final thesis is a business research project.

Professional Master's study programme "Project Management"

- **Economic and Social Rationale**

The necessity for the Master's study programme "Project Management" is justified by the demand for the profession in the job market. According to the State Employment Agency report "An Overview of the Unemployment Situation Nationally", during the past two years, during the past two years, the profession of "project manager" is the eighth most in demand by employers among high qualification occupations. A project manager's occupational social contribution to an organisation is to devise project-related structure and to manage strategic changes in order to attain goals. The occupation of project manager is required in any industry. According to the Project Management Institute, in the period up to 2020, 15.7 million jobs will be created in seven sectors,

which will have a very significant impact on the development of the profession. These seven sectors are construction, information technology, manufacturing, finance and insurance, business services, oil and gas, and utility services. According to State Revenue Service data, policy governance project managers, teaching project managers and construction project managers are most employed in Latvia. Other sectors, in which project managers are employed to the greatest extent are culture, marketing, finance and information technology, which justifies the economic and social significance of the project manager's occupation in various sectors.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia**

In Latvia, professional Master's study programmes in project management are offered by three universities. These are: the RISEBA Master's study programme "Project Management" (Riga), the University of Latvia (LU) study programme "Project Management" (Riga) and the Latvia University of Life Sciences and Technologies (LULST) Master's study programme "Project Management" (Jelgava).

As a results of all these university programmes, alumni obtain a professional Master's degree in project management. Study courses included in the programme are similar, incorporating theoretical aspects and practical studies for improvement of a project manager's competences.

The uniqueness of the RISEBA Master's study programme "Project Management" and the significant differences that set it apart are as follows:

- It is the only study programme in Riga that offers students with a prior profiling education the opportunity to obtain a Master's degree, i.e. in the 60 CP programme, because the workload of the study programme offered by LU is only 80 CP. RISEBA also offers studies in the 80 CP programme, but to students with a prior non-profiling education.
- Students with a prior non-profiling education have the opportunity to take introductory module courses via distance learning in subjects including accounting, marketing, economics, business and strategy fundamentals, thus providing specialists in any sector with the corresponding basic knowledge required to master the occupation of project management.
- Similar to that of the LU, the contents of the programme are devised based on various international organisations' project management guidelines (PMBOK, ICB4, Prince2), however the contents of the RISEBA programme are more focused on preparing project managers for IPMA D or C level international certification as project managers.
- The focus is more oriented towards an applied and practical approach to contemporary project management, using modern teaching method such as simulation games, thus providing the understanding of the common links between processes and mastery of practical skills required by a project manager.
- It provides the opportunity to study in the evening, thus ensuring a balance between work/studies and personal time. Study programmes at other universities are implemented on Friday evenings and/or at weekends.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad**

Master's studies in project management are offered by a lot of higher education institutions, including by offering programmes in project management with a specialisation, for example, in the field of IT, engineering, construction, data management and quality assurance.

A comparison has been made with two similar accredited study programmes in European Union countries: The University of Applied Sciences Dortmund (Germany) programme "European Masters in Project Management" and the *Vienna University of Economics and Business* (Austria) Master's

study programme “Professional MBA Project Management”.

Study programmes at the *University of Applied Sciences Dortmund* (Germany) are 2 years’ long (120 ECTS), devised as a modular system in collaboration with several other universities: Bilbao University, the Norwegian University of Science and Technology, Kiev University of Construction and Architecture and Kaunas University of Technology. Students are awarded a Master’s degree in art.

The study programme at the *Vienna University of Economics and Business* (Austria) is 1.5 years’ long and devised as a modular system, at the start of which students take general business leadership and management courses followed by project management courses. Students are awarded a Master’s degree in business management.

The uniqueness of the RISEBA Master’s study programme “Project Management” compared to other study programmes and the differences that set it apart are as follows:

- The RISEBA study programme provides students with the opportunity to attain a Master’s degree in project management and the qualification of a project manager in Latvian;
- The workload of specific project management courses in the RISEBA Master’s study programme are is greater than that of both programmes at the aforementioned universities;
- The RISEBA study programme includes internships that facilitate the obtainment of experience not only in project management, as at the aforementioned universities, but also in the preparation of projects with the goal of attracting finance.

Professional Master’s study programme “Strategic Business Management”

• Economic and Social Rationale

The professional master’s programme “Strategic business management” is one of newest study programmes (accredited in 2015), which is available in the form of full-time and distance learning studies. Since the 2019/2020 academic year, the programme is also available in English.

In Latvia, full-time studies in a professional Master’s study programme in Business Management are provided by eight higher education institutions, offering about 12 different education programmes. The RISEBA Master’s study programme “Business Management” is one of two study programmes that offers students the opportunity to acquire a professional Master’s degree full-time, and in distance learning form in English. Due to the suspension of studies in Russian, this is a great opportunity for potential Russian speaking students from abroad to acquire an education in English if their foreign language skills meet the required standard.

• Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia

The RISEBA professional Master’s study programme “Strategic Business Management” is unique in that its duration is 1.1 year, because the duration of all other high school and university Master’s programmes in Latvia is 1.5 or 2 years. In this study programme, senior managers are prepared for work in the field of business management in organisations and companies in Latvia and internationally.

Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad

Table 1.6.

Comparison of the workload, objectives and expected results of the study programme with similar programmes abroad

Higher education institution, internet address	Name of the study programme,	Degree and qualification	Study period and workload Years / CP	Study programme objectives and expected results
The Nottingham Trent University http://www.ntu.ac.uk	Management and Entrepreneurship	MSc	1 year (60ECTC) Full-time studies	The programme has been devised with the objective of developing efficient 21st century managers, who are capable of running organisations in a dynamic and challenging environment. The programme helps develop entrepreneurial qualities and skills, prepares students to be efficient, creative, critically thinking leaders capable of managing change processes within organisations.
	Management	MSc	1 year (60ECTC) Full-time studies	The programme provides future managers with fundamental knowledge of key business functions, as well as providing a clear understanding of how these functions are integrated into successful 21st century organisations.

The University of Northampton http://www.northampton.ac.uk/	Management	MSc	1 year (60ECTC) Full-time studies	<p>Aims of the study programme:</p> <p>*Based on students' previously acquired malleable skills, the aim of the programme is to develop the Master's students' knowledge and skills in business and management, thus enhancing the applicability of their previous education and their career prospects;</p> <p>*To give students the opportunity to develop powerful theoretical and conceptual understanding of business management, its problems and opportunities;</p> <p>*To promote the understanding that business problems can solely be understood in complex form through uniform analysis and synthesis of business, public sector organisations, the internal and external environment, as well as functional realms;</p> <p>*To provide students with analytical techniques and tools, which enable to make a significant contribution to the attainment of their employers' goals;</p> <p>*To provide a link between theory and practice using various methods such as situation analysis, business simulations, applicable studies and learning in the workplace;</p> <p>*To develop research practices and the ability to present study results.</p>
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Oxford Brookes University https://www.brookes.ac.uk/	Business Management	MSc	1 year (60ECTC) Full-time studies	The programme is provided for students with a basic education in any business management disciplines. It helps students to identify, analyse and critically assess problems related to business, to development solutions to them and justifiably choose the most appropriate form of activity, taking the interests of all interested parties into account.
	Strategic Management and Leadership	MSc	1 year (70ECTC) Full-time studies	The programme will help you in your professional development and provide the opportunity to stand out amidst the increasingly competitive conditions of the job market. The programme offers the opportunity to specialise in accordance with your interests.
University of Salford http://www.salford.ac.uk/	Management	MSc	1 year (60ECTC) Full-time studies	The objective of the programme is to demonstrate and critically assess examples of best practice in order to develop and improve your managerial skills. The programme will provide you with the latest knowledge of management and the required skills to successfully operate in today's changing global business environment. By completing the programme, you will be able to a wide range of business management positions in the job market.

A comparison between the modules and courses of the RISEBA professional Master's study programme "Strategic Business Management" and the Nottingham Trent University programme "Management" is shown in Table 1.2. The study duration of the workload of both study programmes is similar:

- The Nottingham Trent University programme "Management" – 60 ECTC, 1 year;
- RISEBA programme "Strategic Business Management" – 63 ECTC, 1.1 year.

Table 1.7

Comparison of the contents to the RISEBA programme "Strategic Business Management" to the Nottingham Trent University programme "Management"

The Nottingham Trent University programme "Management"	RISEBA professional Master's study programme "Strategic Business Management"
Strategy in the International Environment	Business Competitiveness and Strategic Management in an International Environment
Accounting, Finance and Economics	Globalisation, Markets and Finance
Marketing and Operations	
Managing People, Information and Knowledge	Human Resource, Change, Diversity and Contemporary Management Psychology
Developing the Effective and Responsible Practitioner	Effective Management Skills
Applied / Consultancy Project.	Practical Projects and Research
	Master's thesis

The aforementioned information allows one to make conclusions about the strengths of the new study programme "Strategic Business Management":

- the study programme's contents are balanced, and it is oriented towards preparing high level professionals for work in the realm of business management, who have acquired extensive knowledge of matters related to strategy, organisation and business operational management and development, as well as change and human resource management;
- opportunities to apply the acquired knowledge and skills in both the domestic and international market;
- the predominance of industry-specific subjects in the programme's structure reinforce the "analytical" nature of the programme; to a great extent, developing the skills of a business manager with a strategical view of the company, as opposed to the skills of a traditional business manager.
- The RISEBA study programme offers the contents of Nottingham Trent University's "Management" study programme in full;
- The RISEBA professional Master's study programme "Strategic Business Management" corresponds to the contents and requirements of Nottingham Trent University Master's study programme "Management", who provides the opportunity for international cooperation in future.

Professional Master's study programme "Management Psychology and Supervision"

• Economic and Social Rationale

This study programme is the newest in the Management academic study field (accredited in 2016). Supervision is an integral element of work, as a result of which at present demand for supervision both globally and in Latvia is growing rapidly. Despite this, supervision is a profession in only a few European countries. In Latvia, the occupation of supervisor has been included in the Occupational

Classification since 2014. This year, the occupational standard has been updated, which testifies to the relevance and need for the occupation.

The current situation in Latvia confirms with many organisations (e.g. SIA "Circle K", SIA "Furors", A/S "Cēsu Alus" and various banks< etc.) now recruiting supervisors (and coaches). Despite the demand for such specialists from the business community and in Latvia as a whole, at present none of the programmes prepares specialists – supervisors in the science of management specifically for the corporate sector. However, the current situation shows that in today's changing conditions, there will be a growing need for professionals specifically prepared for business. Parallel to this, in light of the need for supervisors in social work and teaching from 2016.-2019, the study programme "Management Psychology and Supervision" has been devised so that the knowledge, skills and competence obtained offer students the opportunity to offer their services not only in business, but also in the public sector, as well as to insurance companies, international organisations, non-governmental organisations and elsewhere.

In Europe, supervision is a sought after profession, as confirmed by the number of member countries of ANSE (Association of National Organisations for Supervision in Europe) and its growth from 1993 through to the present day (17 European countries). ANSE members not only include the three Baltic States, but also major countries such as Germany, Austria and Italy, combining tens of thousands of European supervisors (<http://www.anse.eu/about-anse/members>), which testifies to the popularity, development and demand for the occupation of supervisor.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia**

In Latvia, the occupation of supervisor can be studied at Master's level at three universities: RISEBA University of Business, Arts and Technology (RISEBA), Riga Stradiņš University (RSU) and the Latvian Christian Academy (LCA). All study programmes conform to the occupational standard, but each of the programmes differs in terms of its contents, attainable degree and size of its tuition fees. All Latvian universities offer State licensed and accredited professional Master's programmes, and each of these programmes has its own individual specifications: LCA – social work and theological matters, RISEBA – management and entrepreneurship and RSU – general supervision.

The qualification to be obtained at all three universities is that of supervisor, all offer two years of teaching worth 80 CP, but they differ in terms of the Master's degree to be attained: LCA – social work, RISEBA – management, RSU – teaching.

The study programme "Management Psychology and Supervision" is unique in the Latvian educational market, because it is based on preparation of professional supervisors for the field of business.

All Latvian programmes conform to ANSE (Association of National Organisations for Supervision in Europe) requirements and the occupational standard.

Study programme "Management Psychology and Supervision":

- the study programme is interdisciplinary, encompassing the fields of management and management psychology and supervision/consulting internships.
- the study programme's contents are balanced, and it is oriented towards preparing high level professional supervisors, who have acquired extensive knowledge of management psychology, management, economics, organisation and business management and development, as well as in human resource management matters.
- the study programme conforms to the international practice for preparing supervisors. In comparison, it is notable for its high potential for competitiveness and sustainability.

- the study programme has been devised so that theory is balanced with practice, placing an emphasis on practice and reflection, enabling students to master a wide range of supervision, methods and practical skills under the supervision of an internship tutor/supervisor as at all the universities compared.
- alumni will have opportunities to apply their acquired knowledge and skills in both the domestic and international market.

Table 1.8

Comparison between the RISEBA study programme “Management Psychology and Supervision” and the RSU programme “Supervision”

COMMON FEATURES	DIFFERENCES
<ul style="list-style-type: none"> - both the referred to study programmes prepare specialists in the field of Management Psychology and Supervision, as well as offering students the opportunity to continue their studies in the doctoral study programme; - study programme workload in CP and duration - the attainable professional qualification partially conforms - the study objective and study results almost conform - admission requirements almost conform. - study modules and study courses almost or partially conform - analogical study methods are used in both study programmes – study theses, talks, presentations and examinations; - study courses are provided for that give students the opportunity to acquire research and analytical skills; 	<ul style="list-style-type: none"> - the study directions differ - attainable Master’s degree partially conforms to the professional qualification (RSU professional Master’s degree in pedagogy) - programme price – the RISEBA programme is more expensive - RISEBA provides study courses that develop students’ abilities to work in a business environment; - The RISEBA programme includes a qualification internship and internship presentation, whereas RSU substitutes this with a qualification examination

• Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad

The professional Master’s study programme "Management Psychology and Supervision" is compared to the study programmes of three European universities, which are implemented in the form of full-time studies, i.e. the Hochschule Kempten - University of Applied Sciences programme “Supervision, Organisation Consulting and Coaching” in Germany (<https://www.hs-kempten.de/home.html>), the Oxford Brookes University programme “Coaching and Mentoring” (<https://www.brookes.ac.uk/>) in Great Britain and the UCD Michael Smurfit Graduate Business School programme “Management Consulting” in Ireland (<https://www.smurfitschool.ie/>). In choosing study programmes for the performance of comparative analysis, several criteria were chosen as the basis: the contents of the study programme must be appropriate, which is devised in order to prepare supervisors/consultants for work in an organisation; the contents of the study programme have been devised incorporating business courses/modules; the programme must include a final thesis – Master’s thesis.

In Latvia, the Master’s study programme "Management Psychology and Supervision" is unique in

that it prepares supervisors in accordance with the requirements of ANSE (Association of National Organisations for Supervision in Europe).

Table 1.9

Comparison of the workload, objectives and expected results of the study programme with similar programmes abroad

Higher education institution, internet address	Name of the study programme	Degree and qualification	Study period and workload, years	Study programme objectives and expected results
Hochschule Kempten - University of Applied Sciences Germany	Supervision, Organisation Consulting and Coaching	MSc	2 years	To prepare professionals for work in the business/ social/education/culture sectors/human resource management, develop the competence of supervision and coaching, accenting the organisational level.
Oxford Brookes University Great Britain	Coaching and Mentoring	MSc	2 years	The programme has been devised with the objective of expanding knowledge and understanding of consulting within an organisation, developing research skills, which can be integrated in practice. The programme is practical and prepares consultants/supervisors, coaches, mentors and coaching psychologists, i.e. professionals, who work with personnel, managers and leaders in various organisations or provide their services to them.

UCD Michael Smurfit Graduate Business School Ireland	Management Consulting	MSc	2 years	The programme's objectives are to give students the opportunity to develop powerful theoretical and conceptual understanding of business management, its problems and opportunities, preparing competitive consultants for work in business and economics in the global management consulting sector.
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Table 1.10

Hochschule Kempten - University of Applied Sciences programme "Supervision, Organisation Consulting and Coaching" compared to the RISEBA professional Master's study programme "Management Psychology and Supervision"

	Hochschule Kempten - University of Applied Sciences	RISEBA "Management Psychology and Supervision"
Study objective	To prepare professionals for work in the business/ social/education/culture sectors/human resource management, and to develop the competence of supervision and coaching, accenting the organisational level.	To prepare highly qualified and competitive specialists in Latvia and abroad – supervisors/ consultants, who, after graduating, possess theoretical knowledge, practical skills and competence, in order to offer qualified supervision services/consult representatives of various professions, as well as to work successfully for both private and public sector organisations and business in accordance with his or her competences, undertaking responsibility for his or her work and fostering the development/growth of the organisation and its employees.

Study contents Modules	Leadership and Coaching; Team Development; Roles and Mission in Supervision; Social Business and Entrepreneurship; Organisation Analysis; Organisation Culture; Change Management; Practice in Psychosocial Prophylaxis; Stress and Over-exertion Prophylaxis; Health Management; Gender and Diversity; Project Management; Coaching and Supervision; Leadership and Entrepreneurship. Master's thesis.	Professional activity and supervision in theory: A Supervisor's Professional Activity and Ethics; Consulting and Supervision Theories; Contemporary Adult Learning Methods (Coaching, Mentoring, Facilitation). Professional activity and supervision in practice: Inter-vision as Professional Growth and Competence; Individual, Group and Team Supervision; Supervision Methods and Techniques, Coaching in Business, etc. Business strategy and models: Personnel, information and knowledge management: Contemporary Global Development Trends; Corporate Governance and Business Sustainability, etc. Sustainable Development and Leadership: Leadership Psychology and Organisation Behaviour; Contemporary Management and Organisation Psychology; Approaches used in Art to Organisation Management; Diversity Management and Psychology, etc. Research Methods within an Organisation: Research Logic and Methodology; Research within an Organisation Internship in an organisation. Master's thesis.
Study results	Consultants prepared for work in organisations; who are able to provide services within various organisations/fields.	The professional Master's study programme has been devised so that, after graduating from it, students possess theoretical knowledge, practical skills and competence, in order to offer the services of a qualified supervision/consultant's supervisor to representatives of various professions within organisations, understanding management and business processes supporting and consulting personnel, as a result increasing the efficiency of the organisation and its employees, fostering its development.
Faculty which implements the programme	Business Administration Faculty	Business Department
Final thesis	Master's thesis	Master's thesis

Table 1.11

A comparison between the Oxford Brookes University programme "Coaching and Mentoring" and the RISEBA professional Master's study programme "Management

Psychology and Supervision"

	Oxford Brookes University	RISEBA "Management Psychology and Supervision"
Study objective	<p>The programme has been devised with the objective of expanding knowledge and understanding of consulting within an organisation, developing research skills, which can be integrated in practice. The programme is practical and prepares consultants/supervisors, coaches, mentors and coaching psychologists, i.e. professionals, who work with personnel, managers and leaders in various organisations or provide their services to them.</p>	<p>To prepare highly qualified and competitive specialists in Latvia and abroad – supervisors/ consultants, who, after graduating, possess theoretical knowledge, practical skills and competence, in order to offer qualified supervision services/consult representatives of various professions, as well as to work successfully for both private and public sector organisations and business in accordance with his or her competences, undertaking responsibility for his or her work and fostering the development/growth of the organisation and its employees.</p>

Study contents Study modules/ courses	Teaching Methods; Adult Development; Coaching and Mentoring Internship; Psychological Perspectives; Coaching and Mentoring within Organisations; Management Theories; Positive Psychology; Internship in Supervision of a Supervisor; Research Methods; A Study of Coaching and Mentoring. Master's thesis.	Professional activity and supervision in theory: A Supervisor's Professional Activity and Ethics; Consulting and Supervision Theories; Contemporary Adult Learning Methods (Coaching, Mentoring, Facilitation). Professional activity and supervision in practice: Inter-vision as Professional Growth and Competence; Individual, Group and Team Supervision; Supervision Methods and Techniques, Coaching in Business, etc. Business strategy and models: Personnel, information and knowledge management: Contemporary Global Development Trends; Corporate Governance and Business Sustainability, etc. Sustainable Development and Leadership: Leadership Psychology and Organisation Behaviour; Contemporary Management and Organisation Psychology; Approaches used in Art to Organisation Management; Diversity Management and Psychology, etc. Research Methods within an Organisation: Research Logic and Methodology; Research within an Organisation Internship in an organisation. Master's thesis.
Study results	The programme is practical. It prepares consultants/supervisors, coaches, mentors and coaching psychologists, i.e. professionals, who work with personnel, managers and leaders in the private sector or public organisations, providing their services to them.	The professional Master's study programme has been devised so that, after graduating from it, students possess theoretical knowledge, practical skills and competence, in order to offer the services of a qualified supervision/consultant's supervisor to representatives of various professions within organisations, understanding management and business processes supporting and consulting personnel, as a result increasing the efficiency of the organisation and its employees, fostering its development.
Faculty which implements the programme	Business School	Business Department
Final thesis	Master's thesis	Master's thesis

Table 1.12

**A comparison between the UCD Michael Smurfit Graduate Business School programme
"Management Consulting " with the RISEBA professional Master's study programme
"Management Psychology and Supervision"**

	UCD Michael Smurfit Graduate Business School programme	RISEBA "Management Psychology and Supervision"
Study objective	The programme's objectives are to give students the opportunity to develop powerful theoretical and conceptual understanding of business management, its problems and opportunities, preparing competitive consultants for work in business and economics in the global management consulting sector.	To prepare highly qualified and competitive specialists in Latvia and abroad – supervisors/ consultants, who, after graduating, possess theoretical knowledge, practical skills and competence, in order to offer qualified supervision services/consult representatives of various professions, as well as to work successfully for both private and public sector organisations and business in accordance with his or her competences, undertaking responsibility for his or her work and fostering the development/growth of the organisation and its employees.
Study contents Modules/courses	Modules: Diagnostic Methods in Consulting; Strategy Management; Individual Consulting; Organisational Behaviour; Personnel and Change Management; Project Management. Negotiation Process Management; Gender, Equality and Differences; the Labour Law; Social Entrepreneurship; Intercultural Management, etc. Master's thesis	Professional activity and supervision in theory: A Supervisor's Professional Activity and Ethics; Consulting and Supervision Theories; Contemporary Adult Learning Methods (Coaching, Mentoring, Facilitation). Professional activity and supervision in practice: Inter-vision as Professional Growth and Competence; Individual, Group and Team Supervision; Supervision Methods and Techniques, Coaching in Business, etc. Business strategy and models: Personnel, information and knowledge management: Contemporary Global Development Trends; Corporate Governance and Business Sustainability, etc. Sustainable Development and Leadership: Leadership Psychology and Organisation Behaviour; Contemporary Management and Organisation Psychology; Approaches used in Art to Organisation Management; Diversity Management and Psychology, etc. Research Methods within an Organisation: Research Logic and Methodology; Research within an Organisation Internship in an organisation. Master's thesis.

Study results	Consultants are prepared for work within organisations oriented towards the corporate sector, who understand business processes and strategies, an organisation's behaviour and changes, and are able to provide solutions to problems within it.	The professional Master's study programme has been devised so that, after graduating from it, students possess theoretical knowledge, practical skills and competence, in order to offer the services of a qualified supervision/consultant's supervisor to representatives of various professions within organisations, understanding management and business processes supporting and consulting personnel, as a result increasing the efficiency of the organisation and its employees, fostering its development.
Faculty which implements the programme	Business School	Business Department
Final thesis	Master's thesis	Master's thesis

Conclusions regarding **comparison of study programmes:**

- All study programmes have similar objectives, which is to prepare professionals for a specific professional sector.
- All study programme are interdisciplinary.
- All study programmes have similar study contents and modules, incorporating knowledge in the field of business.
- Study programmes are practical, study results are similar in all study programmes, preparing consultants, coaches or supervisors. The attainable qualification differs.
- All study programmes are implemented by business faculties or business departments.
- The final thesis in all study programmes is the Master's thesis.

Doctoral studies

• Economic and Social Rationale

The overall objective of the doctoral study programme "Business Management" is to prepare doctors of science, researchers and specialists with the highest qualifications, making an important contribution to the development of business and businesses in both Latvia and Europe.

RISEBA has a functioning Promotion Council in Management and a council of professors from three universities (RISEBA, BA School of Business and Finance and Ventspils University College).

The programme is implemented in both Latvian and English, which makes it possible to attract foreign students.

The programme is geared towards the export of education, and its future development is also planned along these lines.

Foreign professors are also involved in the implementation of the programme. The study course "Contemporary Entrepreneurship Research" has been devised as a cycle of seminars given by foreign professors. These seminars are also attended by doctoral students from other Latvian universities (the RISEBA Doctoral study programme issues certificates complete with an assessment).

The programme's strengths are its compliance with the goals set by the EU and Latvia for business development, as well as efficient exchange of knowledge between the higher education and corporate sectors, as well as society.

Doctoral programme alumni are employed in senior positions in academia, public administration and business (alumni also work abroad). Some are employers themselves.

As a result of an increase in the average age of lecturers, there has also been a notable increase in the demand for highly qualified young doctors at universities.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes in Latvia**

The joint Doctoral study programme "Business Management" is Latvia's first joint Doctoral study programme (founded in 2006). During this period, in preparing new doctors of science, unique experience has been accrued running the joint programme.

The joint Doctoral programme "Business Management" is the only open-type programme in which experts from different countries are recruited as academic tutors and visiting professors. During the period from 2013 to 2018, 50 academic tutors were involved in the implementation of the programme from the following seven countries: Estonia, Latvia, Great Britain, Netherlands, Poland, Finland and Germany. Guest lectures and seminars were conducted by 20 visiting professors from 13 countries. For example, in 2019 seminars were conducted by professors from Denmark, Estonia, Canada, Russia, China, Great Britain, Poland, Finland, Switzerland and Sweden.

- **Analysis of the significance (uniqueness) of study programmes compared with other similar study programmes abroad**

In 2018, SSE students and RISEBA faculty members conducted a study whose objective was to determine the programme's advantages and strengths, compared with similar Doctoral programmes in the Nordic region (Denmark, Norway, Finland and Sweden). Study results testify to the fact that the joint Doctoral programme "Business Management" offers a unique form (sessions) of flexible organisation of studies, lectures are combined in one week sessions, and take place three times a year. In addition, doctoral students present their promotion theses at various developmental stages (in seminars for doctoral students, before the RISEBA Scientific Committee, and Joint Doctoral Studies Committee) remotely via Zoom or in a Skype video conference. Due to the fact that many doctoral students are employed in high level positions, this form of organising studies is particularly important, because it ensures an optimal study process, without disrupting their professional activity in their native country.

In contrast to programmes implemented in the other Baltic states, the programme stands apart, because all study courses in the theoretical part of the programme are focused on research.

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 strategic objective of RISEBA is to become an internationally recognised business, arts and technology university. To implement university's strategy in conformity with the formation and reform of the single European higher education system (according to the targets of Bologna

process), the following strategic development priorities have been defined:

1. Consolidation of the range of study programmes considering the current trends and future challenges.
2. Development of science.
3. Internationalization.
4. Development of academic personnel.
5. Better relations with alumni.
6. Development of lifelong learning.
7. Technically advanced, interdisciplinary teaching and learning-driven environment.
8. Strengthening university's brand.
9. Promoting social responsibility.

These priorities were identified according to university's mission, vision and values (see [here](#)). Pursuant to RISEBA strategy and priorities, specific strategic objectives and tasks and their deadlines have been defined, as well as responsible employees, and performance methodology and criteria.

The strategic objective of the direction is to dynamically develop RISEBA in the framework of the Latvian higher education system for its degrees and diplomas to be recognized in the European labour market and useful for continued education in other European countries.

As a private higher education institution, since its establishment RISEBA has focused on international activity, which is mostly related to internationalisation of students and members of the faculty creating a multicultural academic environment and ensuring experience that prepares students for various types and levels of career in the global labour market. By developing international cooperation and increasing the number of partner organisations RISEBA strengthens its capacity and performance.

All programmes of RISEBA management direction are devised in accordance with the principles of Bologna declaration.

Thus, by implementing academic programmes, business management is developed as a science, and interdisciplinarity is increased with such branches of science as economics, psychology, education, medicine, etc.

All programmes have interdisciplinary elements, however, the following programmes are especially interdisciplinary and extremely popular:

- Professional undergraduate programme "Business psychology"
- Professional master's programme "Management psychology and supervision"
- Professional master's programme "Health management"

Every year, the content of programmes of management direction is updated considering sectorial requirements and labour market needs by relying on information available in publications, homepages, etc. of various international academic and practical associations and organisations, for example, WHO (World Health Organisation), AOM (Academy of Management), SMS (Strategic Management Society), ABI (Academy of International Business), AOM (Academy of Management), SMS (Strategic Management Society), SHRM (Society of Human resource Management), PMI (Project Management Institution), etc. Faculty members of the management direction regularly participate in conferences organized by the aforementioned academic and professional associations, and the lessons learned are used for the improvement of study courses and programmes.

All programmes of the management direction were developed to satisfy the needs of society and economic growth. Topics of the following final theses can be provided as an example (2018-2019):

- Development strategy of private clinic "X", its assessment and improvement opportunities.
- Compliance with the European regulation on ensuring environmental accessibility and implementation of the universal design in public construction projects co-financed by the European Union (EU) funds in Latvia
- Management style, employee engagement and loyalty in the Sales and Customer Service of Bank "X"
- Professional stress of residents, burnout and supervision opportunities in developing coping strategies
- Supervision opportunities in increasing employee engagement and improving organisational factors at company "X"
- Idiosyncrasies of collaboration with clients and the need for supervision at company "X"
- Supervision and coaching as a means of teaching beauty care specialists to solve various issues and improve services
- Pricing policy for research systems of semiconductor detectors and nuclear electronics
- Impact of AI on business processes in international company "Elva"

All programmes entail study courses or elements covering the following aspects:

- Corporate social responsibility
- Development of morality and principles of ethics
- Personal development and career promotion
- Civil protection, environment and ecology

Alignment of programmes of RISEBA management direction with the needs of economy is confirmed by the large number of internships offered to students – there are more offers than students, who would like to and are prepared to accept them. The content of the course implementation is regularly reviewed and analysed by comparing with competitors, as well as improved considering the opinions of students and alumni, and recommendations of industry experts (at least once per semester a meeting of respective Programme Board is organised, which is attended by faculty members, industry representatives, students and alumni).

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.

Table 1.13

Analysis of the Management academic study field's strengths, weaknesses, opportunities and threats

STRENGTHS	WEAKNESSES
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<p>Quality:</p> <ul style="list-style-type: none"> • Internationally recognised quality – 2 programmes have EPAS accreditation. • Quality assurance system for optimisation of the running of the study process. <p>Contents:</p> <ul style="list-style-type: none"> • The contents of the programmes conform to the requirements of professional standards and are in accordance with the State professional education standard. • Programme contents meet market requirements. • The doctoral study programme has been devised in English and Latvian. • The study programme “Business Psychology” is unique. Competitors do not offer any equivalent to it. • There are 2 joint programmes – the Master’s programme “Health Management” and the doctoral programme “Business Management”. • There are 2 double-degree programmes – “European Business Studies” and “International Business”. <p>Faculty Members:</p> <ul style="list-style-type: none"> • Experienced and highly qualified with professional experience. • With a PhD 77.4 % • Research work is conducted in close connection with the problems and requirements of the practical business environment. • Many Management academic study field faculty members are Latvian Council of Sciences experts. • State Scientific Qualification Commission experts. • Foreign faculty members have been appointed to many academic positions. • State Scientific Qualification Commission experts. <p>Students:</p> <ul style="list-style-type: none"> • A large number of foreign students in the English and Russian language strands of the programme. <p>Study forms:</p> <ul style="list-style-type: none"> • Full-time and part-time study forms, including distance learning. • The opportunity for students to combine work with their studies. • Two study languages. <p>International connections:</p> <ul style="list-style-type: none"> • RISEBA has established cooperation ties to business universities in other countries and offers students the chance to study abroad. • ERASMUS+ study exchange options. • International internship options. • Our students have the opportunity to acquire a double-degree at foreign universities. • Large demand on the part of foreign students (from France) to obtain a RISEBA diploma. <p>Collaboration with employers:</p> <ul style="list-style-type: none"> • RISEBA has a long-standing and successful collaboration with employers in providing students with internship places. • Collaboration with professional associations and organisations. • Business incubator. • Active work in programme committees. <p>Technical-material provisioning:</p> <ul style="list-style-type: none"> • RISEBA has good technical-material IT provisioning for implementation of programmes in the business academic study field (specific software products, e.g. Moodle, DreamApply and Webropool). • The RISEBA Library is stocked with industry-specific literature and freely accessible EBSCO and ProQuest databases. • Creative Business Incubator. • A new student hotel for foreign students. <p>Tuition fees:</p> <ul style="list-style-type: none"> • Tuition fees are competitive compared to similar programmes at other universities. • High quality and price ratio. <p>Alumni:</p> <ul style="list-style-type: none"> • Large total number of Alumni (over 12,500). • Extensive career opportunities for alumni. 	<p>Quality:</p> <ul style="list-style-type: none"> • No state-financed budget places. • Limited optional choice course offering in individual study programmes. <p>Contents:</p> <ul style="list-style-type: none"> • In individual research study fields, the level of research papers of some academic staff members is not high enough. <p>Faculty Members:</p> <ul style="list-style-type: none"> • In individual cases, the teaching preparedness of faculty members is inadequate. • In individual cases, communication between faculty members and students is poor. • Low involvement of foreign faculty members in development of business programmes. • Intensive study process and large workloads for individual faculty members. <p>Students:</p> <ul style="list-style-type: none"> • Difficulties in involving students in scientific work. <p>Study forms:</p> <ul style="list-style-type: none"> • In the case of foreign lecturers – very intensive studies. <p>International connections:</p> <ul style="list-style-type: none"> • Insufficient marketing activities promoting individual programmes in the Latvian and overseas market. <p>Collaboration with employers:</p> <ul style="list-style-type: none"> • Insufficient involvement of Management academic study field alumni in the development of study programmes. <p>Technical-material provisioning:</p> <ul style="list-style-type: none"> • The use of MOODLE in individual courses is not interactive enough.
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OPPORTUNITIES

THREATS

Quality:

- Planned extension of international accreditation (EPAS).
- AACSB accreditation, wider recognition of the university.
- Improvement of the contents of study programmes in conformity with the latest trends in the domestic and international market.

Contents and form:

- Improvement of interdisciplinarity, actively implementing the RISEBA slogan "Business Meets Art", integrating art studies into business programmes;
- Upgrading of the study module system;
- Development of distance learning and mixed study forms;
- Development and improvement of listeners' courses, creation of new study courses.
- Devising a study programme in English.
- Creation of a new competitive study programme.

Students:

- Opportunity to involve pupils from Victoria Secondary School in RISEBA Bachelor's programmes, coordinating teaching programmes.
- Society's growing requirements for the continuation of education in each individual's professional growth.
- In Latvia, the desire among potential students to obtain a second and even third degree.
- Interest among potential students from the EU, CIS and other countries around the world in studying in Latvia.
- Multinational student groups and improved intercultural communication.
- Increasingly, alumni of RISEBA Bachelor's programmes are opting to continue their Master's level studies at RISEBA University.
- Opportunities to attract Further Education course listeners.

Faculty Members:

- Recruitment of new academic staff members and practitioners, including from the professional world;
- Interest among academic personnel from EU and CIS states in collaboration and participation therein.

Cooperation:

- Cooperation with Latvian general education schools under the auspices of the IKVD and RISEBA project.
- Interest in cooperation among entrepreneurs (including Project Laboratory studies).
- Improved cooperation with municipal and governmental bodies.
- Cooperation with domestic and foreign universities.
- Active use of the options provided by European programmes, including the ERASMUS exchange programme and ERASMUS+ programme for international cooperation.
- The creation of an alumni network opens up extensive cooperation opportunities with the professional world.
- Entry into new markets – in CIS, EU and other countries around the world.

Science and research:

- Use of cutting edge technologies in improvement of the study process and contents.
- Growing interest in society regarding science and research and the increasing prestige of higher education (Master's, Doctoral/doctorate degree).
- Understanding among professionals in the relevant sectors about the necessity for research education in order for a business to thrive in conditions of rapidly increasing competition, and their participation in the scientific activities of RISEBA through the publication of the *"Journal of Business Management"*.
- Entry of the data of RISEBA academic and scientific staff members to increase awareness of NSAIS.

Quality:

- Increased competition among the offerings of similar Bachelor's and professional Master's study programmes.
- Limited opportunities to compete with universities offering State-funded budget places.
- Prohibition on implementing study programmes in Russian.

Contents and form:

- Restrictions on a private university participating in certain types of international projects.

Students:

- Deterioration in the demographic situation resulting in a rapid decline in the number of students in Latvia.
- The national economic situation, which threatens funding for doctoral study programmes and science, as well as the financial status of students.
- Free study opportunities abroad.
- Emigration of potential students.
- The political situation nationally, including the policy regarding awarding of residency permits.
- Unfavourable emigration trends among the Latvian population – departure of talented and energetic people from Latvia.

Faculty Members:

- Individual faculty members have little motivation to improve their professional qualifications and to introduce new and innovative methods in teaching study courses and assessing study results.

Cooperation:

- Insufficient use of opportunities to collaborate with employers and professional associations, sometimes due to time constraints.

Science and research:

- Due to the economic situation, faculty members undertake too great an academic and administrative workload, leaving insufficient time for performance of serious studies and development of science.

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Elimination of Weaknesses

Identified weakness: Limited optional course offering in individual study programmes.

Elimination possibilities: new optional courses are created in each study programme according to the needs of the professional industry in the Latvian and international market, as well as taking into account the interests of students. The Bachelor's Programme in Business Management can be mentioned as an example, wherein the following new study courses have been created over the last three years: "Insurance"; "Diversity Management"; "Introduction to International Politics"; "Psychological Aspects of Group Management"; "Latvian Language"; in turn, the course "French Language" will be offered as an optional course during the next academic year, i.e., 2020/21. "Corporate Social Responsibility", "Adult Teaching Methods" and "Positive Psychology" can be mentioned as some of new optional courses within the framework of the Study Programme in Business Psychology, and the new optional course "Psychological Aspects of Professional Communication" is currently being developed at the request of students and will be implemented during the academic year 2020/21.

New optional courses related to personality growth, interdisciplinarity, diversity management, and implementation of innovations, such as "Conducting Negotiations and Conflict Resolution", "Diversity Management", "Art-Based Approaches to Organisation Management", "Project Manager's Personality Growth", "Strategic IT and Business Management", etc. are being developed within the framework of master programmes.

Within the framework of an optional course, the students of the Master's Programme in International Business have an opportunity to participate in the international virtual project MARGA (**MARKET GAME**) this summer. The European School of Management and Technology "ESMT Berlin" and the Publishing Group "Handelsblatt" offer business simulations under the management of international talents. MARGA business simulations reflect the interaction of the areas of economics and management, as well as make business possible to be learned on practice during the study process.

New optional courses in study programmes of all levels are highly often developed as an offer in response to the demand of professional industries, which has occurred as the result of rapid or unforeseen changes in the social life of the society, business, and economy. The current issue is the consequences caused by the COVID-19 pandemic in the country and across the world; hence, it is being analysed as to how matters related to this subject can be integrated in individual study courses or whether new optional courses should be created according to the level of a study programme and the specialisations obtained.

Identified weakness: In individual research study fields, the level of research papers of some academic staff members is not high enough.

Elimination possibilities: The number of research papers of academic staff members in high-level anthologies and journals have increased significantly over the recent years (see Annex 10). The management of RISEBA University supports the research work of faculty members in various ways.

During its meeting on 25.03.2020, the Senate adopted a decision on financial **support for the publication of the results of scientific research carried out by RISEBA faculty members:** A member of RISEBA faculty may be eligible for financial support, if he/she publishes the results of scientific research in highly quoted academic publications or has received the main prize in arts symposia, exhibitions, competitions or audiovisual festivals.

The amount of royalty is the following:

In the event a research paper is included in the Conference Proceedings and the Conference Proceedings are indexed in at least one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, a member of RISEBA faculty may apply for a gross royalty of **EUR 400 (four hundred euro)**;

In the event a faculty member receives any main prize at an art symposium, exhibition, competition, or audiovisual festival, the member of RISEBA faculty shall submit the acknowledgement of this fact and may apply for a gross royalty of **EUR 400 (four hundred euro)**;

In the event a research paper is published in a highly quoted academic journal included on the **current** ABS List of Journals (the journal is included in the **Association of Business Schools Academic Journal Guide - ABS List**) with the journal rating **1** and the journal is indexed in at least one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, or a member of RISEBA faculty has another research paper published in one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, the faculty member may apply for a gross royalty of **EUR 1,000 (one thousand euro)**;

In the event a research paper is published in a highly quoted academic journal included on the **current** ABS or ABDC List of Journals (the journal is included in the **Association of Business Schools Academic Journal Guide - ABS List** or **Association of Business Deans Council - ABDC List of Journals**) with the journal rating **2** (ABS List) or **C** (ABDC List) and the journal is indexed in at least one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, a member of RISEBA faculty may apply for a gross royalty of **EUR 2,000 (two thousand euro)**;

In the event a research paper is published in a highly quoted academic journal included on the **current** ABS or ABDC List of Journals with the journal rating **3** (ABS List) or **B** (ABDC List) and the journal is indexed in at least one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, a member of RISEBA faculty may apply for a gross royalty of **EUR 3,000 (three thousand euro)**;

In the event a research paper is published in a highly quoted academic journal included on the **current** ABS or ABDC List of Journals with the journal rating **4 or 4*** (ABS List) or **A or A*** (ABDC List) and the journal is indexed in at least one of scientific databases *Web of Science*, *SCOPUS*, *ERIH*, *ELSEVIER*, a member of RISEBA faculty may apply for a gross royalty of **EUR 4,000 (four thousand euro)**;

Identified weakness: In individual cases, the teaching preparedness of faculty members and communication between faculty members and students is poor.

Elimination possibilities: A uniform procedure has been developed at RISEBA University for ensuring the qualification and quality assurance of the work of academic staff, which is also fully applicable to the Management academic study field (see p.3.5. of the Management Academic Study Field Self-assessment Report).

Identified weakness: Low involvement of foreign faculty members in the development of business programmes.

Elimination possibilities: The involvement of foreign faculty members in the development of business programmes has increased; out of 30 academic staff members elected to the Business Department, 3 are foreign lecturers with a doctoral degree: John Dobson (UK) — elected in 2017; Emil Velinov (Czech Republic) — elected in 2018; Fahri Akdemir (Germany) — elected in 2020. Faculty members from the Economics Department and visiting faculty members are involved in teaching individual study courses.

Identified weakness: Intensive study process and large workloads for individual faculty members.

Elimination possibilities: The workload of faculty members is balanced by semesters, as well as by day and evening studies to the extent possible. Due to the absence of the Russian strand at the university since the autumn semester of 2019, the workload of faculty members has decreased and no complaints have been received from assistant professors regarding their overload.

Identified weakness: Insufficient involvement of Management academic study field alumni in the development of study programmes.

Elimination possibilities: Alumni are highly actively involved in the development of study programmes in the following ways:

1. Participation in Study Programme Committees.
2. Participation in Career Days.
3. Ensuring places of internship for students at their companies and providing feedback afterwards.
4. Participating in the committees on the assessment of final theses. For instance, an alumna of the Master's Programme Sandra Rasa Rudzīte graduated from RISEBA University in 2018 and has been participating in the committee on the defence of master theses as an employer since 2019.
5. Managing public seminars at RISEBA University. The online seminar "Micromobility in Riga — Who Should be Changed?" conducted by the Assistant Professor of the Business Department Valters Bolevics on 29.04.2020 and available virtually in social networks can be mentioned as an example.

Identified weakness: The use of MOODLE in individual courses is not interactive enough.

Elimination possibilities: Requirements have been developed and approved by the Methodological Council for the learning and methodological materials in distance learning study courses. In full-time studies, as well as intramural and extramural part-time studies, the said requirements are of advisory nature, yet serve as highly good guidelines for the use of MOODLE and the improvement of interactivity.

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.

Organisation of study programmes included in the direction for both students and academic personnel is regulated by RISEBA study by-laws and procedural rules.

The main study by-laws and procedures that regulate the organisation of studies, the teaching process and students' creative and research work, as well as other activities are showcased on the <https://e.riseba.lv/?lang=en>

Development of the "Management, administration and real estate management" study direction and study programme is overseen and upgraded by the RISEBA Business Department, RISEBA Study Programme Board and the programme director, the Business and Economics Faculty, the RISEBA Methodological Council and the RISEBA Senate. A curator is also designated for each group

of students, as well as a group senior, whose tasks it is to offer support in resolving various problematic issues.

Operational organisational and planning work is performed by the university's programme administrators and the Study Department.

The structural scheme for governance of the study programme is enclosed in **Annex 6**.

The quality of the study process is ensured international quality management measures, setting certain requirements for both academic personnel and the results of students' study work.

The programme director regularly organises student group meetings, as well as meetings with the senior representatives of student groups to hear their opinions about the current problems during the course of studies. The spheres of responsibility of RISEBA's decision making bodies and structural units are shown in Table 1.2.

The development of the study direction "Economics" and study programme are overseen and upgraded

Table 1.2.

Spheres of responsibility of decision making bodies and structural units overseeing the development of the study direction "Management, administration and real estate management" and study programmes

RISEBA structural unit/responsible official	Task
RISEBA Senate	Approves documents, which regulate the realms of academic and scientific activity at RISEBA
Business Department, Economics and Finance Department	Under the auspices of the direction, the establishment of new study programmes is initiated, new programmes are devised and existing ones are upgraded, market research into new programmes is conducted, and quality of teaching is ensured
Programme directors	Organisation and development of the everyday activity of the study direction and study programme, guaranteeing the quality of the teaching process, management of programme licensing and accreditation processes
Programme Boards	Oversight of the study programme's strategic planning implementation (decisions are a recommendatory nature)
Research groups	Initiate and engage students in the performance of research work
Lifelong Learning Centre	In collaboration with the relevant department, conducts market research into new programmes, initiates organisation of various events under the auspices of the direction/programme, and engages students in various types of activities

Distance Learning Section	Manages the implementation of three Bachelor's and one Master's business direction programme in distance learning form.
External Relations Department	Fostering cooperation with other educational institutions in Latvia and abroad (among students and faculty members), engagement of foreign lecturers in the teaching process, and organisation of student exchanges
Study Department	Organisation of the teaching process and engagement of foreign lecturers in the teaching process
Project Department	Informing RISEBA academic and administrative personnel and students about project opportunities, promoting performance of scientific research, using European and State support capabilities and ensuring students' mastery of practical skills in project management.
Creative Business Incubator	Encourage and support RISEBA students in the development of business ideas, devising of projects and commencement of entrepreneurial activity. Organisation of guest lectures and experience exchange events.
Student Council	The Student Council at RISEBA ensures the implementation of democratic principles in the running of the university. The Student Council functions as a bridge between students and the university's administration. The RISEBA Student Council is made up of university students, who organise the school's activities and student life. Represents the interests of students on Programme Boards.

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.

RISEBA has devised a system and introduced logical and effective procedures for admitting students, recognition of the study period, professional experience, previously attained formal and information education and assessment of students' accomplishments and study results.

Admission requirements are regulated by the [Admission rules](#), which are approved every year at a RISEBA Senate meeting. Admission rules have been drawn up in accordance with Section 46 of the Law on Higher Education Institutions, Cabinet Regulations No.846 of 10 October 2006 "Regulations regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" and the RISEBA University Study by-law.

Admission requirements stipulated in RISEBA University's Admission Regulations and the corresponding selection of applicants conform to the procedures stipulated in laws and regulations and are adequate and suitable for each and every admitted student to be able to achieve the

expected results of the study programme.

To study at RISEBA, a document recognized and certified in Latvia confirming secondary or higher education, or studies in another university shall be presented, and Admission Regulations shall be met. Citizens of Latvia and other countries have equal rights to study at and receive services of RISEBA University in the Republic of Latvia.

Application for the programme takes place, using the e-service "uniform application for basic study programmes" (VUPP) on the portal: www.latvija.lv/studijas. Application for basic study programme outside the VUPP competition is implemented by completing an electronic application at: riseba.dreamapply.com.

Since 2018/2019, for the admission of students from Latvia, RISEBA also uses the DreamApply platform, which was previously used for several years for the admission of foreign students and has turned out to be effective, making it possible to unify the admission process for domestic and foreign students, and offering user-friendly settings for candidates in all categories and simplifying the academic process (<https://riseba.dreamapply.com/>).

The system is modelled on the Hansa system used at RISEBA, which allows the university's administration to keep track of the number of enrolled students and alumni during the admission and the study period.

Every year, in the form of full-time studies, discounts are available – one study place provides a tuition fee discount of 100% (taking into account the average grade in profiling study subjects in the Management's direction Bachelor's study programme: English Language, Latvian Language and Literature (except for those who have obtained their education abroad), Data Processing, Mathematics (or average grade from Algebra + Geometry) centralized examination results in Latvian and English). The competition result is calculated according to the formula: $\text{Assessment} = (\text{CE in Latvian} \times 0.5 + \text{CE in English} \times 0.5) / 10$;

Tuition fee discounts are reviewed every semester according to a rotation procedure, in addition to which over 15 other types of tuition fee discounts are available, in order to facilitate the admission of students to the study programme.

The procedure for the recognition of the study period, professional experience and previously attained formal and informal education at RISEBA is regulated by the "By-law regarding Recognition of Study Results Attained during Prior Education or Professional Experience".

A person, who desires recognition of his or her study results obtained in the course of prior education or professional education, shall submit an application to the RISEBA programme director regarding recognition of the attained study results, together with corroborating documents. The decision regarding the recognition of results will be made by a commission convened by RISEBA, which operates in accordance with LR laws and regulations and EU recommendations.

The by-law "Preparation of the Study Course Comparison Protocol and Individual Study Plan" provides for a comparison of study courses in study programmes previously attained by the candidate or student with the study courses in the desired study programme.

Recognition of previously completed study courses or education is provided for in the following cases:

1. When a person recommences studies after exmatriculation (expulsion) at RISEBA University;
2. When a student recommences his or her studies after a study break;
3. In the case of a student changing his or her study programme, qualification, form and language at RISEBA University;

4. In the case of a student returning from ERASMUS + Double degree programmes (at the People's Friendship University of Russia in Moscow);
5. In the case of a person switching from another higher education institution or upon commencing studies after attaining another higher education. A cooperation agreement has been signed with Alberta College and the Latvian Culture College regarding the admission of students to the 2nd year of the Bachelor's study programme "Public Relations and Advertising Management" after graduation from corresponding programmes (in public relations or advertising) at the aforementioned colleges;
6. Students who have completed study courses at another higher education institution.

Previously attained study courses are compared with the desired study programme in terms of content and workload (attained CP). Study courses are passed if their workload in CP in comparable study programmes is identical or else the number of CP in the previously attained subject was bigger.

All study programmes of the management direction are very wide and have a flexible study period, professional experience, previously acquired formal and non-formal education recognition opportunities, using an individual approach to each student and providing methodological, pedagogical and psychological support.

An example is the preparation of a study course comparison protocol and individual study plan in the bachelor's study programmes "Business Management", "Business Psychology" and "European Business Studies" in two cases: external or internal transfer of students from one study programme or form to another:

1. External – if a student transfers to RISEBA from another higher education institution or starts studies after obtaining another higher education, as well as students from ERASMUS + exchange programmes;
2. Internal – if a RISEBA student:
 - a. Changes a programme, study form, language;
 - b. Resumes his/her studies after a study break;
 - c. Resumes studies after exmatriculation.

Very often students from the BA School of Business and Finance, Riga Technical University, Riga Stradiņš University, Latvian Maritime Academy, School of Economics and Culture, etc. transfer to RISEBA bachelor's study programmes. We have an agreement with the professional technical high school "Viktorija", the College of Business Administration, Alberta College, etc. colleges for the admission of their graduates to the second or third year, depending on the achieved study results and the form of studies. Internal transition usually takes place from one bachelor's study programme to another or from one form of study to another.

Recognition of competences attained in the course of professional experience is applied most frequently to students in master's study programmes.

The by-law "Regarding recognition of competences attained outside formal education or through professional experience and study results attained during previous education" stipulate the procedures and criteria for recognising knowledge, skills and competences attained outside formal education, or study results attained during previous education, as well as defining the conditions for formation of committees and their rights and duties.

Recognition of competences attained in the course of professional experience is applied most frequently to students in Master's study programs:

1. Knowledge, skills and competences obtained in the course of professional experience can be

equated for persons with a previous non-profiling education or academic education can be compared, if the results have been attained in field of professional activity that corresponds to the study programme's thematic realm, and the internships provided for in the programme have been passed;

2. Knowledge, skills and competences obtained in the course of professional experience can be equated for persons with a previous non-profiling education can be compared, if the results have been attained in field of professional activity that corresponds to the study programme's thematic realm, and the study courses provided for in the introductory module have been passed.

Electronic link to the internal enrollment regulations, "Admission Rules", which sets out student admission procedures and requirements is [here](#).

Electronic link to the internal regulation that governs recognition procedures "Regulations on the Recognition of Learning outcomes achieved through Prior Education or Professional Experience" is [here](#).

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.

Fulfilment of study accomplishments and study results takes place **based on student-oriented educational principles, in conformity with the Law on Higher Education Institutions and RISEBA University's internal procedural rules.** During the study process, the methods provided correspond to students' requirements, all-round learning and the assessment of study results. The accomplishments of students and study results are assessed through practical classes, seminars, control work, independent study work, discussions, masterclasses, skill development exercises, excursions and other tests, as well as in various social university activities. Studies are based on individual work of students, at the same time providing lecturer leadership and support – each study course description specifies students' independent workload and content, as well as its assessment methods. Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of internships and Master's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA's uniform assessment system. The assessment system used at RISEBA was devised in accordance with LR Cabinet Regulations No.512 of 26 August 2014 "Regulations regarding the Level Two Professional Higher Education State Standard":

- transparent assessment principle - in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, the university has stipulated a set of requirements for the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study

course, that is for mastering all the programme's contents respectively. A student can only defend the Master Thesis after he or she has mastered all the programme's contents.

- possible assessment review principle - the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study By-law that is approved by the Senate stipulates that if the student wants to improve his or her final grade, he or she must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme.

In his or her study course, each faculty member regularly tests the students' knowledge, skills and competences using test types specified in the course programmes and description. Test requirements depend on the specifics of each study course and its organisational process. At RISEBA, exams are both oral and written. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. **Study results are assessed not only by the relevant faculty member or commission, but also using the self-assessment of students' study results and mutual assessment.** A commission assesses the content and quality of course work, applied research and internship reports, as well as the presentation skills of students.

Upon the commencement of each course, the relevant faculty member informs students about assessment requirements, using the assessment system set by RISEBA University.

A course is considered to have been successfully completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended. RISEBA study and knowledge, skills and competence assessment methods are objective and are applied consistently.

The scope and contents of any test of study results **conform to each study programme's mapping results**, in accordance with the contents of the relevant study course, knowledge, skill and competence requirements stipulated in the Professional Standard, in conformity with European Qualification Framework (EQF) and Latvian Qualification Framework (LQF) levels.

Study results are graded against two indicators:

- qualitative assessment in percentage terms and a final grade on a 10 point system (see table)
- quantitative - number of credit points depending on the scope and importance of a study course.

Quality of students' knowledge, skills and competences - examination, control work, course work and other test results are assessed in percentage terms, in accordance with the criteria approved by the Methodological Council and afterwards the final assessment is given with a grade in a 10 point system, based on the requirements of the Republic of Latvia's Ministry of Education and Science.

Proficiency level	Assessment %	Grade	Explanation	Approximate ECTS grade	Assessment criteria: knowledge, skills, competences
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Very high	96-100	10	With distinction With distinction	A	Exceeds the study programme's requirements, testifies to independent research work, and deep understanding of problems.
	90-95	9	Excellent Excellent	A	The study programme's requirements have been attained in full, with the attainment of the skill of being able to use acquired knowledge independently
High	80-89	8	Very good Very good	B	The study programme's requirements have been attained in full, but sometimes there is a lack of deeper understanding and the ability to independently apply knowledge to more complex issues
	70-79	7	Good Good	C	The study programme's requirements have been attained, but at the same time, individual less important shortcomings have been ascertained in the attainment of knowledge
Average	60-69	6	Almost good Almost good	D	The study programme's requirements have been attained, but at the same time an insufficiently deep understanding of individual bigger problems has been ascertained
	50-59	5	Satisfactory Satisfactory	E	The study programme's requirements have been attained, although an insufficiently deep understanding of various important problems has been ascertained
	40-49	4	Almost satisfactory Almost satisfactory	E/FX	The study programme's requirements have been attained, but an insufficiently deep understanding of various important problems has been ascertained along with difficulties in making practical use of the knowledge acquired

Low	26-39	3	Bad Bad	Fail	Superficial knowledge of the study course's most important problems has been attained, but unable to put this to practical use
	10-25	2	Very bad Very bad	Fail	Superficial knowledge of the study course's most important problems has been attained, but there is a complete lack of understanding in relation to other more important problems
	1-9	1	Very, very bad Very, very bad	Fail	No understanding of the study course's basic problems.

The number of required credit points is indicated on the student's card. To determine, if the scope of students' outputs is in line with the plan, a quantitative evaluation is carried out every semester and every academic year in credit points – 1 credit point equals 40 hours.

Students' **accomplishments are also assessed outside teaching class activities**, through participation in RISEBA University's social events and students' academic conferences. For accomplishments in the referred to field, students receive verbal recognition, cash prizes awarded by cooperation partners, as well as nominations ("Student of the Year", "Event of the Year", etc.) in the "Gold Awards", the final event of the year organised by the university on an annual basis.

Students' study accomplishments in the form of distance learning are assessed in conformity with the aforementioned principles and procedures, using the RISEBA information system "e.riseba", where study materials and instructions for work with "e.riseba" are posted. Distance learning students study remotely, mastering teaching subject matter independently, doing control work, tests and examinations in accordance with study plans, and, if necessary, contacting lecturers and study administrators electronically. Consultations with faculty members take place online in the form of an active exchange of ideas and experience, which deepens understanding and helps to resolve ambiguous issues, including regarding assessment of study results.

In each study course, distance learning students receive specially created electronic study materials, which contain all the necessary information for taking the course in the form of text, video lectures, practical assignments, self-control questions and recommended literature. Self-control tests and control assignments are intended for students to be able to self-test and reinforce their knowledge, skills and competences. Control work, tests and examinations are taken by students electronically, in accordance with the study plan.

In distance learning, studies take place cyclically – students receive assignments, send lecturers their answers, receive grades and comments, after which questions arise which the faculty member answers and sends a new assignment with comments.

During the assessment of study results, regular communication takes place between students, faculty members and the Distance Learning Department's administration in the form of e-mails, discussion forums and other activities. All the tests and their assessments are registered and students are provided with a feedback loop regarding the quality of the work done, in addition to which comments and proposals are made.

Concluding examination – presentation of Bachelor's or Master's theses takes place in person.

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.

Compliance with the principle of academic integrity is regulated by the Academic Integrity Code developed by RISEBA, Plagiarism By-Law and Ethics Code (see electronic link to documents).

The university's academic integrity policy means an undertaking to observe the values of honesty, ethics and fairness, which foster the attainment of the academic, personal and professional accomplishments of faculty members and students. Academic integrity is an integral element of activity of university's faculty and students in the academic environment and a link between the academic environment and a long-term professional and academic career. The main **objective** of academic integrity is to foster an honest academic culture at the university, not unmasking the academic violations of faculty members and students.

Compliance with the code of academic integrity must be fostered by the whole university staff, including all faculty members, visiting faculty and faculty employees, study programme administrators, deans and the school's management.

RISEBA University of Business, Arts and Technology has stipulated the principles of academic integrity listed below as the core rules of the Academic Integrity Code:

- Objectivity;
- Fairness;
- Responsibility;
- Scientificity;
- Openness, mutual respect and trust.

The by-law regarding plagiarism stipulates the procedure according to which plagiarism is identified in the written work of RISEBA students and lecturers, as well as the sanctions to be applied in the event of plagiarism. Since 2013 RISEBA has a uniform computerised plagiarism control system, where each member of academic personnel can check students' written work throughout the academic years with the help of the IT Department among the databases of 14 Latvian universities. Likewise, all RISEBA final theses are checked for plagiarism before their presentation by students, when students have a duty to submit the ready final thesis to the IT Department in electronic format.

RISEBA's Ethics Code is based on the concept of academic integrity and the Latvian Researcher's Code of Ethics. The objective of the Ethics Code of RISEBA students, faculty members and employees is to foster an honest and fair environment at the university, forming a favourable, open and responsible RISEBA community that is based on RISEBA values.

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.

“European Business Studies”

- [In Latvian](#)
- [In English](#)

“Business Management”

- [In Latvian](#)
- [In English](#)

“Business Psychology”

- [In Latvian](#)
- [In English](#)

“International Business”

- [In Latvian](#)
- [In English](#)

“Human Resource Management”

- [In Latvian](#)
- [Angļu valodā](#)

“Project Management”

- [In Latvian](#)
- [In English](#)

“Strategic Business Management”

- [In Latvian](#)
- [In English](#)

“Business Management”

- [In Latvian](#)
- [In English](#)

“Management Psychology and Supervision”

- [In Latvian](#)
- [In English](#)

“Health Management”

- [In Latvian](#)
- [In English](#)

Doctoral study programme “Business Management”

- [In Latvian](#)
- [In English](#)

Information in the contents of the RISEBA homepage is reviewed and, if necessary, revised before each admission, even in cases where significant activities have taken place in programmes. The person responsible for the contents of information in the programme’s homepage is – the programme director, while the person responsible making placement of information possible

technically is – a RISEBA Marketing and Communication Department employee.

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 goal of RISEBA Quality Assurance system is to ensure that internal communication takes place in an organized manner, powers, responsibilities and actions of employees are clearly defined, including in case of problems or concerns expressed by students, that the quality of students' services is improved and that specific goals and objectives of RISEBA are achieved to increase the general quality of studies and ensure their continuity. An efficient quality assurance system allows the university to find problems and their cause in the study processes, as well as to take corrective action.

Along clearly defined RISEBA quality assurance principles outlined in [RISEBA quality policy](#) and quality management system manual, the internal quality of the academic direction is also achieved by means of the below quality assurance system (see Figure 2.1).

The academic direction and its study programmes are managed by means of the following processes:

- Programme management and content
- Programme implementation
- Programme results

Programme Director who is subordinated to the Head of the Department and the Dean of the faculty is responsible for the quality of the programme, its management and implementation by achieving the expected results and ensuring top quality by means of the predefined tools listed in Figure 2.1 and described below.

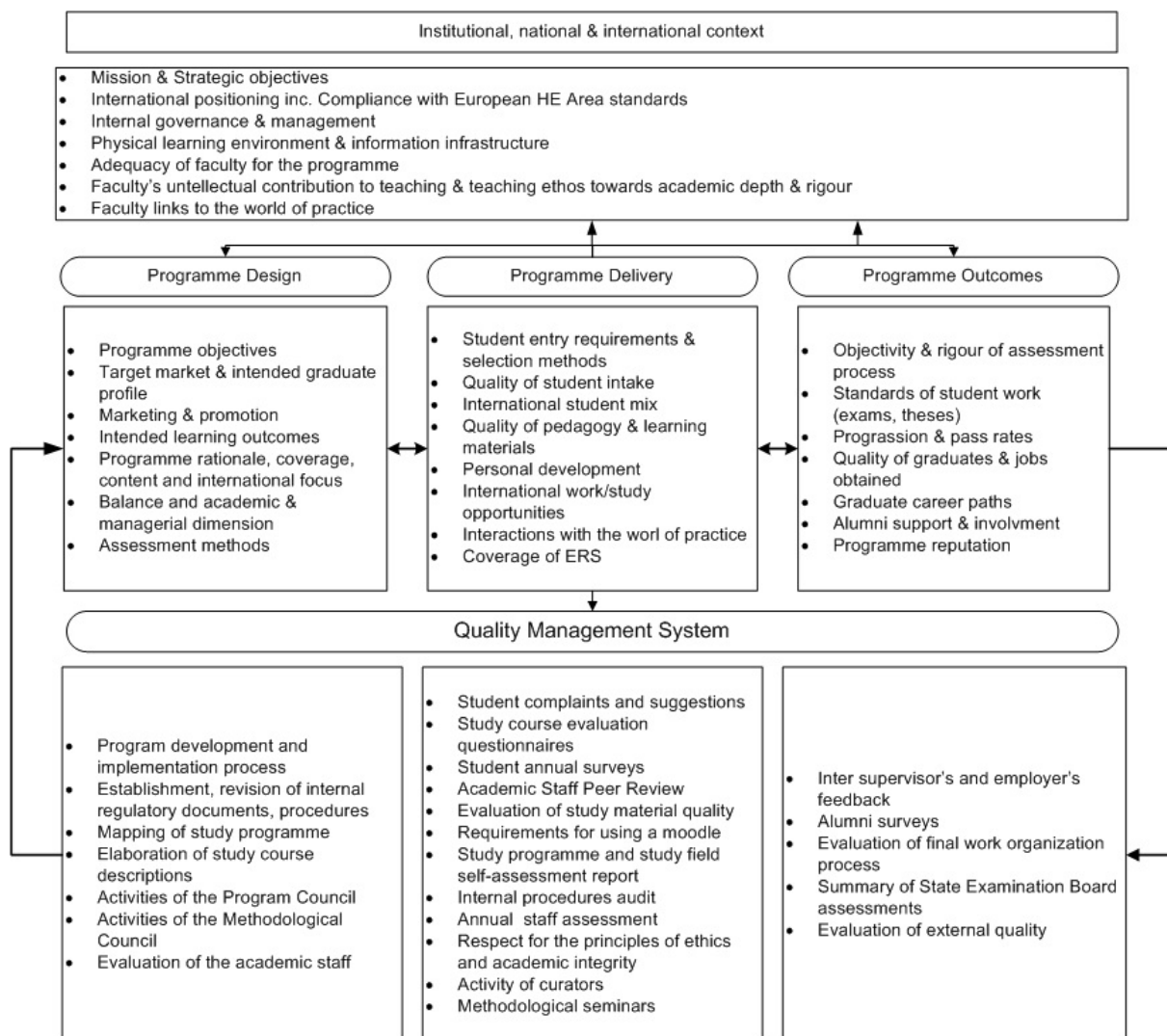


Figure 2.1. Quality management system of the academic direction

The following indicators are considered the key performance criteria:

Programme management and content

• Development and implementation of the programme

For new study programmes to fit into the general strategy of the university, a unified procedure regulating the development and changes in the programme is applied. RISEBA has “[Regulations on developing, amending and terminating study programmes](#)”. The processes of a study programme should comply with the “[Study Regulations](#)”.

• Drafting and review of internal regulatory documents and procedures

To establish a unified procedure for drafting, approving and distributing regulatory documents of the university, it has an approved “[Document management procedure](#)” that allows the entire personnel to handle all documents according to a clear and understandable procedure.

• Mapping the study programme

The university has determined that each study programme should be mapped showing how its goals and academic results comply with the occupational standard and the EQF/NQF levels.

“[Methodological guidance for mapping of study programmes](#)” is an auxiliary material for programme directors to ensure successful mapping.

• Drafting course descriptions

Together with the head of the respective department, the Programme Director is responsible for the quality of content of each study course, and the implementation and development of a study programme. Each study course of a study programme should have a course description approved by the Programme Director and the head of the Department. The member of the academic staff that delivers a specific study course should prepare its description aligning the content and assessment criteria of the course with the goals and expected academic results of a study programme and receive an approval from the Programme Director and the head of the department. According to the [“Updating process for course description”](#), the course descriptions should be kept and made available in the Moodle system. The academic staff should inform students about the course description, expected academic results and assessment criteria during the first class.

- **Study Programme Council**

To ensure the quality and monitoring of all study programmes, meetings of Study Programme Councils take place on regular basis (see Figure 2.2) during which programme directors, academic staff, students, graduates and employers evaluate respective programmes. Opinions of all stakeholders are taken into account to facilitate the development of study programmes according to the requirements of sectoral experts and labour markets, and opinions of students and experiences of alumni while starting or continuing their professional development. [“Regulation of the Study Programme Council”](#) regulates how the respective councils operate.

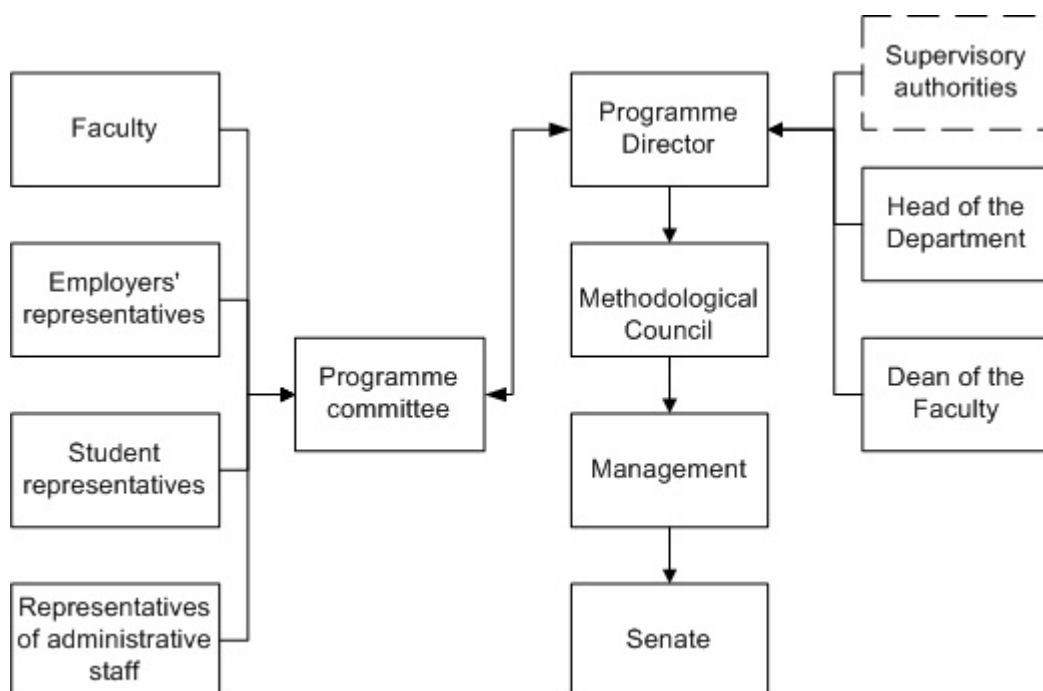


Figure 2.2.

Management structure of a study programme

- **Methodological Council**

As a collegiate body, the Methodological Council of RISEBA plays an important role in decision making process concerning studies and adopts various normative documents that may affect programme management and the organization of study processes. Methodological Council consists of representatives of the respective study programme and administration, and its proceedings are regulated by the [“Regulation on Methodological Council”](#).

- **Assessment of academic personnel**

According to the procedure applicable in the Republic of Latvia, the academic staff should be re-elected every 6 years in an open competition that facilitates maintenance of high scientific,

pedagogical and organizational proficiency and continuous improvement of performance quality. Re-election of the academic staff to academic positions should take place pursuant to the Law on Higher Education Institutions and other laws of the Republic of Latvia, and RISEBA [“Regulation on election to academic positions”](#) and [“Academic personnel policy”](#). Re-election motivates the academic staff to maintain high quality performance and allows the administration to carry out targeted renewal of academic staff and its quality improvement by inviting new and promising members of academic staff.

Programme implementation

- **Complaints and proposals of students**

RISEBA has a [“Procedure for review of complaints and proposals”](#) that applies to students and employees of RISEBA and other stakeholders. This procedure applies to complaints and proposals related to the quality of services offered by the university, quality of its academic processes, technical infrastructure and teaching aids, as well as unethical or dishonest conduct by students, academic staff or administrative personnel.

- **Questionnaires for assessment of study courses and annual surveys of students**

The Questionnaires for assessment of study courses and annual surveys of students are a mandatory quality assessment tool at RISEBA. The respective processes are regulated by the [“Surveying procedure”](#). For surveying procedure see Section 2.2 on feedback mechanisms.

- **Peer evaluation of teaching**

Faculties of RISEBA are invited to implement innovative approaches to teaching. Before a decision is made concerning suitability of an approach, all new methods are assessed by means of student questionnaires and a professional inspection: peer evaluation of teaching. Annual inspection of quality during classes is ensured by the head of the respective department or other members of the academic staff by means of peer evaluation of teaching. Peer evaluation of teaching system provides the exchange of experiences and information among the academic staff to improve the quality of academic processes. RISEBA has an approved [“Peer evaluation of teaching procedure”](#).

- **Quality assessment of study materials and use of Moodle**

Quality assessment of study materials and use of the Moodle entails verification of the quality of study materials (both content wise and form wise) that is performed by administrators and directors of study programmes and heads of departments according to the approved regulations [“Basic requirements for learning and methodological materials of study courses”](#). Compliance of distance learning materials with the specific requirements of this form of studies is checked by administrators of the distance learning unit.

- **Self-assessment report of the study programme and academic direction**

The annual self-assessment report of the study programme is an important programme review tool that demonstrates the achievements of the academic year, identifies the strengths and weaknesses of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development. The assessment procedure is described in the [“Regulation on preparation of a self-assessment report for an academic direction”](#).

- **Audit of internal procedures**

To monitor the organisation and implementation of a study programme, determine the strengths and weaknesses of a quality system, assess the efficiency and performance of processes, identify

the required documentation and any non-compliances thereof, an audit of internal procedures is carried out which is regulated by the [“Internal quality audit procedure”](#).

- **Annual assessment of employee competences**

To perform a quality review and facilitate scientific, pedagogical, artistic and organizational development of the academic staff, an annual performance review is carried out pursuant to the approved [“Performance management system”](#), [“Competence model”](#) and [“Academic personnel policy”](#). Each member of the academic staff completes a self-assessment report followed by a worksheet and a discussion with the head of the respective department about the achieved results. As results of student surveys is one of the performance criteria for assessing the academic staff that is linked with the remuneration system, each member of the faculty is motivated to receive outstanding student feedback and assessment to further improve his/her course.

- **Compliance with principles of ethics and academic honesty**

RISEBA finds not only the scientific and pedagogical activities of its faculty important, but also ethical aspects of their conduct. RISEBA is a part of the PRME initiative (Principles for Responsible Management Education), and applies these principles to its policy for academic personnel. RISEBA has adopted and is guided by a [“Code of Ethics”](#), and has an Ethics Committee that reviews possible violations of the principles of ethics and makes respective decisions. Special attention is paid to ensuring that in its pedagogical and scientific activities the academic personnel is guided by principles of anti-plagiarism. The [“Code of Academic Integrity”](#) and [“Regulation on plagiarisms”](#) have been prepared.

- **Curators**

To promote student awareness of processes taking place at the university, as well as their engagement and team-building, a curator is appointed for each group of a study programme and acts according to the adopted [“Curator procedure”](#).

- **Methodological seminars**

To ensure pedagogical development, the university organises monthly thematic methodological seminars that are devoted to learning processes, new teaching methods, pedagogy, diversity management and other topical issues.

- **Mobility of students**

To facilitate internationalization of students, the university motivates students and staff to participate in exchange programmes. The mobility procedure is regulated by the [“Procedure for ERASMUS+ mobility at RISEBA”](#).

Programme results

- **Surveys of internship organisations, employers, and alumni, and assessment of the thesis process**

Surveys of internship organisations, employers, and alumni, and assessment of the thesis process is a mandatory quality assessment tool at RISEBA. Surveys are regulated by the [“Surveying procedure”](#), [“Internship regulation”](#) and [“Regulation on final tests and examinations”](#). For surveying procedure see Section 2.2 on feedback mechanisms.

- **Summary of evaluations by the State Examination Commission**

After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of bachelor’s and master’s thesis topics and

their alignment with the study programme, reporting the most common errors and assessing the general quality of defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content. The submission of the said assessment is regulated by the [“Regulation on final tests and examinations”](#).

- **External quality assessment**

In addition to the accreditation procedure laid down in the legislation of the Republic of Latvia, RISEBA has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN).

The following key **quality indicators** that are grouped into 6 groups are used for the assessment of university's results: teaching, research, innovation, internationalization, competitiveness of graduates, and resources that are currently being developed in more detail and implemented.

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.

Development of new study programmes

Development, approval, amendments and termination of new study programmes at RISEBA are regulated by the [“Regulation on developing, amending and terminating study programmes”](#) (18.04.2018), prepared pursuant to the legislation of the Republic of Latvia and AIC (Academic Information Centre) guidelines “Guidelines on preparation of descriptions of study programmes”.

The Development of study programmes consists of three stages:

1. The Idea of the study programme and its feasibility study
2. Preparation of a description of a study programme
3. Preparation of documentation and submission to assessment bodies

Stage 1: development and feasibility study of an idea for a study programme

An employee of an academic or a scientific unit may develop a study programme (hereinafter, the initiator). Before a new programme is forwarded for assessment, the initiator should prepare substantial argumentation demonstrating, why a new study programme is needed at the **Business Department of RISEBA**, namely, he/she should indicate the goal of the programme, its expected results, information about the target group, and analyses of the main competitors, etc. The department provides the programme initiator with the comments, if necessary. When a recommendation from the respective department is received, the initiator should prepare and submit a document substantiating the development of the new programme to RISEBA Management group.

The Management group reviews the document and decides whether the university will introduce the new study programme. If they decide that the programme cannot be implemented, it is refused. If the university is able and needs to implement the new study programme, and if the new

programme is in line with the university's mission, vision, and the strategy for development of new study programmes, the Rector shall issue an order to start the development of a new study programme and appoint the responsible official: a programme developer, decide about the composition of the programme development working group, determine the financial and technical means required for the development and enter into an agreement with the programme developer about the new programme. After a rector's order the developer of the programme should prepare its description pursuant to external normative acts.

Stage 2: preparation of a description of a study programme

During the preparation of a programme description, the programme developer should discuss the content of the programme with sectoral experts that represent the respective industries. After the recommendations of experts, corrections are made, if necessary.

The draft description of the programme should be presented to the Management group, which reviews the content of the programme and its alignment with the mission and vision of RISEBA more thoroughly, and proposes final corrections. If the draft programme is found compliant, the programme developer submits it for approval to the Senate.

The Senate reviews the prepared draft programme. If the programme is approved, the programme developer prepares the licencing package and submits these documents to the Quality Manager. If the programme is not approved, its implementation is refused or any corrections are requested for re-submission of the programme to the Senate.

Stage 3: preparation of documentation and submission to assessment bodies

The Quality Manager should review the prepared programme description pursuant to the requirements of the Cabinet of Ministers of Latvia and AIC Guidelines on preparation of descriptions of study programmes, and provide the programme developer with the comments about any corrections, if necessary.

The prepared programme documentation is to be submitted by the developer to the AIC to initiate the licencing process.

See stages for development of a study programme in Figure 2.3.

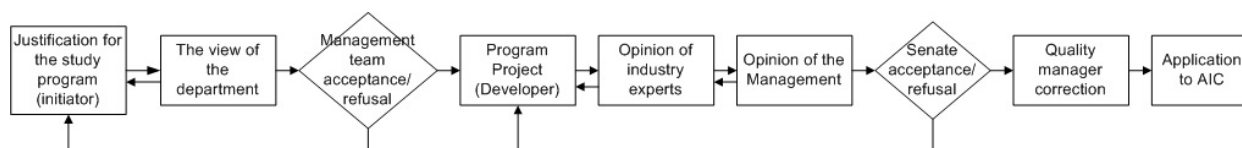


Figure 2.3. Development stages of new study programmes

During the reporting period (the last 6 years), no new study programmes have been developed in the communication science academic direction.

At present, two new study programmes are being devised in the Management academic study field – the professional Bachelor's study programme "Tourism and Hospitality Management" and the professional Master's programme "Sports Organisation and Management." The aforementioned study programmes started to be devised after an assessment of the requirements of the domestic and international job market and an analysis of the potential employment prospects of the programme's alumni.

Review of study programmes

Review of study programmes in case of significant changes

After licencing of a study programme, it is reviewed on regular basis to monitor its sustainability, achievement of planned results, teaching quality, student expectations, and the prospects of graduates in the labour market depending on the development of the sector.

Every year, the dean of the faculty has discussions with programme directors about the development of study programmes, and the need for any substantial changes or their termination. If a decision is made to introduce significant changes, it is discussed with the **Programme Council** consisting of sectoral experts and RISEBA students. After an opinion of the Programme Council, the dean discusses the above changes in the management group, where the nature of the changes and the resources required for their implementation are assessed. If the management group supports the said changes, the programme director prepares the documentation needed for the Academic Accreditation Commission (see Figure 2.4).

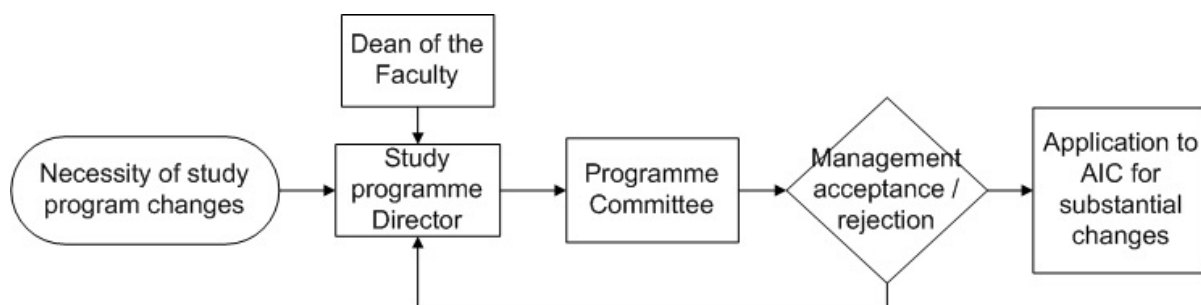


Figure 2.4. Procedure for introduction of significant changes into study programmes

Annual review of study programmes

The annual self-assessment of a study programme is considered to be one of the most important elements of the internal quality assurance system. Once per year, as is required by the legislation of the Republic of Latvia and RISEBA 29.11.2017 "[Regulation on self-assessment reports of academic directions](#)", an internal self-assessment report of the study programme and the academic direction is prepared.

The **programme director** of the respective study programme is responsible for the annual description of study programmes and their quality, while the **Head of the respective department** is responsible for the annual self-assessment report of the academic direction and its quality.

The annual self-assessment report of the study programme or programme description demonstrates the achievements of the academic year, identifies the strengths and weaknesses of the programme, reflects on opinions of students and alumni about the academic processes and delivery of lecturers, facilitates implementation of the programme and lays down changes necessary for further development.

The Programme Council plays an important role in preparing the self-assessment report, as it is made up of all stakeholders that express their views about the alignment of interdisciplinary communication of the study programme with the market requirements, decide about inclusion or exclusion of specific study courses from the study programme, and discuss topical issues with students. When the Programme Council has provided its opinion, the self-assessment report is reviewed during a **department meeting** to decide about the implementation of council's proposals from the point of view of resources, methodologies and technical feasibility.

After an approval received from the department the Dean of the faculty submits the final report to the **Vice Rector for Studies** who forwards it for review to the **management group**.

The management group should assess the strategic direction and development trends of the programme, provide important recommendations about the need to review the study programme

and introduce improvements. Programme directors should deliver a presentation to the management group about the critical analyses included in the description of study programme indicating the following:

- goals and topicality of the programme in the market;
- analyses of the main statistics concerning the students;
- composition of the academic personnel working in the programme;
- SWOT analyses of the study programme;
- mapping of the study programme;
- development plan for the next year.

After an assessment of the management group, the Vice Rector for Studies submits the annual descriptions of study programmes and self-assessment reports of academic directions for approval at the **Senate** before December 15 of the current year. After approval, they are made public on RISEBA homepage (see Figure 2.5).

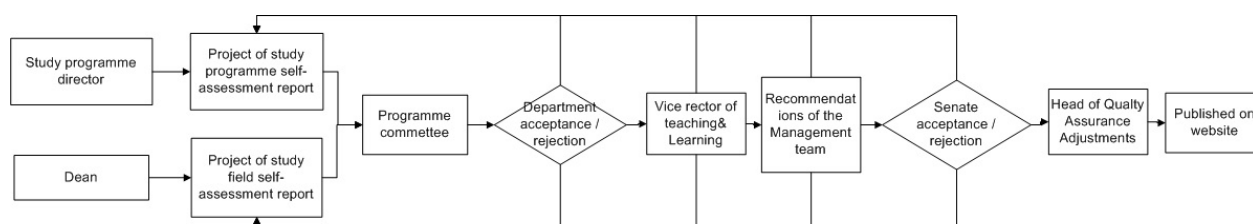


Figure 2.5. Annual review of study programmes and academic directions

Feedback process

RISEBA “[Surveying procedure](#)” lays down a procedure for receiving feedback about academic processes. These results allow for flexibility and ability to rectify any deficiencies in the university's processes.

The frequency of questionnaires depends on their type. The following questionnaires are in use:

- Assessment questionnaire for a study course
- Assessment questionnaire for a study programme
- Annual survey of students
- Alumni survey
- Employer survey
- Survey for internship organisations
- Assessment questionnaire for the thesis writing process

Student and alumni surveys are sent electronically and are anonymous. Surveys of employers and internship organisations are not anonymous to determine the quality of cooperation. Quality Manager is responsible for the surveys and questionnaires, and for recording and processing of their data.

Assessment questionnaires for study courses are a mandatory quality assessment tool to provide information to the academic staff and programme management about the achieved results and student satisfaction with teaching methods, at the same time facilitating the engagement of all students and academic staff in the improvement of the course.

After completion of each study course, students receive electronic questionnaires ([webpolsurveys.com](#)), which are later compiled and stored in the internal RISEBA system. The faculty of the respective study course receive the results of the surveying process of their study courses by e-mail, and they have an opportunity to provide their opinion about these results to the

Quality Manager or the Programme Director. The latter should regularly monitor the compiled questionnaire results and take action to respond to students' comments. If any problems are detected, they are discussed with the respective member of the faculty even before the official performance review.

Surveying results are confidential and access to results of all courses offered at the university is granted only to the Rector, Vice Rector for Development and the Quality Manager. Access to the surveying results concerning academic staff of specific study programmes is made available only to the Programme Director of the respective programme, the Head of the Department and the Dean of the faculty.

At the end of an academic year, the Quality Manager prepares a rating of study courses, classifying them according to their average score. Survey comments concerning specific courses are marked with indicators that allow to focus on study courses that need improvements. If only positive opinions have been indicated in the questionnaire comments, the course is colour-coded green, if negative and positive comments - yellow, and if only negative comments - red.

Only surveys where the share of respondents was at least 25% of the total number of students in a specific group are taken into account. If the assessment of a specific member of the faculty is lower than the average assessment of all study courses or if negative comments have been received (yellow or red colour-code), the respective programme director should discuss this situation with the member of the faculty and/or students, involving the Head of the department, if needed. Quality Manager is to be informed about the results of interviews.

Results of RISEBA student surveys concerning the faculty are discussed with the respective Head of the department during the annual performance review of academic personnel to formulate specific tasks for the respective member of the faculty to improve the quality of classes, determine the remuneration category pursuant to the Academic personnel policy and to consider whether the member of the faculty should continue to teach the course.

See the surveying system for study courses in Figure 2.6.

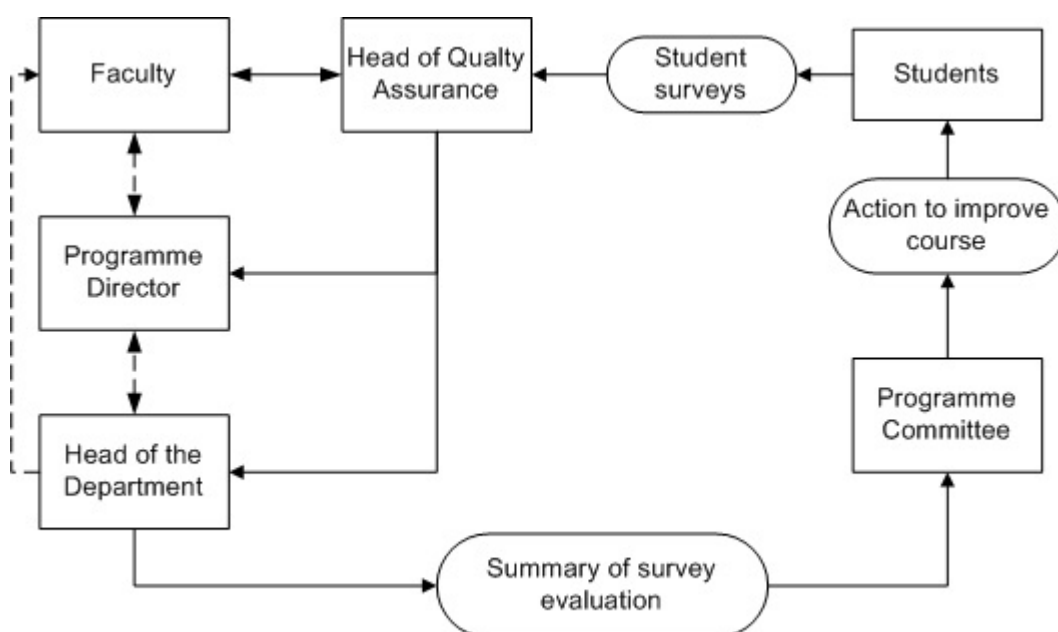


Figure 2.6.

Surveying system for study courses

The goal of assessment questionnaires for study programmes is to assess the quality of organisation and implementation of study programmes. Assessment questionnaires for study programmes are recommended for all such programmes, and all students of the respective

programme should participate in the surveying process. Students should fill in the questionnaires by the deadline indicated by the programme director.

The goal of annual student surveys is to determine the opinion of students about the organization of academic processes at the university, availability of material and technical resources, quality of activities of the student self-governance and other issues related to the studies and the academic environment. Questionnaires are completed electronically (*webropol/surveys.com*) at the end of each academic year.

The Student Council compiles questionnaire results, and informs the management group and the Quality Manager of RISEBA about them.

Alumni surveys are a mandatory quality assessment tool to gather information about the quality of organisation and implementation of completed study programmes, as well as about the successes of graduates after graduation. All members of RISEBA alumni who have agreed to processing of their personal data after graduation, take part in the surveying process. The Quality Manager compiles the questionnaire results, and informs the management group of RISEBA and the respective programme director about them.

Employer surveys are a mandatory quality assessment tool to receive the information from employers about the knowledge, skills and competences of graduates. The Quality Manager compiles the questionnaire results, and informs the management group of RISEBA and the respective programme director about them.

The goal of questionnaires for internship organisations is to receive information about the knowledge, skills and competences of interns. The respective bodies fill in these surveys on the last day of internship. The programme director compiles results of all surveys and includes them in the annual description of the respective study programme.

The goal of assessment surveys concerning preparation of the thesis is to determine students' opinions about the writing of thesis and cooperation of the scientific or creative supervisor with the student to improve the quality of above processes. The Academic Department conveys all surveys to the Quality Manager to summarize the results. The compiled results are forwarded to the respective programme director in an electronic form to improve the process for preparing the thesis and cooperation with the scientific or creative supervisor. In addition to the students' assessment of the performance of scientific supervisor, he/she also provides feedback concerning cooperation of the respective student with a thesis supervisor during its preparation. The results of this questionnaire may be taken into account by the State Examination Commission, when it evaluates the quality of thesis.

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.

RISEBA has a "[Procedure for review of complaints and proposals](#)" (09.10.2018) that applies to all students and employees of RISEBA, and all stakeholders, and is published and freely available on

[RISEBA homepage](#).

This procedure covers complaints and proposals that are related to the following:

- Quality of services provided by the university
- Quality of the study process
- Quality of technical or learning means
- Dishonest or unethical conduct by students, academic staff or administrative personnel

A complaint or a proposal can be submitted to any RISEBA employee or RISEBA Quality Manager in writing by filling in a specific form, orally or by phone, as well as by means of RISEBA Contact us form available on [RISEBA homepage](#) or by e-mail from my_opinion@riseba.lv. If a complaint is submitted to an employee, it should be forwarded to the Quality Manager who registers it and appoints a person responsible for its resolution depending on the content of the complaint, and who also monitors the course of the resolution of registered complaints or implementation of the proposal, and reviews and changes the current processes considering any non-compliances with RISEBA processes found earlier.

A proposal is to be forwarded to the person responsible for its implementation (if any), who reviews it and provides the Quality Manager with information about implementation of the possible proposal plan or the refusal to implement the proposal within 10 business days. The Quality Manager records the decision in the register of complaints and proposals.

The complaint procedure consists of three stages:

Stage One (review of an informal complaint - immediately)

If a complaint can be resolved informally and quickly in cooperation with RISEBA personnel and without an in-depth examination, an apology or explanation of the problematic situation in the respective RISEBA unit (in presence or remotely by e-mail or phone) can be considered a resolution. The person who receives a complaint should inform the direct supervisor who analyses the situation and informs the Quality Manager, if needed.

If the complaint cannot be resolved during Stage One, the initiator is invited to formalize the complaint, moving on to Stage Two of the complaint procedure.

Stage Two (review of a formal complaint - up to 30 days)

Complaints that are more complicated and require more detailed examination are forwarded to the Quality Manager who registers them and attempts to find solutions together with the responsible head of the structural unit, and discusses a resolution plan. The person responsible for the resolution of the complaint should e-mail any decision made in the respective case to its submitter. Considering the content and resolution of the complaint, the Quality Manager should analyse processes that require improvement, and make any changes that are needed.

Stage Three (consideration of contested decisions by higher decision-making bodies - up to 30 days)

If upon completion of Stage Two the applicant is still not satisfied with the solution, the Stage Three - appeal commences. The applicant should provide written arguments in support of his/her opinion by submitting them to the Quality Manager of RISEBA who decides about involvement of a higher decision-making body - the Programme Council, the Court of Arbitration, the Senate, etc. in the review process.

See a more detailed description of each procedure and responsible individuals in the [“RISEBA Complaint and proposal review procedure”](#).

Table 2.1.

Complaints regarding the 2017/2018 academic year		
No.	Complaints regarding the 2017/2018 academic year	Number of complaints
1.	Regarding delayed posting of grades (S1)	4
2.	Regarding the quality of study course materials (S2)	3
3.	Regarding a faculty member's attitude towards students (S3)	3
4.	Regarding customer service and communication (S4)	3
5.	Regarding course planning and notification of changes (S5)	2
6.	Regarding organisation of the introductory module (S6)	2
7.	Regarding the course thesis presentation commission (S7)	2
8.	Regarding the delayed preparation of residency term documents (S8)	1
9.	Regarding presentation style (S9)	1
10.	Regarding course assessment (S10)	1
11.	Regarding the holding of an examination (S11)	1
12.	Regarding the language used by a faculty member to conduct a lecture (S12)	1
Total:		24

Table 2.3.

Complaints regarding the 2018/2019 academic year		
No.	Complaints regarding the 2018/2019 academic year	Number of complaints
1.	Regarding the delayed preparation of residency term documents (S13)	1
2.	Regarding air quality in an auditorium (S14)	1

3.	Regarding the incompatibility of lectures given by a replaced lecturer to the planned subject (S15)	1
4.	Regarding the course of an internship (S16)	1
5.	Regarding the knowledge provided by faculty members in the Lifelong Learning course (S17)	1
6.	Regarding the awarding of a budget place (S18)	1
7.	Regarding the language used by a faculty member to conduct a lecture (S19)	1
8.	Regarding the late arrival of a faculty member for lectures (S20)	1
9.	Regarding deadlines for the submission of test work (S21)	1
10.	Regarding tardy communication between a student and faculty members (S22)	1
11.	Regarding examination requirements (S23)	1
12.	Regarding delayed posting of materials on e.riseba (S24)	1
13.	Regarding the unethical conduct of a student (S25)	1
14.	Regarding a faculty member's attitude towards a student (S26)	1
15.	Regarding the delayed reimbursement of tuition fees (S27)	1
16.	Regarding an increase in tuition fees after returning from a study break (S28)	1
Total:		16

During the reporting period, there are received several complaints in the direction of Management Studies. As an example, there could see the types and dynamics of complaints over the past 2 years.

In the tables 2.1. and 2.2. can see the types of complaints and the number of complaints from students in the last two years. Due to the high-level handling and the careful evaluation of complaints, the number of complaints has decreased in recent years.

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.

RISEBA regularly compiles and analyses statistical data and provides them to the Central Statistical Board (CSB) on annual basis. The key indicators that are analysed and later discussed at RISEBA management group are as follows: number of students, total number of admitted students and by study programmes, total number of deregistered students and by study programmes, number of mobile students, number of students that were awarded a degree, total number of personnel, number of the academic personnel, income and expenditure in comparison to the previous year in full time and part time programmes. During the admission period, a weekly review of concluded agreements and students admitted by study programme is carried out.

RISEBA also summarizes data for the Central Statistical Bureau about the employment of RISEBA graduates, registered unemployed, occupations of graduates, and the number of emigrated graduates by sectors and study programmes. The data does not contain sensitive data and are submitted only in aggregate form at the end of each year. To prepare the above data, information submitted to the CSB by the State Employment Agency and the State Revenue Service is used.

In addition, to improve the academic direction the below indicators are analysed in more detail.

Statistical data on reasons for deregistration

The university analyses reasons for deregistration of students in each study programme. A student who has prepared a deregistration request indicates reasons for his/her desire to terminate studies: inability to meet academic requirements, financial reasons, personal/family circumstances, the programme does not meet a student's expectations, new employment possibilities, inability to work and study at the same time, other (not returning after a break, refusal from OCMA, etc.). In cooperation with the IT department, RISEBA Quality Manager compiles data on the said reasons and analyses them, calculating the share of each reason in the total number of all students deregistered from the programme. These results allow determining, which are the dominating reasons and whether the student terminated his/her studies due to deficiencies in the study process or content of the study programme, or if there were personal reasons. On annual basis, the results are sent to programme directors and discussed with the management group during presentation of self-assessment reports, when action plans for the decrease in the number of students deregistered from each study programmes are considered.

Rating of academic staff depending on students' assessment of the study course

At the end of the academic year, the Quality Manager of RISEBA compiles summary data from student surveys on study courses calculating the average assessment given to specific courses. The results are then arranged in numeric order starting with the courses that were valued the highest and ending with those that received the least points. These data are taken into account, when members of the faculty are invited to teach study courses and when study plans for the next year are prepared. If the assessment is unacceptably low, the respective member of the faculty is not invited to teach the course. If the assessment is average, the programme director discusses it with the member of the faculty and points to deficiencies that need to be corrected during the next academic year.

Assessment of faculty categories

At the end of each academic year, permanent members of the faculty have interviews with the

respective Head of the department during which the performance of academic staff is assessed following several performance criteria. As a result, all members of the faculty are grouped into four categories, that affects their remuneration scale for the next year. The results are compiled by the Vice Rector for Studies, who provides information about the share of specific categories of faculty at the university and the academic direction. The Vice Rector for Studies discusses these issues with respective heads of departments to agree about the possibility to improve the grading category of faculty that has a lower score.

Number of complaints

At the end of each academic year, RISEBA Quality Manager compiles data on the number of received complaints, their dynamics and topics of complaints. This analysis allows detecting specific problems that need to be solved in the future and require adequate preventive measures to ensure that these problems do not re-occur. The results are reported to the general meeting of employees at the beginning of the academic year, underlining any deficiencies.

Summary data on faculty qualifications

On annual basis, the director of study programme assesses the qualifications and education of academic staff working in each study programme. According to RISEBA strategic plans and the guidelines of its Academic personnel policy, the share of academic staff with a PhD should be at least 70%. According to the Academic personnel policy, the programme director should invite more teaching staff with a doctoral degree to the offered study programme. Annual results are compiled, analysed during department meetings and made public during the annual RISEBA meeting at the beginning of the academic year during which all personnel is informed about the achieved results and targets for the next academic year.

Assessment of scientific and creative supervisors

RISEBA Quality Manager reviews results of surveys of last year students about the organisation of their thesis process and the performance of scientific and artistic supervisors. The compiled results are forwarded to the respective programme director in an electronic form to improve the process for preparing the thesis and cooperation with the scientific or creative supervisor.

Summary of the State Examination Commission

The Quality Manager of RISEBA summarizes the data provided by the State Examination Commission concerning the quality of defended thesis. After the defence of all state tests and examinations, the commission prepares a written report indicating its assessment with regards to the topicality of thesis topics and their alignment with the study programme, reporting the most common errors and assessing the general quality of defended thesis. The results are summarised and forwarded to the respective programme director for improvement of the thesis process and programme content.

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

RISEBA has performed a self-assessment of ESG Part 1 standards and has studied challenges that it has to focus on to strengthen the quality, and they include: ESG 1.4. Student admission, progression, recognition and certification; ESG 1.6 Learning resources and student support; ESG 1.8

Assessment of standards of ESG Part 1

Standards and guidelines	RISEBA Internal Quality Assurance System
ESG 1.1 Policy for Quality Assurance	<p>RISEBA quality policy is based on RISEBA strategy and values - excellence and high quality, openness, cooperation, continuous personal and professional development, socially responsible organization, diverse, comprehensive and multicultural environment. The policy is documented, distributed, explained and binding to all personnel of the university, and is published on RISEBA website and easily accessible to all customers and other stakeholders. In the course of their work, RISEBA personnel should abide by the adopted policy and meet the requirements of the quality management system that apply to their professional duties.</p> <p>The university believes that these requirements are met.</p>
ESG 1.2 Design and Approval of Programmes	<p>RISEBA has approved “Regulations for developing, amending and terminating study programmes” that lay down a procedure for development and approval of programmes. Each new study programme should comply with the university’s strategy and goals, and market requirements that are discussed with the programme council consisting of sectoral experts, students and alumni. Programme goals and expected results are determined and the programme is mapped according to the education tasks of the European Council, EQF/NQF levels and the standard of occupations. Before the development of a new study programme is allowed, a draft project is to be presented to RISEBA management group, the academic staff of a respective a department and the Senate.</p> <p>The university believes that these requirements are met.</p>
ESG 1.3 Student-centred learning, teaching and assessment	<p>Student-centred learning: RISEBA offers various education possibilities - full time, part time and distance learning, as well as a wide range of fee waivers to respect the diversity of student needs and to give an opportunity to receive higher education to everyone despite their disadvantaged social situation.</p> <p>The students are involved in decision making at the university by becoming a part of the Student Council and defending the interests of students in the Senate and the programme council.</p> <p>The students are encouraged to express their opinions, or submit complaints or proposals according to the Complaint and proposal procedure available to everyone on RISEBA homepage.</p> <p>Student-centred teaching: RISEBA has been organizing methodological seminars for the academic staff, who work with students from various cultures to adjust their teaching methods due to cultural differences.</p> <p>Assessment: course descriptions and assessment criteria are discussed during the each study course’s first class improving student awareness of expected results and assessment processes.</p> <p>The university believes that these requirements are met.</p>

ESG 1.4 Student admission, progression, recognition and certification

The course of student education is well documented and transparent. Admission requirements are reviewed and approved on annual basis and published on RISEBA homepage in the Latvian and English languages. Information related to admission is also available from the Single admission portal and RISEBA DreamApply system, as well as by inquiring in person or during the Open Days.

RISEBA has a Study regulation that describes the main stages of the study process. Information about beginning of studies, their course and adaptation at the university is provided to Year 1 students in person during the induction week.

Each student has a special card that allows to follow all study stages. Students can monitor their grades in myriseba.lv system.

To ensure that the academic results of students and other stakeholders are recognized, RISEBA has a [“Regulation on assessment and recognition of competences and academic results achieved beyond formal education or as a part of professional experience”](#) published on RISEBA homepage and explained to students in person, in particular when they transfer from a different university or want to have their professional practice recognized. So far the Recognition Commission of the university has never had a chance to take into account self-taught knowledge to grant a qualification, though the procedure allows to do that.

The university is aware that better results can be achieved with regards to standard requirements to make its internal study processes more accessible to students. The university has signed an agreement with Unimetis that will substitute the current HansaWorld system allowing to digitize the current study and record-keeping processes, create a profile for each student and continuously monitor the course of the studies.

ESG 1.5 Teaching Staff

The university has an Academic personnel policy. Its goal is to ensure that the university has highly qualified, professional and competent academic personnel to implement the following principle: skilful, qualified and competent faculty ensures the educational excellence.

The Improvement of pedagogical qualifications is regularly planned and its outcomes include supervision of doctoral and master’s papers, development of new study courses, preparation and publishing of textbooks and teaching aids, participation in academic conferences, delivering lectures in foreign universities, participation in methodological seminars and qualification top-up courses. Achievement of goals related to better pedagogical qualifications is also reviewed during the annual performance review.

The university invites its faculty to use the most advanced technologies. RISEBA IT department provides support to incorporate Moodle, Panopta and other tools in the study process.

The university believes that these requirements are met.

ESG 1.6
Learning
resources and
student support

The university has sufficient financing for the students and easily accessible learning resources. Every year, the university's funds are granted for investment, as well as student needs by meeting the statutory requirements on financing the Student Council.

To satisfy the needs of the study process, workstations with computers and software required for study programmes are available to full-time and distance learning students. RISEBA library, cafe, recreational spaces and working spaces for group work are available. Improvement of facilities at 3 Meža Street to meet the interests of students takes place gradually, and funds are allocated on annual basis for their renovation and equipment. As of 2016, RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library. University's homepage provides direct access to subscription databases and free resources, as well as trial databases.

To support students, the university has a career consultant that helps to find employment and internship opportunities. The students and the faculty are also supported by the External Relations Department that provides information about ERASMUS mobility and satisfies the needs of foreign students and facilitates their integration in the university environment. Students are offered support to start their businesses by becoming a part of RISEBA Creative Business Incubator.

University personnel are offered English language courses and methodological seminars to be able to deal with student diversity.

The university is aware that it is possible to achieve better results with regards to standard requirements by investing more in improving the facilities at 3 Meža Street, and by creating a more accessible and up-to-date environment for the students that would meet the current requirements for academic facilities and environments.

ESG 1.7
Information
Management

The university compiles and analyses data for efficient management of programmes:

- Key performance indicators, student profile

RISEBA regularly compiles and analyses statistical data and provides them to the Central Statistical Board on annual basis. The key indicators that are analysed and later discussed at RISEBA management group and then reported to the general annual meeting of employees are as follows: number of students, total number of admitted students and by study programmes, total number of deregistered students and by study programmes, number of mobile students, number of students that were awarded a degree, total number of personnel, number of the academic personnel, income and expenditure in comparison to the previous year in full time and part time programmes. During the admission period, a weekly review of concluded agreements and students admitted by study programme is carried out.

- Studies, academic performance and drop-out of students

RISEBA analyses reasons for deregistration of students in each study programme. Though the university monitors student results in each study programme, the university has to continue to compile these data centrally and perform a general analyses at the level of academic direction.

- Student satisfaction with the programme

The goal of the annual student surveys is to determine the opinion of students about the organization of academic processes at the university, availability of material and technical resources, quality of activities of the Students Council and other issues related to the studies and the academic environment. The Student Council compiles questionnaire results, and informs the management group and the Quality Manager of RISEBA about them.

- Teaching aids and support available to students

The university regularly monitors availability of its library resources. Each study programme has a specific amount of funds to purchase new library resources. On annual basis, the faculty may order additional literature required for their course.

Students are offered career support: they can be advised by RISEBA career adviser or can participate in the RISEBA Career Week.

Students are invited to become a part of RISEBA Student Council to protect their interests.

Students are offered additional support to start their businesses by becoming a part of RISEBA Creative Business Incubator.

- Graduate careers

RISEBA summarizes data for the Central Statistical Bureau about employment of RISEBA graduates, registered unemployed, occupations of graduates, and the number of emigrated graduates by sectors and study programmes. The university should focus more on maintaining contact with its graduates and their engagement. To ensure that, it has hired the Alumni Programme Manager.

The university believes that these requirements are met.

ESG 1.8 Public Information	<p>On regular basis, the university publishes the information about its operations, study programmes, admission criteria, learning possibilities available to students, and the granted qualifications on on RISEBA home page, student portal e.riseba.lv, admission portal RISEBA Dreamapply, Facebook and Instagram.</p> <p>The university understands that it is possible to achieve better results with regards to compliance with standard requirements by posting the following information on RISEBA homepage: learning and assessment procedures, minimum pass grades, information about employability of graduates, expected programme learning results.</p>
ESG 1.9 On-going Monitoring and Periodic Review of Programmes	<p>On annual basis, the study programmes are assessed by means of self-assessment reports prepared by programme directors and agreed with and presented to the respective programme council, the academic staff of a respective department, management group and the Senate. The regular assessment procedure is regulated by RISEBA “Regulation on preparation of a self-assessment report for an academic direction”. Assessment results are published on RISEBA homepage.</p> <p>The university believes that these requirements are met.</p>
ESG 1.10 Cyclical External Quality Assurance	<p>The university is subject to cyclical external quality assurance. RISEBA is accredited by the Ministry of Education and Science of the Republic of Latvia and has also received the international quality accreditation of the Central and East European Management Development Association (CEEMAN).</p> <p>RISEBA is the only Baltic university level body that has received two EPAS accreditations from the European Foundation for Management Development (EFMD).</p> <p>The university intends to receive AACSB accreditation, and the required documentation is currently being prepared.</p> <p>The university believes that these requirements are met.</p>

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.

Ever since RISEBA was founded, income from tuition fees has been the main source of financing for

the study process. Tuition fees are covered by the funds of private individuals and/or legal entities. These may be the personal funds of students, the personal funds of students' parents and other relatives, as well as the funds of students' employers. Students have the opportunity to apply for student loans with a pledge made in the name of the State, commercial loans or sponsors' funds. RISEBA provides the necessary consultations for receiving loans and accepts applications in matters of student loans.

The amount of tuition fees and payment procedure for each study year is decided and approved by the RISEBA Senate. The following payment options have been set at RISEBA: for the whole study programme overall, for one study year, for one study semester or in accordance with the tuition fee schedule (monthly fee) specified in the study agreement, i.e. 9 payments during each study year.

Overall, of all the university's income, over 80% is made up of income from tuition fees. RISEBA also actively works in the field of adult education, which is not related to higher education, organising various courses and seminars, participating in procurements and projects, as well as leasing out premises for organising educational events. The overall income structure can be seen in Figure 3.1.

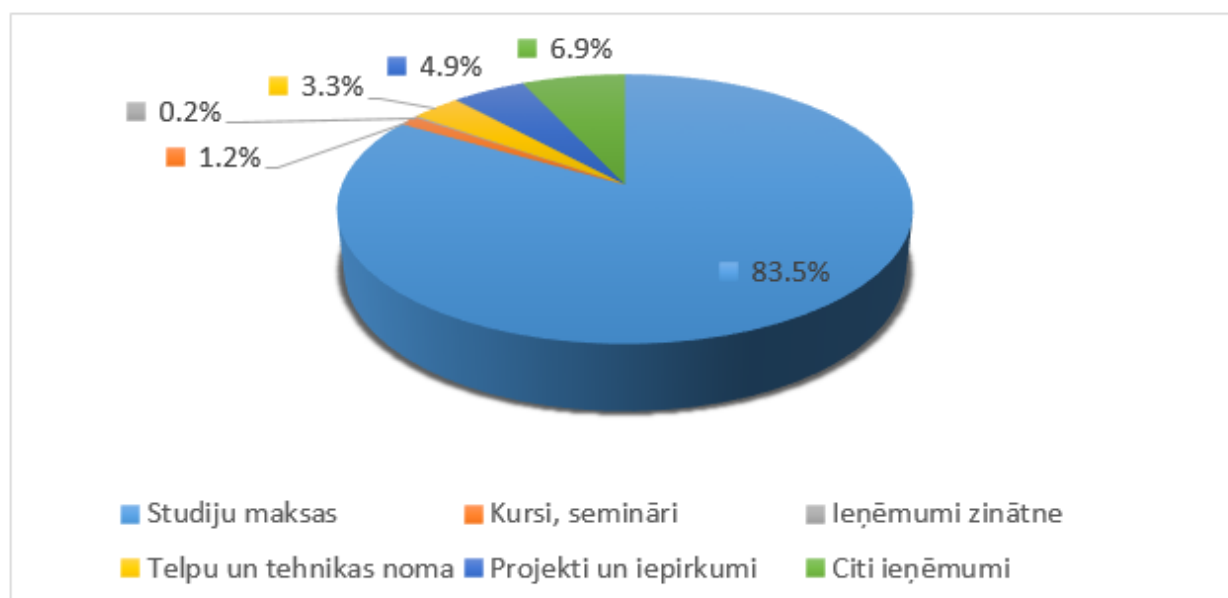


Figure 3.1. RISEBA income structure

RISEBA financed budget places are available to students, whose grades upon starting or continuing their studies are exemplary (average grade of at least nine points and with no grade lower than eight points). Budget places are fully financed from RISEBA funds. In consultation with the Student Council, "Procedures for the Awarding and Rotation of RISEBA Budget Places" have been developed, in order to ensure their availability for the most outstanding students. Overall at RISEBA, counting all the study programmes, 18 budget places are available in each course. Budget places are awarded to full-time daytime section students. In addition, the aforementioned budget place students receive various discounts. Overall, students have access to 20 different types of tuition fee discounts for excellence in their studies, achievements in sport, kinship, cooperation partners, alumni, social support, etc. Tuition fee discounts are set in accordance with "[Regulations regarding Tuition Fee Discounts](#)".

Every year, the financial resources required for the implementation of the Management field of study and its corresponding programmes are planned in accordance with RISEBA's budget and expended in line with the tariffs, plans and cost estimates approved by RISEBA's management, thus ensuring control over the expenditure of financial resources. The Student Council is financed from

RISEBA's centralised funds in conformity with the Law on Higher Education Institutions and RISEBA provides the council with the necessary premises (infrastructure). Every year, when planning financial resources, funds are allocated for trips related to the study process and scientific research work. These funds are used to pay for employees' trips to participate in international conference and scientific publications, in addition royalties are paid for publications in high ranking academic magazines, the indexed Web of Science or Scopus. Together with its cooperation partner the BA School of Business and Finance, RISEBA publishes a scientific magazine, "Journal of business management". Funding is allocated in the RISEBA budget for buying literature and subscribing to electronic databases and publications, which are available to both employees and students. Every year scientific and student conferences are organised. In addition to RISEBA, sponsors are also involved in financing the student conference "Changing World - in Search of New Solutions", which makes it possible to pay the authors of the best reports cash prizes of up to EUR 450. Articles of the best students written in cooperation with RISEBA faculty are published not only in RISEBA publications, but also in journals of foreign cooperation partners, for example, in the scientific magazine European Integration Studies of Kaunas Technology University.

In recent years, special attention has been paid to an opportunity to take part in various projects and procurement procedures, which are related to science and education, and the amount of funds attracted therein is growing. For example, students can take part in the ERDF project "Development of Value-Based Skills for Improving the Quality of Human Capital", No. 1.1.1.1/18/A/151.

Faculty members and students in the Management study direction are offered the opportunity to participate in foreign and EU financed projects, including ERASMUS+, thus ensuring knowledge transfer and the development of skills and competences.

In the realm of financial planning and oversight, modernisation of the accounting system has begun, including replacement of the bookkeeping and financial management system. Financial planning and oversight will be conducted based on the Adizes Methodology. Modernisation of financial accounting will ensure more detailed and efficient financial oversight, including faster information sectionally by study programme.

The percentage breakdown of costs per student in the Management study direction programmes is shown in Table 3.1.

Abbreviations used:

1. BM - in the Bachelor's study programme "Business Management",
2. BBP - Director of the Bachelor's study programme "Business Psychology",
3. BEP - Bachelor's study programme "European Business Studies",
4. MIB - Master's study programme "International Business"
5. MBM - Master's study programme "Business Management"
6. MHRM - Master's study programme "Human Resource Management"
7. MHM - Master's study programme "Health Resource Management"
8. MMP - Master's study programme "Management Psychology and Supervision"
9. MPM - Master's study programme "Project Management"
10. MSBM - Master's study programme "Strategic Business Management"
11. DBM - doctoral study programme "Business Management".

Table 3.1

Percentage breakdown of funding per student

No.	Cost item	1.BUV	2.BBP	3.BEB	4.MSB	5.MUV	6.MHRM	7.MHM	8.MVP	9.MPR	10.MSV	11.DBV
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1.	Faculty salaries (incl. taxes)	41.2%	38.7%	55.0%	45.2 %	15.8%	30.3%	44.6%	47.9%	38.4%	32.8%	47.0%
2.	Remuneration for freelance faculty members	11.3%	10.6%	15.1%	12.4 %	4.3%	8.3%	12.2%	13.1%	10.5%	9.0%	12.9%
3.	Premises rental (incl. repairs and management)	3.5%	3.3%	3.8%	2.9 %	1.2%	2.4%	3.5%	3.7%	3.0%	2.6%	3.6%
4.	Utility charges	6.1%	5.7%	6.5%	5.0 %	2.1%	4.1%	6.0%	6.4%	5.2%	4.4%	6.2%
5.	Business trips, qualification top-up	1.5 %	1.3%	1.7 %	5.0 %	4.6 %	3.5%	5.0 %	4.7%	5.0 %	8.3%	3.5%
6.	Depreciation of fixed and intangible assets	19.0%	21.3%	8.6%	13.7 %	36.4%	25.9%	10.8%	10.6%	17.6%	19.1%	11.3%
7.	Low value and rapidly depreciable inventory	0.8 %	0.9 %	0.4%	0.6 %	1.6 %	1.1%	0.5%	0.5%	0.8 %	0.8 %	0.5%
8.	Copy expenditures for the study process	0.3%	0.3%	0.1%	0.2 %	0.5%	0.4%	0.2 %	0.2 %	0.3%	0.3%	0.2 %
9.	Internet services	1.2%	1.3%	0.5%	0.9 %	2.3 %	1.6 %	0.7 %	0.7 %	1.1%	1.2%	0.7 %
10.	Computer hardware maintenance	0.3%	0.3%	0.1%	0.2 %	0.5%	0.4%	0.2 %	0.2 %	0.3%	0.3%	0.2 %
11.	Student internship costs	2.1%	2.4%	1.0%	1.5 %	4.1%	2.9 %	1.2%	1.2%	2.0%	2.2%	1.3%
12.	Research costs	0.7 %	0.6 %	0.8 %	2.3 %	2.1%	1.6 %	2.3 %	2.1%	2.3 %	3.7%	1.6 %
13.	Accreditation costs	0.3%	0.3%	0.6 %	1.7 %	3.4%	2.4%	6.1%	1.8%	2.9 %	4.0%	3.9%
14.	Study process provision expenditures	1.1%	1.2%	0.5%	0.8 %	2.1%	1.5 %	0.6 %	0.6 %	1.0%	1.1%	0.7 %
15.	Student Council expenditures	6.4%	7.2%	2.9 %	4.6 %	12.3%	8.8%	3.6%	3.6%	6.0%	6.5%	3.8%
16.	Repair costs	0.8 %	0.8 %	0.9 %	0.7 %	0.3%	0.5%	0.8 %	0.9 %	0.7 %	0.6 %	0.8 %
17.	Conference and seminar expenditures	1.0%	1.1%	0.4%	0.7 %	1.9%	1.3%	0.6 %	0.5%	0.9 %	1.0%	0.6 %

18.	Other costs related to the study process	2.3 %	2.5%	1.0%	1.6 %	4.3%	3.1%	1.3%	1.3%	2.1%	2.3 %	1.3%
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The table includes direct and overhead costs and their breakdown, but do not include administration and marketing costs and those unrelated to economic activity, and also do not include project costs. Calculations are made on the basis of costs per student.

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 required infrastructure and good technical and material provisioning are available to provide the 11 study programmes in the Management study direction. This is available to all students and faculty members.

Since the university was founded, RISEBA has significantly expanded its facilities used for academic purposes. In September 2019, the total area of premises was 11350.61 m². The study process at RISEBA is implemented at three buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section) and at one building in Daugavpils - at Mihoelsa Street 47 (RISEBA branch) (see Table 3.2.). The building at Durbes Street 4 is adapted for people with special needs.

Table 3.2.

RISEBA infrastructure in 2019

Meža Street 3, Riga	Meža Street 1/6, Riga	Durbes Street 4, Riga	Mihoelsa Street 47, Daugavpils	Total
18 teaching facilities (668 seats)	13 teaching facilities (480 seats)	9 teaching rooms (263 seats)	9 teaching facilities (375 seats)	49 teaching facilities (1786 seats)
3 computer classrooms (85 seats) + 75 laptops (2 mobile computer classrooms)	1 computer class (8 seats)	3 teaching facilities (video editing studio/ computer classrooms) (59 seats)	3 computer classrooms (52 seats)	10 computer classrooms (187 seats)

Copying Centre	Creative Business Incubator	2 video editing workspaces (5 seats)
Student Council premises		architecture and design studio (731 m ²)
		architects' workshop
		photo studio (30 seats)
1 meeting room		sound recording studio (10 seats)
		video studio (50-60 seats)
		art studio (15 seats)
		acting room (30-40 seats)

All auditoriums are fitted with visual demonstration equipment. Powerful stationary video projectors are installed in the auditoriums, and additional monitors are installed in the largest auditoriums to ensure better visibility from the back rows.

Implementation of the Management study direction takes place in almost all auditoriums and computer classes at RISEBA and in individual instances, also in editing rooms. The referred to process is served by 344 computers with an installed Windows operating system, including 75 laptops and 92 Apple computers. To meet the requirements of the learning process, 309 computerised workspaces have been duly equipped, 268 of these workspaces are directly available to students. Computers have Intel Core processors with MS Windows and MS Office software or Apple MacOS X software. Laptops and powerful WIFI hardware mean that auditoriums can quickly be transformed into computer classrooms, enabling study processes to be planned dynamically. One computer classroom at Meža Street 3 and all computer classrooms at Durbes Street 4 are equipped with high performance computers, which can provide fast processing of audiovisual materials and training. Computer hardware is regularly inspected and gradually updated.

All RISEBA computers are connected to the local computer network and the Internet. A wireless Internet connection (WiFi) is available in the premises of the university. The speed of Internet connection is 200 Mbps (Meža Street 3 and Meža Street 1/6), 200 Mbps (Durbes Street 4) and 50 Mbps (Mihoelsa Street 47).

RISEBA has 12 multifunctional network printers with scanners. Four of these are colour printers. Employees and students have access to a copy centre to print or bind handouts, coursework, etc.

For preparation and demonstration of multimedia presentations and teaching materials, as well as for data visualisation, various multi-environment technical capabilities are used: conference auditoriums with LCD and laser projectors, screens and sound equipment; 5 portable projectors; and 5 laptops that can be used together with the portable projectors without additional stationary equipment.

Lectures can be recorded at the university by means of stationary equipment in 4 auditoriums – in 3 auditoriums at Meža Street 3 and Meža Street 1 k6, where the lecture recording capability is based on the RISEBA subscribed Panopto video recording, management and broadcasting systems and in 1 auditorium at the H2O6 Architecture and Media Centre (Durbes Street 4), where the lecture recording option is based on Blackmagicdesign and Thomson Video Networks VS7000 video broadcasting systems. In addition, the university offers the possibility to provide video recordings of lectures with a portable multi-camera equipment system (Live GV Director Nonlinear Live Production System), which provides recording and broadcasting with 8 cameras (Sony FS700 series cameras with a special SLOW MOTION function and 4K video format).

All study programme students in the Management study direction attend classes not only at Meža Street 3, but also at Meža Street 1 and at Durbes Street 4 - at the Media and Communication, and Architecture and Design faculty, using the wide-ranging technical and material provisioning and innovations, and implementing the university's slogan "Business Meets Art".

Since the 2012/2013 study year, the study process has taken place at the H2O6 Architecture and Media Centre (Durbes Street 4), where students have access to: a photo studio (equipped with portable BOWENS Gemini 750 and 400Rx lighting equipment), sound recording studio (equipped with stationary and portable audio recording and editing apparatus, Yamaha N16, ALLEN&HEATH Q16, BOSE 2x F1 Model 812 Flexible Array loudspeakers with 2x F1 Subwoofer), video studio (fitted with stationary lighting equipment ARRI, MOLE-RICHARDSON-CO projectors, changing room, makeup room, prop and costume and warehouse and black, green and blue background), three Video editing studios (59 workspaces – equipped with Apple computers with Apple Final Cut, Apple Logic un Adobe Creative Suite software), two Video editing workspaces (one equipped with 2 workspaces and 2 Apple computers with Apple Final Cut, Apple Logic un Adobe Creative Suite software and a second with 3 workspaces and 3 Apple computers with Apple Final Cut, Apple Logic un Adobe Creative Suite software). In the acting hall for Classes and independent work students and faculty members can use: a Thomson Video Networks VS7000 video broadcasting system, multi-camera Live GV Director Nonlinear Live Production System with an 8 camera recording and broadcasting capability that is configured with Sony FS700 series cameras, which are distinguished by their SLOW MOTION function and 4K video format. DJI Phantom 4 PRO PLUSS, DJI Inspire 2 Premium Combo (CinemaDNG & Apple ProRes Activation Key + X5S) other professional video cameras with additional equipment, digital video cameras, digital photo cameras and SLR cameras, photo and video lighting kits, professional microphone kits and other audio visual equipment.

Implementation of the Management study direction is conducted using the majority of the university's infrastructure, technical, material and digital provisioning.

In 2011, RISEBA introduced the ERP system HansaWorld Enterprise (HW), which is widely used by business for managing financial resources. RISEBA has signed a contract with the HW supplier to customize the system to the requirements of the university's business and academic processes and to receive maintenance support. In April 2013, RISEBA introduced a web-based portal for student grades. HW is integrated with the e-learning platform MOODLE. As a result, personal data of students and data from the study programme and courses are regularly synchronised between both systems. In 2019 the respective contracts were signed, and introduction of a new accounting system Horizon and Unimetis academic administration system was started. Transition to the latest

version of the MOODLE platform is being planned concurrently. Full functionality of the new systems will be provided from the start of the 2020/2021 academic year, but some processes will be operation even sooner such as admission of new students. The new systems will improve RISEBA's accounting, both in terms of financial accounts and study processes, as well as ensuring better service for students.

From 2016, in cooperation with SIA Tilde, RISEBA started using Tilde's Jumis accounting system software in the study process. Students have access to 25 workspaces in 1 computer classroom. A contract is being prepared for the use of the Horizon accounting system in the study process.

RISEBA has also signed a contract for the use of the EDUS record keeping programme in the study process from 2018.

RISEBA has signed a contract for the use of MS Office educational software in the study process, administrative work and for private use by students and lecturers.

For several years, RISEBA has used the IBM SPSS (Statistical Package for the Social Sciences) software package for statistical data analysis. IBM SPSS is installed in computer classrooms. In total, 38 user licences are available to the faculty and students. Data analyses in SPSS is included in all Management study direction programmes.

To carry out research, students and the faculty have access to 1 Smart PLS and 5 NVIVO licences.

In the study process, RISEBA students widely use the RISEBA subscribed e-platform Webropol. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the development and use of a joint anti-plagiarism platform and launched it in 2014.

Currently, 25 Latvian universities and colleges are members of the joint anti-plagiarism platform.

In 2013, RISEBA introduced a new e-platform DreamApply, which is used to receive, store and process data of foreign and local applicants. With the introduction of the new study governance system Unimetis, this process will be provided by the new system.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

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 library at the University of Applied Sciences RISEBA provides access to information required for

all study programmes in the Management study direction, for study and research purposes, performance of scientific work, offering the information resources available in the library's archive, as well as ordering information resources from other libraries for use for a certain period of time (inter-library subscription). The library uses the integrated library information system ALEPH 500 and is involved in the formation of the national library **joint catalogue**. The library provides the teaching and reference literature required in the study process, access to databases and press publications, provides services to the university's students and academic personnel and employees – computerised workspaces for use during the daily study process, advice on the use of e-services, training in how to improve information search skills, bibliographical references, and compiles lists of theses and archives them. Configuration of the library's collection is performed in accordance with the content of the university's study programmes, in collaboration with study programme directors and academic personnel. The RISEBA library has a collection of an over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, and ROM digital versatile disks.

60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian.

As of 17 June 2016, the RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library.

The library is open six days a week from 10.00 – 18.00, on Saturdays from 10.00-15.00. The library spans a total area of 453 square metres and is located at Meža Street 3. The library has a spacious reading room with 32 workspaces, as well as a computer space with 6 computerised workspaces. For the convenience of students, the RISEBA library has two branches – at the Architecture and Media Centre, Durbes Street 4, Riga and at the RISEBA Daugavpils branch, Mihoelsa Street 47, Daugavpils.

Every year to support a quality study process, EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarian sciences and art, etc.), Emerald (business administration information, 4,116 scientific publications downloaded), **Greenleaf Publishing PRMEC** (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), Leta.lv and Nozare.lv databases are subscribed to and used, which are also accessible remotely for use outside the university's premises. At the end of the year, the maintainers of subscribed databases send the library a statistical overview of the use of e-collections. The directors of the university's study programmes and faculty are surveyed on the quality of the resources offered by the subscribed databases, as a result of which a decision is made regarding further subscription to databases. Students and faculty are informed about freely accessible resources useful for studies: databases, e-magazines, e-books, as well as e-libraries and foreign full text trial databases which are available for a certain period of time. The trial database approach is organised with the intermediation of the Cultural Information Systems Centre. In 2018, free trials of **Taylor&Francis Group eBooks** were arranged.

The university's homepage provides direct access to subscription databases and free resources, as well as trial databases. Our students have the opportunity to use the databases provided by the National Library of Latvia, as well as other university (LU, RTU, RSU, etc.) libraries. The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have the opportunity to order and use, as well as to share information (cases, online courses, simulations, video, etc.) required for passing study programmes. For the requirements of student and faculty members, the library subscribes to press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Blumberg Business Week*, *The Economist*, *DETAIL*, *A10*, etc.

Information is available on the RISEBA university homepage about the library, as well as [links to its catalogue](#) and subscribed databases, as well as its regulations and terms of use.

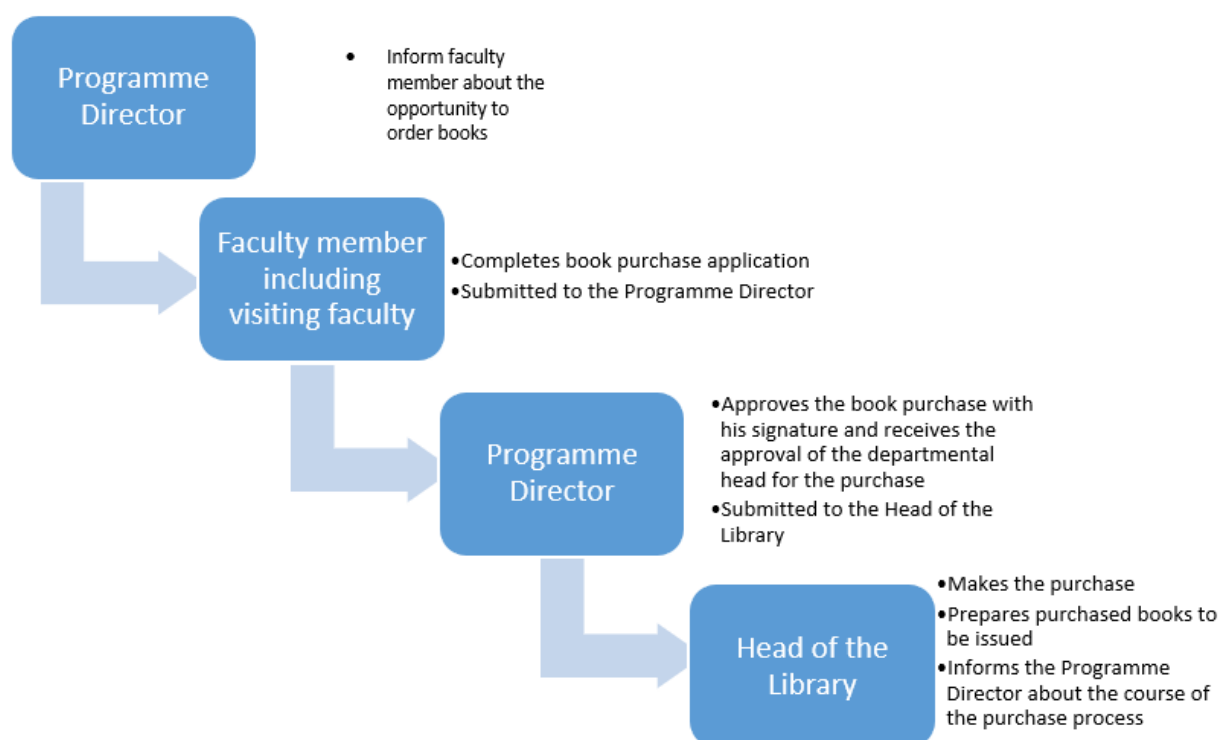


Figure 3.2. Book procurement process

Procurements of information resources are made in accordance with the Library's budget, which is planned at the start of each academic for the academic year to come. The library's budget is approved by the RISEBA Rector. The funding allocated is used for the purchase of the required information sources, payment for subscribed databases and subscription to periodical publications.

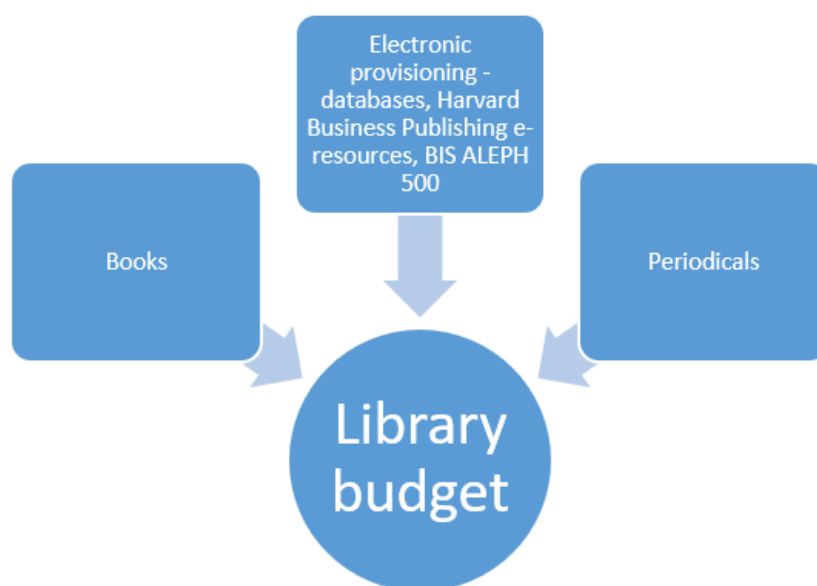


Figure 3.3. Library budget items

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.

Selection, recruitment, appointment and hiring of Management study direction personnel like that of all RISEBA academic personnel takes place in conformity with the Republic of Latvia's laws and regulations, in accordance with recommendations drawn up by the World Bank for Latvia's universities, as well as AACSB guidelines for university academic personnel. In conformity with the university's mission and visions, as well as RISEBA's strategy, *Academic Personnel Policy* (hereinafter referred to as - APP) has been drawn up and approved. Its goal is to ensure that the university has highly qualified, professional and competent academic personnel. APP defines the most important criteria for selecting academic personnel – these are a Doctoral/doctorate degree, scientific or creative activity and professional or teaching work experience. In conformity with RISEBA Academic Personnel Policy, a detailed *Regulation regarding Election to Academic Positions* has been drawn up.

In the Management study direction, as in the other study directions at the university, academic personnel (hereinafter referred to as - AP) are appointed in an open public competition in accordance with the requirements of the Law on Higher Education Institutions. Since RISEBA is the primary employer of these members of the faculty, unlike visiting faculty, they are made subject to stricter requirements concerning their scientific (creative) and teaching standard, and continuous improvement of qualifications. In addition, they also have to undergo the annual performance evaluation and assessment, which, in turn, guarantees higher wages. In order to ensure the requirement and evaluation of high level personnel, the "*RISEBA Personnel Competence Model*" has been developed. In order to verify the compatibility of potential AP to the RISEBA quality requirements at the time of their appointment, personnel recruitment procedures not only provide for analysis of the candidates' documents and an interview in person, but also an open lecture for qualification evaluation and evaluation of candidates in the departments in profile.

Furthermore, in order to provide independent expert analysis of the candidate, by order of the Rector, a special Compatibility Commission has been approved at RISEBA University, whose task it is to provide an independent verdict on the compatibility of candidates for an academic position. The Compatibility Commission's proposals regarding the compatibility of the candidate are submitted to the university's Senate and are assessed together with the proposal made by the department in profile. The final decision is made by the RISEBA Senate in a secret vote. The candidates' competition for a vacant AP post is public and open. Before the election, the candidate is introduced to the working conditions and the potential draft employment contract. After appointment, an employment contract is signed with AP.

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.

A uniform procedure has been developed at RISEBA University for ensuring the qualification and quality assurance of the work of academic personnel, which is also fully applicable to the Management study direction. A component of personnel policy is the Academic Personnel Management System (APMS). It not only includes AP selection and recruitment, but also AP work quality assurance, AP development and renewal of its composition. APVS work quality assurance entails: annual AP evaluation, ongoing class peer assessment, regular analysis of feedback from students, ongoing raising of AP qualifications and reelection of academic personnel every 6 years. The annual AP work quality evaluation system (WQAS) entails evaluation of AP every year in three main areas:

- scientific (creative) work;
- teaching work;
- organisational work.

evaluation of results and discussions of plans and tasks for the next period take place during an annual interview with the immediate superior. Each area is evaluated in detail by the manager using quantitative criteria. Criteria can be updated and revised in accordance with the university's priorities. Individual criteria have heightened weight, e.g. the number of internationally cited publications in the area of research work, and in the teaching realm - results of student surveys regarding the quality of classes, etc. A detailed description of the annual WQAS is provided in Annex. AP evaluation also has a certain motivational effect, encouraging faculty member to attain the best results possible, because the result of the annual evaluation is linked to the AP remuneration system.

RISEBA AP stipulates that it is the duty of AP to raise their scientific and teaching qualifications on an ongoing basis. Scientific qualifications are raised through the involvement of AP in independent studies and projects or contractual work. Raising of scientific (creative) qualifications is regularly planned and its deliverable is scientific publications or creative work, participation in conferences, management of research or artistic innovation projects and contractual work, and participation in exhibitions and creative competitions. RISEBA promotes and supports the raising of scientific (creative) qualifications by:

- materially stimulating high level publications and creative work;
- paying for the participation of AP at academic conferences;
- paying for consultative services in the mathematical processing of results;
- paying for editing of research papers;
- providing support in the preparation of monographs and other printed work;
- awarding paid vacations to prepare dissertations, etc.

Improvement of teaching qualifications is also regularly planned and its outcomes include supervision of doctoral and Master's papers, development of new study courses, preparation and publishing of textbooks and teaching means, participation in academic conferences, reading lectures in international universities, participation in methodological seminars and qualification top-up courses.

In order to encourage AP to raise their teaching qualifications, RISEBA:

- organises regular methodological seminars for academic personnel;
- pays for the participation of AP at academic conferences;
- pays for participation of AP in qualification top-up courses in Latvia and abroad;
- organises and partly pays for AP taking foreign language courses and receiving international

foreign language knowledge level certification;

- partly pays for courses for university lecturers in the programme “University Didactics: Contemporary Theories and Practice”;
- partly pays for the studies of AP in doctoral or Master’s programmes, etc.

For over 20 years, RISEBA University has been a member of CEEMAN (The International Association for Management Development in Dynamic Societies). An example of raising teaching qualifications worth mentioning are the annual

CEEMAN courses, seminars and summer schools, which are divided into several thematic blocks:

1. Teaching and Teaching Technologies and Tools – 3 day courses, or 24 hours;
2. Improvement of the Competence of Study Programme Heads – 3 day courses, or 24 hours;
3. New Lecturers’ School – 2 week summer school, or 80 hours;
4. etc.

RISEBA finances the attendance of these courses by faculty members in full. Every year, these courses are attended by 2 – 4 faculty members from the Management study direction. During the reporting period, CEEMAN courses have been attended by:

- Nadežda Rika – Head of the Study Department, faculty member;
- Aleksands Skvorcovs – Director of the Bachelor’s study programme “Business Management”, Head of the Distance Learning Department, faculty member,
- Lūcija Rutka – Head of the Business Department, faculty member;
- Anete Hofmane – Director of the Bachelor’s study programme “Business Psychology”, new faculty member,
- Jevgenijs Kurovs – Director of the Master’s study programme “Strategic Business Management”, new faculty member;
- Valters Kaže – new faculty member;
- Ieva Brence – Director of a Bachelor’s study programme, faculty member;
- etc.

As we can see, in organising the professional development process, special attention is paid to new faculty members, programme directors and structural unit heads.

In 2020, it is planned to send the following faculty members to CEEMAN organised courses:

- Inese Slūka to courses for study programme directors- Director of the Master’s study programme “Business Management” and “Project Management”, faculty member;
- Gaļina Zilgalve – new faculty member, Head of External Relations;
- Anita Gaile – newly elected lecturer at the Business Department.

Management study direction academic personnel improve their teaching qualifications by attending professional educational courses “University Didactics. Contemporary Theories and Practice”, 50% of the financing for the attendance of which is provided by RISEBA. In 2019, 160 hours of courses organised by the University of Latvia under the auspices of the professional top-up programme “University Didactics: Contemporary Theories and Practice” were attended by 11 Management study direction faculty members. It is planned that 10 faculty members will be financially supported in 2020, followed by 10 more in 2021, and all the other faculty members elected to academic positions in 2022.

AP are actively involved in qualification top-courses organised by the university (see Table 3.3).

Table 3.3.

RISEBA organised methodological seminars during the reporting period

Academic year	Seminar subject	Seminar manager	No. of hours	No. of participants
2013/2014	Commencement, Development and Improvement of Scientific Work	M. Bundule	2	18
	Use of Modern Technologies (Skype) for Attainment of Study Results, Saving Time	A.Ceplītis	2	21
	Distance Learning Methodology	G.Lapiņa	2	26
	Preparation and Publication of Research Papers	Prof. A.Čirjevskis	2	23
	Curators' Work Experience	Assoc. Prof. I.Kreituss	2	21
	Twitter and its Use in the Study Process	E.Zaķe	2	27
	Webropol Usage	V.Minkēviča	2	17
	Basic Principles for Creating a Survey and SPSS Usage	M.Vāciete	2	24
	Study Thesis Preparation Rules and Compilation of a Bibliographical List. Word Document Layout.	Assoc. Prof. I.Kreituss and doc. E.Treiguts	2	32
2014/2015	Moodle Usage, Opportunities and Current Developments	G.Lapiņa	4	52
	Provision and Improvement of the Distance Learning Process	G.Lapiņa	4	34
	"Moodle 2.6"	Prof. T.Vasiļjeva	2	17
	How to Work with Students from Other Cultures?	I.Gudele	2	22
	Usage of the Lursoft Database in the Study Process	L.Kalniņa	2	25
	RIS Training	doc. E.Treiguts	2	17
	Current Issues in the Study Process	Assoc. Prof. I.Kreituss and Prof. T.Vasiļjeva	2	28
	Latest Developments in the Analysis of Secondary Large Sets of Data and Use of Results	D.Kamerāde - Hanta	2	36
	Activities of Swiss Researchers in Latvia/ "Immunity to Change: Why it is so Difficult for Individuals and Organizations to Change"	U.S. Prof. Gary Keller	2	23

2015/2016	Latest Developments in the Process of Managing a Final Thesis	Assoc. Prof. I.Kreituss	2	24
	Oxford University Press - supporting teaching and research projects	Visiting faculty Marcin Dembowski	2	16
	"Use of Harvard Business Publishing Resources in the Study Process"	Prof. I.Senņikova	2	29
	"New Options on Connection with the Transition to Microsoft 365"	D.Geitners, Prof. T.Vasiljeva	2	16
2016/2017	Best Practice in the Use of Distance Learning Materials	A. Bārzdaïne	2	22
	Best Practice in the Use of Moodle	doc. J.Bierne	2	13
	Use of Contemporary Video-Technologies in Preparing Distance Learning Lectures	doc. L.Krēmers	2	23
	An Example of Best Practice in the Production of a Distance Learning Video Lecture - Max Planck Institute Video Lecture "Making Scientific Writing Painless"	Assoc. Prof. G.Lapiņa	2	23
	Methodology for Formulation and Assessment of Study Results	Doc. Sanita Baranova	2	24
	Quality Management of RISEBA Final Theses	Assoc. Prof. I. Brence and Assoc. Prof. I.Ludviga	2	27
	Psychological and Ethical Aspects of the Assessment of Study Results	Prof. Lūcija Rutka	2	36
	Examples of Best Practice in Programme Management	Irēna Komarova, Dina Suhanova, Diāna Krone	2	22
2017/2018	Distance Learning Audit Results and Opportunities to Improve the Quality of Distance Learning	Prof. L.Rutka, Prof. I.Senņikova, Assoc. Prof. I.Kreituss, doc.I.Graurs,	4	38
	Didactic Principles and Teaching Methods in the Attainment of Study Results	I.Brence, A.Skvorcovs, T.Vasiljeva and D.Geitners	4	38

	New Options in the Use of Moodle in the Study Process	Prof. Tatjana Vasiljeva, Oksana Ušakova, Dmitrijs Geitners and Inese Slūka	2	24
	Study Course Mapping: Ranging from the Occupational Standard to Attainable Study Course Results	S.Dobrovoļska, Prof. L.Rutka; Assoc. Prof. I.Ludviga	2	37
	Study Programme Mapping	RSU experience	2	35
	Contemporary Teaching Methods to Improve the Quality of the Study Process"	EKA Conference		11
	Infographics and New PowerPoint Options in the Preparation of Lecture and Seminar Materials"	doc. L.Krēmers	2	28
	The Student-Centric Approach to Education: its Essence and a Neurocognitive Insight"	Prof. L.Rutka; K.Užule	2	20
	How to Write a Good "CASE STUDY"	Prof. T.Vasiljeva, doc. A.Streļčonoka	2	31
	Basic Elements of Personal Data Protection.	I.Aleksejenkova	2	32
	Quality of Final Theses	Prof.L.Rutka, Assoc. Prof. I.Kreituss, programme directors	2	27
2018/2019	GDPR - Data Protection Regulation (GDPR) – Are We Ready?	Ilana, Einmane, State SIA Latvijas Televīzija IT Department Head	2	24
	Application of Quantitative and Qualitative Study Methods in Students' Studies.	Professor Anita Pipare, Professor Iveta Ludviga	8	52
	Five IT Trends that will Change the World in 2018	Kristaps Banga, Head of Innovations for Accenture in Latvia	2	43

"An Insight into Open Science. Use of Web of Science and Scopus Databases in Studies and Research Work"	Gita Rozenberga, LU Library Senior Librarian	2	11
Computer Game Development Trends in Latvia and Globally	Elviss Strazdiņš, Latvian Game Developers' Association	2	12
How will Big Data Change the Way how we Work and Entertain Ourselves?	Aldis Ērglis, Emergn Latvija	2	17
Contemporary Financial Calculators, their Use, Advantages and Shortcomings	Sigita Misiņa, IT architect	2	8
Learning from Existential Experience for Quality of Life	Docent Mārtiņš Veide,	2	18
"Game or Lose! How are Gaming Elements Entering Contemporary Business?"	Juris Zalāns, "Benefits Latvia"	2	12
Best Practice in Data-Based Decision in Relation to Business Intelligence (BI) Systems	Aldis Ērglis, Machine Learning Lab led	2	10
Use of Technology to Increase Productivity	K.Skutelis, Head of Public Relations,	2	14
Psychological Idiosyncrasies of Adult Learning	Practicing Psychologists and Psychotherapist A.Vagale	2	14

Faculty members and visiting faculty members take part in qualification top-up courses or methodological seminars organised by the university.

Procedures for organising methodological seminars:

1. Seminars are organised once a month for 2 academic hours during the first and second semester. Annually, this amounts to 16 academic hours. Since the autumn of 2018, seminars are organised so that one seminar is conducted every month, and during the second semester – over the course of one 8 hour day. No classes are planned on that day and faculty members have the opportunity to spend the whole day learning and sharing experience.
2. Depending on the procedures for organising seminars, their participants receive RISEBA University certificates to completing 8 or 16 hours of specific subjects.
3. Methodological seminar subjects are planned depending on current developments in highest education in Latvia and globally, as well as depending on the latest developments in RISEBA University's study process. The following can be provided as examples: The 2017/2018 seminar subjects were related to the assessment of study results, formulation of expected study results and formation of study mapping. In 2018/2019, there were focused on mastery

of innovating teaching methods and digitalisation, while 2019/2020 will be dedicated to mastery of the subjects of inter-cultural communication and diversity.

4. A compulsory requirement for faculty members is to attend at least 50% of methodological seminars for which they receive at least one additional point during the faculty members' annual performance evaluation.
5. Attendance of RISEBA University seminars can be substituted with foreign courses, seminars and any professional activity, presenting the corresponding document.

Academic personnel can upgrade their organisational qualifications in various ways:

- attending various courses and seminars, including those organised by CEEMAN,
- performance of curator's work;
- leading Career Day activities;
- leading sections at academic conferences organised by RISEBA University;
- leading scientific research directions;
- etc.

Every year, an evaluation is conducted of the upgrading by academic personnel of their scientific, academic and organisational qualifications, providing a feedback loop regarding the benefits. One example worth mentioning is the evaluation of feedback from faculty members regarding the methodological seminar "Application of Quantitative and Qualitative Study Methods in Students' Studies" (see Figure 3.5). They were asked three questions about the contents of the methodological seminar and application for benefits at the seminar. A free place for a reciprocal link and proposals was offered as a 4th point.

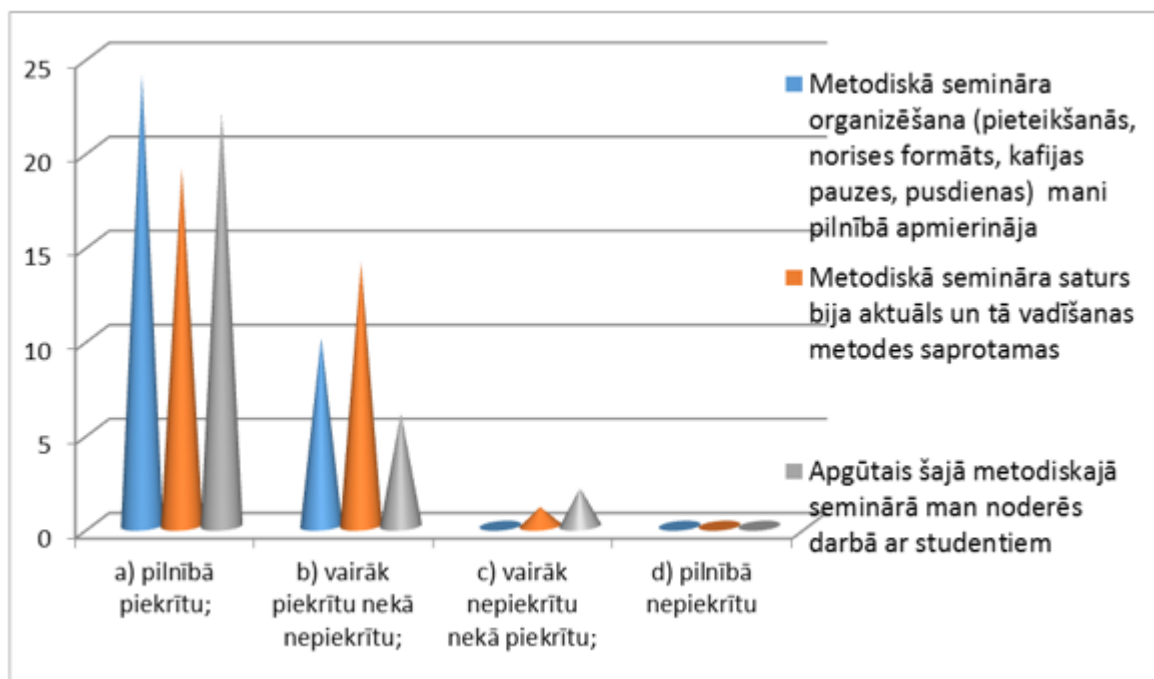


Figure 3.2. Collation of feedback from faculty members regarding the methodological seminar "Application of Quantitative and Qualitative Study Methods in Students' Studies"

Figure 3.2. Collation of feedback from faculty members regarding the methodological seminar "Application of Quantitative and Qualitative Study Methods in Students' Studies"

As Figure 3.2. shows, organisation of the methodological seminar, its contents and the learning derived therein were rated highly. Faculty members also mentioned some shortcomings and formulated their recommendations for organising future methodological seminars:

- More practical examples were required regarding processing of statistical data.
- Study methods should have been analysed in more detail.

- Divide participants into two work groups – with and without prior knowledge.
- Continue the initiated theme with practical examples.
- Organise seminars regarding new teaching methods for full-time and distance learning students for retaining the attention of a hyperactive generation of students.
- Organise seminars regarding students' cognitive and psychological idiosyncrasies.
- etc.

Highly motivated AP strive to improve their English language skills in connection with the launch of new study course and programmes in English. English language course take place in various groups, in accordance with the level of knowledge. After completion of the course, language certification examinations are taken.

Faculty members in the Management study direction are highly motivated to engage in various professional qualification top-up events both at the university and abroad. The resultant experience will be discussed at the direction's departmental meetings, where after each trip abroad, each faculty member:

- Explains the contents of the event (conference, work on a project, summer school, etc.).
- The latest trends and studies in the scientific and professional field.
- Describes how he or she will use the experience in his or her study courses.
- In individual cases, the faculty member will organise a presentation for his or her colleagues or share his or experience interactively.

The experience gained by faculty members will be used to improve the quality of studies as follows:

- Improvement of course descriptions,
- Improvement of the MOODLE study environment
- Use of new teaching methods in day, evening, weekend and part-time study forms,
- For facilitation of personal growth, stress management and communication,
- Sharing experience improves mutual communication, clarifies the vision of the shared objective and highlights new subject matter that must be mastered in-depth

All the aforementioned aspects can be ascertained and assessed by attending faculty members' classes, assessing the study course descriptions they have prepared, analysing their submitted documentation, and studying feedback from students. Academic personnel use various types of professional experience to prepare applications and subsequently implement them.

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.

The records of the working hours of faculty members in the Management study direction study programme are drawn up, in accordance with Section 4, Paragraph three, Clause 4 and Section 5, Paragraph two (prim), Clause 2 of the Law on Higher Education Institutions, other binding external laws and regulations and the Academic Personnel Standard Workload Rules approved by the RISEBA University Senate.

The academic workload of the faculty member involved in the implementation of study programmes corresponding to the study direction is comprised of:

- conducting classes,
- overseeing internships,
- accepting tests,
- consultations, correcting course work,
- overseeing study papers,
- overseeing Bachelor's and Master's theses,
- reviewing Bachelor's and Master's theses,
- work on study thesis and internship presentation commissions,
- work in State examination commissions.

The workload of the university's faculty members is planned and recorded, in accordance with the principle – remuneration for work specifically done. Specific remuneration is provided for each of the faculty member workload types listed previously, in conformity with the Academic Personnel Standard Workload Rules approved by the RISEBA University Senate.

The workload of faculty members during the academic year is planned in accordance with the study programme plan. Workload fulfilment is overseen by the Study section, comparing the planned workload of the faculty member with work actually done at the end of the reporting period.

In drawing up, recording and overseeing the academic workload of faculty members, meaning elected academic personnel and visiting faculty, uniform principles are observed, as far as possible giving precedence to domestic academic personnel in drawing up the workload.

A similar principle to that for planning and recording teaching workloads is used for research work done by academic personnel. It is recommended in the scientific work of faculty members to prepare at least one to three scientific articles during the time period of three years, which are published on data bases SCOPUS or Web of Science (faculty members should participate in at least one international research project in three years, as well as prepare at least one to three internationally cited research papers, every year – participation of at least one student at the RISEBA International Scientific and Artistic Creativity Conference). The research workload of elected academic personnel during the academic year is recorded and remunerated, in conformity with the results of research work actually attained. Payment for the scientific work performed by the faculty members is governed by the “Regulation On the Provisions of Participation of the Academic Staff in International Scientific Research Conferences, Art Symposiums, Exhibitions and Audio Visual Work Festivals”, approved by RISEBA Senate, and it determined the payment for participation of faculty members in the promotional activities of the scientific work, in accordance with the limit determined for each category of the academic position. While, pursuant to the order of the Rector of 20 October 2014, which provides approved payment of copyright for each scientific publication, which is published on the electronic data base Thomson&Reuters, SCOPUS, ELSEVIER, ERIH, and for each scientific publication, which is published in scientific magazines of the class A or B.

Summarising the aforementioned information, one can say that the workload of visiting professors at the university is comprised of their planned academic workload, whereas the workload of academic personnel is made up of their planned academic workload and research workload.

In the Management study direction, the academic and research workloads are continually reviewed and analysed, in addition to which the mechanism for their assessment is improved every year. For example, starting from 2020/2021:

- Additional remuneration is provided for distance learning contact hours (contact hours were not previously provided for), in order to improve the quality of student learning and to

stimulate the academic motivation of faculty members.

- Differentiated payment for research papers in international database conference materials and high level academic journals, in order to foster the scientific growth of faculty members and the profile of RISEBA University.
- In the annual evaluation of faculty members, it is planned that an additional point will be awarded for the joint participation of the faculty member and his or her students in Career Days or some other event of public significance intended to benefit students' learning and their career motivation.

Although implementation of study programmes of the management direction is overseen by RISEBA Business Department, faculty from other departments: Economics and Finance, Information Technology and Mathematics and Languages also contribute to the implementation of their content.

119 lecturers are involved in the implementation of the management direction, of whom:

- 53 are RISEBA faculty;
- 66 are visiting lecturers.

Of the 53 members of the faculty, 41 hold a doctoral degree that is 77.4 % of the elected staff. Four freelance faculty members also have a doctoral degree. Several members of the faculty and visiting lecturers teach study courses in all programmes of the management direction, thus ensuring coherence and continuity of study courses.

Priority is given to recruiting faculty members with a doctoral degree and publications, as well as with practical experience in the industry. Entrepreneurs, representatives of professional associations and graduates with local and international professional experience are invited to RISEBA as visiting lecturers. According to student feedback, experience, knowledge and competence of faculty members are one of the greatest advantages of this programme.

Table 3.3

Faculty of the management academic direction

Professors	9
Associate professors	8
Docents, Dr.	23
Researchers	18
Lead researchers	13
Lecturers	9
Visiting faculty members	66, including 4 with a doctoral degree

All faculty members comply with the law of the Republic of Latvia. Furthermore, before any cooperation with a faculty member, employment conditions and RISEBA internal rules and procedures are discussed. If a faculty member teaches a study course for the first time, an open lecture is a compulsory requirement. It is attended by programme's administration and/or senior faculty members.

As faculty holding a doctoral degree are given a priority as to teaching study courses, this type of

academic staff delivers most study courses. At the same time, industry practitioners involved in the implementation of the programme and helping students acquire practical skills and knowledge required for the selected profession, are involved in teaching specific courses, such as: Data visualization, performing compliance functions, etc.

Scientific research is also considered a priority in the management direction. Several faculty members of this academic direction are experts of the Scientific Council of Latvia, and they supervise and review doctoral theses.

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Table 3.4

Faculty of the management direction who serve as experts of the Latvian Council of Science

No.	Name, Surname	Branch(es) of science
1.	Solveiga Blumberga	Social sciences - Psychology
2.	Ieva Brence	Social sciences - Economics and business
3.	Edgars Brēķis	Social sciences - Economics and business
4.	Andrejs Čirjevskis	Social sciences - Economics and business
5.	Natālija Konovalova	Social sciences - Economics and business
6.	Ilmārs Kreituss	Social sciences - Economics and business
7.	Iveta Ludviga	Social sciences - Economics and business
8.	Anatolijs Prohorovs	Social sciences - Economics and business
9.	Inga Jēkabsone	Social sciences - Economics and business
10.	Tatjana Vasiļjeva	Social sciences - Economics and business
11.	Maija Zakriževska-Belogrudova	Social sciences - Psychology
12.	Lūcija Rutka	Social sciences - Education
13.	Irina Senņikova	Social sciences - Economics and business

All faculty members comply with the law of the Republic of Latvia. Furthermore, before any cooperation with a faculty member, employment conditions and RISEBA internal rules and procedures are discussed. If a faculty member teaches a study course for the first time, an open lecture is a compulsory requirement. It is attended by programme's administration and/or senior faculty members.

As faculty holding a doctoral degree are given a priority as to teaching study courses, this type of

academic staff delivers most study courses. At the same time, industry practitioners involved in the implementation of the programme and helping students acquire practical skills and knowledge required for the selected profession, are involved in teaching specific courses, such as: Data visualization, performing compliance functions, pathophysiology in organizations, coaching in business, etc.

Involvement of faculty members in scientific research is one of the priorities for both the Management study direction and RISEBA University. At the end of each academic year, the annual performance evaluation of the academic staff and research fellows is conducted. In this evaluation, scientific, research, academic and organisational activities carry a specific pre-defined weight. If the head of the direction has performed well, he/she can receive additional points during the annual performance assessment. Currently, the weight of scientific activities is 0.35 or 35 % of the total score.

If, during the last two academic years a faculty member has participated with a lecture and/or research paper in two international scientific, research or academic conferences in Latvia, Estonia or Lithuania, and at least one of these conferences is the annual international scientific conference organised by RISEBA together with the BA School of Business and Finance, he/she may be eligible to RISEBA financing to cover all participation costs in an international conference.

According to the "Regulation on Conditions for Publication of Research Results of Academic Staff" approved by the Senate of RISEBA, RISEBA faculty members may be eligible for financial support (royalties), if the respective research paper has been included in a collection of conference proceedings, which is indexed in the scientific databases Web of Science, SCOPUS, ERIH or ELSEVIER.

If a member of the faculty submits his/her article for publication in RISEBA scientific journals "Journal of Business Management" or ADAM Arts (Architecture. Design and Audiovisual Media Arts), proofreading services are made available to the author in the English language.

To attract and maintain top quality faculty, RISEBA monitors sectoral trends, pays competitive wages and offers social guarantees, as well as opportunities for professional development. To continue expansion of the management direction, new study programmes will be developed and professionals from Latvia and abroad will be invited to teach, giving a priority to those holding a doctoral degree and having practical sectorial experience.

Mobility dynamics

In the course of time, the mobility dynamics of incoming faculty has been quite varied (see Annex), as international faculty mostly arrives to RISEBA during International Weeks, which have a different topic every year. Accordingly, this also has had a bearing on the dynamics of incoming faculty. As RISEBA is the only university in Latvia that has been accredited with EPAS, of late the list of partner universities has been significantly revised - we develop cooperation with universities that have received similar accreditations, and cease it with universities that have not developed according to international standards.

During mobility trips, the faculty mostly participates in international weeks organised by partner universities, and visits those universities with which RISEBA has double-degree programmes (e.g. *Kedge Business School* in France, *Regensburg University of Applied Sciences* in Germany, and others). On the average, 5-7 members of Management direction faculty members participate in mobility trips every year.

Generally, the mobility of incoming and outgoing faculty tends to increase. In most cases, classes offered by foreign faculty take the form of open lectures, which allows all students interested in the

respective topic to attend.

Difficulties of the university as to faculty mobility

As RISEBA has already focused on faculty mobility for several years, there is a specific system that allows to reduce potential risks and difficulties, at the same time taking into consideration potential challenges:

- Aligning the topic and expected learning outcomes of specific lectures of incoming faculty with requirements of the programme and academic courses: topics of lectures are pre-agreed with foreign faculty, and expected learning outcomes are discussed to approximate them as far as possible with the academic programme under which the respective lecture is delivered;
- Delivery and inclusion of lectures offered by foreign faculty in the list of lectures, as all lectures of the respective academic year are planned well before any guest lecturers apply;
- Quality of lectures offered by incoming faculty, when they are delivered at RISEBA for the first time, as students are used to interactive learning methods that are not always used by foreign faculty;
- Mobility of outgoing faculty, as lecture offers from partners are usually received at the end of the academic year, and these lectures take place on specific dates, while RISEBA has very strict requirements as to any changes in the timing of lectures and classes;
- Limited financing for outgoing mobility: quite often, the number of faculty members that wish to use this opportunity is larger than the available financing, thus there is a set of criteria that prioritizes those members of the faculty that use mobility opportunities for the first time, have prepared quality course outlines for department heads, etc.

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

Support during the learning process is also provided by the administrative personnel (programme directors, administrators of academic programmes, customer service centre staff) and faculty (teachers, curators). In addition, a group leader is appointed for each group of students, who is responsible for distributing important information among his/her peers, team building, etc.

As an example, one can mention the types of support that students receive from a curator:

- help for students organising group bonding and out of school events;
- help in resolving problematic issues between the students and the university (programme director, study administrators, bookkeeping department, loan specialist, etc.);
- meeting the group on a regular basis, providing psychological support, suggesting solutions (for resolution of private matters and conflicts between students, etc.).
- informing students about various university events and encouraging them to participate in them;
- etc.

During the academic process, career and psychological support is also considered very important. To help students with securing internships and jobs, RISEBA has a special structural unit: Career Development Centre. All students who wish to find a place of internship or employment can approach the centre and receive not only suitable offers, but also advice about writing good CVs

and application letters, as well as the most important aspects of job interviews. On regular basis, the RISEBA Career Development Centre offers guest lectures by industry professionals about various topics, as well as an opportunity to have field trips to various companies (for example, in 2019 to ATEA, Cabot, etc.). See more about the Career Development Centre [here](#).

Since 2018, RISEBA has had a career month. During this month (which usually takes place in April), guest lectures and seminars by industry professional take place for students to take interest in starting their careers in specific companies. The most important event is the Career Day: it is a meeting platform that allows students, alumni and stakeholders to meet companies, organizations and industry professionals. See more about RISEBA Career days [here](#).

The Bachelor's and Master's study programmes of the Management study direction include not only various psychology courses, but also study courses in the field of personal development (Development of Personal and Learning Skills, Personal Development: Leadership and Critical Thinking, Personal Development and Team Spirit). During these courses, students acquire basic academic research skills, enhance their cooperation skills, learn to perform self-evaluation, identify their needs and necessary solutions to ensure their personal development in the job market.

Students that wish to start a business can develop their business ideas at RISEBA Creative Business Incubator.

The number of foreign students has steadily increased at RISEBA on annual basis. For example, during the 2017/2018 academic year, their number was 71, while during the 2018/2019 academic year RISEBA received 96 ERASMUS+ students. This can be mainly attributed to good feedback from foreign students about RISEBA, as well as a successful support programme for foreign students. Each foreign student is assigned a local support buddy, and an immersion week is organised at the beginning of their stay to ensure better integration at RISEBA. Students are also supported by programme directors, the External Relations Department, and study programme administrators.

Every year, the number of distance learning students has increased at RISEBA, which demonstrates the quality of these studies. To ensure the quality of distance learning, the number of employees of the Distance learning centre was increased in 2017. Before a course can be delivered it is approved by a deed of conveyance, and during this process the quality of learning materials is assessed. All course dossiers should consist of a course outline, a calendar plan, video lectures, self-check questions and other information. To ensure better communication between the faculty and students in Moodle, RISEBA organises methodological seminars about the latest interactive teaching methods.

Distance learning students have access to databases to which RISEBA has subscribed as they can be also accessed beyond university facilities. Students may also use RISEBA library resources and infrastructure. If pre-agreed with the Programme director, students may also take separate courses. Since 2018, evenings of RISEBA distance learning students have been organised. During these events, it is possible to meet respective programme directors, get to know the peers and employees of the Distance learning department and have informal conversations.

At the bachelor's level, during one week students are informed about the learning process, the university and its environment, and they have teambuilding events and guest lectures. At the master's level, there is one introductory evening for all post graduate students during which general information is provided about the university, and student teambuilding is promoted (by means of the Business meets art... concept). Students of specific programmes have one additional evening, during which they are given detailed information about the requirements of the programme.

One noteworthy and truly inspiring annual event offering support to students is RISEBA University's

Christmas ball, which students attend together with faculty members and the university's cooperation partners, including internship providers. It is organised by the Student Council, with the involvement of students, faculty members and employees. Event videos and photographs are posted (with permission from students) on the RISEBA University homepage and social media. This nurtures cooperation between students and faculty members, positive emotions and the university's profile.

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

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

The management, administration and real estate management direction is implemented at the Faculty of Business and Economics: it is one of the three faculties of RISEBA University of Business, Arts and Technologies. The faculty consists of four departments: Business department, Economics and finance department, Information technology and mathematics department, and Languages department. Faculty members of the above departments implement 11 study programmes offered under the management direction: 3 undergraduate programmes: Business Psychology, Business Management, and European Business Studies; and 7 master's programmes: Business Management, Project Management, Personnel Management, Health Management, International Business, Strategic Management of Business, Management Psychology and Supervision; and a doctoral programme: Business Management.

Currently, in the management direction, there are 53 faculty members, of which 38 have a PhD degree. During the reporting period, the size of the faculty increased considerably, as 18 faculty members with a scientific degree were re-elected as docents, associate professors and professors. Of the above, 5 members of the faculty are from abroad: Dr. Emil Velinov from the Czech Republic, Dr. Ali Ait Si Mhamed from the USA, Dr. John Joseph Burke from France, Dr. Almir Pestek from Bosnia-Herzegovina, Dr. Fahri Akdemir from Germany.

Since 2019, 7 lead research fellows and 11 research fellows have been elected in the management direction. 14 faculty members are experts of the Latvian Council of Science (Ilmārs Kreituss, Tatjana Vasiljeva, Solveiga Blumberga, Ieva Brence, Iveta Ludviga, Anatolijs Prohorovs, Edgars Brēķis, Jurijs Spiridonovs, Inga Jēkabsone, Natālija Konovalova, Andrejs Čirjevskis, Lūcija Rutka, Maija Zakriževska-Belogrudova).

According to the mission and vision of RISEBA, the long-term objective of scientific development is to enable scientific excellence in all research directions respecting the principles of academic integrity and ethics and to deliver meaningful research outputs for the academic environment, the public and policymakers to contribute to the development of Latvia.

The scientific research strategy of the management direction is derived from the general Scientific Development Strategy of RISEBA. The Scientific Development Strategy was prepared pursuant to the following laws and planning documents of the Republic of Latvia and the European Union:

- Law on Higher Education Institutions
- Law on Scientific Activities
- Sustainable Development Strategy of Latvia (Latvia 2030)
- European Commission strategy Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth
- Strategy of the University of Applied Sciences RISEBA for 2018-2020
- Cabinet Regulation No. 322 'Classification of higher education institutions in Latvia' (13/06/2017) describing knowledge, skills and competences that are in line with the NQF, and educational programmes that are in line with the NQF/EQF levels
- Eligibility Procedures and Accreditation Standards for Business Accreditation;
- CEEMAN Manifesto Changing the Course of Management Development: Combining Excellence with Relevance.

According to the Scientific Strategy of the Faculty of Business and Economics, it strives to offer high-quality, interdisciplinary, student-focussed, interactive, scientific, creative and innovation driven undergraduate and post-graduate education that is in line with the scientific and strategic purpose of the management direction, namely, to dynamically develop RISEBA as a part of the Latvian education system for its diplomas and degrees to be highly regarded in the European labour market and fit for continued education in other European countries.

The scientific strategy of the Faculty of Business and Economics for 2019-2025 defines the following objectives:

- Increase the number of internationally cited scientific articles indexed in the SCOPUS and Web of Science databases
- Improve the citation index of research papers
- Increase participation of faculty members in various projects
- Prepare joint publications with RISEBA students and alumni
- Increase the number of publications with co-authors from foreign partner universities

In the management direction, the university ensures that scientific and researcher papers are prepared and that scientific and other projects are implemented consistently with the accredited academic directions. In 2018-2020, RISEBA will develop research in areas approved by October 2018 RISEBA Scientific Committee meeting:

- Innovative business, incl. digitization of business, innovative entrepreneurial education, social entrepreneurship
- Finance, incl. securing investment, bank management and operations, improvement of taxation systems
- Strategic management, incl. business modelling, dynamic capabilities, value innovations and real options theory, strategic personnel management, psychology and supervision in business

Each scientific direction is managed by a faculty member holding a doctoral degree. The middle level consists of department's academic staff. Students of doctoral, postgraduate and undergraduate programmes form the basic level.

Heads of research directions are responsible for organization of scientific activities (scientific projects, scientific publications, participation in international conferences, etc.) in their respective branch of science.

Bachelor's, master's and doctoral programmes, currently offered by the university or planned in the long-term determine university's strategy for the choice of scientific and research directions to improve academic quality and ensure the integration of research outputs in the study programmes.

The faculty of the management direction regularly review doctoral theses at the State Scientific Qualification Commission and the promotion boards of other universities. Six faculty members of the direction are also in charge of RISEBA research directions: Ilmārs Kreituss, Tatjana Vasiljeva, Iveta Ludviga, Anatolijs Prohorovs, Andrejs Čirjevskis, Maija Zakriževska-Belogrudova. The university has a clear procedure to plan and notify about research activities. These activities are regularly supervised, as the head of the respective research direction must report on the results of scientific activities once per year.

After graduation from master's programmes of the management, administration and real estate management direction, students have an opportunity to continue in RISEBA doctoral programme "Business Management". For example, Velta Stikute, a graduate of RISEBA master's programme "International Finance", is currently continuing her doctoral studies under the supervision of RISEBA Professor Dr.sc.administr. Anatolijs Prohorovs, while graduates of master's programmes Julija Novinkina and Andrejs Davidovičs have continued their studies at the PhD level under the guidance of RISEBA Professor Tatjana Vasiljeva.

Doctoral programme "Business Management" is especially important for the Management, Administration and Real Estate Management direction. It is available since 2008 as a joint project between RISEBA and the BA School of Business and Finance (in Latvian), and since 2016 also in English, and is based on modules. The programme aims to admit a stable number of students on annual basis, namely, no less than 13 students and to ensure that students have the multicultural and international environment required for studies and research.

In 2018, RISEBA submitted its doctoral programme "Business Management" to the European Doctoral programs Association in Management & Business Administration (EDAMBA), and after its evaluation joined the association. Its long-term goal is to deepen cooperation with EDAMBA by referring its academic personnel and doctoral students to EDAMBA summer and winter schools for research fellows.

In the September of 2019, the university participated in the General Assembly of EDAMBA at the University of Oxford, during which the latest trends in research were discussed. In the September of 2020, the General Assembly and Executive Committee meeting of EDAMBA will take place at RISEBA that plans to use this event to promote science and research and improve their relevance for the Latvian and European public.

According to the best practice and EDAMBA Strategic Guidelines, it is planned to ensure that at the end of the period each doctoral student has two appointed thesis supervisors to prepare a high-quality thesis. We aim to ensure that at least two doctoral theses are defended at RISEBA Promotion Council each year and that research and theses of doctoral students are of top quality by participating in EDAMBA competition for doctoral theses with at least one defended doctoral thesis per year.

The following three doctoral theses defended in the Promotion Council of **RISEBA, BA School of Business and Finance and Ventspils University of Applied Sciences** can be described as the most notable achievements made during the last 3 years in the management direction:

- Valters Bolēvics "**Impact of management on port performance**", defended in 2018.
- Iveta Cīrule "Impact of university business incubators on performance of young entrepreneurs",
- **Anita Gaile** "Interaction between career choices of an individual and individual values, and their impact on a subjectively successful career", 2019. **This thesis was submitted to the international competition of the European Doctoral programs Association in Management & Business Administration held in 2020.**

Valters Bolēvics and Anita Gaile have become members of RISEBA faculty, as they were elected to the position of lecturers of the Business Department, while Iveta Cīrule is a freelance faculty member. All of them have also become elected research fellows and teach undergraduate and graduate courses, conduct research and participate in various projects.

During the first quarter of 2020, defence of doctoral thesis of RISEBA lecturer Julija Žakemo “Interaction between the leader and the subordinate, and trust of an organisation as a context and micro-foundation for organisational innovation” is planned, as it has already been submitted for evaluation at VZKK.

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.

In cooperation with peers and students, the faculty of the management, administration and real estate management direction regularly prepare scientific publications that are included in collections of articles cited in international databases. Thus, students are encouraged to focus on research already during their studies.

Our students engage in research activities in four main ways:

- By preparing course papers during Year, 1, 2, and 3, and the final (bachelor's or master's) thesis.
- By participating in scientific conferences, in particular the RISEBA Academic Research and Artistic Creation Conference, which is attended by approximately 100 students every year, including students from the management direction;
- By preparing joint scientific publications in cooperation with RISEBA faculty.

Quite often, topics of student research and final papers are derived from research directions formulated by the Faculty of Business and Economics. Thus, students of the faculty also have an opportunity to contribute to research outputs. The results of the studies are included in joint publications. The following faculty members of the management direction have published joint scientific articles with students: Iveta Ludviga, Maija Zakriževska-Belogrudova, Anatolijs Prohorovs, Ieva Brence, Tatjana Vasiljeva, Andrejs Čirjevskis, Ilmārs Kreituss, Lūcija Rutka, Solveiga Blumberga and others.

Every year, RISEBA hosts the International Academic Research and Artistic Creation Student Conference “Changing World – in Search for New Solutions”, which is attended by approx. 100 students; and a separate section is devoted to presentation of student papers on economics and finance. The student conference is financially supported by sectorial companies: from 2014 to 2018 – JSC “Rietumu Banka”, and in 2019 – “SIFFA”. JSC “Rietumu Banka” sponsored awards to those students (up to EUR 10,000 per year), whose papers were highly appreciated during conference sections (first – third place winners of each section received a cash prize of EUR 100 – EUR 450). Representatives of the bank also participated in conference sections to get acquainted with the results of student research and to offer employment to the authors of best papers. Each year, after the conference, the bank invited several students for job interviews, at least five of whom were offered internships and jobs. Thus, students are encouraged to understand the role of research in career development, and even more so in positions that are not always science-related.

Since 2014, RISEBA has published a semi-annual journal of scientific articles called “Journal of

Business Management", ISSN 1691-5348. In this journal, the faculty of the management direction have also published joint scientific articles prepared in cooperation with students.

RISEBA faculty of the management direction have prepared monographs and methodological tools, and compiled collections of scientific articles. Thus, for example, in 2016 RISEBA monograph "Business Meets Art" was published (scientific editors Irina Senņikova and Tatjana Vasiļjeva). In this monograph, the faculty published sections about application of creative methods during the learning process, while Ieva Brence and Ērika Pančenko prepared a section on a creative approach to the business game INTOPIA used during the teaching process. 2017. Anatolijs Prohorovs has published the monograph "Uzņēmumu ienākumu nodoklis Latvijā un Igaunijā: tā ietekme uz uzņēmējdarbību, investīcijām, bezdarba līmeni, nodokļu ieņēmumiem un valsts ekonomisko izaugsmi" (*"Corporate Income Tax in Latvia and Estonia: Its Impact on Business, Investments, Unemployment, Tax Revenue and National Economic Growth"*). 2018. Lūcija Rutka has created a scientifically grounded methodological tool "Methodological material for mapping studies", while Maija Zakriževska-Belogrudova is working on a collection of scientific papers "Supervision in Latvia: Research-Based Development Opportunities", which will be published in 2020. This collection consists of scientific articles written by students and the faculty or the faculty and cooperation partners of RISEBA.

The scientific interests of academic staff are closely related to the courses that they teach. It allows to integrate research ideas in the learning process. See topics and titles of scientific publications of the faculty (see Annex 4) and the titles of their study courses as an example:

1. Irina Senņikova: "Organisation Management", "Leadership and Change Management"; "Intercultural Leadership", etc.
2. Tatjana Vasiļjeva: "Strategic Interaction between Business and Information Technology", "Research Methodology"
3. Ilmārs Kreituss: "Financial Markets and Institutions", "Role of Banks in Business"
4. Andrejs Čirjevskis: "Business Competitiveness and Strategic Management in an International Environment", "Strategic Management", etc.
5. Ieva Brence: "Research Methodology", "Marketing Research", "Business Game INTOPIA", etc.
6. Iveta Ludviga: "Research Logic and Methodology", "Public Communication", etc.
7. Lūcija Rutka: "Professional Creativity", "Supervisor's Professional Activity and Ethics", etc.
8. Jevgenijs Kurovs: "Social and Applied Ecology", "Business Modelling", "Ethics and Social Responsibility"
9. Jurijs Spiridonovs: "European Union", "Investment and Financial Markets", etc.
10. Maija Zakriževska-Belogrudova: "Stress and Burn Out Management", "Personality and Team Development", "Conflict Management and Mediation in Organisation", "Personality Development and Team Building", etc.
11. And others.

After a comparison of course titles and topics of scientific publications of these members of the faculty, as well as the nature of their engagement in various projects, it can be concluded that all of the above is incorporated in the content of study courses, lectures, seminars, topics of courses and final papers, as well as posted in the MOODLE learning environment as annexes.

Scientific achievements are regularly discussed during department meetings of the management direction and Programme Committees by the faculty, representatives of industries and professional associations, as well as students. Programme Boards regularly communicate with industry representatives to inform them about the research conducted by the Faculty of Business and Economics, to hear from them about topical issues and to identify areas for future research that may be of interest to the industry. Quite often, representatives of the industry approach RISEBA to

request studies on topics of interest to them in final theses of students. In their final thesis, students mostly study issues related to their employment, or do that at the request of organisations and depending on their scientific interests, for example:

- Undergraduate thesis “Consumers’ attitude towards non-bank short-term crediting brand SMS CREDIT as a corporately and socially responsible organisation”
- Undergraduate thesis “Analysis of RIMI BALTIC in-land transport business model and its improvement opportunities”
- Undergraduate thesis “Relation between job satisfaction and emotional burn-out of employees at X bank”
- Master thesis “Employer’s image, offering and personnel retention in the IT company X”
- Master thesis “Assessment of a performance management system and its improvement opportunities in Visma Enterprise LLC”
- Master thesis “Supervision as a tool for developing communication and emotional intelligence of employees at company X”

Recommendations prepared as a result of final thesis have been implemented in organisations to improve their performance and to contribute to their goals.

On the basis of research conducted for the purposes of final theses, joint scientific articles of the faculty and students are prepared and published in internationally renown databases (SCOPUS, Web of Science, etc.). The following can be provided as examples:

- Ilmārs Kreituss, Madara Pavāre (2016). National Currency Changeover to Euro: Case of Micro Enterprises of Trading Sector. Eurasia Business & Econ Soc BUSINESS CHALLENGES IN THE CHANGING ECONOMIC LANDSCAPE, 401 - 408 lpp. WOS:000395727200052.
- Tatjana Vasiljeva, Michael Minx (2017). The impact of selected Road Freight Transport Management measures for the society and environment. 17 Conference on Reliability and Statistics in Transportation and Communication, RelStat’2017,
- Maija Zakriževska-Belogrudova, Solvita Kronberga (2018). OPPORTUNITIES TO PROMOTE AN AWARENESS OF SUPERVISION AND COACHING IN LATVIA. International Multidisciplinary Scientific Conference on Social Sciences & Art, 839-. 847 lpp. 2367-5659 5593.
- Iveta Ludviga, Daiga Ergle (2018). USE OF GAMIFICATION IN HUMAN RESOURCE MANAGEMENT: IMPACT ON ENGAGEMENT AND SATISFACTION. 10th International Scientific Conference “Business and Management 2018”, 11 99-113 1691-5348.
- Solveiga Blumberga, Anna Sakovica (2018). Improvement of Personnel recruitment System for High Stress Working Environment. Konferenču rakstu krājums. Bulgārija. SGEM Social Sciences and Arts. Volume VI 97-104 1691-5887, ru.lv/index.php/SIE/article/download/3424/3239.

RISEBA faculty members perform both scientific and consultancy work. For example, in 2015, Associate Professor Ieva Brence participated in the “Implementation of active labour market policy measures to promote the employment of young people not in employment” activity of the 1st selection stage of EU multi-fund Operational Programme “Growth and Employment”, specific support objective 7.2.1 “To increase the employment of young people not in employment, education or training and to facilitate their participation in education within the framework of Youth Guarantee” by counselling unemployed young people about preparation of business plans, and in particular about statutory requirements applicable to business or self-employment; accounting, taxation, marketing, financial planning; requirements for developing a quality business plan; the

form of a business plan and completion of the grant estimate form of the State Employment Agency. Experience gained during the consultations is used for teaching "Marketing Research" and "Research Methodology" courses.

RISEBA faculty members also report about their research results in the public domain raising public awareness of RISEBA study programmes. For example,

RISEBA Associate Professor Valters Kaže has published his opinions:

- Retail prices of fashion brands should decline in the Baltic market in 2020 (<https://www.delfi.lv/bizness/versijas/valters-kaze-2020-gada-baltijas-tirgu-jasamazinas-mode-s-zimolu-mazumtirdzniecibas-cenam.d?id=51754841>)
- The new Surveyors' times in Latvia (<https://www.delfi.lv/news/versijas/valters-kaze-jaunie-mernieku-laiki-latvija.d?id=51678563>)
- Frost in the spring and taxation reforms (<https://ir.lv/2019/05/24/salna-pavasari-un-nodoklu-reformas>)

For several years (incl. in 2018), RISEBA Professor Anatolijs Prohorovs has received the Latvian Investor of the Year award in the Most Promising Investment of the Year category established by the Latvian Venture and Private Capital Association (LVCA) and the Latvian Business Angels Network (LatBAN) for repeat investment in audio technology company Sonarworks. His achievements are related to research, as well as experience in teaching integrated study courses.

Research in the management direction is interdisciplinary as it covers finance, economics, marketing, business, psychology and other branches. As mentioned above, the research is based on the "Business Meets Art" concept. Development of interdisciplinary research allows for a deeper and more versatile focus on analysis of complex situations and delivery of better results. For example, the ERDF project "Development of Value-Based Skills for Improving the Quality of Human Capital", No. 1.1.1.1./A/151 deals with aspects of marketing, psychology and data analysis.

The multidisciplinary approach to research allows to apply the knowledge gained in one branch of science to another, for example, the finance is closely linked with psychology and marketing, and vice versa.

In their final theses students offer topical and practical solutions to problems in the national economy and in companies. The final papers are highly valued by the industry; for example, during RISEBA graduation ceremony, representatives of JSC SEB Banka expressed a special appreciation to students who studied problems relevant for the bank.

In 2018, RISEBA Scientific Committee adopted and RISEBA Senate approved RISEBA CODE OF ACADEMIC INTEGRITY. The code outlines university's academic integrity policy, which promotes academic, ethical and equity values that contribute to academic, personal and professional success of the faculty and students.

Academic integrity is an integral element of everything that the faculty and students do in the academic environment and serves as a link between the academic environment and a long-term professional and academic career.

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.

Research conducted under the management direction (Business Department, Economics and Finance Department, Information Technology and Mathematics Department, Languages Department) is generally driven by interdisciplinary studies in the following areas: business management, economics, data analysis, marketing, business psychology. The most notable advantage of the faculty of above departments is the high level of academic and scientific competence, experience in research and consultancy projects (during the reporting period almost all faculty members were involved in research projects or published scientific articles), as well as practical experience – several faculty members, for example, Valters Bolēvics, Anatolijs Prohorovs, Edgars Brēķis, Valters Kaže, Inga Jēkabsone, Ivars Godmanis, Agita Kalviņa, Olga Dzene and others work in key positions in the industry, international cooperation being an integral part of their duties. Since 2019, Jurijs Spiridonovs has been working as an advisor to the European Bank for Reconstruction and Development in London. Foreign faculty members: Ali Ait Si Mhamed has participated in several World Bank research projects, while Almir Pestek is doing research on aspects of digital marketing in Bosnia and Herzegovina, where he advises leading companies.

The faculty of management direction participate in international projects, for example:

- CEEMAN project *Skilled Business Leaders for Skilled Europe and the Exchange of Good Practices Strategic Partnerships for Higher Education (Lead4Skills)*, No. 2015-1-LT01-KA203-013487, which covers 10 countries (since 2016);
- Erasmus+ scientific-research project *HEIFYE (Higher Education Institutions for Youth Entrepreneurship)*. In the framework of this project, an international study was carried out. Six countries participated in the project: Armenia, Belarus, Georgia, Latvia, Moldova and Ukraine; a range of publications were prepared, incl. articles that were published in the annual international scientific journal “Journal of Business Management” Vol. 18. (2017-2019),
- Cost projekts CA18236 - Multi-disciplinary Innovation for Social Change European Cooperation in Science and Technology. Horizon 2020 Framework Programme of European Union, (03.10.2019. – 02.10.2023.),
- EQUAL projekts “Hidden Champions in Dynamically Changing Societies and their Management and Leadership Development Needs, (2015-2018),
- Polish National Agency for Academic Exchange (NAWA) projekts “IAP 4 GenZ – The International Academic Partnership for Generation Z”, (kopš 2019.g. – šobrīd)
- Projekts „ENJOY GENERATION Z! – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z”; Grant agreement No.: 2018-1-PL01-KA204-050761, (2018-2019)
- ERASMUS + project “Improvement of master-level education in the field of physical sciences in Belorussian universities”, Acronym: "Physics" External expert; Baltic-German University Liaison Office Scientific project “Sci-Bi: Digitalization in Logistics and Transport”; ERASMUS + Project “Quality assurance system in Ukraine: development based on ENQA standards and procedures (CEENQA) – external expert no LR AIC, (T.Vasiljeva, 2019.g.)

Faculty of the management direction are also involved in the implementation of projects financed from the EU funds, for example:

- ERDF project “Development of Value-Based Skills for Improving the Quality of Human Capital”, No. 1.1.1.1/18/A/151;
- ESF project implemented by the Ministry of Welfare “Development and Approbation of a New Methodology for Determining the Basket of Minimum Consumer Goods and Services (Pilot Projects)”, procurement identification No.: LRLM2018/28-3-03/23ESF, ESF project “Reducing

Fragmentation of Study Programmes and Strengthening Resource Sharing at Daugavpils University” (project No. 8.2.1.0/18/A/019), ERDF “Security of External Borders of the European Union, Internal Security of Latvia” (No. 1.1.1.2./VIAA/1/16/127);

- and others.

The following can be provided as practical examples of applying project results to study courses:

- Ilmārs Kreituss together with Ernst&Young conducted one of the most important research projects involving a comparison of bank and non-bank crediting of consumers in Latvia and other countries. Prof. I. Kreituss also participated in an important research project on youth business problems and development of business environment in six post-Soviet countries and on a comparison of these countries with Latvia as an EU MS. Results of these studies are used during master’s courses (lectures and seminars).
- Iveta Ludviga and the Latvian Association for People Management participate in research project “European Human Resource Management (EHRM) programme”. Students of the Personnel Management programme are also involved in this project, and its topics are proposed by industry partners. Members of the association are involved in the research project, and its results are presented during professional conference HR Week Latvia.

See more information about RISEBA projects [here](#).

Participation in international research projects has become increasingly possible due to cooperation with such foreign universities as *Kedge Business School* in France and others, with which RISEBA has signed an agreement about double degree programmes. As a result, every year 5 master and 15 undergraduate students from France defend their final theses at RISEBA. Several faculty members who have supervised theses of foreign students (such as Ieva Brence, Valters Kaže and others) have prepared joint publications with these students. Undergraduate students have also taken the “Social and Applied Ecology” course on the basis of the Assessment Test for Sustainable Development (Sulitest) developed by the Kedge Business School.

Participation in project implementation is facilitated by the qualification of RISEBA academic staff, experience in drawing up project applications and project implementation, as well as the network of foreign contacts. English language skills, and knowledge and skills in mathematical and statistical data processing and econometrics, as well as marketing, psychology and pedagogy are to be considered a significant advantage in securing projects and ensuring an interdisciplinary approach to project implementation.

In the future, involvement of faculty members in research projects will be encouraged by awarding additional points for managing an international project or participating in it during the annual performance assessment of academic staff.

Faculty members also serve in the editorial boards of several foreign scientific journals (see more information in Section 4.4). Ieva Brence, Tatjana Vasiljeva and others have reviewed many doctoral theses of foreign students, and several members of the faculty supervise doctoral theses of foreign PhD students:

- Natālija Konovalova supervises a doctoral thesis of one student from a university in Kazakhstan.
- Tatjana Vasiljeva supervises doctoral theses of the following PhD students: Marius Schonberger (Germany), Kirathimo Muruga (Kenya), Julija Novinkina (Ireland), Andrejs Davidovičs (Belarus) and Frederic Maffei (France)
- Andrejs Čirjevskis and lead research fellow Inna Kozlinska supervise the doctoral thesis of Pier Keller (Germany)
- Lūcija Rutka supervises the thesis of Natia Gonashvili (Georgia), etc.

Supervision and review of doctoral theses of foreign students have become more possible since September 2018, when RISEBA became the only university in the Baltic States to be granted an EDAMBA membership. EDAMBA – *European Doctoral Programmes Association in Management and Business Administration* is an international non-profit organization established in 1991 to promote closer collaboration between doctoral programmes.

Participation in projects also contributes to better quality of studies in all graduate and undergraduate programs:

1. Faculty members integrate research results into the study courses, both those related to research methodology and data analysis, and those related to industry trends.
2. Scientific publications are prepared and project results are reported at international scientific conferences.
3. Students are also encouraged to participate in projects, broadening their professional experience and promoting career development.
4. Participation in research projects contributes to the general standing of RISEBA.

Diverse international cooperation in scientific research, **study programmes benefits all levels (bachelor's, master's, doctoral) in the field of management**, as a result of which:

- science-based studies are promoted;
- students' professional experience is improved and their career is promoted;
- cooperation between teachers, industry professionals and students is promoted;
- teaching of study courses is ensured by high-level academic teaching staff and specialists of professional fields;
- the latest findings of international research, pedagogical methods and practical experience are used to achieve study results.

Future plans for development of international cooperation in scientific research include the following:

- Continue supervising final theses of foreign students; prepare joint scientific articles with foreign students (at least two publications per year).
- Secure more international cooperation projects (this will ensure an additional point in the annual performance evaluation of the academic staff).
- Attract additional faculty members and researchers from other countries (at least two faculty members in the next six years).
- Continue serving on editorial boards of international scientific journals and in organizational and scientific committees of international scientific conferences (at least five representatives of the direction).
- Supervise doctoral thesis of foreign students (for at least five foreign students during the next six years), as well as review doctoral theses of foreign students.
- Continue to engage students in international research initiatives, for example, CFA Institute's research initiative, Sulitest, etc.
- Improve knowledge about supervision of doctoral thesis in the EDAMBA winter school (*EDAMBA-EIASM Consortium on Doctoral Supervision and the New Global Research Landscape*).
- Further develop English language skills of faculty members and students to participate in international projects (since 2019, both faculty members and students have had an opportunity to take the Cambridge Business English Exam). In 2019, 11 RISEBA faculty members and representatives of administration used this opportunity. RISEBA is a certified Cambridge English Language Centre. Cambridge Business English is a compulsory course in undergraduate programmes.

- Continue organizing the Annual Scientific Baltic Business Management Conference” (ASBBC) in cooperation with the BA School of Business and Finance and SSE Riga. The long-term goal is to ensure that at least 100 participants take part in the conference that allows to ascertain that scientific sections are duly organised and that exchange of experience among scholars can take place.
- Together with the BA School of Business and Finance, continue publishing the joint journal “Journal of Business Management” in social sciences that complies with all applicable academic standards and has an international editorial board. Submit the journal for assessment to the Web of Science database, and in 2021 index it in the said database.

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.

Research activities at RISEBA are managed and coordinated by RISEBA Scientific Committee. This committee consists of RISEBA Rector, Vice Rector for Studies, and the permanent academic staff, i.e. professors, deans of faculties, heads of departments and lead researchers. The Vice Rector for Research is in charge of RISEBA Scientific Committee. The Scientific Committee draws up scientific and research plans for RISEBA faculties, monitors their implementation with regards to the set scientific goals and objectives, and develops proposals for improvement of research outputs. A list of research topics, their supervisors and participants (for a specific research direction) are approved for two academic years, the current one having been reviewed and approved during a meeting of RISEBA Scientific Committee at the beginning of 2018.

To achieve scientific excellence, it has been decided that by the end of the period, namely by 2025, at least 75% of the academic staff at the Faculty of Business and Economics (as well as the entire university) should have a scientific degree. In the management direction, this requirement has already been met, as 38 of the 53 elected faculty members have a doctoral degree.

To improve the qualification of research staff at least twice a year, academic staff of the economics direction should participate in seminars organized by RISEBA. Supervisors of doctoral theses should participate in seminars during which foreign scientists, researchers and leading personnel of Latvian scientific institutions (the Latvian Academy of Sciences, the National Commission for Scientific Qualifications, etc.) give their presentations. Participation fees of the faculty in international seminars are also covered; for example, in 2019, faculty members attended the 9th *EDAMBA-EIASM Consortium Winter School on Doctoral Supervision and the New Global Research Landscape*).

Like the university, the Faculty of Business and Economics also has a set of joint principles that apply to scientific activities. The Scientific Committee of the university considers and approves research directions for academic staff and researchers once per two years according to the action plan submitted by the head of the respective research direction.

In the long-term, the university intends to continue and improve its experience in supervision and management of research directions. A member of the academic staff or a researcher who meets RISEBA criteria for a head of a scientific and research direction is appointed and approved during a meeting of the Scientific Committee. The head prepares an action plan for a research team and submits it to RISEBA Scientific Committee for approval. Researchers, academic staff and students working in each of these areas and engaged in research activities inform the head of the respective area about their results. The head of the direction informs the Scientific Committee about the achieved results once per year (at the end of academic year).

Heads of departments of the Faculty of Business and Economics and its dean perform the annual performance evaluation of the academic staff and research fellows. In this evaluation, scientific, research, academic and organisational activities carry a specific pre-defined weight. If the head of the scientific direction has performed well, he/she can receive additional points during the annual performance evaluation. Currently, the weight of scientific activities is 0.35 or 35% of the total score. In the long-term, it is planned to increase the weight of this criterion.

We promote active engagement of our academic staff in research by fully covering costs for their participation in international scientific conferences and by offering financial incentives for specific scientific achievements.

The university actively supports participation of its academic staff and research fellows in international scientific and academic conferences, arts symposia, exhibitions, competitions and audiovisual festivals in Latvia and abroad pursuant to the "Regulations on Conditions for Participation of Academic Staff in International Scientific and Academic Conferences, Arts Symposia, Exhibitions and Audiovisual Festivals" approved by the Senate. For this purpose, each department receives financing (from the budget of the university) at the beginning of each academic year for scientific, research and artistic creation, the head of the department being responsible for reasonable use of these funds.

If during the last two academic years a member of the faculty has presented a report and/or a scientific publication in two international scientific, research or academic conferences in Latvia, Estonia or Lithuania, and at least one of these conferences is the annual international scientific conference organised by RISEBA together with the BA School of Business and Finance, or if during the last two academic years, considering the area of his/her research, a member of the faculty has participated in an international arts symposium, exhibition, competition or an audiovisual festival, he/she may be eligible to RISEBA financing to cover all participation costs for an international conference.

When a possibility to offer financial support is considered for a member of the faculty to participate in a competition or a conference, involvement of students by the respective member of the faculty in scientific activity is also taken into account, namely, if at least one student, who was scientifically or artistically supervised by this member of the academic staff has participated in the last RISEBA scientific conference for students.

The financing allocated to the department is divided depending on its scientific and research priorities. Besides, each member of the academic staff may also be eligible for paid participation in a competition or a conference (depending on his/her annual limit set according to the academic position: lector, docent, Associate Professor, Professor).

Several faculty members of the management, administration and real estate management direction are members of the Latvian Council of Science, and regularly review doctoral theses at the State Scientific Qualification Commission and promotion boards of various universities. See Table 4.1 for information about faculty members of the management direction, who are experts of the Latvian

Table 4.1.

**Faculty members of the management direction who have a right to act as LCS experts
RISEBA faculty - LCS experts:**

Name	Surname	Branch(es) of science	Right to act as an LCS expert expires on
Solveiga	Blumberga	Social sciences - psychology	2020.06.21
Ieva	Brence	Social sciences - economics and entrepreneurship	2020.05.21
Andrejs	Čirjevskis	Social sciences - economics and entrepreneurship	2020.12.20
Natālija	Konovalova	Social sciences - economics and entrepreneurship	2021.12.19
Ilmārs	Kreituss	Social sciences - economics and entrepreneurship	2021.12.19
Iveta	Ludviga	Social sciences - economics and entrepreneurship	2020.11.15
Anatolijs	Prohorovs	Social sciences - economics and entrepreneurship	2020.05.21.
Lūcija	Rutka	Social sciences - education	2021.12.19
Irina	Senņikova	Social sciences - economics and entrepreneurship	2020.12.20
Tatjana	Vasiljeva	Social sciences - economics and entrepreneurship	2020.08.16
Maija	Zakriževska-Belogrudova	Social sciences - psychology	2025.09.23
Inga	Jēkabsone	Social sciences: economics and entrepreneurship	2025.03.18

Irina Senņikova, Tatjana Vasiljeva, Ilmārs Kreituss, Lūcija Rutka, Natālija Konovalova, Ieva Brence, Maija Zakriževska-Belogrudova are also members of the Association of Professors of Latvian Universities, Ieva Brence – a member of the Latvian Society of Young Scientists, Edgars Brēķis – a member of the Latvian Association of Econometrists, Valters Kaže – a lead partner of the Latvian Association of Marketing Professionals, Lūcija Rutka – a member of the Latvian Association of Professional Psychologists, Maija Zakriževska-Belogrudova - a member of the Latvian Association of Supervisors, Tatjana Vasiljeva – a member of the Latvian Information Technology and Telecommunications Association (LIKTA).

Every year, faculty members of the management direction receive funds from the university budget to participate in international scientific conferences. Quite often, they also participate in online international conferences. Their articles are included in internationally recognized databases, for example, Scopus, EBSCO and Web of Science (see Annex 4). The following can be mentioned as the most important ones:

1. Čirjevskis, A. (2013). Transformation of Scenario Planning into a Real Options Valuation in Time of Economic Transition: Latvian Case. *Procedia: Economics and Finance*, volume 5, pp. 172 – 181, available:

https://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qid=16&SID=C4tHv8I3vpoPLSnINDC&page=1&doc=9

2. Cirjevskis, A. (2016). Designing dynamically “signature business model” that support durable competitive advantage. *Journal of Open Innovation: Technology, Market, and Complexity*, December 2016, Vol. 2, Issue 1, 2:15, ISSN: 2199-8531, available:

<https://jopeninnovation.springeropen.com/articles/10.1186/s40852-016-0042z>

3. Konovalova, N., Kristovska, I. & Kudinska, M. (2016). Credit Risk Management in Commercial Banks. *Polish Journal of Management Studies*, Volume 13 (13.2), pp. 90 – 100, available:

https://www.researchgate.net/publication/304669880_Credit_risk_management_in_commercial_banks

4. Cirjevskis, A. (2016). Sustainability in information and communication technologies' industry: innovative ambidexterity and dynamic capabilities perspective. *Journal of Security and Sustainability Issues*, Volume 6 (2). pp.211-226, available:

<https://www.scopus.com/record/display.uri?eid=2-s2.0-85009986818&origin=resultslist&sort=plf-f&src=s&st1=Cirjevskis&st2=&sid=aca8291e88db37037e56fec33d04c9e3&sot=b&sdt=b&sl=23&s=AUTHOR-NAME%28Cirjevskis%29&relpos=7&citeCnt=5&searchTerm=>

5. Senņikova, I. & Vasiljeva, T. (2016). Business meets art: Beyond the traditional approach to education, management and Business. Rīga: RISEBA University, available:

<http://agris.fao.org/agris-search/search.do?recordID=LV2018000184>

6. Cirjevskis, A. (2017). Unbundling dynamic capabilities in successeful Asian-Pacific shipping companies. *Journal of Asia Business Studies*, No 11 (2), pp. 113-134, available:

<https://www.scopus.com/record/display.uri?eid=2-s2.0-85019944936&origin=resultslist&sort=plf-f&src=s&st1=Cirjevskis&st2=&sid=aca8291e88db37037e56fec33d04c9e3&sot=b&sdt=b&sl=23&s=AUTHOR-NAME%28Cirjevskis%29&relpos=4&citeCnt=0&searchTerm=>

7. Vasiljeva T., Saikhulina S. & Kreslins K. (2017). Cloud computing: Business perspectives, Benefits and Challenges for Small and Medium Enterprises (Case of Latvia). *Procedia Engineering*, 178, pp.443-451, available:

<https://www.scopus.com/record/display.uri?eid=2-s2.0-85025637540&origin=resultslist&sort=plf-f&src=s&st1=Tatjana+Vasiljeva&st2=&sid=a872b01eab4c46405fc1285b6f821451&sot=b&sdt=b&sl=30&s=AUTHOR-NAME%28Tatjana+Vasiljeva%29&relpos=3&citeCnt=8&searchTerm=>

8. Vasiljeva, And Berezkina, E. (2017). Determining project management practices for enterprise resourse planning system projects. *Proceedings of the 30th International Business Information Management Association Conference, IBIMA 2017, Journal of Enterprise Resource Planning Studies*, pp.573-584, available:

<https://ibimapublishing.com/articles/JERPS/2018/927123/927123.pdf>

9. Vasiljeva T. & Minx M. (2017). The impact of selected Road Freight Transport Management measures dor the society and environment. *Reliability and Statistics in Transportn and Communication. Selected papers from 17th International Conference on Reliability and Statistics in Transportation and Comunication*, p.78-85. ISBN 978-3-319-74454-4, available:

<https://www.scopus.com/record/display.uri?eid=2-s2.0-85063296829&origin=resultslist&sort=plf-f&src=s&st1=Tatjana+Vasiljeva&st2=&sid=a872b01eab4c46405fc1285b6f821451&sot=b&sdt=b&sl=30&s=AUTHOR-NAME%28Tatjana+Vasiljeva%29&relpos=0&citeCnt=0&searchTerm=>

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Materials from the above publications are used in all graduate and undergraduate programmes of the management direction (in lectures, seminars and presentations), and posted on the MOODLE learning environment as annexes.

The faculty of the management direction have a large number of international publications and good citation indexes in various databases (see Table 4.2). However, the total number of publications is significantly larger, as not all of them are indexed in internationally quoted databases.

Table 4.2

Citation indexes of the faculty of management direction (h-index in WOS, SCOPUS, ScholarGoogle)

Akadēmiskais personāls			WOS			SCOPUS			ScholarGoogle		
			Rakstu Sk.	Hirše ind.	Citēj. skits	Rakstu Sk.	Hirše ind.	Citēj. skits	Rakstu Sk.	Hirše ind.	Citēj. skits
Solveiga	Blumberga	Asoc.profesore	16	1	1						
Valters	Bolēvics	Docents							3	1	1
Ieva	Brence	Asoc. profesore	7	1	1	3	1	2			
Andrejs	Čirjevskis	Profesors	16	2	12	12	3	35	26	6	84
Elīna	Dubinska	Pētniece				1	0	0			
Aleksandrs	Fedotovs	Pētnieks	2	5	49						
Anita	Gaile	Docente	1	1	3						
Igors	Graurs	Docents				3	3	15			
Valters	Kaže	Asoc. profesors	4	1	2				15	4	41
Natālija	Konovalova	Asoc.profesore	5	3	28	3	1	1	14	4	27
Inna	Kozlinska	Pētniece	1	1	1	4	1	5	14	5	133
Ilmārs	Kreituss	Profesors	4	0	0						
Jevgenijs	Kurovs	Docents				1	1	1			
Iveta	Ludviga	Profesore	8	1	2	3	0	0	19	3	36
Lūcija	Rutka	Profesore	11	2	48	1	1	2	8	3	31

Irina	Senņikova	Profesore	6	2	17	2	1	5			
Inese	Slūka	Pētniece				1	0	0			
Žanete	Tauriņa	Docente	1	0	0						
Tatjana	Vasiljeva	Profesore	10	1	10	6	1	11	24	3	48
Mārtiņš	Veide	Docents	2	0	0						
Emil	Velinov	Asoc.profesors	10	2	4	7	0	0	24	3	21
Raina	Vīra	Docente	3	2	54	2	0	0			
Maija	Zakriževska-Belogrudova	Profesore	11	0	0						

In addition to publishing scientific articles, faculty members also serve on scientific editorial boards. For example:

- Natālija Konovalova: 1) Journal of Management and Change, ISSN 2228-2181, Estonia, Estonian Business School; 2) TEMEL International Journal, ISSN 2545-4390, Macedonia; 3) International Journal – TUTELA, ISSN 2545 – 4935, Makedonija
- Ieva Brence: Universal Journal of Industrial and Business Management, ISSN: 2332-3310 (Print), ISSN: 2332-3329 (Online), ASV,
- Iveta Ludviga: “Advances in economics and Business” Horizon Research Publishing, USA (HRPUB) http://www.hrpublish.org/journals/jour_editorialboard.php?id=18 ,
- un citi.

Faculty members of the direction are also members of organisational commissions of international scientific conferences, or serve in scientific commissions or advisory conventions. For example:

- Brence I. International Scientific Advisory Board Member of 12th annual International Conference of Education, Research and Innovation, Spānija, Sevilja, 2019.c novembris
- Brence I. Scientific Committee Member of 18th International Conference on European Processes, Lietuva, Kauņa, 2020.gada 7.maijs.
- Konovalova N. Scientific Council Member at the 5th International Scientific Conference „New trends in management and production engineering – regional, cross-border and global perspectives”, Brenna, Poland. 7th – 8th June 2018. Organized by University of Dąbrowa Górnicza, Faculty of Applied Sciences (Poland); University of Žilina, Department of Management Theories (Slovakia); VŠB – Technical University of Ostrava, Faculty of Economics (Czech Republic).
- Konovalova N. Scientific Council Member at the 6th International Conference Sustainable Finance and Accounting: Economy – Ethics – Environment”, Torun, Poland. Organized by Copernican University, Faculty of Economic Sciences and Management, Department of Finance Management, 17.06.2018. – 19.06.2018.
- Tatjana Vasiljeva - kopš 2012.g. iekļauta starptautisko neatkarīgo ekspertu datubāzē Eiropas pētniecībai un inovācijām, Candidature number EX2012D125245.
- <http://ec.europa.eu/research/participants/portal/page/experts>
- Maija Zakriževska – Belogradova Zinātniskā izdevuma Advances in Economics and Business redakcijas kolēģijas līdzdalība darbībā, Horizon Research Publishing, ISSN: 2331-5059 (Print), ISSN: 2331-5075 (Online).

The faculty of the management direction will continue to receive financial support to participate in international academic and scientific conferences, winter and summer schools, seminars and other similar academic events, ensuring exchange of experience and sharing of the best practices.

The most notable research results of RISEBA in the above scientific and research directions (see Paragraph 1.1) are as follows:

1. Professor A.Čirjevskis studies innovative business models, value innovations, dynamic skills, and economic un business impact on the society. These studies aim to demonstrate that dynamic capabilities, and business model innovation and customer value proposition are closely linked business processes and that the totality of these organisational processes and their interaction contribute to the development of innovations, diversification and mergers and acquisitions.
2. Professor Anatolijs Prohorovs is in charge of a scientific research group that studies the taxation system of Latvia, and they have prepared several scientific reports, important publications and a monograph (see Section 1.4).
3. Studies in Psychology and Supervision in Business are performed under the leadership of the Assoc.Prof.Maija Zakriževskas- Belogrudova. The potential of scientific results to offer an unbiased, scientifically credible perspective, practitioners can recommend on a wide range of people issues at work – from carriers to large-scale organisational change. Scientific activity of the direction helping organisations to better understand issues and challenges (e.g. high turnover and low engagement), using social scientific research methods to investigate human behaviour at work. Research helps implementing solutions to organisational problems through facilitation rather than by taking ownership of the problem for the client. Scientific results help creating solutions to organisational challenges (e.g. designing a psychometric tools or assessment exercises to improve employee selection).
4. The group of researchers led by the Professor Iveta Ludviga is engaged in the research of strategic human resources management. The aim of Human Resources Management (HRM) research division is better understand how work organizations can perform more effectively by better management of their human resources. Thus, the research results are contributing to economic and social development of Latvian Organisations. Research about generational differences in workplace contribute to fostering social equality, integration and welfare. Cooperation within annual “European Human Resource Management Programme” with universities from Italy, France, Germany and Netherlands foster cross-cultural integration and collaboration as well as promote higher education – will be presented in 79th Annual Meeting of the Academy of Management (AOM) in Boston, US in August 2019.
5. Professor Ilmārs Kreituss leads the research group, performing research in Management and operations of Financial markets and institutions.
6. Professor Tatjana Vasiljeva leads researches on innovative entrepreneurship digitalization. Research activity in the entrepreneurship digitalization field contributes to economic development of Latvian SME by fostering their awareness usage of digital platforms and tools and improving the business and e-commerce performance. The research in e-learning techniques, on-line education models facilitates the effectiveness of higher education, giving the students and faculty member of HEI new scientific outcomes, conclusions and proposals for raising the quality of education, providing also disabled persons especially youth with the possibility of distance learning. The research themes which are investigated together with RISEBA doctoral students relate to the studies of digitalization of public health management; amelioration of medical device validation models; the usage of the most topical trends in Information and communication technology (ICT), such as block-chain technology, robotization, cloud computing technology.

The faculty of management direction also participate in national projects financed by the EU:

1. Development of the professional competence improvement programme “Teachers’ competences and efficiency in the modern pedagogical reality”, project number P6-12/07-04.

Project type: project financed by a state or municipal company (commissioned project). Customer: State Education Quality Service. Area of smart specialization: social sciences and humanities horizontally affecting RIS3. Implementation period: 2018-01-02 to 2019-04-02. Project manager: Lūcija Rutka. Branch of science - education Total financing (incl. VAT): EUR 11,979.00. Financing from foreign financial instruments (incl. EU funds): EUR 11,979.00.

2. Supportive learning environment - resource for education, project No. P6-12/07-05. Type of project: scientific project commissioned by a public administration body. Customer: SEQS. Area of smart specialization: social sciences and humanities horizontally affecting RIS3. Implementation period: 2018-01-02 to 2019-04-02. Project manager: Lūcija Rutka. Branch of science - education Total financing (incl. VAT): EUR 11,979.00. Financing from foreign financial instruments (incl. EU funds): EUR 11,979.00.
3. Individual and group counselling - a type of professional activity in education, project No. P6-12/07-06. Type of project: project commissioned by a public administration body. Customer: SEQS. Area of smart specialization: social sciences and humanities horizontally affecting RIS3. Implementation period: 2018-01-02 to 2019-04-02. Project manager: Lūcija Rutka. Branch of science - education Total financing (incl. VAT): EUR 11,979.00. Financing from foreign financial instruments (incl. EU funds): EUR 11,979.00.

RISEBA will continue to actively support researchers by providing access to the best scientific databases, including remote access to the Web of Science (WOS) database. Since 2015, RISEBA has subscribed to the WOS database (with remote access) for RISEBA academic staff, PhD students, master and undergraduate students actively engaged in research.

To implement their scientific and research projects, the academic staff, research fellows and students can use the following electronic resources available from the library of RISEBA:

- **Emerald**;
- **Web of Science Core Collection**, with remote access;
- **EBSCOhost**;
- **LETA** archive; and other databases and sources of information.

RISEBA will ensure that research fellows and academic personnel of the management direction have continued access to modern software packages to support their research projects. It is planned to continue using BM SPSS and NVIVO, and to purchase additional licenses for Smart PLS.

If a member of the faculty submits his/her article for publication in RISEBA scientific journals "*Journal of Business Management*" or ADAM Arts (*Architecture. Design and Audiovisual Media Arts*), proofreading services are made available to the author in the English language.

The faculty and researchers of the direction are internationally competitive: it is confirmed by their presentations in international conferences, and publications of research results in collections of conference papers indexed in world-renown databases. Foreign universities and scientific bodies have an increasing interest in cooperation with researchers and academic personnel of our university.

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

As indicated in section 4.2, students are involved in research mainly in the framework of their final theses (bachelor's and master's theses) and course papers. Both undergraduate and postgraduate study courses include research methodology and data processing courses.

At the beginning of both undergraduate and postgraduate studies, students are made aware of the importance of research skills in career development, as well as of the opportunity to pursue doctoral studies. If students are not sure about the choice of the topic, they are offered several options, since companies and institutions often cooperate with RISEBA, offering to study topics that are relevant for the industry.

In each programme, topics of the final theses are grouped into several thematic groups depending on the needs of the labour market and recent development in the European and global research and scientific environment.

See, for example, the grouping of topics of final theses in the Management Psychology and Supervision programme during the 2017/2018 and 2018/2019 academic years.

I Supervision opportunities in various professional sectors and generations:

1. Supervision opportunities in developing the careers of professional servicemen in the National Armed Forces
2. Supervision and coaching opportunities in personnel management
3. Supervision opportunities in promoting individual characteristics and Agile climate in organisations
4. Supervision opportunities in increasing employee engagement and improving organisational factors at company "X"
5. Idiosyncrasies of collaboration with clients and the need for supervision at company "X"
6. Attitude of post-war generations X and Y towards changes at AS "X" and supervision opportunities
7. Importance of a manager during the change process and supervision opportunities
8. Supervision and coaching as a means of teaching beauty care specialists to solve various issues and improve services
9. Motivation of psychologists with supervision experience to strive for greater professional achievements

II Supervision to reduce professional stress and improve the quality of life:

1. Supervision opportunities to alleviate symptoms of professional stress in employees of the Supreme Court
2. Supervision to reduce professional stress and increase subjective wellbeing of customer service employees at AS "X"
3. Quality of professional life, attitudes towards work and supervision opportunities at organisation "X"
4. Professional stress of residents, burnout and supervision opportunities in developing coping strategies

III Supervision opportunities in boosting motivation, change management and customer service quality assurance:

1. Attitudes of employees towards changes and supervision opportunities at organisation "X"
2. Emotional intelligence in customer service quality assurance and supervision opportunities
3. Change management and supervision opportunities for managers of Joint Stock Company "X"

4. Supervision and coaching opportunities in decision making concerning promotion of career development among young people
5. Importance of supervision in employee engagement at "X Hospital"
6. Importance of positive supervision in fostering empathy to reinforce quality communication among the employees of international organisation "X"
7. Personnel satisfaction, loyalty and supervision opportunities at municipal body "X"

IV Supervisor's education opportunities and competences, and formation of supervisor's professional identity during the learning process:

1. Supervisor's competences and opportunities to study supervision in Latvia and Europe
2. Link between learning motivation and engagement in the learning process and the formation of supervisor's professional identity among supervision students in Latvia
3. Individual supervision and consultation methods in dealing with customers with stubborn emotions and feelings
4. Evaluation and assessment of the supervised party, and preparation of an order at the beginning of individual supervision;
5. Situational anxiety and ways to alleviate it among students of the master's supervision programme at the beginning of internship
6. Importance of supervision in shaping the professional identity of students in relation to psychological wellbeing and anxiety levels

V Visibility of supervision in Latvian organisations:

1. Awareness of the supervision service and need for such services in Latvian organisations
2. Promotion of supervision by means of digital marketing.

Other study programmes have a similar thematic grouping.

Involvement of students in scientific and research activities takes place depending on the level of their studies (undergraduate, master's or doctoral), expected learning outcomes and requirements of EQF (European Qualifications Framework) and NQF (National Qualifications Framework), as well as the mapping structure of expected learning outcomes and content of studies:

- A student of the Business psychology programme can be provided as an example: she has studied the youth in the Latvian labour market and the related problems in two course papers and her undergraduate thesis. The topic of the first course paper was "Characteristics of the youth in the Latvian labour market" (2018), where she studied the image of the youth in the Latvian labour market and problems that they face. In the second course paper, the student studied the "Values and needs of Riga region youth in the Latvian labour market" (2019). The focus of her paper was clear, and she explained what the youth expect from the Latvian labour market. Together with her scientific supervisor, she formulated the topic of her final thesis as follows: "Psychological aspects of youth adaptation in organisation X" (2020). She will have to study what youth adaptation means in the respective organisation, what difficulties have arisen during this process, what the management and the youth need to do to ensure that the adaptation is successful. During three years, the student has developed her scientific competence, improved analytical skills, critical thinking, creativity, improved her understanding of the integrity of research process, its link with professional activity, and demonstrated responsibility, interest and positivity. She sees the value of her research and possibilities for its practical application. Thus, the undergraduate programme ensures research continuity and interconnectedness. Further study of the above topic (or new topic) can be continued in any master's programme of the management programme.
- Master thesis "Professional development needs of employees and ability to satisfy them at

the State Employment Agency” (2018) can be provided as a second example. The student started studying in the Personnel management programme, having received a specific request from the her employer the State Employment Agency to study how the process for professional development of employees can be improved and to prepare specific proposals thereon. Considering the level of her paper (master’s), the author formulated not only recommendations, but also developed a dynamic model for satisfying the professional development needs of employees of the State Employment Agency. In-depth study of this topic (or a new topic) can be continued in the Business management doctoral programme.

Students are offered an opportunity to participate in projects implemented by RISEBA, for example, since 2019 – in ERDF project “Development of Value-Based Skills for Improving Human Capital” 1.1.1.1/18/A/151.

Students are encouraged to participate in scientific conferences to share their research results. Every spring, RISEBA hosts an international scientific and artistic creativity conference “Changing World – in Search for New Solutions”. The conference is financially supported by companies that offer financing for cash prizes of winners. Students of the undergraduate and graduate management programmes have often become winners and received cash prizes (EUR 100-450).

Students and faculty members regularly produce joint scientific articles indexed in SCOPUS, Web of Science, and other databases.

Summarizing the involvement of students in scientific research at each level of the study programme, the following can be concluded:

1. Students of bachelor's programmes engage in scientific research by elaborating their term papers, bachelor's theses, preparing presentations for the RISEBA International Student Research and Artistic Creativity Conference "Changing World – in Search for New Solutions", as well as in some cases together with their supervisor preparing articles for internationally reviewed collections of articles.
2. Students of master's programmes participate in scientific research by developing master's theses, preparing presentations for the above-mentioned RISEBA international student scientific conference, preparing publications in internationally reviewed collections of articles and journals, participating in scientific projects and conducting research together with RISEBA researchers.
3. The research work of the students of the doctoral programme is related to the main areas of management science and to the basic issues of business management: strategic management, financial management, innovation management and business management, etc. The scientific environment is provided in the implementation of study courses – both in seminars and councils, inviting doctoral students, lecturers and scientific supervisors of all courses to participate in discussions, including from other Latvian and foreign universities. Students of the doctoral programme take active part in various international scientific conferences, presenting and discussing the results of their research, preparing articles for internationally reviewed collections of articles and journals. Doctoral students actively participate in the scientific projects of the university and together with their scientific supervisors carry out research in RISEBA scientific research directions.

Every year, in accordance with market requirements and professional activities, the topics of the university student scientific conference are supplemented and new cooperation partners are attracted. In 2019, the International Student Research and Artistic Creative Conference **“Changing World – in Search for New Solutions – 2019”** was held in cooperation with the International Association of International Research-based Pharmaceutical Manufacturers (SIFFA), which was also the general sponsor of the event.

Conference topics:

- Financial markets – situation assessment and challenge analysis
- Evaluation of performance of financial institutions and analysis of development opportunities
- Decision making in the age of digital transformation
- Financial technologies (FinTech) and performance management
- Health economics. Pharmacy
- Business meets art: opportunities and challenges in finance
- Architectural solutions for financial institutions
- Project management solutions in the field of finance
- Advertising yesterday, today, tomorrow. Marketing and digital marketing
- Innovative solutions for audiovisual arts and media
- Business psychology and human resource management
- Social technologies for revealing a creative personality
- Economics and entrepreneurship

The scientific development strategy of the management direction for the next six years was prepared pursuant to the Strategy of the University of Applied Sciences RISEBA for 2019-2025, namely, it intends to ensure that at least 80% of all bachelor's and master's thesis are prepared in cooperation with the respective industries and at the request of companies/associations.

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.

RISEBA pays a lot of attention to creation of innovative academic content and use of innovative learning methods that go hand in hand with the latest trends. An important part of the learning process is the moodle system (e-riseba), where faculty members upload study materials, and ensure interactive communication with students: post information about test results, self-tests etc. As mentioned in previous sections, undergraduate students of RISEBA have an opportunity to take the Sulitest about conditions for sustainable development, which includes questions about the innovation process. The innovative and interactive methods applied by RISEBA have been highly appreciated by surveyed students and graduates.

Taking into account RISEBA concept "Business Meets Art", both undergraduate and postgraduate students are invited to participate in creative and innovative activities during their introductory weeks (for example, during the 2019 postgraduate introductory week, Vita Brakovska taught a class on creativity and innovation). In 2016, RISEBA faculty had an opportunity to participate in a painting masterclass, while in 2019, in a lecture on design thinking, etc. Students also take regular trips to various companies (such as Atea, Solvay, Cabot, SEB Shared Services, etc.) to learn about processes, products and other operational innovations. Students of the management direction have an opportunity to complete elective courses from other RISEBA programmes, for example.

Faculty members regularly update their knowledge about application of the latest teaching methods. For example, every year, the faculty has an opportunity to participate in CEEMAN two-week summer school in Slovenia (during the reporting period, Valters Kaže, Ieva Brence and others used this opportunity). In 2019, RISEBA organized several methodological seminars about the use of moodle environment and application of innovative teaching methods in the study process. Every

six years, faculty members complete professional development courses "Higher Education Didactics: Contemporary Theories and Practice", where some classes are devoted to innovative study methods.

Innovation courses are a compulsory component of the undergraduate programme; the same applies to internship at RISEBA Creative Business Incubator, which is also compulsory.

Valters Kaže is the lead partner of the Association of Marketing Professionals, and provides practical examples about application of innovative methods, which are highly valued by students in such courses as "Marketing" and "International Marketing and Scaling".

To ensure that academic staff, research fellows and students of RISEBA have efficient scientific and research infrastructure, the university analyses and reviews the range of software functions that support research on annual basis, and if any new software package is needed, the scientific service prepares a respective request to the administration of the university.

Since the 2014 academic year, the SPSS software is used in the learning process.

Since 2016, the university uses QSR NVIVO for quantitative analyses of data for research purposes.

NVIVO 12 is one of the most powerful software packages for better insight in qualitative and mixed data. This software is designed for processing of unstructured data, data imaging and analyses. Modern data are very diverse: textual, video, social media data, etc. To analyse such data, the respective research tools like NVIVO are very efficient, as they allow to analyse textual data from various points of view, compare the data, search for keywords, and prepare multiple diagrams and images based on the analysed data. QSR NVIVO is available for the information and communication sciences study programmes since the 2019/2020 academic year.

SEM Smart PLS is software that allows to perform Structural Equation Modeling (SEM). SEM is a multi-dimensional data analyses method often used for data analyses of marketing studies, as it allows to verify theoretically supported linear and causal models. With SEM, it is possible to check any links between the selected variables, create illustrations of correlations, etc. Smart PLS offers a range of advantages for efficient processing of data, for example, ability to analyse several relationships at the same time, analyses of timelines, ability to check data that have not been normalized, etc. SEM Smart PLS was not used in programmes of the management direction during the drafting of self-assessment report.

Adizes technology used for the management of procedural changes can also be considered an innovation. According to this methodology, the personnel join their forces to solve specific problems in extended working groups (*Syndag*: for diagnostics of larger targets) and in small working groups (*Synerteam*) to find solutions to very specific problems. This approach allows to engage the personnel and find solutions quickly to prepare new procedures and normative documents. See more about Adizes methodology on <http://adizes.lv/learn/>

An innovative approach is also encouraged during informal cooperation of employees. For example, in August each year, a two-day RISEBA staff trip is organized, where a number of creative tasks are given. During the 2019 trip employees had to form groups depending on their horoscope signs and prepare creative presentations. An innovative approach is also encouraged in children of RISEBA employees. For example, on 1 June 2018, which is the International Day for Protection of Children, RISEBA children had an opportunity to visit the university and participate in such creative activities as drawing a joint picture.

A joint research dissemination plan has been prepared at the Faculty of Business and Economics that includes preparation of scientific publications, compilation of outputs of research projects and their dissemination, incorporation of results of scientific papers (undergraduate and graduate) in

publications and their implementation in national and international organisations - employers of our students and graduates.

One of the forms of innovation adopted by the university, incl. the management, administration and real estate management direction, involves multidisciplinary and interdisciplinarity to merge studies in economics, psychology, pedagogy and medicine.

The interdisciplinarity is ensured by the following:

- Preparation of interdisciplinary scientific articles.
- Participation in interdisciplinary projects.
- Supervision and review of interdisciplinary master's and doctoral theses.
- Management and participation in scientific and academic, creative commissions or collegiate bodies, incl. beyond RISEBA.
- Management or participation in associations (scientific, academic, professional, creative).
- Professional activity in mass media to promote the results of scientific and research activities.
- Development of interdisciplinary study courses.
- RISEBA inter-faculty cooperation (Faculty of Architecture, Faculty of Media and Communication, Faculty of Business and Economics) "business meets art", namely, joint scientific and creative conferences, exhibitions, career days, Student Council, celebration of international and national festivals and holidays.

RISEBA Creative Business Incubator provides an important contribution to development of innovative ideas and their practical implementation.

During six years, the incubator has supported more than 60 business ideas in the following areas: health, creative industries, social entrepreneurship, active recreation and IT. The parties were advised by Jūlija Golovina, a professional business coach and RISEBA graduate, about setting business goals and reinforcing personal motivation. RISEBA teams were very successful: they were the first and received a cash prize from SWEDBANK in business competition Business Night, came in the first and received a cash prize from SWEDBANK in business competition "Flash business", and were the second and received a cash prize in the national regional development competition "Creating for the municipality".

During the 2014/2015 academic year, thanks to financial support from SWEDBANK two brands were submitted for registration with the Patent Office of the Republic of Latvia: SOMAA and AUREA LANA.

The most important research-based business ideas developed at RISEBA Creative Business Incubator and implemented in practice include the following:

Ette tete: produces transformable wooden furniture for children. This brand name was submitted for registration, and a company Snores LLC was established. In an interview with newspaper Dienas Bizness, representatives of Ette tete indicated that 97% of furniture produced by Snores LLC is exported, mostly to the USA.

Lulla LLC: manufacture of linen clothing and accessories for children and adults.

Mobile guest house: production of mobile trailers

MOTIONFRAME: audiovisual services Largest projects for which materials were created: *On The Border LV*, *Forbes Latvija Summit 30 to 30, 2016*, *Beyond dreams*, *Forbes TOP 35 most successful women in Latvia in 2016*, *Coca-Cola - Baltic Sales and Marketing Conference*, video material for M. Rītiņš restaurant Vincents and other popular events.

Easy Book Cafe offers healthy treats (no added sugar, fat or artificial additives), and specialised

food to people that have to avoid various products due to food allergies or ethical considerations. Brand GLUTENFRĪ created

Research results are described in international publications, used in various projects, development of new study courses, expert interviews and public discussions in mass media.

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.

Being a private higher education institution, since its establishment RISEBA has focused on international recognition and visibility. Cooperation with foreign bodies is regulated by the internationalisation strategy of the university, which is mostly related to internationalisation of students and members of the faculty to create an academic environment and offer experience that prepares students for various types and levels of career development in the global labour market. By developing international cooperation and expanding the range of partner bodies, RISEBA will strengthen its capacities and performance that will allow to face complex national and international challenges in the future.

Mission: reinforce the international standing of RISEBA in all areas of its operation.

Vision: ensure visibility and recognition of RISEBA in the international fora as a high level education institution and an international research, academic and corporate communication centre.

The strategic goal of the Management, Administration and Real Estate Management direction is to dynamically develop RISEBA in the framework of the Latvian higher education system for its degrees and diplomas to be recognized in the European labour market and useful for continued education in other European countries.

The expected learning outcomes of programmes of this direction have defined the following criteria:

- Able to use information technology for scientific activity and critical assessment of information by independently making decision and solving topical business, management and psychology issues.
- Able to plan development and manage development-driven processes both individually and in a group in collaboration with industry experts to facilitate organizational development and competitiveness.
- Able to present ideas in a well-argued manner, explain and discuss complex or systemic management and business aspects.
- Able to cooperate, and manage a team in challenging and unpredictable conditions, accept

responsibility for its results, analyse them, thus fostering development, generation of new knowledge and professional development of the team.

- Able to select appropriate approaches to research, critically analyse complex academic and professional problems in business, make and justify decisions concerning solutions of complex management problems.
- Able to integrate knowledge from different areas, contribute to development of professional business management, demonstrating understanding and responsibility and assessing possible impact on the organisation, environment and society.
- Demonstrates a critical understanding of recent trends and breakthroughs in international business in the respective areas of specialization (business management, human resources, project or financial management)
- Able to take responsibility for self-development and subordinates, take initiative in a team or manage activities of others, lead and motivate individuals and teams in a multicultural environment, take responsibility for and analyse the performance of the staff and the team.
- etc.

Reaching the goal and ensuring the expected learning outcomes is possible by cooperating with various Latvian universities and bodies, as well as foreign cooperation partners.

There are two types of internationalisation: internal and external.

1. INTERNAL INTERNATIONALIZATION (all international activities not related to mobility), namely, further internationalisation of the university to ensure that students can realize their potential in the international fora and develop their international competences.
2. EXTERNAL INTERNATIONALIZATION (all mobility-related international activities), namely, development of internationalisation by establishing cooperation with various countries and regions and by offering international opportunities to students and members of the faculty.

Participation of RISEBA in international organisations and international projects, as well as cooperation agreements with foreign organisations allow the academic direction to secure cooperation opportunities abroad. The university is constantly looking for ways to cooperate and agrees to cooperate with foreign universities and colleges that are interested in exchanges of students and academic personnel, as well as implementation of joint study programmes.

RISEBA is an active member of several international and local organisations promoting its visibility in Latvia and abroad:

- European Management Development Fund (EFMD) – programmes of RISEBA Management, Administration and Real Estate Management direction are the only programmes in Latvia that have received the international EPAS accreditation.
- CEEMAN International Association for Management Development in Dynamic Societies – joint research projects are implemented, and RISEBA faculty members have an opportunity to participate in CEEMAN seminars and summer schools on interactive teaching methods.
- Association to Advance Collegiate Schools of Business (AACSB).
- European Association for International Education (EAIE).
- Consortium of International Double Degrees CIDD.
- MIB EPAS Consortium.
- EDAMBA – European Doctoral Programmes Association in Management and Business Administration.
- Baltic Management Development Association (BMDA).
- Paris Chamber of Commerce.
- British Chamber of Commerce.
- American Chamber of Commerce

- Latvian-Irish Chamber of Commerce.
- Swedish Chamber of Commerce.
- Latvian Chamber of Commerce and Industry.
- Employers Confederation.
- Association of Exporters of Higher Education.
- Association of Accountants of the Republic of Latvia.
- Latvian National Project Management Association.
- Latvian Association of Marketing Professionals.
- Latvian Business Angels Network.
- Latvian Private Equity and Venture Capital Association.
- Latvian Association of Supervisors.
- Latvian Personnel Management Association.
- And many others.

See a list of key partners [here](#).

To improve international visibility, RISEBA focusses on securing a good position in various ratings and indexes. For example:

- In 2019, for the third consecutive year, RISEBA was included in the four-palm category of Eduniversal ranking of business schools and universities, which confirms that the university has notable international influence (only Riga Technical University (of the other universities in Latvia) is ranked higher).
- In 2019, RISEBA was included in the coveted gold category of the sustainability index.
- In 2018, RISEBA became the only university in the Baltic States to become a member of EDAMBA. EDAMBA – European Doctoral Programmes Association in Management and Business Administration.
- And others.

Students can make use of various types of international cooperation:

- Double degree: according to this agreement, a part of studies is completed at RISEBA, and the rest in a foreign university (length of foreign studies depend on the university and the chosen programme). By passing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).
- Bilateral exchange programme: a possibility to study for a semester or two in a partner university that is not a part of the Erasmus+ programme.
- ERASMUS+ programme: an exchange programme for the best students that allows to study one or two semesters in a European Union university and receive a bursary, or to complete a professional internship in another country (an EU Member State) and receive a bursary.
- A possibility to receive a professional qualification from the London Chamber of Commerce and Industry (LCCI) in advertising, public relations or marketing.
- Participation in events organised by academic partners (Latvian or foreign): conferences, seminars, projects, creative workshops, summer schools, etc.

The above international cooperation helps students exchange experiences, find out about sectoral particularities in foreign countries and their best practices, as well as experience a range of various teaching methods, and allows the administration of management studies to achieve the goal of the study programme: prepare highly skilled, competent and competitive specialists that are able to compete not only in the Latvian, but also the global labour market.

Currently, RISEBA has signed more than 130 cooperation agreements with European and third-country universities and colleges about student and faculty mobility and other cooperation

possibilities in specific academic directions. When a university or a college is selected for a mobility project, several criteria are taken into account, for example, similarity of the programme, ability to ensure mobility, ability to conduct common research, and the standing of the partner university or college.

As RISEBA is the only university in Latvia that has received EFMD international EPAS accreditation, its foreign cooperation universities (partners) must also meet certain international criteria. As a result, the list of cooperation universities has been substantially revised during the reporting period.

The Management, Administration and Real Estate Management programme has 105 partner universities and colleges in 33 countries, incl. 21 in EU MS, as well as in Australia, Azerbaijan, Chile, Georgia, India, Kazakhstan, China, Russia, Morocco, Serbia, Switzerland, and Turkey.

During the last six years, the number of foreign students has rapidly increased from 43 students during the 2013/2014 academic year to 130 students during the 2018/2019 academic year. The number of outgoing students has been quite stable: approximately 20 students use an opportunity to participate in exchange programmes every year. It should be noted that more and more students tend to participate in the Erasmus+ internship programme, as the number of participants has increased threefold (Annex 13).

According to this table, the total number of outgoing students has been 130, while the number of incoming students 515, and the number of internships: 74.

To ensure that study programmes of the management direction are progressive, modern and highly sought after, industry professionals are involved in their development and implementation.

In programmes of RISEBA management direction, the main requirement is to offer practical education that is possible only when cooperation with industry professionals is ensured (by involving them in implementation of study programmes).

Cooperation with sectoral professionals also helps students learn professional skills required in practice, for example, how to secure financing, implement solutions in a creative and innovative way, use modern technologies in data processing, develop competences in analysing finances and data by applying principles of professional and general ethics and considering the effects of their conduct on the environment and the society, concurrently ensuring efficient operation of their respective organisations.

The choice of employers and sectoral institutions is determined by the profile of these institutions, their relevance for the study direction, as well as their willingness and interest in cooperation. The current cooperation experience with various institutions shows that such cooperation is mutually beneficial – the university receives practical information necessary for the implementation of the study process, whereas representatives of institutions acquire the latest research-based findings. Very often, industry representatives are interested in giving guest lectures to indirectly promote their organisations, including to attract the best students as employees.

Sets of thematic classes are also developed in collaboration with industry professionals, for example, the 2018/2019 academic year was the Year of Digitalisation at RISEBA. During every month of this year, representatives of sectoral companies delivered guest lectures on issues related to the digital environment.

To stimulate more active professional engagement of the industry in classes taught by the faculty, RISEBA has prepared a special procedure that provides for material incentives to the invited experts while maintaining the wages of the faculty.

If a representative of the industry has indicated that he/she would like to teach a complete course,

strict criteria apply – the candidate must have a doctoral or at least a master’s degree, and before the delivery of the study course an open lecture is to be taught for the administration to verify that the candidate is competent and able to present the topic in an engaging way. After each study course, students complete assessment questionnaires, including about courses taught by external industry professionals.

Cooperation with employers and professional organisations may take many forms. One of them is involvement of professionals in the development and improvement of study programmes and the quality of academic processes. It is usually done in two ways. First, representatives of employers are invited to sit on Programme Boards. Programme Boards consist of representatives of the financial institution “Altum”, the Latvian Private Equity and Venture Capital Association, the Association of Accountants of the Republic of Latvia, the Latvian Personnel Management Association, the Latvian Association of Supervisors and other institutions.

RISEBA has a specialized Programme Board for each study programme that has been tasked with promoting the quality of the respective RISEBA programme, improving the efficiency of academic processes, achieving better interdisciplinary communication and ensuring development of the respective study programme.

Employers are involved in the development of programmes by participating in surveys. Regular employer surveys concerning students and graduates allow to monitor compliance of the programme with requirements of the labour market and make the necessary improvements.

Long-term cooperation agreements have been concluded with SEB Banka JSC, Swedbank JSC, Rietumu Banka JSC, the Association of Accountants of the Republic of Latvia and other bodies. According to the above agreements, representatives of these bodies are not only included in Programme Boards, but also help to implement the academic process and provide internship possibilities to students (as far as possible). Representatives of various institutions and professional organisations are already involved in the programmes as guest lecturers, theses supervisors, reviewers and members of the State Examination Commission.

The most important partner organisations of the management direction are as follows:

Evolution Latvia

- Employment and internships for RISEBA students.
- The organisation is studied in various theses (incl. graduate and undergraduate theses) prepared during various programmes and study courses.
- Study trips for students and RISEBA employees to the company and lectures about the latest industry developments.
- Participation in RISEBA Career Days 2018 and 2019 (a booth and job interviews).

Branch of Accenture Latvija

- Employment and internships for RISEBA students.
- Regular guest lectures about industry development to RISEBA employees and students.
- The organisation is studied in various theses (incl. graduate and undergraduate theses) prepared during various programmes and study courses.
- Study trips for students and RISEBA employees to the company and lectures about the latest industry developments.
- Participation in RISEBA Career Days 2018 (a booth).
- Employees of Accenture deliver guest lectures during study courses.
- Participation in RISEBA Programme Boards.

Cabot

- Employment and internships for RISEBA students.
- The organisation is studied in various theses (incl. graduate and undergraduate theses) prepared during various programmes and study courses.
- Guest lectures about industry developments to RISEBA employees and students.
- Participation in RISEBA Career Days 2019 (a booth and job interviews).

WEBhelp

- Employment and internships for RISEBA students.
- Participation in RISEBA Career Days 2019 (a booth and job interviews).
- Associated partner in the ERASMUS+ Knowledge alliance project ProCESS.

Swedbank

- Employment and internships for RISEBA students.
- The organisation is studied in various theses (incl. graduate and undergraduate theses) prepared during various programmes and study courses.
- Support to RISEBA Creative Business Incubator.
- Participation in RISEBA Career Days 2019 (job interviews).
- Participation in RISEBA Programme Boards.

SEB and SEB Global Services

- Employment and internships for RISEBA students.
- The organisation is studied in various theses (incl. graduate and undergraduate theses) prepared during various programmes and study courses.
- Participation in RISEBA Career Days 2019 (a booth and job interviews).
- Participation in RISEBA Programme Boards.

Since 2019, the management direction has started cooperating with the Latvian National Guard:

- the practical part of the Civil protection course is taught by national guards in the premises of the Student battalion of the Latvian National Guard.
- The national guards of the Student battalion have visited RISEBA with a lecture and practical demonstrations concerning career opportunities in the National Guard during studies and after graduation.

24.01.2020 The Business Department of the management direction received a certificate of appreciation from the Ministry of Defence of the Republic of Latvia in the “Supporter of the National Guard” category. It is planned to continue cooperation with the Latvian National Guard.

In some courses, RISEBA faculty members have started successful cooperation with employers by including practical tasks provided by the latter in study courses or internships (for example, Anatolijs Prohorovs, Proks Capital LLC, has prepared case studies to be analysed by students, etc.).

Agreements with mass media, governmental bodies, private companies, and public benefit organisations help to ensure that all students have a place for internship. Programme directors and RISEBA Career Development Centre are responsible for securing internship and employment opportunities. Currently, relatively few RISEBA students apply for paid internships and jobs - it means that they are highly sought after in the labour market and have other opportunities to find internships and jobs.

To promote mutual understanding and cooperation between students and employers, since April 2018 RISEBA has organized a Career Month, which includes seminars for RISEBA students, graduates, and other parties interested in learning about their career opportunities, implementation and development of their business ideas, and securing additional funding for these ideas.

During meetings with internship organisations (potential employers), students can find out what skills and capacities are required to work in the chosen profession, and understand the market prospects of the respective occupation. During these meetings, employers can also assess the motivation, enthusiasm and preparedness of students for specific job offers. Approximately 50 companies took part in 2019 Career Days. It is planned to develop Career Days further by improving their organisation and content. Since 2020, the faculty and group curators of the management direction will have to participate in Career Days together with their students to integrate the content of these days in the respective courses.

As cooperation intensifies, employers are more eager to involve students in various projects. On the other hand, when students fulfil real orders from specific organisations they have a better opportunity to apply their theoretical knowledge in practice. It also contributes to their sense of responsibility for the quality of completed tasks.

All graduate and undergraduate programmes of the management direction have signed cooperation agreements with various cooperation partners (see descriptions of study programmes).

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.

Attraction of foreign students and faculty to RISEBA, including to the Management, Administration and Real Estate Management direction, is regulated by specific documents adopted at the university: the Internationalisation Strategy, annual admission regulations, and a procedure for admission of foreign students, etc.

The Internationalisation Strategy establishes the target markets (for foreign students), which include neighbouring countries (Lithuania, Estonia, Russia), Georgia, the CIS countries, Ukraine, EU and the South of Asia.

As until now studies in this direction were offered in the Latvian and Russian languages, foreign students were invited from the CIS and other countries, where the Russian language is regularly used.

Students from the following countries have been educated in the graduate and undergraduate programmes: USA, Armenia, Azerbaijan, Belarus, Bangladesh, Georgia, Estonia, India, Cameroon, Kazakhstan, Kyrgyzstan, Russia, Lithuania, Macedonia, Moldova, Namibia, Nepal, Pakistan, Ukraine, Uzbekistan, Germany and others. In general, the total annual number of foreign students admitted to bachelor's and master's programmes has steadily increased since the 2013/2014 academic year, and during the 2018/2019 academic year 242 students studied in the direction (see Annex 12).

After adoption of an amendment to the Law on Higher Education Institutions (Section 56.3) requiring that only EU languages are used for study purposes, RISEBA, including the management direction, has shifted its focus to the English language and new target markets.

RISEBA is a member of the Association of Exporters of Higher Education, and together with other universities of Latvia promotes an opportunity to complete high-quality higher education in Latvia. In addition, in the spring of 2019, RISEBA signed an agreement with the Ministry of Education and Science concerning good practices for attracting foreign students that imposes stricter requirements as to the quality of potential students, the actual engagement process and

improvement of respective channels.

Currently, RISEBA mostly achieves that by participating in foreign shows and fairs or by relying on a network of agents. Potential foreign students also apply themselves. During the 2018/2019 academic year, employees of the Marketing and External Relations Department visited 32 learning institutions in 8 countries and signed 25 new agreements with scouting agents taking into account the pre-determined target countries. Several communication channels are used to approach potential foreign students:

- International education shows in specific target countries
- Scouting agents
- General and vocational schools in neighbouring countries
- Embassies of the Republic of Latvia, and embassies of other countries in the Republic of Latvia
- Foreign chambers of commerce and industry
- Current students and alumni

In addition, social media accounts of the university in Facebook, Twitter, Instagram, LinkedIn, Youtube, and on other platforms are actively used.

Students may also acquire international experience during guest lectures, practical classes and seminars, when they can meet foreign experts. These experts are mostly invited by relying on personal contacts.

In the management direction, there are six faculty members from other countries (US, France, Bosnia-Herzegovina, Czech Republic, UK, Germany), as well as foreign faculty, who regularly gives guest lectures.

International projects implemented by the university is just one of the methods to invite foreign faculty. Foreign teachers are also invited to teach at RISEBA in the framework of ERASMUS+ mobility programme.

Students are able to get to know the foreign faculty during RISEBA International Weeks, during which academic staff from Belgium, Czech Republic, Croatia, Morocco, Netherlands, Germany, Lithuania, Kazakhstan, Russia and other countries are invited for guest lectures or study courses. RISEBA International Weeks take place every other year, and faculty from foreign academic partners are invited to deliver guest lectures on various topics to RISEBA students.

During the International Week that took place in the October of 2014, the following guest lectures were given in the management direction:

- Rimantas Zajarskas (Vilniaus Kooperacijos kolegija, Lithuania) "Integrated Management Systems"
- Peter Guenther (Esslingen University of Applied Sciences, Germany) "Investments"
- Yuri Moseykin (People's Friendship University of Russia) "Innovation Economy" (RUS)
- Prof. Dr Ulviyye Aidin (Izmir University, Turkey) "E-Logistic developments in Turkey in the way of EU accession"
- Emil Velinov (University of Economics in Prague, Czech Republic) "Corporate Governance"
- Mario Kubaš (University of Economics in Prague, Czech Republic) "Creative Industries"
- Mario Kubaš (University of Economics in Prague, Czech Republic) "Transition of Cultural Universe"

The next International Week took place in 2016, and the following guest lectures were delivered:

- Tatiana Smetanina, Udmurt State University, Russia, "International Environmental Activities"

- Borna Jalsenjak & Kristijan Krkac, Zagreb School of Economics and Management, Croatia, "Business Ethics, CSR & Sustainability"
- Simona Adela Maria Grama, Groupe Esc De Troyes, France, "How To Turn Your Idea Into A Business Model"
- Reiner Osbild, Emden-Leer University Of Applied Sciences, Germany, "ESR From An Economic Point Of View: Market Failure, State Intervention And Consumer's Welfare Reconsidered"
- Emil Velinov, University Of Economics In Prague, Czech Republic, "International Management And Multinational Corporations"
- Jamal Boukouray, Esca Management School, Morocco, "Leadership In The Digital Age & The Rise Of Social Innovation Leaders"
- John Dobson, United Kingdom, "Who Are We Here For? Objectivity, Value Freedom, Bias And Partisanship In People Management Research"
- Mehmet Huseyin Bilgin, Istanbul Medeniyet University, Turkey, "The Economic And Trade Relationships Of Turkey And Latvia"
- Assilbek Nurgabdeshev, Almaty Management University, Kazakhstan, "How To Create A Competitive Company"

In 2017, the students were able to attend guest lectures of the following faculty members on the latest developments in economics and business:

- Romanenko Mikolay – Austria, Emil Velinov – Bulgaria, Ville Saarikoski – Finland,
- Ewa Dziawgo – Poland, Maksim Polyakov – Russia, Koubaa Salah – Morocco, Golkova Dita – Czech Republic, Krzysztof Jajuga – Poland.

During the April of 2018, when the PRIME DAY of the International Week took place, students were able to participate in all of its events: seminars, lectures, and discussions. 13 faculty members from other countries participated in this event (seminars, discussions) and gave lectures.

As the numbers indicate, during the reporting period, the number of foreign faculty has increased almost twofold: from 7 faculty members in 2014 to 13 faculty members at the end of the reporting period. It is planned to continue to invite foreign faculty from various countries for the management direction, in particular from partner universities and colleges.

In the management direction, as well as at RISEBA in general, various mechanisms are developed to attract foreign students and members of the faculty. For example, the 2019 **Agreement on good practice for attracting foreign students and implementation of studies** between the Ministry of Education of the Republic of Latvia and RISEBA University of Business, Arts and Technology. Its purpose is to contribute to the international standing of Latvia and its higher education, and to ensure that foreign students have a positive academic experience in Latvia and that only duly motivated candidates who wish to engage in systematic studies to receive a higher education diploma are invited. This agreement lays down the following:

1. General terms and conditions for attracting foreign students and their studies in Latvia
2. Conditions for the ability to study and receive a proof of education
3. Selection procedure for foreign students
4. Requirements for marketing measures to attract foreign students and to deal with commercial agents
5. Requirements for providing the academic and environmental support
6. Requirements for cooperation with the ministry and public bodies

This agreement greatly supports the university with regards to attracting students and improvement of the learning process.

International projects implemented by the university is just one of the methods to invite foreign

faculty. Foreign teachers are also invited to teach at RISEBA in the framework of ERASMUS+ mobility programme.

Students may also acquire international experience during guest lectures, practical classes and seminars, when they can meet foreign experts. Foreign professionals are mainly attracted in the following ways: they have expressed interest in teaching courses at RISEBA by sending their portfolios, they are approached to teach courses depending on the results of the International Week organized by RISEBA, and by relying on personal contacts etc.

For example, in 2019 a seminar by Bartolomeo Rafaela Biala (US) took place for students: Competitive Advantage Through Strategic Use Of Brand Management. He is a branding strategy expert with more than 16 years of experience and has worked with many strategic branding and advertising agencies. His customers include brands from the US and elsewhere, for example, MGM Grand, The Wynn Resort, Nevada Governor's Office of Economic Development, International Trade and Diplomatic Protocol, Goodwill Industries International, as well as White Square Gallery (Berlin, Germany), Bank SLASKI (Poland), etc.

In 2019, students were offered a lecture by Dr., CFA Piotr Sieradzan (Poland) about the importance of CFA (Chartered Financial Analyst) qualification for career development, and the requirements of CFA exam. The guest lecturer gave a lecture at RISEBA, as cooperation with CFA institute was launched. As the lecture was very well presented, negotiations were started about a possibility to teach a course at RISEBA.

Management students studying in Latvian or Russian are free to take optional courses of RISEBA study programmes in English.

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.

In addition to professional internships required during academic programmes, students also have an opportunity to participate in the Erasmus+ internship mobility facility. Students may apply for an internship in any European company that operates in the respective area of the programme, and receive a bursary. During the last six years, the number of students, who have participated in the Erasmus+ internship mobility programme has increased twofold.

All professional undergraduate and master's programmes have compulsory internships.

Students choose their internship organisations independently or approach a Student Career Counselor of RISEBA Career Development Centre, who offers an internship placement. When the internship organisation is chosen, tasks of the internship and a possibility to perform them should be taken into account. Furthermore, these tasks should be related to the respective study programme.

Two years ago a new position was created at RISEBA: Student Career Counselor, to reinforce support to students for the purposes of their professional and career development. One of his/her duties is to help students find suitable internship organisations that would meet the requirements of the respective programme and be in line with the expected learning outcomes. The Career Counselor provides individual consultations to all stakeholders concerning search for suitable

internship opportunities, drafting CVs, efficient communication with companies, etc. If a student cannot find a place for his/her internship, the Career Counselor helps to do that in cooperation with the Programme director, if needed.

To a large extent, the Programme director may be of use, as employers tend to directly approach the director to inform about their internship offers. Direct long-term cooperation agreements with respective industries that provide for internship offers (as far as possible) is yet another support mechanism to ensure that students are able to complete their internships.

In addition to direct cooperation agreements with sectorial companies, RISEBA has signed an agreement about provision of internship opportunities with RTU. This agreement not only allows to significantly increase the range of internship opportunities, but also makes it possible for RISEBA students to participate in internship bursary competitions.

When internship opportunities and the range of potential internship organisations are described, it should be noted that most students find their internship organisations independently, which is a good indicator and confirms that the management direction is really sought after in the Latvian labour market.

In 2012, RISEBA prepared a Statute of Internship that regulates how internships are organised, namely, pursuant to the requirements of Cabinet Regulation No. 785 "Procedure for organizing internships and insuring students" (20.11.2012) and Cabinet Regulation No. 165 "Regulations on documentation required for organisation of pedagogical processes at vocational education establishments and professional qualification of examination centres" (06.03.2007). In 2019, this statute was updated and approved by the Methodological Council on 24.09.2019. According to the Statute, each study programme has a specific internship programme presented to students and internship supervisors from the university and employer organisations in due time. A trilateral agreement about the internship is signed with each and every student, and a database of internship organisations is created to facilitate efficient cooperation with the industry not only to offer internships, but also to involve the respective companies in academic process in other ways. Each internship agreement is entered in the internship registry of the Faculty of Business and Economics.

At the end of each internship, each student should submit an internship report, which is graded by an examination commission that reviews the accuracy and certainty of performance, the activity and self-initiative of the student, his/her creative abilities, the level of knowledge acquired at the university to perform professional duties, as well as the alignment of the description of tasks performed during the internship with the internship programme.

According to internal rules and procedures, all assessed internship reports are kept for 5 years.

In the management direction, there are compulsory internships in all professional undergraduate programmes except the academic undergraduate programme Business psychology, as well as the doctoral programme in business management.

In addition to professional internships required during academic programmes, students also have an opportunity to participate in the Erasmus+ internship mobility facility. Students may apply for an internship in any European company that operates in the respective area of the programme. During the internship, it is possible to receive a European bursary. During the last six years, the number of students, who have participated in the Erasmus+ internship mobility programme has increased twofold

Applications for this programme may be submitted twice a year, and every student who has completed his/her Year 1 studies may apply. Students of the final year may use this opportunity

even after graduation. Selection of students takes place pursuant to criteria set out in internship rules and regulations: average grade, no academic or financial debts, and motivation of the student. Students independently find internship opportunities in any company of any EU MS except their host country. Any duties fulfilled during the internship should be synchronised with the purpose of the programme. Credit points are awarded for an Erasmus+ internship after its defence.

Currently studies in English are available for the Bachelor's Programme European Business Studies and Master's Programme in International Business.

Available internships for students of the Programme European Business Studies:

- at the end of the second study year, a linguistic internship is planned in France, during which students spend a month in France and improve their French language skills
- in the third study year students have an internship in the amount of 5 CP, which they undergo in international companies (in English),
- in the fourth study year, students have an internship INTOPIA – where virtual money is given to students with which they develop the company and analyse the work of the company, including financial results. In general, the operations of the company are organized over a period of two years. The internship is held in English.
- Students also have a research internship (in English), within the framework of which they analyse a specific company.

Students of the Master's Program in International Business have their internship in their home countries, they also have access to international internships within the framework of the ERASMUS + programme. In the study year 2017/2018 already for the fourth time students had a possibility to participate in the international internship "Master in European Human Resource Management", which was organized in cooperation with Radboud University Nijmegen, Vlerick Leuven Gent Management School, Luiss Business School, E.M.LYON, University of Bramben.

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.

One joint programme and two double-degree programmes are offered in the management direction.

The professional master's programme "Health Management" implemented by RISEBA and Rīgas Stradiņa universitāte (RSU) was developed pursuant to the Law on Higher Education Institutions and Level 2 professional higher education state standard of the classification of education of the Republic of Latvia (Code 47345), as well as the Classification of Occupations of the Republic of Latvia. Professional master's programme "Health Management" allows to receive a master's degree in health management and the professional qualification of a manager.

The objective of the programme is to prepare highly qualified and professional managers for the healthcare sector, who have fundamental theoretical and practical knowledge and skills in health

management and health economics, strategic human resources management and ensuring sustainable development, as well as theoretical knowledge and practical skills in health management research. During development and implementation of the programme, principles of the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF) are applied. Professional master's degree in health management ensures a body of knowledge, skills and attitudes that allow to perform highly qualified healthcare management functions and continue studies in doctoral programmes.

7 agreements about double degrees are signed in two programmes of the management direction:

1. Undergraduate programme "European Business Studies",
2. Master's programme "International Business"

Students of the European business studies can use an opportunity to receive a double degree from the following partner universities and colleges:

- Kedge Business School, France
- Wurzburg University of Applied Sciences, Germany
- Regensburg University of Applied Sciences, Germany
- Haaga-Helija University of Applied Sciences, Finland

Agreements with the following universities and colleges are signed in master's programme "International business":

- Kedge Business School and ESC Troyes, France
- Wurzburg University of Applied Sciences, Germany
- Mainz University of Applied Sciences, Germany

In double-degree programmes, students can spend a part of their time in the partner university or college, and the length of this stay depends on the chosen university and programme. By passing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).

To choose an academic partner for the purposes of a double degree, similarity of both programmes both content wise and target and objective wise is used as the main criterion. The second main criterion is the number of credit points awarded for the programme and the length of studies. Standing and achievements of the partner university is another important criterion.

Agreement about a double-degree programme gives more opportunities to students of both universities to acquire knowledge, skills and experience in an international setting. Double-degree programmes are highly internationalised ensuring that students can learn and acquire experience from the best faculty of the partner body, use their library and technological resources, and build sectoral networks that may later be of use in their professional careers.

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.

The Management, Administration and Real Estate Management direction (incl. its eleven programmes indicated below) was accredited in 2013 for a period of six years:

1. First level professional higher education programme "Business organisation and management"
2. Professional undergraduate programme "Business management"
3. Professional undergraduate programme "E-business"
4. Professional undergraduate programme "European business studies"
5. Academic undergraduate programme "Business psychology"
6. Academic undergraduate programme "Project management"
7. Professional master's programme "Personnel management"
8. Professional master's programme "Business management"
9. Professional master's programme "International business"
10. Professional master's programme "Management and administration"
11. Doctoral programme "Business management"

Currently, two of the above programmes have been discontinued: the first level professional higher education programme "Business organisation and management" and professional master's programme "Management and administration".

Professional undergraduate programme "E-business" whose title was later changed to "Business management in the digital environment" was discontinued in 2019, while a new area of specialization was included in the professional undergraduate programme "Business management". These changes were introduced due to:

- Decrease in the number of students during the reporting period.
- It is efficient to merge these programmes, as digital technologies become ever present in the modern business, and e-business has become an integral part of almost all businesses.

After analysis of expert recommendations made during the previous accreditation of the academic direction and programmes, it can be concluded that they are mostly related to the following:

1. Improving the content of study courses
2. Improving library services
3. Increasing the number of scientific articles in recognised edited scientific publications
4. Improving cooperation with alumni

The content of study courses is regularly improved taking into consideration the established learning outcomes. A lot of effort was invested in this area in 2017 and 2018, when considerable attention was paid to mapping learning outcomes. During the 2017/2018 academic year, the faculty were offered methodological seminars about formulating learning outcomes, drafting course outlines, reviewing academic achievements, as well as the mapping system and methods for improving academic quality. During the 2018/2019 academic year, teaching and testing methods were targeted, as they help to achieve the expected academic results. Best practices and results of final examinations were analysed.

In 2018, the "Methodological guidance on mapping study programmes" was prepared. It is based on the standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015), requirements of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF), Cabinet regulation on classification of the Latvian education,

hierarchical models of Bloom's taxonomy, principles of Solo taxonomy for assessing learning outcomes, and the student-driven approach. The mapping model of each programme outlines the assessment and comparison of results of the respective programme, as well as study courses and final theses with professional standards, the mission and vision of the Faculty of Business and Economics, and EQF and NQF requirements. The model is arranged as a dynamic diagram that returns from analyses of all assessment levels to results of programmes, study courses, final theses, internships and course papers to subject them to repeat review, updating and improvement pursuant to the requirements of professional standards and the mission and vision of the faculty.

In 2018 and 2019, programme directors, faculty members and heads of departments mapped all programmes of the management direction. Introduction of the mapping resulted in an objective need to review, change and supplement expected learning outcomes of study courses and to review the content of many courses.

During the reporting period, the range of sources available from RISEBA was expanded (see Annex 16, para 1.2) to improve academic quality: the number of books ordered in the English language rapidly increased, and students and faculty member were offered an opportunity to use various international databases. Every year, programme directors order the latest scientific publications considering the available financing, latest scientific and professional developments and formulated academic directions.

The library of the University of Applied Sciences RISEBA has expanded access to information relevant for study directions, as well as academic and research purposes, and scientific efforts by offering information resources available from its collection, as well as by borrowing such resources from other libraries for a certain period of time (inter-library subscription). Due to introduction of the integrated library information system ALEPH 500, students are able to access a considerably larger range of academic literature. All collections of RISEBA library were digitized and entered in the **joint catalogue** of libraries of national significance. This ensured that RISEBA students have a considerably better access to information relevant for academic directions, as well as databases and mass media from the collections of other libraries included in the **joint catalogue**. For example, RISEBA students have an opportunity to use the databases offered by the National Library of Latvia, as well as other university (LU, RTU, RSU, etc.) libraries.

As of 17 June 2016, RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library.

Every year, to support quality learning processes, EBSCO Academic Search Complete (unabridged publications in humanities and social sciences), Web of Science (unabridged publications in natural sciences, social sciences, humanities and art, etc.), Emerald (business management information, 4116 unabridged scientific publications downloaded), **Greenleaf Publishing PRMEC** (e-books on various topics, incl. corporate responsibility, business ethics, environmental policy and governance), Leta.lv and Nozare.lv databases are ordered (on subscription) and used, and are also available remotely for use beyond the university. At the end of each year the parties offering these databases send the university a statistical report about the use of e-collections, and programme directors are surveyed about information resources required for completion of the programme (cases, online courses, simulations, videos, etc.). To meet the needs of students and faculty members, the library subscribes to the following media publications: Dienas bizness, Kapitāls, Ir nauda, Harvard Business Review, Bloomberg Business Week, The Economist, Frame, DETAIL, and A10, etc.

Information about the library, as well as a link to its [catalogue](#), subscribed databases, and regulations and terms of use are available on RISEBA homepage.

The faculty provide information about the quality of resources available from databases, and it is decided whether to continue respective subscriptions. Students and the faculty are informed about freely available resources useful for the studies: databases, e-magazines, e-books, as well as e-libraries and foreign trial databases with unabridged materials that are available for a specific period of time. Access to trial database is made available via the Cultural Information Systems Centre. In 2018, a free trial of the **Taylor&Francis Group eBooks** was made possible.

University's homepage provides direct access to subscription databases and free resources, as well as trial databases. The university has signed a cooperation agreement with Harvard Business Publishing. The faculty can order and use, as well as copy various learning tools.

From 2013 to 2018, the number of scientific publications in edited international sources increased from 17 to 24 per year in the management direction (see Annex 10). This includes Web of Science and SCOPUS databases. In the future, according to the Scientific Development Strategy of RISEBA for 2019-2021 the university intends to increase the number of scientific publications included in renown databases as follows:

- Improve the citation index of research papers
- Increase the number of publications indexed in scientific databases Web of Science and SCOPUS
- Increase the number of publications with co-authors from foreign partner universities

To achieve the above targets, the material incentive system for scientific activities at RISEBA has been updated and upgraded. Currently, it focusses on the quality of publications and not on their quantity.

For example, Inna Kozlinska, the lead research fellow of the management direction, has received several international prizes:

In the August of 2017: nominated for "The Best Reviewer Award", Academy of Management Annual Meeting, Entrepreneurship Division (Atlanta, USA).

In the May of 2018: Nomination for the Matthijs Hammer Award to the most innovative research that makes a difference by helping young entrepreneurs, for paper "What is the Distinctiveness of Enterprise Education for Non-Business Disciplines?" (with Anna Rebmann and Ulla Hytti, 3E Conference in Enschede, Netherlands).

During the reporting period, cooperation with RISEBA alumni was improved. The number of graduates exceeds 12,000. There is a graduate Facebook group with more than 1000 followers. In 2018, a graduate survey with 23 questions was prepared, and graduates of each programme were asked questions about the following aspects:

- Quality of studies.
- Current occupation.
- Possible future cooperation with RISEBA.
- Being active in alumni community.
- etc.

After analysis of survey results, the following can be concluded:

- Most graduates wish to continue studies in one of RISEBA programmes.
- Approximately one in three would offer internship opportunities to students.
- One in four would like to continue cooperation with the Business incubator to develop their ideas, conduct research about the needs of their companies, become cooperation partners of the university by sponsoring various events, be active in alumni community and its

development and strengthening.

Immediately after graduation, more than 80% of graduates start working as highly-skilled professionals. 96% of graduates find a job in 3-5 months after graduation. More than 40% of graduates become company managers (14,1%) or senior specialists (26%) immediately after graduation.

Currently, the following events are organised in cooperation with RISEBA graduates:

- Various charity events: visits to animal shelter Ulubele, charity events in the Children's Department of Stradiņš Clinical University Hospital, etc.
- In events promoting RISEBA in 2019, namely, INNOVUS and "Sarauj, Latvija", there were more than 5000 participants: the youth, entrepreneurs, education establishments, etc.
- Meeting great personalities like Lelde Kovaļonoka and discussion "Artist's life", 2019.
- etc.

With approximately 8000 participants, the most popular public event of the university was the celebration of its 25th anniversary in the autumn of 2018. Most of these participants were RISEBA graduates, students and faculty members.

RISEBA alumni loyalty programme is developed and expanded. Upon graduation, all graduates receive a RISEBA loyalty card that offers various benefits, for example, advantages and allowances for continuing education courses and other events organised by the university, as well as special offers from more than 50 cooperation partners. Currently, these cards have been received by more than 1500 graduates, and the network of cooperation partners is regularly updated and expanded.

Facilitation of cooperation with RISEBA alumni and strengthening of alumni community will continue to be one the most important priorities of the management direction.

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, 3 new programmes were licensed and accredited in the management direction:

1. In 2014: professional master's programme "Health management" developed as a joint programme with Rīga Stradiņš University. It is available in the Latvian and English languages.
2. In 2015: professional master's programme "Strategic business management", which is available as a full time and distance learning programme (since the 2019/2020 academic year also in the English language).
3. In 2016: professional master's programme "Management psychology and supervision".

All three programmes were developed considering the local demand, but also with a view of the European and global market (as distance learning in English language was also made available). Currently, these programmes are very popular, they have many students and have been supported by professional organisations and associations.

Plan for implementation of recommendations provided by the previous accreditation or licensing

experts is attached in Annex 16

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	4_galvenie iekšējie normatīvie akti un regulējumi_ENG.xls	4_galvenie iekšējie normatīvie akti un regulējumi.xls
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_Augstskolas pārvaldības struktūra ENG.pdf	2_Augstskolas pārvaldības struktūra LV.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	5_Studiju virziena attīstības plāns_EN.docx	5_Studiju virziena attīstības plāns.docx
Management structure of the study direction	6_Studiju virziena pārvaldības struktūra_ENG.docx	6_Vadības Studiju virziena pārvaldības struktūra.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	7_pielikums_MĀCĪSPĒKU TABULA_ENG.xlsx	7_pielikums_MĀCĪSPĒKU TABULA_LV.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	8_pielikums_CV_ENG.zip	8_pielikums_CV_LV.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	9_Macibspeku mobilitate_EN.docx	9_Statistikas datu apkopojums par mācībsp..xlsx
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	10_Mācībspēku publikācijas_EN.docx	10_Mācību publikācijas_LV.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	11_Sadarbības līgumu saraksts_Vadība-EN.docx	11_Sadarbības līgumu saraksts_Vadība.docx
Statistical data on the teaching staff and the students from abroad	12_Statistikas dati par arvalstu studentiem_EN.docx	12_Statistikas dati par arvalstu stud_5.2.1.docx
Statistical data on the mobility of students (by specifying the study programmes)	13_Statistikas dati par studējošo mobilitāti_EN.docx	13_Statistikas dati par studējošo mobilitāti.docx
Description of the organisation of the traineeship of the students	14_Prakses nolikums_EN.docx	14_Prakses nolikums_apstiprinats Met.padome_24.09.2019.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	15_Prakses līgums_Biznesa un ekonomikas fakultāte_ENG_DOC	15_Prakses līgums LV.docx
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	16_pielikums_(6.2.sad)_EN_labots.docx	16_pielikums_(6.2.sad.)_LV_labots.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	17_Apliecinājums par valsts valodas prasmēm_EN.edoc.edoc	17_Apliecinājums par valsts valodas prasmēm.edoc.edoc
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	18_iesniegums_studiju_virziena_novertesana_i.edoc	18_iesniegums_studiju_virziena_novertesana_i.edoc

Other annexes

Name of document	Document
1_RISEBA Studiju virzieni un studējošo skaits tajos.docx	1_RISEBA Studiju virzieni un studējošo skaits tajos.docx
1_RISEBA studiju virzieni un studējošo skaits ENG.docx	1_RISEBA studiju virzieni un studējošo skaits ENG.docx
3_RISEBA lēmēj institūcijas.pdf	3_RISEBA lēmēj institūcijas.pdf
3_RISEBA Senior Management and Decision-making Bodies.pdf	3_RISEBA Senior Management and Decision-making Bodies.pdf
VI 023 Iesniegums_gramatu_iegade.doc	VI 023 Iesniegums_gramatu_iegade.doc
VI 023 Iesniegums_gramatu_iegade_EN.doc	VI 023 Iesniegums_gramatu_iegade_EN.doc

Management Psychology and Supervision

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Management Psychology and Supervision</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Maija</i>
Surname of the study programme director	<i>Zakriževska-Belogrudova</i>
E-mail of the study programme director	<i>maija.zakrizevska@riseba.lv</i>
Title of the study programme director	<i>Dr.psych.</i>
Phone of the study programme director	<i>29438435</i>
Goal of the study programme	<i>The goal of the Professional Master's Study Program "Management psychology and supervision" is to provide professional studies compliant with the requirements of ANSE (Association of National Organisations for Supervision in Europe) and the profession standard and to train highly qualified experts, i.e. supervisors/consultants who are competitive both in Latvia and abroad, who have acquired both theory knowledge and practical skills and competences following the graduation, to be able to offer high quality supervision service/ consultations to various professionals, and to succeed in both private and public agencies and companies according to their competence by assuming responsibility for their work and contributing to the development/ growth of the agency and its personnel.</i>
Tasks of the study programme	<ul style="list-style-type: none"> - <i>To give students the opportunity to acquire in-depth theoretical and professional knowledge, skills and competence in supervision, preparing specialists, who are competitive, efficient and able to provide quality services with a specialisation in supervision.</i> - <i>To help develop the ability of students to link theoretical knowledge of management and management psychology and practical skills, in order that they can systematically improve their qualification as a supervisor, professional growth and overall development in the profession of a supervisor;</i> - <i>To ensure the development of indepth knowledge in research methodology, developing students' competence in research work, and developing their ability to develop and implement research projects, as well as present them;</i> - <i>To boost the competitiveness of the programme's alumni, offering their supervisor's services in existing socioeconomic conditions in the domestic and international job market.</i>

Results of the study programme	<p>Knowledge VPS-Z1 Ability to demonstrate in-depth and specific knowledge in management science and psychology by linking it to the concepts, forms and models of various supervisions, their application possibilities in private and public agencies and companies, in the development of research, creative and innovative solutions in cooperation with experts from various fields.</p> <p>Skills VPS-P2 The ability to explain the recent conclusions, research and innovations of the management science, psychology and supervision by linking this with the social economic processes in the country (demographic processes, employment, entrepreneurship, the life quality indices, education, culture, health care, the social security system, etc.), by explaining their relation with the social economic changes in Europe and globally. VPS-P3 The ability to evaluated independently own professional actions and their results for improving the professional competence during the whole life-time, by developing cooperation with the professional environment, including professional associations, other professionals by integrating with multi-professional and interdisciplinary team work for creating knew knowledge within the context of psychology, management and supervision.</p> <p>Competences VPS-K5 Organisation and management of the supervision process on both the individual, group and team level by agreeing on the goals and expected results of supervision, providing document sharing by following the core principles of law and ethics, by assuming responsibility under dynamic and changing modern economic and globalisation circumstances. VPS-K6 Integration of the acquired knowledge of the management theories, management psychology and supervision in elaborating studies and projects, developing supervision skills.</p>
Final examination upon the completion of the study programme	Master thesis and qualification internship

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80

Admission requirements (in English)	<i>Previous education: - Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience. - Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management</i>
Qualification to be obtained (in english)	<i>Supervisor</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 2 years - russian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>russian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Previous education: - Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience. - Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
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Duration in full years	2
Duration in month	6
Language	latvian
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: - Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience. - Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management</i>
Qualification to be obtained (in english)	<i>Supervisor</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 2 years, 6 months - russian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	russian
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: - Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience. - Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management</i>
Qualification to be obtained (in english)	<i>Supervisor</i>

Places of implementation

Place name	City	Address
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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

Parameters of the Management Psychology and Supervision programme

Programme title	Management Psychology and Supervision	
Programme title in English	Management psychology and supervision	
Programme code according to the Classification of Latvian Education	47345	
Branch of science of study programme (for doctoral programmes only)	Not applicable	
Type and level of the study programme	Professional master's programme	
Qualification to be acquired (EQF/NQF)	European Qualifications Framework (EQF) and National Qualifications Framework (NQF) Level 7	
Code of the profession in the Classification of Occupations	2424 06 Supervisor	
Scope of the programme (CP, ECTS)	80 CP (or 120 ECTS)	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	2 years	Latvian, Russian
full-time studies		
distance learning		

part-time studies	2.5 years	Latvian, Russian
part-time studies		
distance learning		
Implementation place	Riga	
Programme Director	Professor, Dr.psych., Mg.sc.sal., Mg.sc.administr. Maija Zakriževska-Belogrudova	
Admission requirements	<p>Previous education:</p> <ul style="list-style-type: none"> • Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience. • Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience. 	
Degree, professional qualification, or degree and professional qualification to be awarded	Professional master's degree in management and supervisor's qualification	

Purpose of the programme	<p>The goal of the Professional Master's Study Program "Management psychology and supervision" is to provide professional studies compliant with the requirements of ANSE (Association of National Organisations for Supervision in Europe) and the profession standard and to train highly qualified experts, i.e. supervisors/consultants who are competitive both in Latvia and abroad, who have acquired both theory knowledge and practical skills and competences following the graduation, to be able to offer high quality supervision service/ consultations to various professionals, and to succeed in both private and public agencies and companies according to their competence by assuming responsibility for their work and contributing to the development/ growth of the agency and its personnel.</p>
Objectives of the programme	<ul style="list-style-type: none"> - To give students the opportunity to acquire in-depth theoretical and professional knowledge, skills and competence in supervision, preparing specialists, who are competitive, efficient and able to provide quality services with a specialisation in supervision. - To help develop the ability of students to link theoretical knowledge of management and management psychology and practical skills, in order that they can systematically improve their qualification as a supervisor, professional growth and overall development in the profession of a supervisor; - To ensure the development of in-depth knowledge in research methodology, developing students' competence in research work, and developing their ability to develop and implement research projects, as well as present them; - To boost the competitiveness of the programme's alumni, offering their supervisor's services in existing socioeconomic conditions in the domestic and international job market.

Academic results to be achieved

Knowledge

VPS-Z1 Ability to demonstrate in-depth and specific knowledge in management science and psychology by linking it to the concepts, forms and models of various supervisions, their application possibilities in private and public agencies and companies, in the development of research, creative and innovative solutions in cooperation with experts from various fields.

Skills

VPS-P2 The ability to explain the recent conclusions, research and innovations of the management science, psychology and supervision by linking this with the social economic processes in the country (demographic processes, employment, entrepreneurship, the life quality indices, education, culture, health care, the social security system, etc.), by explaining their relation with the social economic changes in Europe and globally.

VPS-P3 The ability to evaluate independently own professional actions and their results for improving the professional competence during the whole life-time, by developing cooperation with the professional environment, including professional associations, other professionals by integrating with multi-professional and interdisciplinary team work for creating new knowledge within the context of psychology, management and supervision.

Competences

VPS-K5 Organisation and management of the supervision process on both the individual, group and team level by agreeing on the goals and expected results of supervision, providing document sharing by following the core principles of law and ethics, by assuming responsibility under dynamic and changing modern economic and globalisation circumstances.

VPS-K6 Integration of the acquired knowledge of the management theories, management psychology and supervision in elaborating studies and projects, developing supervision skills.

Final examination to be taken Master thesis and qualification internship
at the end of the study
programme

The programme modules remain unchanged. Only the number of CPs changed in a few modules, e.g. from 4 to 2 CP in Business Research Methods. As the programme is comparatively new (as only 4 years have passed since its incorporation in the academic direction), the titles of several courses have been improved and courses have been changed as a result of student feedback and latest European supervision trends: Earlier, this programme was also offered in the Russian language, but as of the 2019/2020 academic year admission to the Russian speaking group was discontinued due to changes in the Latvian law. By the end of 2020, the program will be implemented in Russian. In addition to the changes in study courses, the study programme is being implemented in Russian, in conformity with Clause 49 of the Transitional Provisions of Chapter XII of the Law on Higher Education Institutions: “Amendments to Section 56, Paragraph three of this Law in relation to the implementation language of study programmes shall come into force on 1 January 2019. Universities and colleges, the implementation language of whose study programmes does not conform to Section 56, Paragraph three of this Law, are entitled to continue implementing study programmes in the relevant language until **31 December 2022**. After 1 January 2019, admission of students to a study programme, with an implementation language, which does not conform to the conditions of Section 56, Paragraph three of this Law, is not permitted.”

As a new professional standard is applicable since the 2019/2020 academic year, a new qualification will be granted: supervisor, which will substitute the previous qualification: supervisor/consultant-supervisor.

The following changes have been made in the Management Psychology and Supervision programme:

Part A (the scope: 21 CPs does not change)

- The title of two courses has changed though the number of credit points and course content remained the same. These changes were made to adapt the courses to current trends in management psychology and supervision:
 - “Intervision as professional growth and competence” 1 CP to “Covision as professional growth and competence” 1 CP.
 - “Corporate management and business sustainability” 1 CP to “Corporate social responsibility and environmental ecology” 1 CP.
 - “Leadership psychology and organization behaviour” 1 CP to “Organizational behaviour” 1 CP.
- The following course was changed:
 - “Business models” 1 CP to “Risk management” 1 CP
- Integrated courses:
 - “Supervision process” 1 CP was integrated into other professional supervision courses (“Individual supervision”, “Group and team supervision”).

Part B (the scope: 8 CPs does not change)

- The title of one course has changed though the number of credit points and course content remained the same. These changes were made to adapt the courses to current trends in management psychology and supervision:
 - “Innovation and intellectual property protection” 2 CP to “Innovation and organizational development” 2 CP
- As recommended by experts, one study course was moved from Part C to Part B:

- “Coaching in business”
- One course was discontinued:
 - “Research in the organization”, the required content was integrated in the “Research logic and methodology” course
- Two study courses were removed:
 - “Business Research” and “IT for Increased Business Efficiency”, integrating the required content into the course “Research Logic and Methodology”.
- As recommended by students, one additional course was incorporated in the programme:
 - “Public communication” 1 CP

Part C (the scope: 5 CPs does not change)

As recommended by students, one additional course was incorporated in the programme:

- “Theories of personality” 2 CP
- Study course removed due to the fact that the feedback from students was not positive:
 - “Sales and Implementation of Consultation Services” 2CP

In connection with the commencement of the implementation of the study programme, the arrangement of study courses by semester was slightly adjusted. For example, the study course “Covision as Professional Growth and Competence” 1 CP was switched from the 2nd to the 3rd semester. And presentation of the study course “Internship II (Group and Team Supervision)” 4CP was switched from the 2nd to the 3rd semester. And due to the considerable work involved, “Internship in Project Management III (Project Laboratory/Project Management)” 6CP started during the 2nd semester.

Analysis and assessment of changes in the composition of faculty members during the reporting period and its impact on the quality of studies are described in Section 4.1.

The introduced changes contribute to programme’s compliance with international guidelines and the occupational standard, and improves its appeal to potential students by offering better prospects and ability to compete in the labour market.

In the future, it is also planned to continue targeted improvements in the content of the programme by means of cooperation between the programme director, the faculty and cooperation partners.

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.

During the 2017/2018 academic year, master’s programme Management Psychology and Supervision was offered in the Latvian language and for the first time also in the Russian language. The main source of financing for the study programme “Management Psychology and Supervision” is tuition fees. The amount of tuition fees and payment procedure for each academic year is decided and approved by RISEBA Senate. However, some students have been granted fee allowances (see more about allowances [here](#)).

As the programme was launched only during the 2015/2016 academic year, the total number of students has increased almost fourfold (see figure in Annex 1). It is related to the development of the programme and alumni feedback.

During the 2016/2017 academic year, 36 students studied in the Latvian language flow. During the 2017/2018 academic year, the total number of students in the Management Psychology and Supervision programme was 49, of which 11 studied in the Russian language flow. During the 2018/2019 academic year, 43 students were admitted, and the total number of students was 61, of which 19 studied in the Russian language (see figure with changes in student numbers in Annex 1).

Students of the Russian language flow came from various countries: Russia, Uzbekistan, Estonia, Azerbaijan, Latvia and Lithuania.

Number of admitted students

The 2017/2018 academic year was the first year when the programme was offered in the Russian language, and the total number of students admitted to the programme was 32, of which 14 studied in the Russian language. During the 2018/2019 academic year, 43 students were admitted, of which 16 studied in the Russian language, and the total number of students was 61, of which 30 studied in the Russian language (see figure in Annex 1).

During the 2019/2020 academic year, the number of students decreased due to amendments in the Latvian law, as admission to the Russian language flow was discontinued, which is to be considered a negative development.

Many of the students admitted during the 2018/2019 academic year already had a master's degree that points to the specific nature of this programme, namely, a programme well suited for a second master's degree.

Number of alumni

As the programme is comparatively new and graduation has taken place only three times, during the 2016/2017 academic year, there were 11 graduates. During the 2017/2018 academic year 15 students, and during the 2018/2019 academic year 29 students receive a professional master's degree in management with a supervisor's professional qualification (see figure in Annex 1).

Student drop-outs (by year and course) and drop-out reasons

Since the 2016/2017 academic year, 14 students have not completed the programme. After an analysis of student drop-outs during the 2018/2019 academic year, it was established that 3 students were removed from registers at their request, while 4 students were removed from registers due to failure to resume studies after an academic break (see table on student drop-outs in Annex 1). The above drop-out numbers cannot be considered significant.

To prevent students from dropping-out, Programme director maintains communication with students and offers advice with regards to any difficulties during the programme, there are meetings with lecturers and curators that help students overcome difficulties by providing support and advice during the learning process (see figure in Annex 1).

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

To understand the content and the underlying logics of the programme better, all study courses are included in modules (management and professional modules) that are related to supervision and

respective qualification and require a very strict order of courses to earn a high-quality degree.

The Management Psychology and Supervision programme consists of 8 modules. An outline has been prepared for each of the modules and describes the following (see Table 1.1):

1. Expected learning outcomes after completion of the respective module
2. Order of courses (for example, theory followed by practice)
3. Respective courses included in the module

Table 1.1.

Conceptual plan of the professional higher education master's programme Management Psychology and Supervision, by study modules

Module	Latvian CPs	ECTC
1. Professional activity and supervision theory <i>Professional activities and the ethics of the supervisor</i> <i>Consulting and supervision theories</i> <i>Modern methods of adult learning</i>	5	7.5
2. Professional activity and supervision in practice <i>Covision as professional growth and competence</i> <i>Individual supervision</i> <i>Group and team supervision</i> <i>Theories of personality</i> <i>Supervision methods and techniques: theory and practice</i> <i>Coaching in business</i>	12	18
3. Business strategy and models <i>Strategic business management and competitiveness in the international environment</i> <i>Risk management</i> <i>World development trends</i> <i>Corporate social responsibility and environmental ecology</i>	5	7.5
4. Personnel, information and knowledge management <i>Innovation and organizational development</i> <i>Human resources and change management</i> <i>Public communication</i>	5	7.5
5. Sustainable development and leadership <i>Modern management psychology</i> <i>Negotiating management and conflict resolution</i> <i>Arts-based approaches to the development of an organisation</i> <i>Organizational behaviour</i>	5	6
6. Research methods in an organisation <i>Research logic and methodology</i>	2	3

7. Internship in an organisation	26	39
<i>Traineeship I (individual supervision)</i>		
<i>Traineeship II (group and team supervision)</i>		
<i>Traineeship III (project management/project laboratory)</i>		
<i>Traineeship IV (qualification traineeship)</i>		
8. Master's thesis	20	30
Total credit points	80	120

Development of student personalities, improvement of supervisors' skills and competences, and practical activity of students are considered especially important.

Completion of theoretical courses is followed by practical courses after which students are prepared for an independent internship in an organisational environment by entering into an agreement with a specific organisation. In parallel to these professional supervision courses, various management psychology and management courses are taught to give students better understanding of the performance and structure/processes/system of an organisation and the ability to integrate the above into professional situations. Professional internships are started as early as during the 2nd academic semester and continue until the 4th semester. The final stage involves defence of the qualification internship to a commission followed by the study of research methods in an organisation and by writing and defending a master thesis.

To understand compatibility of the criteria and logical sequence of assignments in the master's programme "Management Psychology and Supervision" better, see outline in Table 1.2.

Table 1.2.

Mutual compatibility of the criteria of the programme "Management Psychology and Supervision"

Name of the study programme	"Management Psychology and Supervision"
Degree to be attained	Professional degree in Management
Study programme product-qualification to be attained	Supervisor

Aim of the study programme	<p>Programme goal:</p> <p><i>The goal of the Professional Master's Study Program "Management psychology and supervision" is to provide professional studies compliant with the requirements of ANSE (Association of National Organisations for Supervision in Europe) and the profession standard and to train highly qualified experts, i.e. supervisors/consultants who are competitive both in Latvia and abroad, who have acquired both theory knowledge and practical skills and competences following the graduation, to be able to offer high quality supervision service/ consultations to various professionals, and to succeed in both private and public agencies and companies according to their competence by assuming responsibility for their work and contributing to the development/ growth of the agency and its personnel.</i></p>
Tasks	<ul style="list-style-type: none"> - <i>To give students the opportunity to acquire in-depth theoretical and professional knowledge, skills and competence in supervision, preparing specialists, who are competitive, efficient and able to provide quality services with a specialisation in supervision.</i> - <i>To help develop the ability of students to link theoretical knowledge of management and management psychology and practical skills, in order that they can systematically improve their qualification as a supervisor, professional growth and overall development in the profession of a supervisor;</i> - <i>To ensure the development of in-depth knowledge in research methodology, developing students' competence in research work, and developing their ability to develop and implement research projects, as well as present them;</i> - <i>To boost the competitiveness of the programme's alumni, offering their supervisor's services in existing socio-economic conditions in the domestic and international job market.</i>
Admission rules	<p><i>Previous education:</i></p> <ul style="list-style-type: none"> • <i>Holds a Bachelor's professional degree or Level two professional education in management, economics, social and behavioural sciences or an equivalent academic Bachelor's degree in management, economics, social and behavioural sciences, completing the study programme, who duration is at least three years; and has at least four years' job experience.</i> • <i>Holds a Bachelor's or Master's degree in other branches of social science or related sciences: in healthcare, social welfare, humanitarian science, teachers' education or educational sciences or engineering and has at least four years' job experience.</i>

Study results at *programme level*, including:

- knowledge and understanding;
- skills;
- competences
- .

Knowledge

VPS-Z1 Ability to demonstrate in-depth and specific knowledge in management science and psychology by linking it to the concepts, forms and models of various supervisions, their application possibilities in private and public agencies and companies, in the development of research, creative and innovative solutions in cooperation with experts from various fields.

Skills

VPS-P2 The ability to explain the recent conclusions, research and innovations of the management science, psychology and supervision by linking this with the social economic processes in the country (demographic processes, employment, entrepreneurship, the life quality indices, education, culture, health care, the social security system, etc.), by explaining their relation with the social economic changes in Europe and globally.

VPS-P3 The ability to evaluate independently own professional actions and their results for improving the professional competence during the whole life-time, by developing cooperation with the professional environment, including professional associations, other professionals by integrating with multi-professional and interdisciplinary team work for creating new knowledge within the context of psychology, management and supervision.

Competences

VPS-K5 Organisation and management of the supervision process on both the individual, group and team level by agreeing on the goals and expected results of supervision, providing document sharing by following the core principles of law and ethics, by assuming responsibility under dynamic and changing modern economic and globalisation circumstances.

VPS-K6 Integration of the acquired knowledge of the management theories, management psychology and supervision in elaborating studies and projects, developing supervision skills.

Study results at *modular level*

Compliance with each study module's formation principles, and its contribution to overall study programme results, augmenting and with each module attaining in-depth knowledge, skills and competences in the profession of a supervisor, in conformity with ANSE and LSA requirements, which adapted to market requirements every year, as well as the knowledge, skills and competences required by supervisors and European supervisors' professional education standard.

Study results are stipulated at study course level	<p><i>Compliance with the objective of each study course is harmonised with the programme's goals, attainable programme results, integrating the last insights of the professionals involved, who continually improve their knowledge and engage in scientific research, in conformity with the demands of the contemporary market and various market requirements. This is verified by the enclosed feedback in Annex 12 regarding the programme from the LSA Board Chair.</i></p> <p><i>Study results are collated in the study course mapping in Annex 3.</i></p>
Assessment criteria	<p><i>In each study course, the requirements for obtaining credit points (study course assessment structure, which is proportionally divided in percentage terms according to tests stipulated by faculty members) are described along with provision of assessment of test forms and the study quality system. Individually focusing the student's attention on internship requirements and assessment criteria. All the results to be attained in the study course match the study programme's objectives and study direction targets, which are ensured by a quality audit (all study course descriptions are enclosed in Annex 5)</i></p>

After a summary review of the above information, it can be concluded that the title, awarded degree, professional qualification, targets, objectives, learning outcomes and admission requirements of the programme are adequate and interrelated.

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 professional Master's programme "Management Psychology and Supervision" has been taught at RISEBA University from the 2015/2016 academic year. It is a relatively new programme with three graduation classes.

Since the commencement of the programme, the relevance of supervision has rapidly grown in Latvian and an increasing number of supervision services are also used in professions linked to

entrepreneurship. RSU lecturer and Nursing Department Head, and former Supervisory Head of the RSU Master's programme and Latvian Association of Supervisors Board and Certification Member Dr.med. Kristaps Circenis believes that in the near future the boundaries of supervisory work will significantly expand, at the same time acknowledging that understanding of supervision in Latvian society is still inadequate. An external cause of this emphasised by him is insufficient state support and the unfavourable socio-economic situation as a whole (Circenis, 2016).

In turn, in the opinion of the Chair of the Latvian Association of Supervisors (hereinafter referred to as - the LSA) Ilze Dreifelde, the supervisor's profession is now recognised as being self-organised and self-financed and is unsuitable for those seeking a specific position with a particular employer. Supervisors form their own private practices or joint practices as self-employed persons or limited liability companies. In order for a supervisor to be able to prove himself within the profession, he must nurture the skill of self-organisation (Dreifelde, 2019).

Just like elsewhere in Europe, in Latvia there are only a couple of organisations in which a supervisor is a separate position, because according to generally accepted European standards, a supervisor is an independent consultant recruited from an organisation, who can assess a situation objectively from the side without being on the inside of an organisation, thus maintaining his objective view of various complex organisational situations.

Although the profession is quite new, in the Republic of Latvia supervision has been stipulated in various laws and regulations. In accordance with the criteria stipulated in the Classification of Occupations, supervision is compulsory for representatives of several professions: social workers, psychologists and supervisors themselves (LR Cabinet Regulations No.461 of 18.05.2010). An example worth mentioning is that every year, including in 2018 and 2019, the State Social Care Centre "Rīga" (VSAC "Rīga") conducts Market research surveys "Regarding rights to provide supervision of the improvement of the professional competence of the State Social Care Centre "Rīga" social work specialists, institutional managers and structural unit managers, who are directly involved in the provision and organisation of a social service". In order to provide supervision services, many professional supervisors are required, because there are enough social work specialists in Latvia (by law, everyone is entitled to 21 hours of supervision), and therefore this service cannot be provided by a small number of supervisors.

Moreover, supervision is not only becoming popular in social work, but also among educators, which is confirmed by supervisors' procurements not only in 2018, but also in 2019, for example, under the auspices of ESF Project No. 8.3.4.0/16/I/001 "Support for Reducing Early Dropping-Out from Studies", the Education Quality State Service has announced a procurement - "Procurement of an Experts' Service for Conducting Group Supervision for Educators".

Since 2014, the profession of supervisor/consultant overseer has also been included in the classification of professions, and this can be considered to be a significant turning point in the growth of this profession in Latvia. In June 2019, RISEBA University submitted a subsequently approved and harmonised new standard for the supervisor's profession, justifying and recognising supervision as a profession, which confirms the need for this profession and demand for it in the job market (Professional Education and Employment Trilateral Cooperation Sub-Council Meeting [Minutes No. 4, dated 12 June 2019 - visc.gov.lv](#)).

Although the need for supervision has already been recognised in the public sector, in various laws, regulatory enactments and projects, e.g. in the Social Assistance and Social Service Law; as a profession it is quite new - dating back to 2014 and not all employers are informed about this profession and service, which is rapidly entering the job market. For this reason, employers are still merely learning about supervision. In this cases, feedback from employers is crucial.

Prior to this, the only information listed and described confirming the interest of employers in the supervision service was manifested in the form of publicly stated information about market studies and various procurements. There are quite a lot of business organisations in the job market, which do not conduct public procurements, but regularly use supervision services. Accordingly, research into various employers was conducted and positive feedback about the programme and supervision as a service was received from employers including SIA "OSS Networks", A/S "Cēsu Alus" and others (see Annex 3), where these employers recognised market requirements and the usefulness of supervision with their positive feedback.

To better understand the market's requirements for the supervision service, the LSA homepage provides specific examples of how supervision can help in business, what the benefits of supervision are, and what the expected result of supervision is (for more details, see [here](#)).

Given the rapid development of the profession, RISEBA University has entered into cooperation with the LSA. Right from the outset, the supervision education programme was drawn up in accordance with LSA educational requirements, which in turn correspond to the Latvia's Supervisor's profession standard and the educational standard of ANSE (the Association of National Organisation for Supervision in Europe) (for more details, see [here](#)).

In the programme's licensing process, all the educational content was harmonised with the LSA, in accordance with the recommendations of the association's certified supervisors. The LSA has recognised RISEBA University alumni, who want to join the association and attain certification. By meeting all the association's requirements, alumni are accepted as members and certified. Feedback from the LSA Chair regarding the professional Master's programme "Management Psychology and Supervision" and its compatibility with industry, job market and scientific developmental trends is enclosed in an annex (see Annex 3).

In order to reflect industry and science trends, RISEBA University faculty members and students regularly attend various events organised by the LSA, among which one worth mentioning is "Baltic Supervisors' Quality Day", which was organised by the LSA Board on 17 August 2018, and was attended by about 60 supervisor from seven European countries: Latvia, Lithuania, Estonia, Germany, Austria and the Netherlands, also including RISEBA representatives, alumni and students. Various scientific and practical activities organised by professionals were conducted at the event. Important aspects of the quality day included: supervision education, theory, practice, studies and professional associations. In order to keep track of the latest supervision insights and trends in Europe, in recent years, RISEBA University has attended all events organised by the LSA and ANSE devoted to quality and education.

It should be noted that the Chair of the Latvian Association of Supervisors is a RISEBA University professional course lecturer, who regularly organises and various events related to the profession, including a meeting of the head of European National Supervision Associations at their General Assembly in Budapest, Hungary, which was organised by ANSE in October 2018. The most significant issues and current trends in supervision were discussed at the meeting, and the latest insights and trends were integrated into study courses including "Consulting and supervision theories", "Individual supervision,", "Traineeship I (individual supervision)", etc.

In 2018, ANSE organised the first conference of educators in Frankfurt. The contents of the conference were mainly intended for supervision faculty members and educators, personnel, trainers and educational body representatives. The conference was organised with an emphasis on a uniform standard of the quality of education for supervisors and professionalism as one of the most important factors, stressing that the globalisation of the job market has also affected the education of supervisors and that supervisors' education quality standards cannot remain subject to the influence of national supervision organisations, and that therefore shared understanding and

joint standards are required. The conference for professionals/educators opened up new prospects and created more opportunities for cooperation and the exchange of experience in the pursuit of unity of educational standards (ANSE, 2019). This conference was also attended by RISEBA programme director Maija Zakriževska-Belogrudova and RISEBA visiting faculty member Kristaps Circenis, who gained new insights and acquired experience about the educational systems and standards of other countries, establishing relationships with other supervision educators including Kaunas Vytautas Magnus University representative Rasa Naujaniene (Vytautas Magnus University LPSKA) and Emese Marosceki from Hungary's Károli Gáspár University, with whom it is planned to sign cooperation agreements in the near future.

In order to exchange experience and acquire the latest insights into supervision, in August 2019, RISEBA lecturers attended the latest Summer University organised in Bolzano, South Tyrol, Italy by the Association of National Organisation for Supervision in Europe (hereinafter referred to as - ANSE). The relevance of this university lay in the formation of professional relationships or "bridges" between representatives from an eclectic range of professions. It should be noted that currently the LSA's major plans for the future include organising the ANSE Summer University in Latvia in 2021. The Summer University will serve to meet the requirements and further the interests of LSA members (including RISEBA alumni), which entails the exchange of knowledge and experience with colleagues from other European countries. This event is planned as a collaboration between RISEBA and other Latvian universities, involving RISEBA supervision programme lecturers and students in the organisation of the Summer University.

For the past three years, students from the RISEBA programme "Management Psychology and Supervision", in collaboration with the Latvian Association of Supervisors and Rīga Stradiņš University have organised "Supervision Days", which are a set of events held over the course of a week, with the objective of promoting supervision among employers, providing information about supervision as a service within various organisations, uniting professionals/supervisors, alumni, students and organisation representatives and service recipients, i.e., governmental and municipal bodies and the private sector. "Supervision Days" usually conclude with a practical science conference, which takes place at RISEBA University's premises at Durbe Street 4 at which the attendance in 2019 rose to 120 people.

With the rapid development of the profession, the science is also developing quickly, which is confirmed by research publications since the launch of the programme in the 2015/2016 academic year. For example, in the aforementioned year of 2015, scientific work began in a planned and targeted manner, along with participation in various conferences, for example, on the profession of a supervisor, the need on the part of both employers and employees for the supervision service, and on the benefits conferred to various consumer groups by supervision services. These research papers are published on the Web of Science and EBSCO databases. Some papers are written together with the programme's students and alumni, who willingly agreed to engage in research work.

Here are some examples:

- 1) Zakriževska M. Business students and employers attitude towards supervision, 2016, Rural Environment. Education. Personality. (REEP) Proceedings of the 9th International Scientific Conference. No. 9, p. 283 -295, ISSN 2255-808X Web of Science Conference Proceedings
- 2) Zakriževska, M. Emotionally Evaluating the Attitude of Consumers toward Supervision Service. 2017, CBU International Conference Proceedings, 2017, Vol 5, p. 886-900, ISSN 1805-997X, Online ISSN 1805-9961 DOI: <http://dx.doi.org/10.12955/cbup.v5.1045> Web of Science Conference Proceedings

3) Zakrizevska M., Abrams E. Social Representations and Consumer Attitudes about Supervision as a Service, 2017, International Multidisciplinary Scientific Conference on Social Sciences & Art., Book 3, Vol 2, p. 347-354, ISBN 978-619-7408-19-5 / ISSN 2367-5659 DOI: 10.5593/sgemsocial2017/32/S11.044 EBSCO database

4) Zakrizevska M., Kronberga S. Opportunities to Promote an Awareness of Supervision and Coaching in Latvia, 2018, 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Vol. 18, p. 747-754, ISBN 978-619-7408-65-2, ISSN 2367-5659 DOI: 10.5593/sgemsocial2018/1.5/S05.093

All these listed lectures have also been presented at international research conferences (for more information about faculty members' science work and collaboration with students. See Chapter 4. Overview of Faculty Members).

In order to ensure that the programme is compatible with industry and science trends, research and teaching literature is augmented every year, the required work instruments are bought (collections of articles, teaching literature, practical assignment books, associative cards and other materials), which students can use during the study process and for their internship.

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 RISEBA professional Master's study programme "Management Psychology and Supervision" for obtaining a professional Master's degree in management and the qualification of a supervisor conforms to LR Cabinet Regulations No.512 of 26 August 2014 - "Regulations Regarding a Level Two Professional Higher Education State Standard" (see Annex 2).

Analysing the contents of the study programme "Management Psychology and Supervision" to the requirements of the State standard prompts one to conclude that the RISEBA study programme fully conforms to the set requirements. Hereinafter, the report explains the basic principles and procedures applicable to the completion and assessment of the study programme, as well as in relation to internships and the Master's thesis.

In assessing the results of the mapping of the study programme and the defined study results, descriptions of study courses have been updated, meetings and programme committee have been organised, which are held twice a year with the participation of study course lecturers, providing an understanding of the overall study programme objective, the mutual collaboration between lecturers and the compatibility of study courses to the results of the study programme.

Moreover, the results and mapping of study programme results are sent to faculty members involved in the study programme, in order to provide them with an introductory overview of the programme, its order and possibilities, and so that study courses do not overlap with one another. Study programme lecturers' meetings are held twice a year on average (before Christmas and in the spring, concluding the academic year). At these meetings, the subject matter discussed includes issues regarding the development of the study programme, the academic success and assessment of students, as well as the preparation of study work.

One positive aspect of this process is that these meetings are attended not only by full-time faculty members, but also by visiting faculty, students and alumni, who assess study results and offer their proposals for the improvement of the programme. Spring meetings and discussions revolve around the results of the defence of theses, as well as the implementation of the study programme as a whole, including the receipt of proposals for the development of the study programme. This work makes it possible to strengthen the "overall identity" of the study programme, not only fostering shared understanding of the implementation of the study programme and attainment of study results, but also attaining the study programme's objective. Lecturers also attend methodological seminars and various professional supervision events, where issues relevant to the programme are discussed, for example, during LSA joint meetings or "Supervision Days". Professionals are often invited to talk to students as guest lectures. For example, in the course "Coaching in business" as well as others, industry professionals-professional coaches invited include: coach Jūlija Matisone, systemic positioning expert Iveta Apine and in the course "Innovation and organizational development" Elīna Miķelsone - Board Chair of the "Idea and Innovation Institute" with experience in project management, marketing and innovation management, etc. Henceforth, it is planned to improve the contents of the study programme in a target manner, through the collaboration of the study programme director, faculty members and cooperation partners.

Industry specialists and experts are invited to attend the defence of all internships and especially qualification internships, because they can clearly assess the results attained in the programme and discuss the programme's shortcomings and possibilities for improving its contents in future.

In order to better understand the contents and logic of the programme, all study courses in the programme are divided into models, which are related to supervision and attaining qualifications, where a strict sequence of course is set in order to attain a quality education, in accordance with the attainment of the programme's results (see Annex 4 "Study Course/Module Mapping for Attainment of the Study Programme's Study Results"). Completion of theoretical professional courses is followed by practical study courses, as a result of which students are prepared to undergo an independent internship in an organisational environment, concluding an agreement with a specific organisation and doing an internship there. Parallel to these professional supervision courses, various management psychology and management study courses are completed to give students with a better understanding of an organisation's work and structure/process/system and integration into work situations. Professional internships are commenced during the 2nd study semester and continue until the 4th semester. The concluding stage is defence of the qualification internship in the presence of a commission. This is followed by mastery of research study methods within an organisation. Finally, the Master's thesis is drawn and defended (see the programme plan in Annex 5).

Study courses include integrated simulation games, one of which during the 2018/2019 academic year was "Power of Leadership", as a result of which in a short period of time students could play out organisational processes, understand their behavioural abilities and reactions in various complex and unforeseen situations, collaborating, communicating, understanding the endurance of their stress and obtaining insights about organisational processes. After the simulation game, students provide reflection and analysis of the experience they have derived and the organisational processes in which employees can acquire practical skills. Throughout the study process, faculty members continually use various methods and approaches to attaining supervision such as associative cards, the chair method, art, systemic positions and Balint groups, etc.

Special significance is afforded to the development of the student's personality and improvement of the supervisor's skills and competences, and to students' practical work, developing the professional skills and competences of a supervisor. Study courses and meaning of study modules and their compatibility with attainable study results collated in Annex 6.

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.

Student-centric educational principles are taken into account in the implementation of the study process and are implemented as follows:

- 1) Study course lecturers take into account respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students' capabilities. Students have the opportunity to study via various forms of study - full-time, part-time and distance learning, as well as switching from one form of study to another, or from one study programme to another.
- 2) Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - constructive conversations, discussion, role-playing games, creative methods ("Brainstorms", "Thinking caps", etc.); research methods - literature studies, teaching excursions, seminars, projects, situation analysis and problematic assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods. Various forms of work are employed - group including group work, individual work and independent work.
- 3) The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and attitude individually or in a group. At the same time, the leadership and support of the faculty member is provided, motivating the student and providing an oral or reciprocal feedback loop.
- 4) In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.
- 5) Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary - the study department head or Vice Rector for Studies.
- 6) Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meeting, Methodological Council meetings, in addition to which methodological seminars, excursions and various classes are organised for faculty members.

In implementing a student-centric approach, special attention is paid to assessing study results:

- 1) Faculty members know testing and examination methods and receive support to improve their skills in this area. This occurs during methodological seminars, departmental meetings and working on projects, as well as learning from one another mutually attending one another's classes.
- 2) Tests, assessment criteria and methods, as well as grading criteria for posting are published in

advance. Together with a description of the study course, these are posted on MOODL and discussed during the first class. If necessary, they are sent out individually by e-mail or discussed in a consultation.

3) Assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes - in the form of knowledge, skills and attitude.

4) Students receive a feedback loop, and, if necessary, the faculty member offers advice and support to improve the teaching process.

5) The diversity of students is taken into account and, in individual cases, circumstantial compromises are made to help students such as the extension of deadlines for submission of work.

6) Assessment should be consistent, fair, and applicable for all students. It should be carried out according to the approved procedures.

7) Assessment of attained study results is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators.

8) The university has a functional procedure for reviewing students' appeals.

During the implementation of the study process, the following student-centred learning and teaching principles are applied: diversity of students and their needs are respected by developing suitable learning pathways; depending on the capacity, various methods for the implementation of the programme are used; and depending on the circumstances, diverse pedagogical methods are used. During the academic process, the striving of students for independence is encouraged, through the simultaneous provision of guidance and support from the faculty. Mutual respect, collaboration and continual interaction between students and the faculty are encouraged.

Various study methods, including lectures, are used in the study programme. The teaching process is mostly organised as practical activities in circular form, which are individually characteristic of the study programme "Management Psychology and Supervision", placing direct emphasis on the attainment of the professional skills and competences of a supervisor. Other events to take place include seminars, discussions, masterclasses, skill development exercises and excursions, for example to SIA Cabot and SIA Accenture, etc., open lectures conducted by experienced professionals, as well as guest lectures conducted by foreign and domestic specialists. At the recommendation of alumni, visiting professors are invited such as, for example, a scheme therapist and psychotherapist from the United Kingdom, Jānis Briedis, who conducted classes for students on the basic principles of consulting, etc. In several study courses, lecturers also prepare handouts and other materials such as supervision techniques and techniques (all lecture materials including presentations are available on e.riseba.lv).

During their studies, RISEBA students can ask questions of interest to them and discuss them with lecturers, consultants, recruited experts and fellow students. Problem-centric teaching strategies are used in studies. All study teaching materials and auxiliary aids for students are freely available during to them during their studies in the e-study environment. On www.e.riseba.lv, students also have access to additional information sources, research papers and studies for learning and resolving specific questions, as well as materials to encourage autodidactic study (e.g. assignments to be done at home and additional subjects with self-test tests). If necessary, consultations are organised on Skype and in person, and students receive assignments to find information on the Internet and in research databases, as well as to work in groups – preparing a joint project or presentation materials. In particular, in supervision professional courses student reflection groups are organised and students record their professional diary.

At least once during the academic year, study excursions are organised, for example, by taking study courses under supervision, where students are introduced to the organisation of the supervisor's private practice, duly visiting a business or private practice (e.g. Maija Zakriževska's private practice, see more at: www.drosme.com) (Private Internship homepage in Latvian only).

Group tutors are involved in the study program. The purpose of the group tutor activity is to provide support to students during their studies, helping to make the RISEBA study environment more student-friendly. During the academic years 2018/2019 and 2019/2020 there were 3 group tutors in the program: Lūcija Rutka, Anete Hofmane un Maija Zakriževska-Belogrudova.

Faculty members, who are experts in their field, acquire a shared understanding of how the course should be conducted in order to attain the relevant study result and then reach a consensus about which teaching method should be chosen for this purpose. It is important to identify those areas in which a certain type of study results overlap or are missing (comparing courses and their compatibility with the programme). This is accomplished by means of student surveys.

In turn, students have an easier choice regarding those study courses, which they want to take as C study. The study implementation and assessment methods use facilitate the attainment of study course results and the set study programme objective.

At the end of each study course, students are electronically asked to fill in an assessment form in which they have the opportunity to express their opinion and proposals in relation to the contents of the study course, the methods for its implementation, and the competences and working style of lecturers. Accordingly, every year, the study course is updated in accordance with the assessment made by students. Likewise, students' representatives are involved in student programme committee and constitutional council meetings, ensure the possibility for their opinion to be represented in decision making. Regularly (at least twice a semester – formally and on a daily basis – informally) communication takes place with the study programme director, discussing ambiguous issues and providing additional consultations and support to students.

A "Guest Lecturer's Handbook" has been drawn up for faculty members, which provides an explanation of class planning, preparation for such, as well as their schedule and assessment.

The assessment system used at RISEBA is based on the following principles:

- Mandatory assessment - at least a minimum pass grade should be received for all study courses;
- Accumulation: the acquired knowledge is accumulated by adding up all pass grades received during the studies;
- Transparency and clarity of requirements: at the beginning of studies, all students are informed about the content, requirements and assessment criteria of the course.

RISEBA study and knowledge assessment methods are objective and applied consistently. The scope of all tests is in line with the content of the respective study course programme, as well as its goals and the expected learning outcomes.

At RISEBA, the quality of student knowledge is assessed pursuant to orders of the Ministry of Education and Science of the Republic of Latvia, ECTS (European Credit Transfer System) standards adopted by Latvia and assessment criteria used at the university.

The university has two types of tests– mandatory and others. Mandatory tests (e.g. tests and examinations) shall be taken by all students. If they are not passed, a final grade for the study course cannot be issued. The number of mandatory tests in each course is determined by the Rector's order and depends on the number of credit points granted for the course. In addition to mandatory tests, course teachers may also include, for example, homework, tests, independent

projects, seminars, etc. in the course at their discretion. They are called other tests. Their number and type is decided by the course teacher. The weight of other tests (for the purposes of awarding the final grade) should be indicated in the course outline.

During their respective courses, course teachers regularly test the knowledge of students by means of mandatory and other tests/tasks described in the course programme or outline (tests, homework, essays, presentations, independent projects, etc.). The requirements depend on the specificities of the study course and its organisational process. Regular participation during the respective semester affects the final grade for the study course. Course teachers make decisions about mandatory tests taking into consideration course requirements and the weight of each assessment criterion. Exams, tests, independent projects, course papers and internships are assessed by means of a 10-point system. The lowest pass grade in the master's study programme is four (almost satisfactory). The number of required credit points is indicated in the study plan. To determine if the student's workload is in line with the plan, a quantitative evaluation in credit points is conducted every semester and every academic year – 1 credit point equals 40 academic hours.

Examinations at RISEBA are organised both in writing and orally, and in the form of tests on: e.riseba.lv. After completion of a course, the final grade serves as an assessment of a student's performance during the entire study course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

A commission appointed by the programme director assesses the content and quality of internship reports, as well as the presentation skills of students using a 10-point system.

Internships are managed and coordinated by supervisors. All internships should be defended on time according to the academic schedule.

At the end of Master's studies, a state examination takes place: students should prepare, write and defend a Master's thesis and pass a qualification internship. Students may undergo the qualification internship if:

- They have completed the study courses included in the programme;
- all other prior internships have been assessed and defended successfully;
- All financial liabilities under the study contract have been met.

A Master's Thesis is worth 20 CP, and consists of theoretical and empirical sections. The theoretical part entails analyses of academic sources and other scientific research devoted to the field of supervision. The practical part entails an original applied study. The study entails a solution for the problem selected for research.

The qualification internship will be organised orally, submitting internship reports on e.riseba beforehand. The content of the evaluation consist of the presentation and delivery of internship documentation one week before the defence of the internship and conducting a supervision session in the presence of the commission (each student will be allocated 1 hour).

If the programme is completed successfully, the Master's thesis is defended and a pass grade (no less than 4) has been received during the qualification internship test, students are awarded a professional Master's degree: in management and the qualification of a supervisor.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and

the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The study programme, including internships have been established and are in accordance with the occupation's standard (see Annex 3 "Compliance of the Qualification to be Attained in the Study Programme to the Occupational Standard").

Internships are an integral part of higher education. During internships, students practically test and try their theoretical knowledge learned during study courses, and develop skills and competences that cannot be adequately learned only during study courses.

The study programme provides for four types of internship, improving and consolidating acquired skills and attributes outside RISEBA, performing internship tasks in accordance with the course description and internship rules. The value of internships in credit points, in accordance with the total number of credit points to be attained and in conformity with the State standard is 26 CP/39 ECTS.

The objective of all internships is the development of professional skills in practical problem solving, performing an individual internship task. Internship tasks are related to approbation of acquired knowledge, developing skills and competences, which are required by a supervisor/consultant overseer: at individual level, at group and team level, as well as at organisation level. As a result of the internship, students attain a study result, that is - they organise and lead a supervision process at individual, group, team and organisation level, agreeing on supervision objectives and attainable results, ensuring document circulation, in accordance with basic legal and ethical principles, and undertaking responsibility in the dynamic and changing conditions of the contemporary economy and globalisation. In conformity with the LSA certification standards, during their internships students are allocated an independent supervisor outside the study process, who conducts supervision of supervisions for 35 hours. Qualification internship goals and tasks are stipulated by the professional standard and the internship programme approved in accordance with the set procedure at a meeting of the RISEBA Business Department.

In their internships, students must initially observe the supervision process, then participate in supervisions and only then conduct supervisions themselves, as a result of which they could successfully attain the qualification of a supervisor. At the conclusion of all internships, students must prepare a report on the work done during their internship and then defend it before a commission.

All students must undergo an "Traineeship III (project management/project laboratory)" (worth 6 CP/ 9 ECTS), which is implemented in the form of a development project to be performed in practice at an organisation or business. For the past three years, students have chosen to independently manage a project, that is, to organise "Supervision Days" in Latvia in collaboration with the Latvian Association of Supervisors and Rīga Stradiņš University, which is a set of events held over the course of a week, with the objective of promoting supervision among employers, providing information about supervision as a service within various organisations, uniting professionals/supervisors, alumni, students and organisation representatives and service recipients, i.e., governmental and municipal bodies and the private sector. During this internship, students nurture organisational and management skills, developing the professional identity of a supervisor. Students are actively involved in the organisation of "Supervision Days". At the end of the internship, they write a report and actively defend their internship before a commission.

Confirmation of the possible internship places offered by RISEBA and the internship places chosen by students is provided by memoranda of intent regarding provision of internships for students and students' internship agreements that are available at the Business Department. Internships provided for in the study programme can be conducted at any State, municipal, business or other organisation.

If a student already works in a company, he/she may choose that company as a place of his/her internship, provided that it is not connected with close colleagues or subordinates. The main criterion for the appropriateness of an internship place for the study programme is the consent of the organisation, performance of the tasks to be carried out during the internship and attainment of the objective specified in the internship programme. Additional internship places are provided by long-term cooperation agreements between RISEBA and municipal and governmental bodies, private companies (e.g. SIA Cabot Latvia etc.) and public benefit organisations. To a large extent, internship opportunities are secured by students themselves, the programme director and a specialist from the RISEBA Student Career Development Support Centre.

Study internship description

The programme provides for four internships (course descriptions and internship rules can be found in Annex 6):

- Traineeship I (individual supervision) - 4CP

- Traineeship II (group and team supervision) - 4CP

- Traineeship III (project management/project laboratory) - 6CP

- Traineeship IV (qualification traineeship) - 12CP

The internships are established in sequence. Initially, theoretical courses are planned, which are frames starting from the first module to the fifth study module. Completing the corresponding theoretical courses, students are prepared for internships (see internship plan by semester in Annex 5. Study Plan).

1) **Traineeship I (individual supervision) - 4CP.** In this internship, students acquire individual supervision skills and competences. At the conclusion of the internship, students write an internship report. Internships are defended before a commission, where the compliance of the student performance to the criteria of the internship programme is assessed.

2) This is followed by **Traineeship II (group and team supervision) - 4CP.** In this internship, the student acquires group, team and organisation supervision skills and competences. At the conclusion of the internship, students write an internship report. Internships are defended before a commission, where the compliance of the student performance to the criteria of the internship programme is assessed.

3) Parallel to this, from the 2nd semester students engage in **Traineeship III (project management/project laboratory) - 6CP**, where students are offered the chance to either learn project management, developing a European Union or another type of business project, or organising a project that is directly connected with the organisation of a "Supervision Day" throughout Latvia and for the past three years (in the first year, students organised the LSA's 15th anniversary with a concluding conference - dedicated to this event). At the initiative of the students themselves, students chose to organise "Supervision Days" over the course of one week, concluding it with a Supervision conference to promote the profession of supervision in various sectors and among professionals, in cooperation with the Latvian Association of Supervisors and other Latvian universities: for LKA and RSU supervision programme students, inviting business

representatives to these events, representatives from the Latvian Chamber of Commerce and Industry, Ministry of Welfare and other professional and cooperation partners interested and connected to the profession of supervision. Usually, supervision conferences are well-attended, attracting about 100 listeners/participants every year. At the conclusion of the internship, students write an internship report. Defence of internships is conducted before a commission, where the compliance of the student performance to the criteria of the internship programme is assessed.

4) Traineeship IV (qualification traineeship) - 12 CP. In this internship, the student either independently or with the help of RISEBA University concludes an agreement with an organisation, where the internship will be conducted individually or in a group/team or both individually and in a group/team. RISEBA University has several Cooperation agreements with various organisations in the event that a student does not have an internship place. RISEBA collaborates with organisations such as SIA Cabot and SIA VISIO, etc. At the conclusion of the internship, students write an internship report. Internships are defended before a commission, where the compliance of the student performance to the criteria of the internship programme is assessed. At the end of the internship, each student supervises a case chosen at random in the presence of a commission, demonstrating the knowledge, skills and competences obtained in his programme, justifying the supervision goals, strategy and choice of methods.

Parallel to the internships, an independent supervisor is recruited who regularly oversees and supervises students so that they can successfully resolve difficulties that arise during the internship, get the necessary answers to their questions from an experienced and professional industry representative, relieving the uncertainty of interns during an internship.

Contact hours are planned in each internship so that students can train their supervisor's skills in the presence of professional lecturers. And accordingly after a successful internship in teaching premises, the student chooses an organisation, where he can practice independently. If necessary, students have the opportunity to consult the RISEBA internship manager.

RISEBA University offers its premises to students, who do not have appropriate internship premises and need to conduct the relevant internship.

By successfully passing all internships and defending their Master's thesis, students obtain the qualification of a supervisor under the professional higher education Master's study programme "Management Psychology and Supervision" and a Master's degree in management.

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

Students choose the subject of their Master's thesis in accordance with the "Study Work Development Rules" drawn up by RISEBA. For the most part, students choose the subjects for their Master's theses themselves, in collaboration with the study programme director, who can recommend a Master's thesis tutor, whose range of interests includes the chosen subject. If there are difficulties in choosing a subject for a Master's thesis, consultation from the study programme director is often available. In implementing study courses, lectures also encourage students to engage in research, and draw their attention to the fact that a specific subject is worthy of a Master's thesis. Students are offered the chance to choose a Master's thesis from a list of subjects approved by the department. Students also have the opportunity to propose their own Master's

thesis subject, based on their knowledge and professional skills and/or the interests of a specific organisation. If necessary, the student can consult the programme director or faculty members in the relevant field regarding the relevance of the Master's thesis subject or its compatibility with the study programme's requirements and choice of scientific tutor.

In accordance with RISEBA's requirements, all Master's theses must be practical and practically applicable within the environments and organisations being studied. In accordance with the interdisciplinary nature of the study programme, the range of Master's thesis subjects is sufficiently wide (at the same time maintaining a research focus on the specifics of supervision and management, because the degree being attained is in management).

The State Examination Commission has established that the topics of Master's theses are topical and are in line with the goals and objectives of the study programme, attaining study results.

The research interests of Master's students, for example, are related to the subjects of education, healthcare, social work, entrepreneurship, consultation in business and other subjects and problems of contemporary relevance, resolution of various phenomena and manifestations in organisations, professional stress and burnout, change management and consumer attitudes and behaviour, in addition to the ever important questions of work with various customer groups and communication, etc.

As the results of the defence of Master's theses testify, for the most part the level of Master's theses is outstanding or very good. Accordingly, several fragments from Master's theses have been published as research papers (e.g. in the databases Web of Science and EBSCO, etc.), and at least six Master's students and alumni have submitted their articles for publication in the new volume of papers that will be published in 2020. It should be noted that over the years several alumni have participated in conferences arranged by other universities and in the "Supervision Day" conferences organised by RISEBA with their lectures on current developments in supervision.

During 2018/2019 academic year, 29 Master's theses were defended (before three State Examination Commissions and in two languages - Latvian and Russian).

Collating the verdicts of the State Examination Commissions, one can conclude that the quality of final theses was very good and exemplary. Overall, the compatibility of the theses to the study programme was assessed as being completely appropriate and compatible. However, the State Examination Commission listed characteristic errors in the final theses.

These included:

- References, grammatical and terminological inaccuracies, reflection of statistical results, while proposal in some theses was overly general. Shortcomings in compiling bibliographies.

The commission assessed the quality of work and noted six theses as the best (the assessments of these theses were exemplary and outstanding), which were recognised as the very best and were nominated for awards.

Future recommendations included – working on formulating more precise proposals and further expansion of study directions. Work on the layout of theses. And preventing the flaws described above.

All the 2017/2018 and 2018/2019 academic year final thesis subjects can be divided into five directions:

I Opportunities to use supervision in various professional sectors and generations:

1. Opportunities to use supervision in developing the careers of professional service soldiers in

the National Armed Forces;

2. Opportunities for the use of supervision and coaching in personnel management;
3. Supervision possibilities in fostering individual traits and the organisational Agile climate;
4. Opportunities to use supervision to raise the level of employee engagement and improve work organisational factors at company "X";
5. Idiosyncrasies of collaboration with clients and the need for supervision at company "X";
6. The attitude of post-war generations X and Y in regard to the changes at AS "X" and supervision possibilities;
7. The important of a manager in the change process and supervision possibilities;
8. Supervision and coaching as a means of teaching to resolve the problems of beauty care specialists and work and for the improvement of service;
9. The motivation of professional accomplishments for psychologists with supervisory experience.

II Supervision in the improvement of working stress and quality of life:

1. Possibilities for reducing a symptoms of professional stress with the help of supervision in the case of Supreme Court employees;
2. Supervision to reduce stress at work and increase subjective welfare among client service employees at AS "X";
3. Quality of working life, attitudes towards work and supervision possibilities at organisation "X";
4. Resident doctors' work stress and burnout and supervision possibilities in the formation of strategies to overcome them.

III Opportunities to use supervision to boost motivation, in change management and customer service quality assurance:

1. Attitudes of employees towards work and supervision possibilities at organisation "X";
2. Emotional intelligence in customer service quality assurance and supervision possibilities;
3. Change management and possibilities to use supervision for managers at Joint Stock Company "X";
4. Supervision and coaching possibilities for decision making in relation to promoting career development among young people;
5. The importance of supervision in employee engagement at "X Hospital";
6. The importance of positive supervision in fostering empathy to reinforce quality communication among the employees of the international organisation "X";
7. Satisfaction of personnel with work, loyalty and supervision possibilities at the municipal body "X".

IV A supervisor's educational opportunities and competences and formation of the professional identity of a supervisor during the teaching process:

1. A supervisor's competences and the educational possibilities of supervision in Latvia and Europe;
2. The connection between learning motivation and engagement in the learning process, with the formation of the professional identity of a supervisor in the formation of the professional identity of a supervisor among supervision students in Latvia;
3. Methods in individual supervision and consultation work with customers' emotions and feelings that are hard to overcome;
4. Evaluation and assessment of the object of supervision and preparation of an order, commencing individual supervision;
5. Situational alarm and possibilities for overcoming it among Master's supervision programme

students, upon the commencement of their internships;

6. The importance of supervision in forming the professional identity of students, in connection with psychological well-being and the level of alarm.

V Awareness of supervision among Latvian organisations:

1. Awareness and necessity of the supervision service among Latvian organisations;
2. Promotion of supervision, using digital marketing.

The collated theses are not Master's theses prepared by students, because some subjects were slightly repetitive judging from those listed, but by collating these prepared theses alone, one can conclude that they are sufficiently diverse, connected to the industry and resolve contemporary organisational problems.

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.

Surveying of students takes place at the conclusion of each study course, and upon graduation from the study programme. For example, 79% of students participated in the study programme's concluding survey for the 2018/2019 academic year. These results can be used, planning the next academic year, working with lecturers, Master's thesis tutors, and for the development of the study programme. An additional feedback loop from students was obtained through regular meetings between the programme director and students (at least twice a semester), as well as through electronic and informal communication, for example, during meetings at breaks between lectures, during programme committee meetings, at lectures or RISEBA events.

During the course of the study process, students were regularly surveyed on the contents of their studies and faculty members. The respondents are all the students studying in the programme.

During the 2018/2019 study year, 38 study courses were assessed according to 11 criteria on a 5 point scale, where 5 equates to - I fully agree, 4 - I'm more inclined to agree, 3 - I cannot say, 2 - I'm more inclined to disagree, and 1 - I completely disagree (see Table 2.1).

Table 2.1.

Student assessment	
Evaluation parameters	Average arithmetic points
I have learned/discovered a lot new under the auspices of this course	4.34
At the start of the course, students were informed about the contents. requirements and timeframes of the course	4.49
The course was provided with the necessary literature and materials (sufficient library resources - books and other materials)	4.48

Teaching matter was explained in a manner that was easy to understand, emphasising the most important aspects	4.52
Students had the opportunity to ask questions and participate in discussions	4.76
Classes started and ended on time	4.79
The lecturer used the e.riseba.lv platform effectively (materials, communication, examinations)	4.45
The lecturer encouraged analytical thinking	4.50
I received an assessment and explanations regarding the tests that I took while completing the course	4.52
It was possible to receive a lecturer's consultation outside class	4.34
I would willingly recommend a friend to listen to lectures given by this lecturer	4.46
Total	4.51

Students evaluate the study courses of the study program very high (see Table 2.1). Overall, the assessment of the entire contents of the course programme is very positive (average rating - 4.51) in terms of students' assessment of content, faculty members and provisioning. It must be admitted that parallel to the formal assessment process, an informal assessment process is also used with students. These are contemporary means of communication, for example, using WhatsApp and Messenger applications, in order to get in touch, convey information and promptly ascertain students' problems and recommendations.

In particular, students appreciated the fact that they had the opportunity to ask questions in class and discuss; teaching matter was set out in a clear and understandable manner, emphasising the most important aspects, the course was provided with the necessary literature and materials (there were sufficient library resources in the form of books and other materials), the lecturer prompted analytical thinking and other criteria. E.riseba materials and clear and orderly.

Here are some comments about the lecturers involved in the programme from student surveys. About A. Hofmane- "Thank you, a wonderfully pleasant lecturer and interesting lectures!"; and about I. Dreifelde - "Super. A great first insight into supervision. Answers to important questions were also obtained. A successful first impression of a supervisor's professional activity, both theoretically and practically. Extremely useful lectures, I wish there more of them."; about I. Cīrule - "Super course, very dynamic, several lecturers and visiting professors and others were great, that it was possible to practically develop innovative thinking."; about S. Blumberga- "The lecturer is highly adept at combining classical teaching methods with the latest competences in teaching. I really enjoyed the independent work in groups."; about I. Matuze-Karabeško - "It was excellent, no other suggestions come to mind yet..."; about V. Virbicka - "One of the most comprehensive and effective courses to date in terms of content, which prompted me to do a lot of analysis and work on myself. Great teaching work and interest in the growth of students! I would love to take another course conducted by lecturer V. Virbicka!"; about L. Rutka - "L. Rutka's tolerance and openness provided important human factor support to working students, in particular those who travel far in

pursuit of knowledge. I really liked here openness and the methods on offers under the auspices of the course. Tests in groups with a creative approach. I am open to creativity and enjoy a flexible teaching process, which is exactly what it was. I very must hope and believe that the collaboration with Professor L.Rutka will be repeated, possibly in another context. Thank you!" etc.

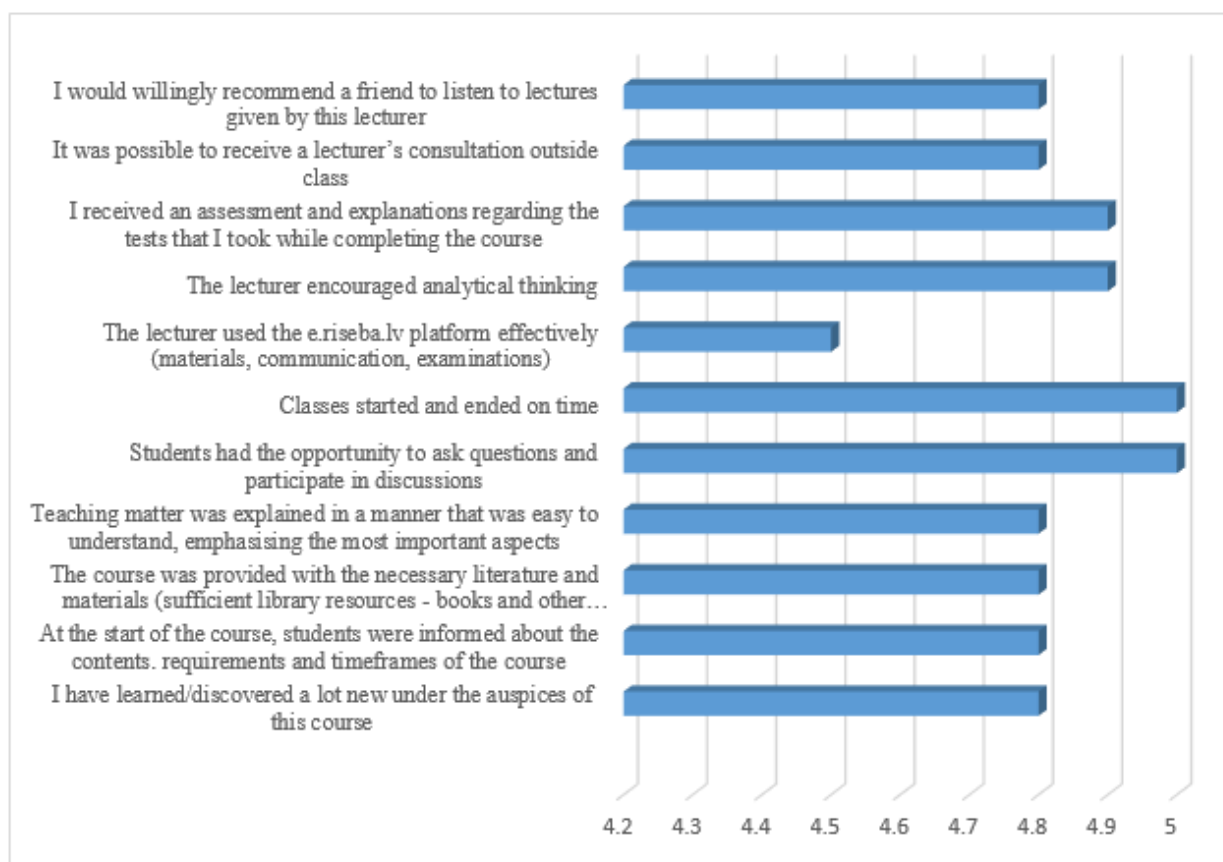


Figure 2.1. "Coaching in business" (lecturer J.I. Matuze-Karabeško)

Figure 2.1 shows one of the highest course evaluations, demonstrating the professionalism of the lecturer and her compatibility with the study programme, but this is not the only high course assessment for the study programme.

The lowest assessment for a study course was 2.4 points. Discussing this with the lecturer of this course, an agreement was reached to suspend this study course due to the dissatisfaction of students. This was dissatisfaction was related to the contents of the course.

Students highly appreciate the opportunity to cite various scientific databases as examples and the Master's theses available in the RISEBA library. During the implementation of the study programme, there have been instances, when in accordance with the recommendations of students (this occurred during the initial period of the programme; there have been no such instances in recent years) a lecturer has been replaced midway through a study course, or, when at the initiative of students, during the 2016/2017 study year, a new study course was introduced, i.e. "Theories of personality". One of the indicators of organisational loyalty and trust in the study programme is the fact that, from the time the programme was launched, two RISEBA employees have graduated from it and another is currently taking this programme. Another important indicator regarding the study programme worth mentioning is the fact that since its inception, five students from other similar Latvian supervision programmes have switched to the RISEBA programme and successfully graduated from it.

Parallel to this, the assessments of study programme alumni have been collated. Overall, evaluating the assessment results of the 2018/2019 academic study programme, one must

conclude that: 1) All the alumni surveyed were fully satisfied with RISEBA and the choice of study programme, implementation of the study programme, the contents and process of classes and studies (except for one course, where students were dissatisfied with the lecturer's style of communication with students), including assessment of studies, which is mainly fair and objective, and study results (except for one case, where some students were partly satisfied). The majority of graduates are ready to recommend the study programme, which they actively do (information has been received from at least five students in 2018/2019 about choosing the study programme following a recommendation from a RISEBA "Management Psychology and Supervision" alumni. Alumni are fully satisfied with the teaching level of lecturers (although a difference in opinions can be observed, assessing a few - the work of two lecturers, which is being resolved), RISEBA's material and technical provisioning and premises are deemed to be satisfactory, including whenever necessary, RISEBA offers students the option to utilise premises for internship purposes for both individual and group supervision. There is sufficient information about the study programme, communication from administration, classes and the availability of the internet within RISEBA premises. Alumni vary (but are positive overall) in their assessment of the guest lectures offered, the availability of materials on e-riseba (a recommendation - which could also perhaps be fulfilled after the completion of the study course), as well as library resources.

University alumni also actively attend the guest lectures on offer and hosted by RISEBA, inviting professionals from the world of business, as well as participating in jointly organised seminars, lectures, "Supervision Days" and collaborating with RSU during conferences. International visiting professors are invited to such events including, for example, a consultant and supervisor from the United Kingdom, Sissy Lykou MA, P. G. Cert. and coach, organisation consultant from Greece Constantinos Pappas. These guest lectures usually take place in the premises of the RISEBA H2O Architecture and Audiovisual Media Centre. As a result of the survey, the satisfaction of alumni was ascertained along with the benefits of the Master's programme.

Hereinafter is some feedback about the Master's programme "Management Psychology and Supervision":

- According to SIA "Abrams Business Services" Board Member and consultant Edgars Abrams: "The RISEBA supervision programme offers significant support not only to young entrepreneurs and active people, but also to those who have their own vision regarding business. The supervision programme opens the doors for us to ourselves and the surrounding world, providing the necessary process for the attainment of more qualitative results. One of supervision's main cornerstones is the development of positive skills by a person. Edgras Abrams offers the following advice: "Life is no general rehearsal, use every opportunity given to you to increase your competitiveness and quality of life".
- According to Training Lab CEO Elīna Pelčere: "Under the auspices of the Master's programme "Management Psychology and Supervision" I mastered supervision techniques that I can now use in my daily work. I highly appreciated the organisation of the teaching process, which allowed me to study one weekend and recharge my batteries the following weekend. This gave me the opportunity to combine my Master's studies with my job and family. Likewise, the practical classes were very valuable, in between which I had to do internship assignments and thus through real experience I was possible to acquire the necessary knowledge much faster. This was a great starting point to this profession, because, in my opinion, the personal and professional development of a supervisor is never ending."
- Supervisor and Coach Evija Van der Beka: "The RISEBA University programme "Management Psychology and Supervision" means more than merely acquiring a Master's degree in management and new knowledge. In this programme, conducted by experienced lecturers, who are active in the field, a new and extremely necessary profession for Latvia is mastered,

which helps to improve the professional lives of employees. From experience, I can say that you can learn a lot new about yourself during the teaching process, assess your professional activity and introduce changes to it."

According to the Central Statistical Bureau data on the 2018 graduates the employment rate in the program is 93.33% and there are no unemployed.

Given the development of the programme at the university, work with alumni is only just actively starting to develop. Therefore, one can conclude that in the near future, the university's work with alumni will become more extensive and goal-oriented.

Likewise, cooperation with employers is supported and nurtured, particularly when it comes to choosing subjects for Master's theses. For example, regarding the development of employees' emotional intelligence, options for mitigating professional stress and burnout, conflict resolution in the workplace, employees' roles and duties and other painful issues in specific organisations. Active cooperation is being conducted with the Latvian Association of Supervisors in exchanging information regarding the latest scientific and professional developmental trends.

The programme is relatively new. The first graduation was in 2017. There are not a lot of alumni, therefore feedback was collected from employers in organisations, where supervision services were used for the past two years. All the employers surveyed (SIA "Furors", SIA "OSS Networks" and A/S "Cēsu Alus") provided very good feedback (full contents in Latvian in Annex 3, summary of feedback in English).

For example, the feedback from A/S "Cēsu Alus" starts with "An introduction to the professional Master's study programme "Management Psychology and Supervision", and know the programme's students and alumni, who are employees of A/S "Cēsu Alus", one can unequivocally assert that the programme is valuable and offers the chance to acquire unique knowledge, which is not only useful for supervising/consulting organisations, but also valuable and useful for mid-level and senior managers and human resource managers. The professional Master's study programme is an opportunity not only for students with a Bachelor's degree, but also for those, who have already obtained a Master's degree and have experience working with people, to improve significantly and develop their competence, preparing to tackle various complicated tasks and organisational challenges, which are related to human resources, working in the public and non-governmental sectors respectively..." In its feedback, SIA "Furors" writes "SIA "General Managing Group", better known for the leisure and entertainment venues "Klondaika", has used the supervision services of alumni of the RISEBA University of Business, Arts and Technology professional Master's programme "Management Psychology and Supervision" to resolve various problematic situations related to human re-sources. Bearing in mind this positive experience, one can conclude that supervision is a use-ful instrument, which can be used to resolve various issues related to managers and their sub-ordinates, as well as mutual relations between colleagues, improvement of people skills, raising the level of trust, provision of a feedback loop and resolution of disputes, recruiting an external specialist (supervisor). Accordingly, one can conclude that the RISEBA University of Business, Arts and Technology professional Master's programme "Management Psychology and Supervision" is both valuable and useful, in synch with the contemporary job market, where high-level specialists are prepared – professional supervisors, who can help to resolve various issues related to human resources, tackling specific problematic situations and facilitating organisational development and growth."

In its feedback, SIA "OSS Networks" wrote that the content of the RISEBA University of Business, Arts and Technology professional Master's programme "Management Psychology and Supervision" must be judged as corresponding to the preparation of supervisors/consultant overseer specialists for the contemporary job market. The study environment and study meth-ods: lectures, classes,

video lectures, presentations, seminars, practical and independent internship work are in tune with the times and correspond to European educational requirements, as well as, parallel to the acquisition of knowledge, consolidating students' aptitudes in relation to those methods and approaches that are used in the course of everyday work. Academic staff members are qualified/certified and experienced professional supervisors, who come from the professional sector, possess the appropriate education and experience working in various organisations."

Active cooperation is being conducted with the Latvian Association of Supervisors in exchanging information regarding the latest scientific and professional developmental trends. The LAS feedback concludes with "Every year, many graduates join the Latvian Association of Supervisors and receive the required certification. It confirms that they have adequate professional knowledge and can meet market requirements." It should be noted that graduates of the Management Psychology and Supervision programme/supervisors take active part in the general meetings and other events organised by the Latvian Association of Supervisors. Generally, there is no doubt that the Management Psychology and Supervision programme of RISEBA University of Business, Arts and Technologies is useful and important for development of supervision services, and that it offers high-quality and progressive education to duly prepare supervisors."

As the employers' representative, the LAS recommended focusing more on organisational processes. Therefore, corresponding specialists were recruited: organisation consultant Iveta Apine, who introduced a systemic approach to consulting organisations and the British scheme therapist and supervisor Jānis Briedis in the study course "Group and Team Supervision". Moreover, all the supervisors working in the programme work for organisations, which brings students closer to the practical environment and helps them to understand group, team and organisational processes. Employers consider ethical matters to be important. Therefore, the programme's lecturers J.I. Mihailovs, L.Rutka and M. Zakriževska have written a scientific paper "Ethics in the Professional Work of a Supervisor" for a new volume of papers "Supervision in Latvia: Opportunities for Development Based on Research Results". Following a recommendation from an employer (SIA "Cabot Latvia"), in future we plan not only to visit organisations ourselves, but also to invite organisations to visit the university to share their experience and explain their requirements in relation to supervision services.

One has to admit that right now the university is conducting a uniform survey of employers in relation all RISEBA programmes, which also covers the professional Master's programme "Management Psychology and Supervision", which will deliver more extensive results from employers as well as recommendations for the programme.

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.

RISEBA University provides students with the opportunity to participate in international exchange projects under the auspices of the ERASMUS programme, as well as in other cooperation activities. During 2018/2019 academic year, has concluded cooperation agreements with 105 educational institutions. Students, heading to cooperation partner universities, choose similar programmes and teaching methods, in order not to delay the study process. The cooperation partner university is chosen, because it has equivalent study courses to those of the Master's programme "Management Psychology and Supervision".

The Master's programme is conducted in Latvian and this makes it difficult to admit foreign students in Latvia. However, several supervision programme students have used the opportunity to visit academic partners. Given the circumstance, whereby all the students in the study programme are working and there are a lot of internships during the teaching process, it is difficult for students to participate in lengthy exchange programmes. Regardless of all these difficult circumstances, during the 2018/2019 academic year, one student took advantage of the options offered by ERASMUS.

Before the student commences mobility, the director conducts an evaluation of the study courses in the exchange program. Recognition of study courses is provided by the program director and occurs upon student return from the ERASMUS exchange program.

Likewise, during the 2016/2017 academic year, under the auspices of the ERASMUS programme, one student took part in an in exchange. During the 2017/2018 academic year, no students took part in the ERASMUS programme and during the 2018/2019 academic year, only 1 student took part in an exchange under the auspices of the ERASMUS programme, who honed her management and consulting skills at KEDGE University in France. Currently, one student plans to embark on an ERASMUS exchange during the winter of 2020.

In 2019, a foreign cooperation agreement was concluded with Serbia's Union University (Union University) Master's programme "Business Psychology".

Negotiations have been commenced regarding the conclusion of an agreement with a supervision further education programme (Postgraduate Training Course in Supervision) at Károli Gáspár University of the Reformed Church in Hungary. The agreement is due to be signed during the 2020/2021 academic year.

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

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

The main source of financing for the study programme " Management Psychology and Supervision" is tuition fees. The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1

Tuition fee amount during the 2018/2019 academic year according to study form (EUR annually)

Study form and language	Tuition fee amount for the programme
Full-time weekend department (two years) in Latvian	EUR 4800
Full-time weekend department (two years) in Russian for persons from states outside the EU	EUR 5400

RISEBA offers the following tuition fee payment options: for the entire programme; for the whole academic year; for one semester; for a month, in accordance with the payment schedule specified in the agreement, precisely complying with payment deadlines and payable sums.

Tuition fees may be covered from the following funding sources: a student's personal funds; the personal funds of a student's parents or other relatives; financing from the student's employer; a study credit with a guarantee made on behalf of the State; commercial loan; sponsorships.

The study programme "Management Psychology and Supervision" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base.

Since the university was founded, RISEBA has significantly expanded premises catering for the study process. In October 2017, the total area of premises was 11350.61 m². The study process at RISEBA is implemented at three buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section) and at one building in Daugavpils - at Mihoelsa Street 47 (RISEBA branch). Although the Master's study programme "Management Psychology and Supervision" is not conducted at Daugavpils, in a sense the branch serves as a platform for distributing information about the university's programmes. Likewise, some administrative work is done in Daugavpils, for example, in the realm of preparing contracts. It should be noted that the building at Durbes Street 4 is adapted for people with special needs. For the most part, the study process in the "Management Psychology and Supervision" programme takes place at Meža Street 3 or Meža Street 1/6, but occasionally the programme's students are offered lectures or events organised by the university at Durbes Street 4 (various courses, seminars and guest lectures, conferences, the Christmas ball, "Supervision Days", Supervision conferences and other projects).

For the purposes of teaching the Management Psychology and Supervision programme, 2-3 rooms are used during weekends: Friday evenings, Saturdays and Sundays. Usually, rooms on the 2nd or 3rd floor of the building at 3 Meža Street are used. Depending on the number of students, an appropriate room is found. If simulation games or practical classes in a circle are planned, several rooms or rooms that can be rearranged for a group (by moving tables and chairs) are used. Occasionally, the classes take place in other locations, for example, a private practice or an education centre, and the students are always notified in advance.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the creation and use of a joint anti-plagiarism platform and commenced its use from 2014, which is used for testing Master's theses.

In 2013 RISEBA introduced a new e-platform DreamApply, which is used to receive, store and process the data of international and domestic candidates, which is also used to apply for a Master's degree program in Management Psychology and Supervision.

It is important to note that for the purposes of distance learning RISEBA subscribes to Panopto video recording, management and broadcasting systems for the faculty to record video and audio

classes. For groupwork and consultations, a subscription to software called Zoom was purchased. Zoom is used during such courses as Public communication, as well as for advice on master theses. Quite often, the faculty also uses e.riseba platform (MOODLE) as a communication tool, which not only allows to post information, but also serves as an interactive communication tool, providing students with feedback about individual and exam papers. Occasionally, it is also used as a discussion forum (for example, during the Negotiation management and conflict resolution course). It also employed to propose topics for independent projects, and to offer other interactive tools available from MOODLE. This is especially important for the faculty to ensure and evaluate the learning outcomes of the course in terms of skills and competences.

The university's management also invests resources in the provision of various practical games such as the Business simulations "Power of Leader", "Lego Serious Play", the study courses "Personnel and Change Management" and "Innovation and Organisation Development" and Harvard Law school simulation game licences such as "Appleton vs Baker", "Parking Spaces for Super Computer", "Oil Pricing Exercise", "Restaurant Rancour" for provision of the study course "Conflict Resolution and Negotiation Management", which is offered to students in the study programme "Management Psychology and Supervision".

RISEBA has also signed a contract for the use of the EDUS record keeping programme in the study process from 2018. RISEBA has signed a contract for the use of MS Office educational software in the study process, administrative work and for private use by students and lecturers.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

General description of the library

The library premises at "RISEBA" University of Business, Arts and Technology span a total area of 453 m², including a reading room, with 32 seats for readers and computers with internet access in the computer hall. RISEBA has two related associations - one at the RISEBA Architecture and Media Centre H2O 6 in Riga (Durbes Street 4) and a second at the RISEBA branch in Daugavpils (Mihoelsa Street 47). In 2010, RISEBA joined the Latvia's Electronic Union Catalogue of Libraries of National Importance. The "RISEBA" University of Business, Arts and Technology is included in the Ministry of Culture's Register of Libraries (BLB0528). On 17 June 2016 it received the Library accreditation certificate and has been awarded the status of a domestic library for five years. The library provides the study process and research work in the Master's study programme "Management Psychology and Supervision" with information resources and services, as well as providing students and academic personnel with the necessary information support for performance of research work.

Library opening hours and access to information resources and services

The library's work is based on the availability of its services to any user, providing the same range and quality of services to all study programmes, departments and structural units. The services offered, plan of the library premises and its opening hours are closely related to providing users with information and meeting their information needs.

The library's opening hours are adapted for the convenience of students. On weekdays, opening hours for the library's clients are from 10.00 to 18.00 and from 10.00 to 15.00 on Saturdays. Outside the library's opening hours, books can be left at the RISEBA Information Centre on the 1st floor, giving one's name, surname and study programme.

The library premises, which house a collection of 22228 units, are open 6 (48 hours) weeks a day.

Users have access to a freely accessible collection, where they can choose the publications they require. The library is located in 3 rooms, spanning a total area of 453 m².

The library's users have access to 46 workspaces, including 14 workspaces for computer work.

The library provides services that foster the independent studies and research of students. Services can be used by RISEBA students, faculty members, personnel, other libraries, students from other universities, as well as any member of the public. The library provides free basic services and paid services.

Free basic services:

- Information resource electronic ordering/reservation/usage term extension in the joint catalogue of national libraries and receipt of information resources for use on site in the library or borrowing to take home. The service is available to users registered with the RISEBA Library.
- Use of the free accessible reading room, computer reading room and the internet. In the reading room, users can use the collection of reference sources and periodical publications, stationary computers and laptops (users' personal laptops) and internet connection, including WI-FI, which operates throughout the RISEBA building. For students, the library is not only a place for study and research, but also for meeting and spending free time.
- Use of information resources in summer.

In summer, the library is closed for two months (in July and August). At the end of the spring semester, students are informed about the possibility of receiving materials for use outside the library during the period in which the library is closed.

- References and consultations. Since one of the library's main areas of work is providing support for research, the library offers consultations to users, provides references, trains users in information skills and offers study excursions. Users also have the chance to receive individual consultations and references at the library, as well as by e-mail: bibl@riseba.lv. Library personnel provide bibliographical, thematic, factographic, clarifying and other references and consultations to RISEBA students and academic, administrative and general personnel.
- User training. Since a student's knowledge and ability to work independently, and to critically assess and use quality information resources and e-environment tools, are crucial to improving the level of studies, in order to help users improve their skills and attributes, the Library actively works with target audiences – students at all study levels, academic and general personnel, in order to nurture not only information skills, but also to provide in-depth knowledge of work with electronic resources. The library organises and conducts classes in the library's computer reading room, organises practical study excursions in the Library, in order for users to acquire the skills of working with the freely accessible collection and databases, thus improving independent learning competence and developing research opportunities.
- SBA, SSBA service. Using the Inter-library subscription, materials, which are not in the RISEBA library can be ordered from other libraries in Latvia, and from foreign libraries by using the International inter-library subscription service.

Paid services: Binding theses.

The library's collection and collection augmentation procedure

The RISEBA Library's collection is formed in line with the university's study and research work directions, and study programme requirements, thus providing all RISEBA study levels – at

Bachelor's, Master's, doctoral and research level – with the required information.

Configuration of the collection is conducted in accordance with the Library's budget, which is approved every year by the RISEBA Rector. The funding allocated is used for the purchase of the required sources, payment for subscribed databases and subscription to periodical publications.

Every year, in order to ensure the quality implementation of the study process in the Master's study programme "Management Psychology and Supervision", faculty members are offered the opportunity to order books and other information resources. The budget is set for the purchase of information resources. To ensure the purchase of resources, faculty members write applications to the programme director. The head of the library buys information resources, in accordance with a purchase application signed by the study programme director. The library's collection is also augmented through gifts from private individuals and institutions. The library performs the function of archiving final theses and faculty members' lecture materials, thus augmenting the library collection and information resources (see Table 3.2).

Table 3.2.

Financial metrics for the provision of information in the study programme "Management Psychology"

Academic year	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Books (EUR)	800	720	756	466	800
Press publications (EUR)	1000	2264	1300	1278	2483
Electronic resources (EUR)	11052	12504	12550	19702	22321

Study programme " Management Psychology and Supervision" implementation purchased various sources of literature in Russian, Latvian and English languages, as examples:

1. Пиз А. (2002). Язык телодвижений: Как читать мысли окружающих по их жестам. Издательство: Эксмо-Прес.
2. Mākslu metodes un tehnikas profesionālajā darbībā (2011). sastādītāja Kristīne Martinsone. Rīga: RAKA.
3. Ozola, E. (2016). Mīmika un žesti. Rīga: Jumava.
4. Baum, J., Frese, M., Baron, R.A. (2016). The psychology of entrepreneurship / SIOP Organizational Frontiers Series. Psychology Press
5. Bauman-Auza D. (2016). Dzīves krāsas pasakās : terapeitiskas pasakas pieaugušajiem un bērniem. Rīga: Aperto.
6. Konsultēšanas un psihoterapijas teorija un prakse. (2016). Ginta Ratniece ... u.c. ; recenzenti: Juris Dragūns, Natālija Ivanova, Aleksejs Ruža ; autoru kolektīva vadītāja: Kristīne Mārtinsone; zinātniskās redaktors: Ieva Bite, Kristīne Mārtinsone, Velga Sudraba].
7. Supervīzija: teorija, pētījumi, prakse: rakstu krājums. (2017). sastādītājas: Kristīne Mārtinsone, Dr.psych., Sandra Mihailova, Dr.psych.; recenzentes: Maija Zakriževska, Dr.psych., Liāna Deklava, Dr.med. Rīga: Rīgas Stradiņa Universitāte.
8. Melbārde, I. (2017). Neirolingvistiskā programmēšana: mācība par personīgo meistarību. 2. grāmata, Mērķi. Valodas maģija. Metaprogrammas. Rīga: Zvaigzne ABC.
9. Sudraba, V. (2018). Grupu psiholoģiskā konsultēšana un psihoterapija. Velga Sudraba, Kristīne Mārtinsone; recenzenti: Dr.med. Dainis Balodis, Juris Dragūns, Dr.psych. Maija

Zakriževska. Rīga: RSU.

10. Melbārde, I. (2018). Neirolingvistiskā programmēšana: mācība par personīgo meistarību. 3. grāmata, Modelēšana. Koučings ar NLP. Tehniku kolekcija. Rīga: Zvaigzne ABC.
11. Mārtinsone, K., Pipere, A. (2018). Zinātniskā rakstīšana un pētījumu rezultātu izplatīšana. Recenzenti: PhD Daiga Kamerāde, Dr.habil.oec. Baiba Rivža, Dr.biol. Dace Tirzīte; literārā redaktore Inta Rozenvalde. Kristīnes Mārtinsones un Anitas Piperes zinātniskajā redakcijā
12. Brüggemann, H. (2019). Sistēmiskā konsultēšana piecās kārtās: 25 kartītes - praktisks atbalsts konsultēšanā. Rīga: Ziedu enerģija.
13. Veselības psiholoģija: teorijas un prakses starpdisciplinārā perspektīva. (2019). K. Mārtinsones un V. Sudrabas zinātniskajā redakcijā; autoru kolektīva vadītāja Dr.psych. K. Mārtinsone; recenzenti: D.h.c. Juris Dragūns, Dr.med. Ieva Reine, Dr.psych. Anita Pipere, Dr.med. Natalja Jakušenko. Rīga: Rīgas Stradiņa universitāte.

This also covers games that are very useful for internships, for example:

1. Harna, A. (2016). Emociju kārtis. Rīga: Zvaigzne.
2. Emociju stūre (2017). Rīga: Intellego.
3. Dzīvesprieka koks. (2017). Rīga: Intellego.
4. Harna, A. (2019). Emociju kārtis: sarežģītās emocijas: izprotot sarežģītās emocijas un uzvedības modeļus, var sevi dziedināt, darīt laimīgu un gūt iekšēju mieru / Andrea Harna; tulkojums, Marta Ābele; Steisijas Sidonas ilustrācijas.

Licences for the Harvard Law School business games (for courses like Conflict resolution and negotiation management):

1. "Appleton vs Baker",
2. "Parking Spaces for Super Computer",
3. "Oil Pricing Exercise",
4. "Restaurant Rancour"

By December 2019, 89 materials and books had been purchased for the Management Psychology and Supervision programme. This includes 80 licences for the Harvard Law School case study games.

Information resources available at the library for implementation of the Master's study programme "Management Psychology and Supervision"

Every year to support a quality study process, among the electronic databases subscribed to and used are EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarian sciences and art, etc.), Emerald (business administration information, Greenleaf Publishing PRMEC (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), LETA and Nozare.lv. All the databases subscribed to are also available remotely for use outside the university's premises. All students and faculty members in the study programme "Management Psychology and Supervision" are sent access codes for use of subscribed databases outside the library. Database use is a very important part of the study process in the programme "Research Logic and Methodology", because students are encouraged to independently discover the latest research insights. Likewise, it is compulsory for the list of literature and sources used to successfully defend one's Master Thesis to include sources and research papers in foreign languages.

Students and faculty are informed about freely accessible resources useful for studies: databases, e-magazines, e-books, as well as e-libraries and foreign full text trial databases which are available for a certain period of time. Access to trial databases is provided through the intermediation of the

Cultural Information Systems Centre. During the reporting period, free trials of Britannica Academic and ImageQuest, Taylor&Francis Group eBooks, PressReader and Russian Library Online LAN, etc. were provided.

The university's homepage provides direct access to subscription databases and free resources, as well as trial databases. Our students also have access to databases offered by the libraries of other universities (LU, RTU, RSU, EKA, etc.). The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have the opportunity to order and use, as well as to share information (cases, online courses, simulations, video, etc.) required for passing study programmes. This option is regularly utilised by faculty members in the programme "Research Logic and Methodology" including Andrejs Čirjevskis and Daniels Pavļuts.

For the requirements of student and faculty members, the library subscribes to the following press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Bloomberg Business Week*, *The Economist*, *Frame*, *DETAIL* and *A10*, etc. Over 23 000 information sources are available at the library including scientific and reference literature, press publications, e-resources in Latvian and foreign languages.

The library uses the integrated library information system ALEPH 500, is involved in the formation of the national library joint catalogue and is fully automated. The library's collection is reflected in the ALEPH 500 system's electronic joint catalogue.

The RISEBA Library cooperates with renowned global and domestic publishers and orders books from them

- In the United Kingdom: *Pearson Education Ltd*, *McGrawHill Publishing Company*, *ITPS*, *Marston Book Services Ltd*, *Thomson Publishing Service*, *ECCH*, etc.
- In Latvia: *Zvaigzne ABC*, *Jumava. Biznesa Partneri*, *Vaidelote*, *Rasa ABC*, *LU*, *BA „Turība”*, *Kamene*, *Merkūrijs Lat*,
- In Russia: *Питер*, *Юнити – Дана*, *Финансы и статистика*, *Инфра-М*, *Вильямс*, *Дело*, *Юрист*, etc.
- In France: *Hachette Langue Étrangère*, *Clé Internationale*, *Ehancerel Edition bilingue*, *Didier*, *Foucher*

The conditions are very advantageous for students in the "Management Psychology and Supervision" programme, given the necessity to use literature in foreign languages.

For the attainment of the desired study results in the study programme "Management Psychology and Supervision", the RISEBA study and information base (including that of the library) and material and technical base are completely sufficient and compatible.

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.

After collection and analysis of student assessments concerning the previous reporting period (during the 2018/2019 academic year), some changes were made in the composition of the faculty.

The total number of the faculty with a doctoral degree has not changed (15), though the number of their scientific publications has increased, which is a positive development.

During the initial period of the programme, there were some changes due it being a new programme, for example, lecturer Natālija Dieviņa relocated, and Daiga Vanaga was invited to replace her for the “Supervision methods and techniques: theory and practice” course.

During the reporting period of the 2019/2020 academic year, two changes were introduced: 1) a new member of the faculty was invited to deliver the “Human resources and change management” course: Lūcija Rutka, and Dr.psych. Maija Zakriževska-Belogrudova replaced a lecturer with a master’s degree. Thus, the number of lecturers with a doctoral degree has increased. 2) Guest lecturer of the “Negotiating management and conflict resolution” Kristiāns Lapiņš was replaced by another guest lecturer Daniels Pavļuts.

To teach the “Innovation and organizational development” course in the Russian language, two elected RISEBA lecturers were invited: Tatjana Vasiljeva and Graurs Igors.

After review of students’ feedback, it became clear that guest lecturers should be invited from the professional environment. It was done by inviting the following lecturers for some classes of the respective course: Jānis Briedis, a schema therapist, a psychotherapist and the director of the Schema Therapy School (for the “Group and team supervision course”) and Dzintars Belogrudovs, a professional actor and entrepreneur (for the “Public communication course”).

During the implementation of the programme, on some occasions, considering recommendations from students, course lecturers were replaced (at the beginning of the programme, of late no such replacements have occurred). Or, as recommended by students, new courses were introduced, for example, the “Theories of personality” course for which Vitauts Virbickis was invited as a lecturer, and the “Public communication” course during the 2016/2017 academic year, which is taught by an elected member of the faculty.

Changes in the composition of the faculty are to be considered positive as they allowed to improve the quality of studies (considering the comparatively young age of the programme).

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.

When the self-assessment was submitted, 61 student studied at the professional master’s

programme Management Psychology and Supervision, and there were 22 members of the faculty. See summary information about the faculty in Table 4.1.

Table 4.1.

**Faculty involved in delivering courses of the professional master's programme
Management Psychology and Supervision**

No .	Study course	Name and surname of the faculty member	Zinātniskais grāds	Employment, position
1.	Professional activities and the ethics of the supervisor	Lūcija Rutka	Dr.psych., Mg.math., Mg.hrm.	RISEBA professor, head of the Business Department
2.	Consulting and supervision theories	Ilze Dreifelde	Mg. psych., Mg. sc.sal.	Chair of the Latvian Association of Supervisors, certified supervisor, certified labour and organizational psychologist, art therapist
3.	Modern methods of adult learning (coaching, mentoring, facilitation)	Raina Vīra	Dr.paed.	RISEBA docent Advisor to organisations
4.	Covision as professional growth and competence	Maija Zakriževska-Belogrudova	Dr. psych., Mg. sc.sal. Dr. psych., Mg. sc.sal., Mg.sc.administr.	RISEBA professor, certified supervisor, couch, certified labour and organisational psychologist, art therapist
5.	Individual supervision	Ilze Dreifelde	Mg. psych., Mg. sc.sal.	Chair of the Latvian Association of Supervisors, certified supervisor, certified labour and organizational psychologist, art therapist
6.	Group and team supervision	Kristaps Circenis	Dr.med.	Docent at RSU, supervisor

7.	Modern management psychology	Solveiga Blumberga	Dr.psych.	Associate professor at RISEBA, certified labour and organizational psychologist
8.	Supervision methods and techniques: theory and practice	Daiga Vanaga	Mg.sc.administr.	Private practice, certified supervisor
9.	Organizational behaviour	Solveiga Blumberga	Dr.psych.	Associate professor at RISEBA, certified labour and organizational psychologist
10.	Coaching in business	Jeva Irēna Matuze Karabeško	Mg.paed.	Couch and project manager at YCG SIA TransportLV, mentor
11.	Strategic business management and competitiveness in the international environment	Andrejs Čirijevskis	Dr.oec.	RISEBA professor
12.	Risk management	Ivars Godmanis	Dr.phys.	Director of RISEBA master's programme "Big Data Analytics", docent, entrepreneur RISEBA docent, head of master's programme "Strategic Business Management"
		Jevgēnijs Kurovs	Dr.oec.	
13.	World development trends	Jānis Mihailovs	Dr.iur., Mg.art., Mg.man.	Ministry of Education and Science, Deputy Director of Licensing and Registry Department of the State Education Quality Service, RSU docent, head of the master's programme, mediator
14.	Corporate social responsibility and environmental ecology	Solveiga Blumberga	Dr.psych.	Associate professor at RISEBA, certified labour and organizational psychologist

15.	Innovation and organizational development	Iveta Cīrule Tatjana Vasiljeva Graurs Igors Iveta Ludviga	Dr.sc.administr. Dr.oec. Dr.phil. Dr.sc.administr.	Chair of the Board of Biorganik LLC RISEBA professor, Vice Rector for Research RISEBA docent Director of RISEBA master's programmes, Associate professor
16.	Human resources and change management	Lūcija Rutka Irina Seņikova	Dr.paed., Mg.math., Mg.hrm. Dr.oec.	RISEBA professor, head of the Business Department RISEBA professor and Rector
17.	Theories of personality	Vitauts Virbickis	Mg.psych.	Latvian Prison Administration, psychologist of Resocialisation department, Riga Central Prison
18.	Arts-based approaches to the development of an organisation	Ilze Dreifelde	Mg. psych., Mg. sc.sal.	Chair of the Latvian Association of Supervisors, certified supervisor, certified labour and organizational psychologist, art therapist
19.	Negotiating management and conflict resolution	Daniels Pavļuts	Mg. MPA	Politician, Member of the Parliament
20.	Diversity management	Anete Hofmane	Mg.psych., Mg.administr.	Director of RISEBA undergraduate programme Business Psychology, a certified supervisor, certified labour and organizational psychologist

21.	Research logic and methodology	Iveta Ludviga Ieva Brence	Dr.sc.administr. Dr. sc. administr.	Director of RISEBA master's programmes, professor Director of RISEBA master's programmes, Associate professor
22.	Public communication	Maija Zakriževska-Belogrudova	Dr. psych., Mg. sc.sal., Mg.sc.administr.	RISEBA professor, certified supervisor, couch, certified labour and organisational psychologist, art therapist
23.	Traineeship I (individual supervision)	 Ilze Dreifelde	 Mg.psych., Mg.sc.sal.	Chair of the Latvian Association of Supervisors, certified supervisor, certified labour and organizational psychologist, art therapist
24.	Traineeship II (group and team supervision)	Kristaps Circenis	Dr.med.	Docent at RSU, supervisor
25.	Traineeship III (project management/project laboratory)	Maija Zakriževska-Belogrudova Iveta Cīrule	Dr. psych., Mg. sc.sal., Mg.sc.administr. Dr.sc.administr.	RISEBA professor, certified supervisor, couch, certified labour and organisational psychologist, art therapist Chair of the Board of Biorganik LLC
26.	Traineeship IV (qualification traineeship)	Sandra Hartmane	Mg.psych., Mg.paed., Mg. sc.sal., Mg.iur., Mg. man.	Private practice, certified supervisor, certified labour and organizational psychologist, mediator, lawyer
27.	Master thesis	Professionals involved in the program		

See summary information about the composition of faculty of the Management Psychology and Supervision programme by scientific degrees, academic positions and professional qualifications in Table 4.2.

Table 4.2

Academic personnel of the master's programme Management Psychology and Supervision

Faculty involved in the implementation of master's programme Management Psychology and Supervision	Employer of the place of primary election of the faculty		
	RISEBA	Not RISEBA faculty	Total
Members of faculty with a doctoral degree	12	3	15 (68%)
Members of faculty with a master's degree	1	6	7 (32%)
Professors and associate professors	8	0	(36%)
Academic personnel, total	13 (59%)	9 (41%)	22

As shown in Table 4.2, 32% of the faculty have a master's degree and come from the professional environment, and 68% of the faculty have a doctoral degree (and all of them come from the professional environment) that is to be considered an advantage, as it allows to demonstrate professional relevance and usefulness in the business environment to students. During the reporting period, 22 members of the faculty implemented the programme, and 13 (59%) of them were elected RISEBA academic personnel, and 9 (41%) were invited industry professionals that allows to reach the expected learning outcomes.

Highly-qualified faculty that are engaged in academic and professional/practical activity are invited to deliver the programme. Professionals (certified supervisors and coaches), as well as representatives of businesses that are well aware of current problems and can provide solutions are invited to teach at the programme. 12 members of the faculty are supervisors and/or coaches and/or consultants of organisations, and 5 members of the faculty are certified labour and organisational psychologists or therapists.

One of the lecturers Ilze Dreifelde is a supervisor and the Chair of the Board of the Latvian Association of Supervisors. Lecturer Kristaps Circenis also is a supervisor and represents the Board of the Latvian Association of Supervisors. Programme director and professor Maija Zakriževska-Belogrudova is a member of the Certification Commission of the Latvian Association of Supervisors and a member of the Latvian Association of Organisational Psychologists. In total, 7 supervisors delivering the programme are certified by the Latvian Association of Supervisors. To ensure due quality, these supervisors teach professional study courses, for example, "Consulting and supervision theories", "Covision as professional growth and competence", "Individual supervision", "Group and team supervision", "Supervision methods and techniques: theory and practice", "Traineeship I (individual supervision)", "Traineeship II (group and team supervision)", "Traineeship IV (qualification traineeship)".

Ilze Dreifelde is a certified art therapist and teaches the "Art-based approaches to organisational development" course. To ensure that students have in-depth understanding of supervision processes and psychodynamic concepts, guest lecturers are invited to the programme in addition

to the regular classes, for example, UK schema therapist and supervisor/consultant Jānis Briedis. Ieva Irēna Matuze Karabeško, who teaches the “Coaching in business” course, is a professional coach and has served as a coach for teams of UL Student Business Incubator from 2015 to 2017, and since 2016 has been the coach of RISEBA Creative Business Incubator. To ensure that “Traineeship IV (qualification traineeship)” is carried out, an independent supervisor (according to LAS education requirements), a certified labour and organisational psychologist and a mediator Sandra Hartmane has been invited to manage supervisions of supervisions.

Professionals have also been invited to deliver other courses of the programme. For example, Solveiga Blumberga, who teaches “Modern management psychology”, “Organizational behaviour”, and “Corporate social responsibility and environmental ecology” courses, is an Associate professor of RISEBA, a certified labour and organizational psychologist, as well as an author of many scientific publications about management psychology. Professor Andrejs Čirijevskis is a business competitiveness and strategic management expert, and the author of many scientific publications about this topic. Iveta Cīrule, one of the lecturers of the “Innovation and organizational development” course, is an entrepreneur, and the head and an expert of RISEBA Creative Business Incubator. Daniels Pavļuts, a politician and a member of the Parliament, who has been invited to deliver the “Negotiating management and conflict resolution” course, is an expert negotiator.

In general, the programme faculty complies with programme implementation requirements to achieve the expected learning outcomes and ensure compliance with the law.

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.

According to RISEBA requirements, each lecturer has to have at least three publications in edited

journals during the last five years, including one international publication (if the employment period is shorter, the number of publications can be proportionally reduced), or five years of practical experience. The table also includes data about the scientific activity of freelance faculty with a doctoral or master's degree. All university lecturers are actively engaged in research, participate in international scientific conferences on a regular basis and publish various scientific articles, including in cooperation with students. To participate in scientific conferences in Latvia and other countries, each member of the faculty has a pre-determined budget depending on his/her academic position. Additional financing is granted to those members of the faculty, whose articles have been published in SCOPUS or ThomsonReuters databases.

All employees, both the faculty and administrative personnel of RISEBA, are subject to the competence model developed by the university. This model determines the set of competences that applies to candidate selection and assessment, as well as decisions concerning wages. During the 2018/2019 academic year, 7 LCS experts were involved in the programme (see Table 4.3).

Table 4.3

Faculty involved in the programme - LCS experts

Name	Surname	Branch(es) of science
Irina	Senņikova	Social sciences - economics and entrepreneurship
Solveiga	Blumberga	Social sciences - psychology
Ieva	Brence	Social sciences - economics and entrepreneurship
Andrejs	Čirjevskis	Social sciences - economics and entrepreneurship
Lūcija	Rutka	Social sciences - education
Tatjana	Vasiljeva	Social sciences - economics and entrepreneurship
Maija	Zakriževska-Belogrudova	Social sciences - psychology

The faculty of the programme regularly improve their qualifications by participating in international seminars and training sessions, and use the acquired knowledge to improve the taught courses. For example:

- In 2019, Maija Zakriževska-Belogrudova, Kristaps Circenis and Ilze Dreifelde participated in international ANSE summer university "Bridging: Connecting Worlds through Supervision and Coaching" in Italy. The acquired knowledge is used to deliver professional supervision courses (for example, "Consulting and supervision theories", "Covision as professional development and competence"; "Group and team supervision", etc.).

- In 2018, Jevgēnijs Kurovs and Anete Hofmane participated in 2018 IMTA (International Management Teachers Academy) training in Slovenia to master teaching methodology: Leadership, change management, business and society. The acquired knowledge is used to teach "Diversity management" and "Risk management" course.

- In 2018, Solveiga Blumberga un Maija Zakriževska participated in an ERASMUS+ mobility teaching seminar for teachers "Emotional Intelligence: Identify, Harness & Manage Emotions" in Barcelona, Spain. The acquired knowledge is used to teach management psychology courses (like "Modern

management psychology", "Organizational behaviour").

- In 2018, Maija Zakriževska-Belogrudova and Kristaps Circenis participated in international conference "Teaching Supervision & Coaching" organised by ANSE (Association of National Organisations for Supervision in Europe) Network in Germany. The acquired knowledge is used to improve the teaching process and quality of the content, and to promote cooperation with practicing European supervisors.

- In 2017, lecturer Iveta Ludviga attended the "PLS-SEM Using SmartPLS 3" seminar at the Northern Institute of Technology, Hamburg, Germany. The acquired knowledge is used to teach the "Research logic and methodology" course.

- In 2017, Lūcija Rutka attended seminar "EdTech - Seminar on Digital Technologies in Teaching and Learning", which was organised by the international CEEMAN association in Slovenia. The acquired knowledge is used to teach the "Human resources and change management" course.

- In 2014, Solveiga Blumberga participated in IMTA (International Management Teachers Academy) 2014 training in Slovenia to master the teaching methodology: Leadership, change management, business and society. The acquired knowledge is used to teach the "Modern management psychology" and "Organizational behaviour" course.

Since the programme is professional, it is very important for the programme's lecturers to collaborate with the professional sector and to acquire experience from colleagues, including internationally, therefore it is vital to attend ANSE organised events. Participation and experience in them are integrated into teaching study courses, which was described previously. RISEBA University only supports those academic and practical initiatives, whose experience is integrated into study courses that are taught.

Undoubtedly, the scientific activity is still ongoing, and during the drafting of the current self-assessment report, an internationally edited collection of scientific papers "Supervision in Latvia: Research Based Development Opportunities" is prepared (compiled by programme director Maija Zakriževska-Belogrudova). The collection of papers will be published by RISEBA, and several members of the faculty, graduates, and students of professional RISEBA programme Management Psychology and Supervision have submitted their articles for inclusion in this collection in cooperation with the faculty and graduates of RSU and the faculty of BIA, as well as supervisors certified by LAS. For example, student Andra Grasmāne submitted an article that was successfully reviewed. As indicated above, graduates have taken active part in various events, for example, Anna Sevčenko, Sandra Rudzīte, Inita Stūre Stūriņa, Svetlana Ļahova (all graduates and certified supervisors) and others, who submitted their articles that were successfully reviewed. The following members of the faculty have also submitted their articles for inclusion in the collection: M. Zakriževska-Belogrudova, S. Blumberga, I. Mihailovs, L. Rutka, A. Hofmane. Many members of RISEBA faculty and academic personnel from other universities and colleges (approximately 40) are involved in the review of articles. The collection is compiled anonymously and double-edited, and will be published in the March/April of 2020. In total, 23 articles were submitted, of which 20 will be published. For this collection to be published, 2 years of continued effort was needed. In the spring of 2020 this endeavour will be completed and future students will be able to read about the latest developments in supervision research. In 2017, another collection of articles was published: "Supervīzija. Teorija. Pētījumi. Prakse" (Supervision. Theory. Research. Practice) (compiled by Kristīne Mārtinsone, Sandra Mihailova). Members of the faculty Sandra Hartmane and Kristaps Circenis also made a contribution to this collection. Maija Zakriževska-Belogrudova was its reviewer. Its official opening took place during the Supervision Days of the Supervision conference held in RISEBA H2O building.

Several members of the programme faculty are involved in the implementation of research directions or manage them:

- Finance, including improving the tax policy; attracting investment; bank management and operation; European business and economics for start-up acceleration and financing (I.Kreituss, I.Brence, E.Brēķis, I.Godmanis, etc.)
- Strategic management, including strategic personnel management; business modelling, dynamic capabilities, value innovations and the real options theory (A.Čirjevskis)
- Psychology and supervision in business (M. Zakriževska-Belogrudova)

Undoubtedly, all the described measures are integrated into the study process and facilitate the practical and scientific growth of students, motivating students to actively participate in various events and the development of science regarding supervision. Only through collaboration with employers, students, lecturers and alumni can the profession of the supervisor be successfully developed and promoted.

Having reviewed and assessed the engagement of academic personnel in research at the national and international level (in branches relevant for the content of the programme) and the use of the acquired information during the learning process, it can be concluded that they are fully compliant.

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).

Faculty cooperation is promoted during joint meetings of the Programme committee and semi-annual meetings during which changes in the programme, its content, order of courses, targets, results and industry trends are discussed. In some cases meetings of various faculty members are organized, incl. at the request of students.

To achieve the expected results, members of the faculty are involved in formulating course results, linking them with module and programme results. On the basis of course results, the Programme Director maps the programme and coordinates it with all the faculty, thus ensuring a connection between the study courses and programme results.

During the implementation of the programme, the faculty closely cooperates by engaging in the following activities:

- Discussion about results of final theses and the quality of reviews during the semi-annual department meetings, incl. about assessment criteria and ways to improve the quality of final theses.
- Hospitation of classes by peers, and subsequent discussion of strengths and weaknesses. Takes place regularly. For example, Associate Professor Solveiga Blumberga observed lectures of Prof. Maija Zakriževska-Belogrudova, Prof. Maija Zakriževska-Belogrudova observed Daniels Pavļuts' lectures, and Anete Hofmane observed lectures of Associate Professor Solveiga Blumberga (during the 2018/2019 academic year).
- Reports about academic trips during monthly department meetings: the faculty share their latest experiences in research, project activities, their professional branch and use of psychological and

pedagogical approaches in teaching students. For example, Prof. Maija Zakriževska-Belogrudova, Prof. Iveta Ludviga, Anete Hofmane and Prof. Tatjana Vasiljeva have presented new ideas learnt during scientific and academic trips.

- Joint attendance of methodological seminars once a month or 8 hours of training one day per semester, which takes place interactively. During these events, the faculty share their experience and discuss the latest academic and professional trends, as well as psychological and pedagogical approaches and methods to improve the learning process. For example: 1) The 2018/2019 academic year was the Digitization Year at the RISEBA. During this year, members of the faculty took part in seminars about national and international digitization trends, discussed possibilities for introducing the latest achievements in the learning process; 2) On 02.11.2018, an 8-hour methodological seminar "Qualitative and Quantitative Research Methods in Student Theses" took place, etc. Most of the faculty of the Management Psychology and Supervision programme participates in these events.

- Cooperation in projects, where the experience of the faculty is used during the teaching process. For example, RISEBA and State Education Quality Service project "Support in Reducing Early Termination of Studies" (since 2018), during which experience acquired by RISEBA faculty concerning creation of a supportive teaching environment and boosting an educator's competence is used in the teaching process. Professor Lūcija Rutka and lecturer Raina Vīra of the Management Psychology and Supervision programme participate in this project.

- Joint study trips, during which the faculty and students study the latest industry developments, which are then used in case studies in auditoriums. Several members of the faculty usually take place in such study trips. For example, in 2019, Maija Zakriževska-Belogrudova, Kristaps Circenis and Ilze Dreifelde participated in international ANSE summer university "Bridging: Connecting Worlds through Supervision and Coaching" in Italy.

At least once a year, members of the faculty take part in a joint study trip, during which they get to know each other better, and positive emotions and mutual cooperation are facilitated. In May 2019, a trip to Georgia took place, during which the faculty and academic personnel visited Tbilisi University and various historic sites.

In general, the programme director is the contact person for cooperation with students and the faculty to solve various issues (understand the underlying reason and find a solution) or to work together with peers to develop the programme, supporting all good initiatives, if possible. The programme director always tries to engage and resolve various issues, and to duly communicate with students and the faculty regarding various unclear matters.

At the time, when the self-assessment document was submitted, 61 student studied in the professional master's programme Management Psychology and Supervision, and there were 22 members of the faculty. This demonstrates that the student to faculty ratio is good (2.7).

All of these activities ensure improvement of academic quality according to the latest industry trends and scientific developments.

Cooperation between faculty members by compiling information about mechanisms for promotion of cooperation and ensuring a link between study courses/modules is considered compliant and outstanding.

Table 4.4.

Research papers and publications of academic personnel during the reporting period

Name, surname, scientific degree	Title of publication
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Cijepovski, D. doc., prof.	Crysiadis, A. 2019. The role of dynamic capabilities as drivers of business model innovation: drivers of technology advanced firms. <i>Journal of Open Innovation: Technology, Market, and Complexity</i> , Volume 5, Issue 1, 2019, Article number 12 (SCOPUS).
	Crysiadis, A., Fakser, Y.M. 2018. Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. <i>Book series: Advances in Social and Behavioral Sciences</i> (ISSN: 2339-5133), submitted to be indexed in Web of Science CPCI-SDH. 3rd ISB International Conference on Social Sciences and Information (ISSR-SSi-2018). 28. - 30. November, Nagoya, Japan.
Bhatfathayya, S.S., Cijepovski, A., Plijeva, T. 2018. International business in transitional and emerging economies: A perspective of Latvia, Lithuania and Estonia with India. <i>South Asian Journal of Business and Management Cases</i> Volume 7, Issue 2, 1 June 2018. Pages 144-155 (SCOPUS).	
	Crysiadis, A. 2018. Exploring Acquisition Based Dynamic Capabilities and Reinvention of Business Models in M&A process: Decision Making Pattern. <i>Book series: Advances in Education Research</i> (ISSN: 2160-3070) submitted to be indexed in Web of Science CPCI-SDH. 7th ICAS International Conference on Management, Leadership and Social Science (ICASS-MLS 2018). August 14-16,2018, Reykjavik, Iceland
Crysiadis, A. 2017. Evaluation of Interrelationships between Critical Success Factors of IT/IS projects in the Healthcare Sector" like publicists. <i>JNT BUSINESS INFORMATION MANAGEMENT ASSOC-IBMA, 34 & GERMANTOWN PIKE, NO. 327, NORRISTOWN, PA 19401 USA.</i> , Proceedings Paper Inqruam, pp. 331 - 347; ISBN-978-0-9660419-7-6, 2017. gadā, kas likejaus Web of Science, CPCI SDH data bāzē.	
	Crysiadis, A. 2017. Exploring Competence Based Synergistic Merges in Acquisition Strategies in Technological Domains" like publicists grāmatas sērijā „Advances in Social and Behavioral Sciences”, Volume: 17, pages: 10-18; in grāmatas sērijā „Advances in Social and Behavioral Sciences”, Volume: 17, pages: 19-25, published: 2017. kas likejaus Web of Science, CPCI SDH data bāzē.
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Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_MPS_EN.docx	1_Statistika par studējošiem_MPS.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_Atbalstība valsts izglīt.standartam_MPS_EN.docx	2_Atbalstība valsts izglītības standartam_MPS.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_Kvalifikācijas atbilstība profes.standartam_MPS_EN.docx	3_Kvalifikācijas atbilstība profes.standartam_MPS.zip
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_Studiju kursu kartējums_MPS_EN.docx	4_Studiju kursu kartējums_MPS.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_Studiju programmas plāns_MPS_EN.docx	5_Studiju programmas plāns_MPS.docx
Descriptions of the study courses/ modules	6_Kursu apraksti_MPS_EN.zip	6_Kursu apraksti_MPS.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_DFiploma paraugs_MPS-EN.doc	7_Diploma paraugs_MPS.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_Līgums ar citu akreditētu ASK par izglītības ieguvu_MPS_EN.docx	8_Līgumi ar citām akreditētām augstskolām par izglītības ieguvu_MPS.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	9_Garantija par zaudējumu kompensāciju_MPS_EN.pdf	9_Garantija par zaudējuma kompensāciju_MPS.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.	10_Apliecinājums par svešvalodu prasmi_MPS_EN.pdf	10_Apliecinājums par svešvalodu prasmi_MPS.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	11_Studiju līguma paraugs_MPS_EN.docx	11_Studiju līguma paraugs_MPS.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

European Business Studies

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>European Business Studies</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Ieva</i>
Surname of the study programme director	<i>Brence</i>
E-mail of the study programme director	<i>ieva.brence@riseba.lv</i>
Title of the study programme director	<i>Dr.sc.administr.</i>
Phone of the study programme director	<i>26363506</i>
Goal of the study programme	<i>To provide specialised, interdisciplinary knowledge and critical understanding of business, especially European business, to facilitate the development of new skills and competences, which can be used in senior positions for international companies.</i>
Tasks of the study programme	<ul style="list-style-type: none"> - <i>To nurture understanding among students about entrepreneurship in Europe, its scientific and practical management, as well as to develop skills analysing economic processes;</i> - <i>To nurture skills and attributes among students to use management practically, identifying, analysing and resolving business problems;</i> - <i>To provide students with the opportunity to learn at least three European Union languages;</i> - <i>To nurture students' skills at understanding the commercial operating environment in Latvia and Europe;</i> - <i>To nurture students' skills in the use of contemporary information technologies;</i> - <i>To provide students with knowledge of the collation and interpretation of economic data;</i> - <i>To nurture students' skills at fitting into and work in the cultural environment of a business;</i> - <i>To provide understanding of various European cultures and intercultural communication;</i> - <i>To nurture students' skills to apply their theoretical knowledge in the resolution of practical problems related to business;</i> - <i>To nurture students' skills at conducting independent studies in their chosen sub-branch of studies and collating the results in their Bachelor's thesis..</i>

Results of the study programme	<p>1. Knowledge</p> <p>1.1. Able to demonstrate basic knowledge and specialised knowledge of business management and economics, as well as critical understanding of this knowledge. Moreover, part of this knowledge conforms to higher level accomplishments in the branch of science or occupation.</p> <p>1.2. Able to demonstrate knowledge of the most important concepts and causal links:</p> <p>1.2.1. Marketing, Digital Marketing</p> <p>1.2.2. Finance</p> <p>1.2.3. Management Leadership, Psychology, Business Psychology, Teamwork</p> <p>1.2.4. Corporate Social Responsibility, Sustainability, Ethics, Intercultural Communication</p> <p>1.2.5. Business Development</p> <p>2. Skills</p> <p>2.1. Able to use the acquired theoretical fundamentals and skills to conduct professional, innovative or research work, in order to formulate and analyse information, problems in European business, explaining and finding solutions in conjunction with specialists and other parties involved.</p> <p>2.2. Able to ensure independent learning, managing his own further education and professional growth and that of his subordinates, demonstrating a scientific approach to problem solving, undertaking responsibility and show initiative, performing work individually, in a team and managing the work of others, making decisions and finding creative solutions in changing or uncertain conditions.</p> <p>2.3. Able to communicate in at least two foreign languages in writing, listening and verbally.</p> <p>3. Competences</p> <p>3.1. Able to obtain, select and analyse information independently and to use it, make decisions and solve problems on the scale of European business.</p> <p>3.2. Able to demonstrate understanding of culture and inter-culture; the essence of cultural differences, able to successfully adapt and work in a multicultural environment; possessing a tolerant attitude towards diversity</p> <p>3.3. Able to demonstrate understanding of the role of entrepreneurship, helping to develop and maintain sustainable and ethical practices in a society and environment, which is open to changes and innovations. Able to undertake responsibility, applying critical thinking and emotional intelligence, conducting self-assessment and demonstrating self-discipline and self-motivation for personality development.</p>
Final examination upon the completion of the study programme	Bachelor's thesis

Study programme forms

Full time studies - 4 years - english

Study type and form	Full time studies
Duration in full years	4

Duration in month	0
Language	english
Amount (CP)	160
Admission requirements (in English)	<i>Secondary education 1. English language entrance exam*. 2. RISEBA Admission test for foreign applicants). * The entrance exam shall be taken if the CE result in English is lower than B2 level. Entrance exam in English is not required for applicants having obtained a level B2 or higher, have completed previous education in English or present a positive IELTS (with a grade of at least 6) or TOEFL (with a grade of at least 500) certificate. or an equivalent international certificate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in European Business</i>
Qualification to be obtained (in english)	<i>Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Parameters of the study programme “European Business Studies”

Study programme title	European Business Studies	
Study programme title in English	European Business Studies	
Study programme code according to the Classification of Latvian Education	42345	
Branch of science of study programme (for doctoral programmes only)	not applicable	
Type and level of the study programme	Professional undergraduate (bachelor) programme	
Qualification to be acquired (EQF/NQF)	Level 6	
Code of the profession in the Classification of Occupations	PS 0070	
Scope of the programme (CP, ECTS)	160 CP	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	4 years	English
full-time studies	not applicable	not applicable
distance learning	not applicable	not applicable
part-time studies	not applicable	Latvian or English
part-time studies	not applicable	not applicable
distance learning	not applicable	not applicable
Implementation place	Riga	
Programme Director	Ieva Brence, Dr.sc.administr., Associate Professor	

Admission requirements	<p>Secondary education1. <i>English language entrance exam</i>*.2. <i>RISEBA Admission test for foreign applicants</i>).* <i>The entrance exam shall be taken if the CE result in English is lower than B2 level. Entrance exam in English is not required for applicants having obtained a level B2 or higher, have completed previous education in English or present a positive IELTS (with a grade of at least 6) or TOEFL (with a grade of at least 500) certificate. or an equivalent international certificate.</i></p>
Degree, professional qualification, or degree and professional qualification to be awarded	Professional Bachelor's degree in European Business/ qualification "Business Manager"
Purpose of the programme	To provide specialised, interdisciplinary knowledge and critical understanding of business, especially European business, to facilitate the development of new skills and competences, which can be used in senior positions for international companies.
Objectives of the programme	<ul style="list-style-type: none"> - To nurture understanding among students about entrepreneurship in Europe, its scientific and practical management, as well as to develop skills analysing economic processes; - To nurture skills and attributes among students to use management practically, identifying, analysing and resolving business problems; - To provide students with the opportunity to learn at least three European Union languages; - To nurture students' skills at understanding the commercial operating environment in Latvia and Europe; - To nurture students' skills in the use of contemporary information technologies; - To provide students with knowledge of the collation and interpretation of economic data; - To nurture students' skills at fitting into and work in the cultural environment of a business; - To provide understanding of various European cultures and intercultural communication; - To nurture students' skills to apply their theoretical knowledge in the resolution of practical problems related to business; - To nurture students' skills at conducting independent studies in their chosen sub-branch of studies and collating the results in their Bachelor's thesis.

1. Knowledge

1.1. Able to demonstrate basic knowledge and specialised knowledge of business management and economics, as well as critical understanding of this knowledge. Moreover, part of this knowledge conforms to higher level accomplishments in the branch of science or occupation.

1.2. Able to demonstrate knowledge of the most important concepts and causal links:

1.2.1. Marketing, Digital Marketing

1.2.2. Finance

1.2.3. Management Leadership, Psychology, Business Psychology, Teamwork

1.2.4. Corporate Social Responsibility, Sustainability, Ethics, Intercultural Communication

1.2.5. Business Development

2. Skills

2.1. Able to use the acquired theoretical fundamentals and skills to conduct professional, innovative or research work, in order to formulate and analyse information, problems in European business, explaining and finding solutions in conjunction with specialists and other parties involved.

2.2. Able to ensure independent learning, managing his own further education and professional growth and that of his subordinates, demonstrating a scientific approach to problem solving, undertaking responsibility and show initiative, performing work individually, in a team and managing the work of others, making decisions and finding creative solutions in changing or uncertain conditions.

2.3. Able to communicate in at least two foreign languages in writing, listening and verbally.

3. Competences

3.1. Able to obtain, select and analyse information independently and to use it, make decisions and solve problems on the scale of European business.

3.2. Able to demonstrate understanding of culture and inter-culture; the essence of cultural differences, able to successfully adapt and work in a multicultural environment; possessing a tolerant attitude towards diversity

3.3. Able to demonstrate understanding of the role of entrepreneurship, helping to develop and maintain sustainable and ethical practices in a society and environment, which is open to changes and innovations. Able to undertake responsibility, applying critical thinking and emotional intelligence, conducting self-assessment and demonstrating self-discipline and self-motivation for personality development.

RISEBA keeps careful track to ensure that the title of the study programme, attainable degree and professional qualification, objectives, assignments, study results and admission requirements are mutually compatible. Accordingly, from 2017 onwards, several methodological seminars have been conducted at the university. More detailed information is included in the next section. Compared to the previous accreditation sheet, the European Business Studies programme has been supplemented with study courses that are currently relevant and in line with industry demand, such as Civil Defence, Social and Applied Ecology, Digital and Social Network Marketing, Sales Management, Advertising and Graphic Design, International Marketing, International Banking and Finance, Numerical Methods using SPSS. Additional lecturers are engaged as academic staff: Dr. Valters Kaže, Dr. Edgars Brēķis, Dr. Inga Jēkabsons, of them foreign lecturers – Dr. John Joseph Burke, Dr. Almir Pestek, Dr. Ali Ait Si Mhamed.

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 European Business Studies programme is stable. Moreover, in recent years, the number of students admitted to the programme has grown. Students in the programme “European Business Studies” are attracted from both Latvia and abroad.

In total, 126 students are studying in the programme. Moreover, in the spring semester of 2020, 27 double degree programme students will commence their studies. The programme "European Business Studies" is implemented in the form of full-time studies. The teaching language is English, with in-depth French language teaching. A compulsory requirement for foreign students is to learn Latvian. In turn, under the auspices of free choice study courses, students are offered Spanish and Russian.

EBS students represent the following countries: Latvia, France, Uzbekistan, Ukraine, Russia, Nepal, Pakistan, India, Sri Lanka, Azerbaijan, Belarus, Kazakhstan, Lithuania and Germany. During the 2019/2020 academic year, the number of international students admitted to the EBS programme, exceeded 60%.

Table 1.1.

No. of students in the programme “European Business Studies”

Study course	No. of students in the study course	No. of nationalities	Average age
Year 1	47	8	21
Year 2	35 (20 + 15 double degree students in the spring semester)	7	20
Year 3	35	5	21

Year 4	36 (24 + 12 double degree students in the spring semester)	5	22
Total no. of students	126 + 27 double degree students in the spring semester		

RISEBA's admission criteria for international students are set out on the RISEBA website. Admission requirements, as well as the application form online are available at the [website](#). Since the 2017/2018 academic year, foreign students must also take an entrance examination – test. Since 2018/2019, the DreamApply programme has been opened for admission of domestic students, which was previously used for a number of years for registering applications by foreign students and has proved to be effective, making it possible to combine the admission process for domestic and foreign students and simplify the analytical process.

In 2018/2019, there were 90 exchange students, who represented France, Germany, Austria, Georgia, Croatia, Germany, Portugal, Slovakia, Italy, Spain and Turkey, compared with 48 students in 2016/2017. During the 2019 autumn semester, there were 56 incoming students.

Under the auspices of the programme, students can not only embark on studies abroad through the ERASMUS+ exchange programmes (the programme has concluded cooperation agreements with 85 partner universities), but also participate in the double degree programme (studying for one year at one of the partner universities, EBS students have the opportunity to acquire diplomas from both universities). Cooperation in the double degree programme has been concluded with the following universities – Kedge Business School in France, HAAGA-HELIA University of Applied Sciences in Finland, Regensburg University of Applied Sciences in Germany. In addition, in the autumn of 2019, a new double degree cooperation agreement was concluded with University of Applied Sciences Würzburg-Schweinfurt in Germany.

To date, the most significant cooperation under the auspices of the double degree programme has taken place with Kedge Business School in France. In 2016/2017, the first ten Kedge Business School students received RISEBA double degree diplomas. RISEBA has agreed to a request from Kedge Business School and has increased the number of double degree students from 10 to 15.

Therefore, bearing in mind the unfavourable demographic situation nationally, whereby the number of secondary school leavers is declining every year, RISEBA has found a solution by attracting foreign students. A special cooperation agreement has also been concluded in the "European Business Studies" programme with Normandy Business School in France, under the auspices of which about 15 students from Normandy study at RISEBA every year.

RISEBA has also developed and implemented procedures for reducing student drop-outs. Since the programme is implemented in the form of full-time studies only, students often choose to switch to studying in another programme in the event that they cannot combine their studies with work. At the same time, active work with students has made it possible to reduce the number of student drop-outs in the programme.

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 programme was established in 1999, in response to Latvia's then plans for integration into the European Union. Ever since the establishment of the programme, the international nature of studies has always been accentuated.

The programme has been devised so that students acquire general knowledge in the realm of business and management, as well as in-depth proficiency in English and French. They are also given the chance to learn Latvian (compulsory for foreign students), Spanish and Russian.

During their studies, students in the "European Business Studies" study programme are guaranteed a four week internship in France, as well as funding enabling them to take London Chamber of Commerce and Industry (LCCI) courses and examinations, which confirms their English language proficiency. Since the 2018/ 2019 academic year, after the second study course, students also take a Business English – Cambridge examination paid for by the university.

After the third year, students take a paid French Chamber of Commerce and Industry examination in French.

Every year, 5 – 10 EBS students take advantage of the opportunity to spend one year at one of the partner universities, acquiring diplomas from both universities at no additional expense. Even for students who study in Latvia only, lectures and classes are organised together with foreign students, and study courses are taught by both foreign professionals and Latvian representatives with vast experience in the sector.

The programme's emphasis is on combining academic knowledge with development of 'transferable skills', in order to ensure their competitiveness in the job market or the opportunity to develop their business and to become an employer.

After four years of study, students obtain a professional Bachelor's degree in Business Management, as well as the qualification of a business and institution manager (professional standard – enterprise manager).

Taking the programme's profile, tasks, as well as the attainable qualification into account, the programme's objective has been devised, as well as the anticipated assignments.

The name of the study programme, the awarded degree and professional qualifications, as well as the aims and tasks of the programme are cross-consistent. Admission requirements regulated by the Admission rules, which are approved every year at a RISEBA Senate meeting. Admission rules have been drawn up in accordance with Section 46 of the Law on Higher Education Institutions, Cabinet Regulations No.846 of 10 October 2006 "Regulations regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" and the RISEBA University Study by-law.

Admission requirements stipulated in RISEBA University's Admission Regulations and the corresponding selection of applicants conform to the procedures stipulated in laws and regulations and are adequate and suitable for each and every admitted student to be able to achieve the expected results of the study programme.

To study at RISEBA, a document recognized and certified in Latvia confirming secondary or higher education, or studies in another university shall be presented, and Admission Regulations shall be met.

Application for the programme takes place, using the e-service "uniform application for basic study programmes" (VUPP) on the portal: www.latvija.lv/studijas. Application for basic study programmes outside the VUPP competition is implemented by completing an electronic application at: riseba.dreamapply.com. Foreign students, who have obtained their education outside EU countries, must take an additional entrance examination.

The mutual link between the study programme's objectives and tasks, study results, study contents, anticipated programme results, as well as admission requirements and programme title, for the attainment of a degree or degree and professional qualification are regularly reviewed at Programme Board meetings, which take place at least twice a year. Regular review and upgrading of the quality, objectives and tasks of the contents of the study programme, as well as programme's expected results are particularly important, bearing in mind the large number of cooperation partners and foreign students, which is increasing in the programme every year, the significant number of foreign students under the auspices of double degree programmes, which continue to grow every year, as well as international accreditation. In 2014, RISEBA became the first and is still the only Latvian university to have obtained the EFMD international accreditation EPAS. Every year discounts are available – one study place in each specialisation is allocated a 100% tuition fee discount (taking the profiling teaching subject into account: average grade from *English Language, Latvian Language and Literature (except for those who have received their education abroad), Data Processing, Mathematics (or average grade from Algebra + Geometry), Economics* and centralised examination results in Latvian or English. The competition result is calculated according to the following formula: $\text{Assessment} = (\text{CE in Latvian} \times 0.5 + \text{CE in English} \times 0.5) / 10$;

Tuition fee discounts are reviewed every semester according to a rotation procedures, in addition to which over 15 other types of tuition fee discounts are available in order to facilitate the admission of students to the programme.

Summary:

In the programme, particular attention is placed on making sure that the title of the study programme, attainable degree and professional qualification or degree and professional qualification, objectives, assignments, study results and admission requirements are mutually compatible. Since 2017, special emphasis has been placed on the expected results, which have been significantly augmented.

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 programme was established in 1999, in line with the principles of the Bologna declaration, in accordance with the Republic of Latvia's Law on Higher Education Institutions, and in conformity with the Republic of Latvia's education classification (Code 42345), and the Regulations regarding the State Academic Educational Standard.

The study programme's objective is: to provide specialised, interdisciplinary knowledge and critical

understanding of business, especially European business, to facilitate the development of new skills and competences, which can be used in senior positions for international companies.

Both expected course results and the programme's assignments are geared to the attainment of the programme's objective. These are taken into account in the development of study course descriptions, as well as in the approval of final thesis subjects.

In order to ensure the compatibility of the programme's study courses to industry trends, Programme Board meetings are organised twice a year, with the participation of industry representatives, students, and academic and administrative personnel. The Programme Board reviews the study plan, the contents of the study course and, if necessary, decides on changes to the programme. The Programme Board also reviews faculty members' quality of work and considers other important matters. Since the 2018/2019 academic year, in response to industry demand, the following four specialisations have been established in the programme: Business Management; Digital Marketing; Human Resource Management and Start-up Acceleration.

The programme's skills and competences have been devised in collaboration with industry representatives. Thus, for example, the specialisation "Digital Marketing" was developed in close collaboration with the Latvian Association of Marketing Professionals (Dr.oec. Valters Kaže, Mg. Anna Žigalova teach the study course in the programme). Representatives of the Latvian Association of Supervisors were involved in the development of the specialisation "Human Resource Management", while the development of the "Business Management" specialisation is regularly discussed with representatives of the Republic of Latvia's Association of Accountants. In turn, the development of the specialisation "Start-up Acceleration" took place in consultation with representatives of businesses including "Altum", "Altero" and "Biorganic", etc.

Programme in European business offers students the opportunity to obtain objective information and in-depth understanding of European Union institutions, policy and activities, as well as regarding Latvia's integration into the European Union. The aforementioned contents are supported by the opportunity that the study programme offers students to learn several foreign languages: French and Spanish, as well as to consolidate their knowledge of industry-specific terminology in English and French. At the same time as learning foreign languages, students also study the history, culture and the contemporary socio-economic and political situation in the aforementioned countries. Knowledge of foreign languages expands job opportunities for alumni both in Latvia and the European Union. The aforementioned goals are achieved by offering specific courses such as "European Union"; "International and EU Law", "Political and Economic Development in Europe", as well as by including the subject of Europe in other courses. A compulsory requirement in the programme for foreign students is to learn Latvian. Likewise, under the auspices of free choice courses, students are offered the chance to learn Russian.

During the study process, the student also obtains certain communication and organisational skills, as well as scientific-research work performance skills. Upon graduating successfully, alumni may conduct their Master's studies in Latvia or other European countries.

During the 2013/2014 academic year, the study programme received the internationally renowned EPAS accreditation issued by the EFMD (*European Foundation for Management Development*). Repeated accreditation was issued during the 2016/2017 academic year.

Collaboration with industry representatives is also organised in addition to the study programme's formal events. For example, RISEBA is a member of the LR Association of Accountants, and participates in the association's events. In 2017 and 2018, the LR Association of Accountants' annual conference was held in RISEBA premises. Likewise, the university collaborates with the CFA Institute and the programme's students participate in the CFA research initiative (*CFA Research*

Challenge), in order to consolidate their knowledge, skills and competences in the realm of business and financial analysis.

The majority of the programme's faculty members (especially Valters Kaže, Edgars Brēķis, Ivars Godmanis and Iveta Cīrule, etc.) are employed in industry institutions, thus facilitating the introduction of the latest practical insights into the study process, as well as offering internships and jobs to the programme's students and future alumni.

Faculty members also regularly keep track of and update study courses so that they are based on accomplishments and insights within the relevant scientific field. Before each respective semester, study course descriptions are approved by the study programme director, as well as the department head, in order that they reflect the workload and possible development of faculty members. The contents of study courses taught are also updated in accordance with scientific developmental trends, using information available in research paper databases such as EBSCO, Emerald, Scopus and Web of Science etc. in study courses. Every academic personnel representative is awarded annual financing to attend academic conferences, as well as to participate in other important events with a view to raising their qualifications. Faculty members are motivated to publish the results of their studies; particularly on the SCOPUS and Web of Science scientific databases, because royalties are provided for each paper published on these databases. The professional development of academic personnel is reviewed during each annual performance assessment, and the further improvement of the qualifications of each faculty member is planned in accordance with the results of this process.

For the career development of students and alumni, since 2018 RISEBA organises Career Days. In April, students are offered guest lectures on issues vital to career development, which are given by a lot of industry representatives, many of whom are RISEBA alumni. As a conclusion of Career Days, a special day is planned for the participation of businesses, organisations and institutions in a fair showcasing job opportunities, inviting students and alumni to apply for jobs and internships. Likewise, during guest lectures held during the RISEBA Career Days, students are introduced to the latest developments in the job market.

Several students already have jobs, and, if necessary, they are offered internship and job opportunities.

After the second study year, it is compulsory for all students to undertake an internship in France, while after the third year – they are required to undertake an internship with an international company.

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 RISEBA internal programme mapping methodology guide was developed in 2018, whose use became obligatory for all programme directors (it will be available during the experts' visit). All study programmes, including the "European Business Studies" programme, were compared to the European qualification framework and the Latvian qualification framework, as well as the State

academic education standard. The objectives and expected study results in terms of knowledge, skills and competences were defined for the programme.

To make it easier to clarify the expected study results, several seminars were organised:

- internal methodological seminars for programme directors on programme mapping and determination of the programme's expected teaching results,
- internal methodological seminars for both permanent and visiting faculty members on determination of the programme's expected teaching results.

In addition to internal training, faculty members were also offered several external seminars and training sessions, e.g.

- seminar "The Importance of Teaching Results in Quality Assurance", which was organised by the Latvian Academic Information Centre and which was conducted by Dr. Declan Kennedy, University College Cork, Ireland

- 11 RISEBA lecturers (including several programme faculty members) have completed the professional upgrading educational programme "University Didactics: Contemporary Theories and Practice" at the University of Latvia.

Before the start of each semester, each faculty member must update the course description, assessing the existing course goals and expected study results, and review proposed teaching materials and literature sources, making sure that the literature is up to date and that the latest studies in this field are presented.

As a result of the mapping of the study programme, the following expected study programme results were drawn up.

1. Knowledge

1.1. Able to demonstrate basic knowledge and specialised knowledge of business management and economics, as well as critical understanding of this knowledge. Moreover, part of this knowledge conforms to higher level accomplishments in the branch of science or occupation.

1.2. Able to demonstrate knowledge of the most important concepts and causal links:

1.2.1. Marketing, Digital Marketing

1.2.2. Finance

1.2.3. Management Leadership, Psychology, Business Psychology, Teamwork

1.2.4. Corporate Social Responsibility, Sustainability, Ethics, Intercultural Communication

1.2.5. Business Development

2. Skills

2.1. Able to use the acquired theoretical fundamentals and skills to conduct professional, innovative or research work, in order to formulate and analyse information, problems in European business, explaining and finding solutions in conjunction with specialists and other parties involved.

2.2. Able to ensure independent learning, managing his own further education and professional growth and that of his subordinates, demonstrating a scientific approach to problem solving, undertaking responsibility and show initiative, performing work individually, in a team and managing the work of others, making decisions and finding creative solutions in changing or uncertain conditions.

2.3. Able to communicate in at least two foreign languages in writing, listening and verbally.

3. Competences

3.1. Able to obtain, select and analyse information independently and to use it, make decisions and solve problems on the scale of European business.

3.2. Able to demonstrate understanding of culture and inter-culture; the essence of cultural differences, able to successfully adapt and work in a multicultural environment; possessing a tolerant attitude towards diversity

3.3. Able to demonstrate understanding of the role of entrepreneurship, helping to develop and maintain sustainable and ethical practices in a society and environment, which is open to changes and innovations. Able to undertake responsibility, applying critical thinking and emotional intelligence, conducting self-assessment and demonstrating self-discipline and self-motivation for personality development.

The mapping of the study of the study programme is included in the annex.

The programme's courses are devised, in accordance with the principle of succession – during the first study semester covering subjects such as Mathematics and Economics, etc., while the study courses taken during the second and third study years continue the development of previously acquired knowledge and skills (Company Finance etc.). In study course descriptions, faculty members define the preliminary knowledge required to master study courses, which helps to plan the order of study courses.

To ensure a logical connection between study courses, the order of study courses is discussed during programme board meetings.

At the same time, careful track is kept to ensure that the courses correspond to the study programme's objective, attainable results, the State academic education standard, as well as the European qualification framework. More detailed information is provided in Table 2.1.

Table 2.1.

Compatibility of the study programme to the State educational standard

Requirements*	Set in the standard	Programme metrics
Scope of the study programme (CP)	120-160	160
Duration of the implementation of the programme	Not less than three years	4 years (full-time studies)
Study programme parts and scope thereof (mandatory, restricted choice, optional), incl. final thesis scope	The Bachelor's study programme is comprised of a compulsory section (not less than 50 credit points), restricted optional section (not less than 20 credit points) and optional section.	Compulsory section – 60 CP Restricted choice optional section – 54 CP Optional section – 6 CP

No. of contact hours (%)	In full-time studies, not less than 40% of the workload of the Bachelor's study programme (except for the internship, if applicable, and the workload provided for the development of the Bachelor Thesis) is made up of contact hours.	40% of the Bachelor's study programme workload
Compulsory content in accordance with the requirements of the standard	general education study courses worth at least 20 credit points – humanitarian and social science study courses, including study courses, which develop social, communication and organisational core skills. Study courses include a module for nurturing professional competence in business (innovations, business organization and founding, management methods, business economics, project development and management fundamentals, record keeping and financial accounting system, knowledge of regulations pertaining to legal employment relations, including regarding fostering a social dialogue in society, as well as knowledge of other innovations in business or institutional management). The module is implemented primarily using conference training, simulation games and similar practical methods. A module worth at least six credit points is included in all Bachelor's programmes if it is not included in the basic theoretical courses of the branch of the Bachelor's programme (professional operating field). Students take the module if they have not taken it in a professional study programme.	Satisfied

The industry's (professional operating field) basic theoretical courses and information technology courses	At least 36 CP	36 CP
Industry (professional operating field) professional specialisation courses	At least 60 CP	60 CP
Optional courses	6 CP	6 CP
Internship	20 CP	21 CP
State examination	Preparation and presentation of the Bachelor's thesis or diploma thesis (diploma project) worth at least 12 CP.	Bachelor's thesis - 12 CP
Compliance with the requirements stipulated in the Environmental Protection Law and Civil Protection and Disaster Management Law	The Bachelor's study programme also meets requirements for the contents of study courses stipulated in the Environmental Protection Law and Civil Protection Law	Study courses: Civil Protection Social and Applied Ecology
Degree or professional qualification to be awarded: degree and professional qualification	A Bachelor's degree - Bachelor in Educational Sciences, Bachelor in Humanitarian Sciences, Bachelor in Social Sciences, Bachelor in Natural Sciences, Bachelor in Engineering Sciences, Bachelor in Agricultural Sciences, Bachelor in Health Sciences and Bachelor in Environmental Sciences - is awarded for the relevant sciences in the kindred group of science sectors, in conformity with the educational subject groups specified in the Latvian education classification.	Professional Bachelor's degree in European Business/ Company and Institution Manager's qualification

Basic principles and procedures for the assessment of completion of the programme	<p>In assessing the results of academic education studies, the following basic principles are observed:</p> <ul style="list-style-type: none"> - transparent assessment principle - in accordance with the set study programme objectives and tasks, as well as the aims and tasks of the study courses, the university has stipulated a set of requirements for the assessment of study results; - compulsory assessment principle - it is necessary to obtain a successful assessment regarding completion of the entire contents of the study programme; - possible assessment review principle - the university stipulates the procedure for reviewing the assessment; - the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the study programme. 	Satisfied
Study internship description	20 CP	<p>Students are provided with the following internships:</p> <ul style="list-style-type: none"> - Linguistic Internship in France (after the 2nd study year) - Internship in an international company (after the 3rd year) - Internship INTOPIA - simulation of company performance by virtually "playing" two years of its performance - Research practice requiring the exploration of a real business problem

In order to ensure the mutual augmentation of courses, as well as to make sure that they don't overlap, the faculty members regularly discuss the contents of the study programme. Study course descriptions are available on the e-riseba platform, so faculty members can also see other study course descriptions to ensure they are mutually linked.

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.

Acquisition of knowledge, consolidation of skills and competences within the study programme incorporates theories, instruments, practical examples, lectures, group assignments, interactive discussions and lectures by visiting professors representing the industry. Learning under the aegis of the programme mainly takes place in work groups and through self-learning, which is a significant part of learning in all the programme's courses. This requires intensive weekly reading on the part of students, in order to prepare for each lecture. Therefore the learning style is participation, and the student group is comparable to a society in which students seek opportunities for their ideas, discuss and participate in them. Simulations, as well as role playing and video lessons are integral part of the teaching process. Thus, for example, during the fourth academic year, students are offered the chance to participate in the business simulation game INTOPIA, where students have the chance to manage the operations of an international business over a two year period, analysing its financial metrics every quarter (a total of eight times).

A significant role in the study process is allocated to study implementation methods. Lecturers are encouraged to use the latest and interactive study methods. Therein, RISEBA organises methodological seminars. For example, in 2019 methodological seminars were organised on subjects including "Interactive Use of the MOODLE Environment – Practical Examples" and "Intercultural Communication and Various Cultural Difference", etc. In addition, in order to master the study course "University Didactics: Contemporary Theories and Practice", faculty members are regularly offered the opportunity to deepen their knowledge in courses and seminars organised by CEEMAN. For example, during the reporting period programme faculty members including Ieva Brence, Andrejs Čirjevskis, Valters Kaže, Anete Hofmane, Jevgēnijs Kurovs, Iveta Cīrule and others augmented their knowledge at the CEEMAN International Summer School (2 weeks). With a view to adopting mutual best practice, faculty members regularly attend colleagues' classes. In accordance with academic personnel assessment criteria, during the course of a year a faculty member must attend at least four colleagues' classes, while the faculty member whose class is being attended does not have to be informed beforehand, as a result of which the procedure serves as a certain type of guarantee ensuring quality classes.

Upon commencing their studies, students are invited to attend an official study opening evening, in which they take part in creative activities. Students in each programme start their studies with an introductory evening, in the course of which they are informed about study process administration rules and the opportunities on offer to them. Likewise, events are held so that students can get to know and bond with one another.

Students are motivated to regularly learn their subject matter. For every 2 CP, a study course has at least interim test (3 CP – 2 interim tests, 4 CP – 3 interim tests, etc). In the event that a student fails an interim test, he or she cannot get a successful examination grade. From time to time, students are required to demonstrate the knowledge they have acquired in previous study courses, by passing a test or some other type of test assignment beforehand.

Study implementation and assessment methods are specified by faculty members in study course

descriptions, which are approved by the study programme director. The contents and quality of materials posted on Moodle are reviewed by the study programme director. Communication (correspondence) with students also takes place in this environment, and class times and other types of information are available here including: study course descriptions, methodological instructions how to complete and prepare tests, methodological instructions for course work and the Bachelor Thesis, teaching aids (also available in the library), the consultation timetables of academic personnel, and computerised study aids.

For the attainment of study objectives, the study process may include various tests of knowledge and skills and assessment methods.

For demonstration of knowledge and skills in a subject, traditional assessment methods may be used, including practical work and homework, answers to questions given in test form, or in electronic form, control work, examinations, tests, or writing a lecture or short essay.

Assessment of analytical skills entails testing knowledge and skills according to metrics: resolution of practical situations, which entails selecting analytical methods and presentation of results.

At synthesis level, a student must be capable of demonstrating skills at collating, combining, identifying key principles, finding cause-effect relationships, developing alternative versions for solving business or organisational management problems and choosing optimal solutions. The student must prepare a new decision and a new means of solving a business problem. Accordingly, knowledge and skill assessment options may include:

practical situation analysis, work in a group, scenario and forecast development, self-appraisal during an organisational internship, or writing theses for a research paper.

The ability to derive value from study materials for one's set professional goal characterises the highest level of thinking in the attainable study programme - assessment. Possible means of monitoring and assessing skills and knowledge include: practical situation analysis and its presentation in the interests of the group, writing an expert opinion, the ability to offer advice and develop proposals, project development on the basis of a hypothesis, Bachelor Thesis, research paper preparation (cooperation with RISEBA faculty members).

The quality of the knowledge, skills and competences of Bachelor's students is assessed, based on an order from the Republic of Latvia's Ministry of Education and Science and in accordance with the university's existing assessment criteria.

At RISEBA, these outcomes are graded against two indicators:

- Qualitative assessment – grade on a 10 point system;
- quantitative - number of credit points depending on the scope and importance of a study course.

Exams, tests, course papers, internships and test results are assessed by means of a 10-point system. Assessments are given within a 100% system, applying the Salford system, in other words, assessments are rounded down to the lowest grade, except in cases, when a student has received 96% or more.

The number of required credit points is indicated in the study plan and study course description. In order to assess the compliance of the workload completed by the student to the plan, every semester and study year a quantitative assessment in credit points is conducted - 1 credit point corresponds to 40 academic hours (full-time studies – 16 contact hours per credit point, as well as three hours for the examination). During the study course, regular assessment of the student's work takes place in lectures and in the course of independent studies. During their respective study

courses, lecturers regularly test the knowledge of students by means of the types of tests described in the course programme or description (tests, homework, essays, presentations, independent projects, etc.).

A course is considered to have been successfully completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

To complete the programme, each student must meet all the programme's requirements and pass the State examination – develop, write and defend a Bachelor Thesis. Students may attempt to pass a state examination, if:

- they have passed the study modules included in the programme;
- their internship reports have received at least the minimum pass grade;
- all financial liabilities under the study contract have been met.

For the successful defence of the Bachelor Thesis, approximately a month before the deadline for its submission, a preliminary defence of the thesis is organised during which the student presents the results of his or her study to two commission members. Defence of the Bachelor Thesis is only possible in the event that the student received a pass for his or her preliminary defence.

During the study process, student-oriented education principles are observed - RISEBA students are given the opportunity, which is always supported, to take part in the assessment and improvement of the study process – through participation in programme board meetings, and communication with the programme director. Each group has a senior member, who is responsible for the group's communication, provision of current information to the students, as well as communicating its opinion to the university's administration. However, an opinion on studies may be given by any student. For better organisation of the study process, the student group is assigned a curator - a representative of academic personnel or the administration, whose duties include resolving organisational matters.

Student-centric educational principles are taken into account in the implementation of the study process and are implemented as follows:

1. Study course lecturers take into account respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students' capabilities;
2. Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - constructive conversations, discussion, role-playing games, creative methods ("Brainstorms", "Thinking caps", etc.); research methods – literature studies, teaching excursions, seminars, projects, situation analysis and problematic assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods. Various forms of work are employed – group including group work, individual work and independent work;
3. The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and attitude individually or in a group. At the same time, the leadership and support of the faculty member is provided, motivating the student and providing an oral or reciprocal feedback loop;
4. In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed;

5. Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department Head, engaging the programme director and department head and, if necessary – the study department head or Vice Rector for Studies;
6. Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meeting, Methodological Council meetings, in addition to which methodological seminars, excursions and various classes are organised for faculty members.

In implementing a student-centric approach, special attention is paid to assessing study results:

1. Faculty members know testing and examination methods and receive support to improve their skills in this area. This occurs during methodological seminars, departmental meetings and working on projects, as well as learning from one another mutually attending one another's classes;
2. Tests, assessment criteria and methods, as well as grading criteria for posting are published in advance. Together with a description of the study course, these are posted on MOODLE and discussed during the first class. If necessary, they are sent out individually by e-mail or discussed in a consultation;
3. Assessment allows students to demonstrate to what extent they have achieved the expected learning outcomes;
4. Students receive a feedback loop, and, if necessary, the faculty member offers advice and support to improve the teaching process;
5. Assessment should be consistent, fair, and applicable to all students. It should be carried out according to the approved procedures;
6. Assessment of attained study results is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators;
7. The university has a functional procedure for reviewing students' appeals.

After each study course, students receive assessment forms regarding the quality of the course. The study course assessment forms are sent to faculty members and discussed during the annual evaluation of faculty members. To a certain extent, study course assessment results influence the remuneration of faculty members (if the average assessment is above 4.4, the faculty member receives two points in the annual evaluation, whereas if the assessment is under four points, no points are awarded). In turn, if the assessment is low (under 3.5), special discussions are held with the faculty member regarding improving the quality of teaching. If improvements are not observed, the issue of replacing the faculty member is resolved. Overall, students in the "European Business Studies" programme rate the quality of faculty members highly.

The process of taking study courses is augmented with visits to businesses (in 2019 - Solvay, Cabot, Circle-K, etc.).

To help them acquire in-depth knowledge, students are offered guest lectures. For example, the 2018/2019 academic was announced as the RISEBA Digitalization Year, under the auspices of which, on the third Wednesday of every month, guest lectures were held on digitalization issues, e.g. Data Protection Regulation requirements, Practical Cooperation with the State Revenue Service (State Revenue Service) and Financial Markets (Deloitte), etc.

Employer and industry representatives also make regular visits to specific groups of students. Similarly, most of the lecturers in the study programme are industry representatives, who thus ensure that teaching is conducted in a practical format.

Students can also attend elective study courses in other study programmes. Thus, for example, students have chosen to attend study courses in English in the RISEBA "Business Psychology" study programme.

After their second study year, students must undergo a contemporary RISEBA internship in France. All internships should be defended on time according to the academic schedule. In turn, during their third study year, it is compulsory for students to do an internship hosted by an international company. Internships are managed and coordinated by the internship manager.

Study implementation methods are discussed by the programme board to which student representatives are elected. The opinion of students is heard at meetings of the board. Student representatives also participate in decision making by the programme board in relation to changes in the study programme.

A Student Council operates at RISEBA. One of the basic aims of establishing the Student Council was fostering contact between students and encouraging their activity. The RISEBA Student Council is a member of the Latvian Association of Students, which is a great forum for sharing experience and discussing problems related to studies, student life and the education system as a whole. The RISEBA Student Council represents the interests of students before all university and state bodies, as well as abroad.

Students also have the opportunity to participate in surveys organised by the university and the Student Council. Every academic year at RISEBA, surveys of students are regularly conducted in all study courses regarding the course of the implementation of study programmes, the quality of the work of faculty members, which makes it possible to keep track of the assessment of the study programme from the perspective of students, as well as the quality of the organisation of study work.

Daily matters with the administration are dealt with by study programme administrators, senior group members and the Student Council. Information about students' activities is received by the Information Centre's responsible methodologist or the study programme administrator, or else the assistants to the Rector and Vice Rector.

RISEBA supports the initiative and ability of students to organise various events. The university's Christmas Ball has become a tradition, as has the Golden Awards ceremony, where university employees, students and industry cooperation partners are honoured.

Students can ensure their participation in this process by expressing their wishes to their immediate study course lecturer, department heads, as well as with the help of the RISEBA Student Council, whose representatives take part in RISEBA Senate meetings.

Students are offered opportunities to participate in projects implemented by RISEBA, for example, since 2019 – in ERDF project "Development of Value-Based Skills for Increasing Human Capital" 1.1.1.1/18/A/151.

Students are encouraged to attend scientific conferences to share their research results. Every spring, RISEBA hosts an international conference on scientific and artistic creativity entitled "Changing World – in Search for New Solutions". The conference is financially supported by companies that award money to the first prize winners. First places accompanied by cash prizes (worth EUR 100 – EUR 450).

The opinions of students are obtained in various ways, for example, through informal contact with lecturers and formal course assessments (surveys). Based on survey and student group meeting materials, operational corrections are made to the content of studies and the form in which they are presented.

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

The programme provides for an internship worth 21 CP.

The study programme includes an internship and studies in European Union countries, which conform to one of the declaration's fundamental principles – ensuring mobility of students, faculty members and scientists. The Bologna declaration underlines that it is only possible to prepare a student for work in the common European job market if he completes part of this studies in another country, gaining an introduction to a different culture, legislative conditions and traditions.

Accordingly, after their second study year, student participate in a RISEBA-funded linguistic internship in France, whose goal is to reinforce the student's knowledge and skills in French and communication in an inter-cultural environment, obtain professional competence and develop their competences in accordance with the results of the study programme and the relevant occupational standard.

After the third academic year, students undergo a compulsory internship with an international company. For a large proportion of them, this company becomes their permanent place of work. The internship is held in English.

During the fourth year, a compulsory requirement for students is to participate in the business simulation game INTOPIA, under the auspices of which, students are awarded virtual funding, which must be used to develop business in three regions. An important component of this internship is analysis of financial reports. Likewise, students must present their research internship, under the auspices of which analysis is conducted regarding the business or industry. The internship is held in English.

Results of internships should be defended in front of a special commission. Defence of internships is public. Internships are graded using a 10-point system.

During the internship, the university appoints an internship tutor for the student. Internship supervisor appointed by the university should provide advisory support during the internship to help to fulfil its tasks and objectives.

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

The procedure for the development of the student's final thesis includes harmonising the subject of the Bachelor Thesis with tutors, the programme director and department head. Students choose Bachelor's thesis directions and tutors from the sample subjects offered.

The subject of the Bachelor Thesis is agreed with the tutor, and ratified by the programme director.

The student and tutor also agree on a timetable, providing for at least 10 consultation session in connection with the development of the thesis. The department head approves the workload of faculty members, because RISEBA procedures stipulate that each tutor will oversee a certain number of theses. For better understanding of the concept of the Bachelor's thesis, the study programme includes a course on "Research Methodology and Design". Approximately a month before submitting the thesis, a preliminary defence of the thesis is organised for students for which they must submit about 80% of the thesis. This preliminary defence is attended by two commission members, who provide additional comments for the improvement of the thesis. In the event that the student receives an unsuccessful assessment during the preliminary defence, he or she must once again submit the thesis to the preliminary defence commission.

The programme director is also entitled not to sign a Bachelor Thesis after its submission and thus not to put it forward for defence.

Bachelor's theses are assessed by a state examination commission composed of five members.

After each defence of a thesis, the state examination commission offers special recognition of the relevance of the Bachelor Thesis to the study programme, its overall quality and any improvements required.

In the event that a student is not satisfied with the defence procedure, it is possible to submit an appeal within 24 hours.

The procedure for the development of the student's final thesis includes harmonising the subject of the Bachelor Thesis with tutors, the programme director and department head. The subjects must be of an international nature, as well as related to the realm of business.

The themes of the final theses are topical in the field, including the labour market, because bachelor's theses are elaborated developed in companies and institutions of the field, analysing significant problems. Students are encouraged to emphasize the originality and novelty of the theses, thus preventing the situation that very similar theses are developed covering similar research topics. The students have often admitted that the research direction has been chosen in cooperation with the representatives of the respective company.

After each defense, the state examination commission provides evaluation for the topicality of the bachelor's theses in the study program, the overall quality, the necessary improvements, inter alia the compliance of the topics with the study program. The Commission's has always concluded that the works are in line with the study program.

The final thesis subjects can be grouped in four fields. More detailed information is provided in Table 2.2.

Table 2.2.

Summary of the subjects of Bachelor's theses

Organisational Culture and Job Satisfaction at Organisation X	Human Resource Management, Organisational Culture
Motivation of Personnel at "TEZ TOUR" and Ways of Improving it	
Human Resource Management Effectiveness at Company X	
The Impact of a Flexible Work Schedule on the Job Satisfaction of Employees at SIA "CBF / L-ko"	
Assessment of Organisational Culture and Ways to Improve it at Company "X" in Latvia	
The Impact of the Introduction of a Business Resource Management System on Employee Engagement during a Period of Transition	Business Development and Ways to Improve it
Development of a Business Model for the Start-up "Bungu skola"	
Intentions to Engage in Business among Latvian Students	
Founding a Consultation Company in the Latvian Market (Challenges and Opportunities)	
Readiness of Business for the Next Economic Cycle	
Strategy Analysis and Development Planning	
Development of Recommendations for Improving Entrepreneurship on Digital Platforms	

Use of Cryptocurrencies in Building an Investment Portfolio	Challenges in the International Economy and Business
Sustainability of Direct Foreign Investments from Uzbekistan in Latvia	
The Future of Cars in France	
Development of the Economic Situation in Congo since the 1997 Crisis: is the European Union to be Blamed	
Entomophagy, a 21st Century Form of Food Consumption: the Perception of Western Consumers of Insect Breeding	
Inter-cultural Adaptation in a B2B Tourism Company based on an Example of Cooperation between Kirgizstan – France	
Current Issues in Combating Money Laundering and Tax-Free Schemes	
Capital Attraction Challenges in Latvia	
The Role of Multiculturalism in Ensuring Customer Satisfaction in International Hospitality based on the Example of Hotel du Palais, France	Business Development – the Marketing and Logistics Angle
Corporate Social Responsibility as a Competitive Advantage at Swedish Construction Company "X" in Latvia	
Telemarketing as a Core Element of B2C Sales Strategy: the Example of an International Medical Cosmetics Company and its European Operations	
The Potential of Electronic Identification Cards in the Daily Lives of Riga Residents	
The Function of Logistics in Promoting a Company's Products based on the Example of the Carlsberg Group in Latvia	
The City Logistics Process and Analysis of New Supply Problems: the Last Mile	
The Subject of Consumer Behaviour - Digital Marketing Strategies	
Use of Sentiment Analysis Risks for Online Corporate Reputation Supervision	
Connection of the Internet to Blockchain: Critical Bitcoin Analysis	

Final thesis assessments ranged from 4 – 10 points.

More detailed information is available in Table 2.3.

Table 2.3.

Assessments of final theses in the programme “European Business Studies”

4	3%
5	6%
6	16%
7	38%
8	28%
9	6%
10	3%

The average assessment amounted to 7.2 points, the mode and median equal seven 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.

Traditional assessment of the study process and a survey are conducted both in regarding to the contents of studies and faculty members. Surveys are conducted at the conclusion of each study course. The respondents are all the students studying in the programme.

Study courses are assessed according to 11 criteria on a 5 point scale, where 1 is I completely disagree, and 5 is I completely agree. Overall, the assessment can be considered to be positive both in terms of study content, and in particular in relation to the assessment of faculty members. More detailed information is included in Table 2.3.

Table 2.3.

Assessment of study courses in the professional higher education Master's study programme "European Business Studies"

2018/2019	
Study course	Average assessment
<i>Investments and Financial Markets</i>	4.3
<i>SEFIC (Spoken English for Industry and Commerce) 2</i>	4.8
<i>LCCI English for Business Studies_ SEFIC 2</i>	4.8
<i>Business Administration Level 3</i>	4.2
<i>EU Language_ Business French</i>	4.8

<i>Ethics and Social responsibility</i>	3.3
<i>EU Language_ Business French</i>	4.9
<i>Presentation Skills</i>	4.7
<i>European Union</i>	4.4
<i>Business communication in English 2A</i>	4.5
<i>Modern Firm in Theory and Practice</i>	4.2
<i>EU Language_ Spanish 1</i>	4.0
<i>Strategic Brand Management</i>	4.3
<i>LCCI English for Business Studies_ EFB1</i>	4.4
<i>Quantitative methods_ Applied Mathematics</i>	4.5
<i>Russian for Business 1</i>	4.4
<i>Introduction to Law</i>	3.7
<i>Presentation Skills</i>	3.9
<i>Quantitative Methods_ Statistics 2</i>	4.6
<i>SEFIC (Spoken English for Industry and Commerce) 1</i>	4.8
<i>International Trade</i>	3.9
<i>Russian for Business 1</i>	4.6
<i>Personal Development (employability skills)</i>	4.9
<i>Quantitative methods by using SPSS</i>	4.8
<i>Logistics</i>	3.7
<i>Financial Accounting 1</i>	3.2
<i>Managerial economics</i>	3.9
<i>English for Business Studies_ EFB and SEFIC</i>	4.5
<i>Fundamentals of Start-Up and Innovations Financing</i>	4.2
<i>General French</i>	3.3

<i>Microeconomics</i>	4.9
<i>International Economics</i>	3.9
<i>Business Psychology</i>	4.6
<i>Personal Development and Study Skills</i>	4.9
<i>Management Accounting</i>	4.9
<i>European political and Economic Development</i>	3.2
<i>European political and Economic Development</i>	3.5
<i>LCCI English for Business Studies_ EFB2</i>	4.6
<i>Principles of Marketing_</i>	4.6
<i>Operations Management</i>	4.5
<i>Business Negotiations</i>	4.8
<i>Quantitative methods_ Applied Mathematics</i>	4.4
<i>General French</i>	4.5
<i>LCCI English for Business Studies_ SEFIC 1</i>	4.1
<i>Latvian language 1_ Kozlova Irina</i>	4.1
<i>Business French</i>	4.0
<i>Management of Cross-cultural Interaction</i>	4.0
<i>Information Technologies 2</i>	2.9
<i>Principles of Advertising and Graphic Design</i>	3.9
<i>EU Language_ Spanish 2</i>	4.1
<i>Macroeconomics</i>	3.8
<i>Personal Development (Professional growth)</i>	5.0
<i>Leadership and Organisational Behaviour</i>	5.0
<i>Business English_ Cambridge II</i>	5.0
<i>English for Business Studies_ EFB and SEFIC</i>	3.3

<i>Social and Applied Ecology</i>	4.6
<i>Sales Management</i>	4.6
<i>Marketing Research</i>	4.6
<i>Personal Development and Study Skills</i>	4.4
<i>Information Technologies 1</i>	4.7
<i>Fundamentals of Management</i>	4.8
<i>Quantitative Methods_ Statistics 1</i>	4.3
<i>Investments and Financial Markets</i>	4.0
<i>Business English_ Cambridge I</i>	4.9
<i>Innovation and Creativity in Business</i>	4.7
<i>Project Management</i>	5.0
<i>Civil protection</i>	5.0
2017/2018	
<i>EU Language_ Business French</i>	4.7
<i>Business Administration Level 3</i>	4.2
<i>Financial Accounting 1</i>	5.0
<i>Financial Accounting 2</i>	4.8
<i>Innovation and Creativity in Business</i>	4.4
<i>Financial Management and Risks</i>	3.4
<i>Strategic Management</i>	4.6
<i>Personal Development (Professional growth)</i>	3.9
<i>Personal Development (Employability skills)</i>	4.7
<i>Macroeconomics</i>	5.0
<i>Managerial economics</i>	3.7
<i>SEFIC (Spoken English for Industry and Commerce) 2</i>	4.5

<i>Business English_Cambridge 2</i>	4.8
<i>Business Negotiations</i>	4.6
<i>English for Business Studies: EFB and SEFIC</i>	4.5
<i>Principles of Marketing</i>	4.7
<i>Marketing Research</i>	4.8
<i>Ethics and Social responsibility</i>	3.1
<i>EU Language_ Business French</i>	4.8
<i>General French</i>	4.3
<i>Russian for Business</i>	4.9
<i>Entrepreneurship</i>	4.1
<i>Presentation Skills</i>	4.6
<i>European Union</i>	4.7
<i>International Trade</i>	4.9
<i>Corporate Finance</i>	4.2
<i>Quantitative Methods_ Statistics 1</i>	4.8
<i>Quantitative Methods_ Statistics 2</i>	4.8
<i>Logistics</i>	3.8
<i>Microeconomics</i>	4.7
<i>Business Psychology</i>	3.9
<i>Personal Development and Study Skills</i>	4.5
<i>Management of Cross Cultural Interaction</i>	4.8
<i>LCCI English for Business Studies_ SEFIC 1</i>	4.6
<i>LCCI English for Business Studies_ SEFIC 2</i>	4.8
<i>Business English_Cambridge 1</i>	4.7
<i>EU Language_ Spanish 2</i>	4.2

<i>Leadership and Organisational Behaviour</i>	4.8
<i>Information Technologies 1</i>	4.6
<i>Information Technologies 2</i>	4.9
<i>Project Management</i>	3.8
<i>IT and Marketing in Digital Environment</i>	4.1
<i>Case Studies in Research</i>	3.2
<i>Civil protection</i>	4.2
2016/2017	
<i>Strategic Management</i>	4.1
<i>Innovation and Creativity in Business</i>	4.0
<i>Financial Accounting 1</i>	4.4
<i>English for Business Studies_ EFB</i>	4.4
<i>Investments and Financial Markets</i>	4.6
<i>Managerial economics</i>	4.6
<i>Business Negotiations</i>	3.6
<i>Business Negotiations</i>	4.5
<i>Microeconomics</i>	5.0
<i>Quantitative methods_ Applied Mathematics</i>	2.8
<i>Information Technologies 1</i>	4.8
<i>Information Technologies 2</i>	4.1
<i>Operations Management</i>	4.4
<i>General French</i>	4.5
<i>Personal Development and Study Skills</i>	3.7
<i>European political and Economic Development</i>	3.2
<i>LCCI English for Business Studies_ EFB2</i>	3.3

<i>Fundamentals of Management</i>	4.4
<i>Macroeconomics</i>	3.7
<i>English for Business Studies_SEFIC</i>	4.7
<i>Project Management</i>	4.0
<i>Logistics</i>	4.4

Overall, students are satisfied with the quality of the programme and the composition of lecturers therein.

In particular, students appreciate the format of lectures, engaging industry practitioners, and the fact that during classes they are free to ask questions and take part in discussions.

In 2016/2017, the "RISEBA Alumni" association was founded and an alumni data base was established at the university, which makes it easier to keep up with the progress of alumni, as well as to engage alumni in the life of the university.

RISEBA regularly conducts a survey of graduates, inviting them evaluate the study process and quality of studies. The survey includes questions on the quality of the study program, management of the study program (work of the program director), the price-quality ratio of the study program, support of the study department (work of study program administrators, information center), professionalism and knowledge of teachers, works of the personal tutor, adequacy of library resources, technical provision (availability of classroom equipment, techniques, computer programs), attitude towards students and study environment at RISEBA, compliance of knowledge acquired during studies with modern labour market requirements, compliance of skills and competencies acquired during studies with modern labour market requirements, the importance of the acquired education in finding a job (or starting one's own business), the compliance of the acquired qualification and / or degree with the work duties to be performed, the compliance of the acquired study programme (profession / degree) content with the latest developments trends, etc. In addition to numerical evaluations, graduates also comment on the quality of the program. Detailed survey results will be available during the visit.

Graduates gave answers on a scale of 1 to 4, where 1 - weak and 4 - very good. In general, graduates highly value the program - the evaluation exceeds 2.5 in all the components. Following aspects have the highest evaluations - the tutors -practitioners involved in the program, the opportunities offered for language learning, the attitude towards the student and the study environment at RISEBA. The necessary improvements in the programme are the following - to offer students greater internship opportunities, to reduce changes in the schedule of classes, as well as to offer even more practical classes and guest lectures. The University has taken these comments into account - a unit "Career Development Center" has been established, a special procedure have been developed regarding the replacement of classes in case the lecturer is unable to attend (e.g. due to sickness), besides, in cooperation with the Career Development Center - guest lectures are offered, as well as visits to companies.

Even during their studies, students are offered internship places at the companies of the LR Association of Accountants, AS "PwC, SIA "Kreiss", Cabot, Accenture, Circle K, Solvay, KPMG, SEB, Deloitte, PwC, Bite, Tele2, Al-Inex MSC Shared Services and elsewhere.

The employment of graduates is also analysed - both after obtaining the diploma and a year after graduating from university. Most of the EBS students work in international companies at the time of

graduation already. Career growth in the 6 months to two years after graduating from the program was recorded for about one third of graduates. Graduates have also indicated that their remuneration already at the moment of graduating from the study program is mostly at least in the amount of the average salary set in the country.

RISEBA conducts employers' surveys regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership.

The results of this research were discussed in the Programme committee and with the lecturers and used to improve programme quality and adjust the graduate profile to the skills important for the employers. Since teamworking appeared to be the most important skill, more team activities and team assignments are included in the programme. These assignments include training of such skills as collaboration, communication and adaptation. Assessment of the study courses is partly based on team assignments – they can make up to 40% of the total assessment.

The results of employer surveys are used for the enhancement of the study quality. Specifically, the following has been implemented:

- The cooperation with companies and organizations has been expanded; there have been organized seminars with business representatives and guest lectures with business representatives (e.g. Informal Insight series); companies have also been involved in offering master research topics.
- Teaching focuses more on interactive forms of study, including wider application of the case study method including problem solving tasks.
- Other aspects of the study process have been enhanced as well.

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.

Students may make use of various types of cooperation:

- ERASMUS+ programme – an exchange programme for the best students that allows them to

spend one or two semesters studying at a university in European Union country and receive a bursary. RISEBA has concluded cooperation agreements with 85 universities in 31 countries. More information is available at: <https://www.riseba.lv/lv/studentiem/starptautiskas-iespejas/partneraugstskolas>

- ERASMUS+ programme – professional internship abroad, in any EU Member State and a bursary;
- Participation in events organised by academic partners (Latvian or foreign): conferences, seminars, projects, creative workshops, summer schools, etc.

During his/her mobility period in a foreign university, the student should choose study courses that are as similar to courses offered by RISEBA in his/her programme as possible. The chosen study courses should be approved by the Programme director. Any study courses completed according to the assessment criteria of the respective academic partner are considered equal to the respective semester or annual courses of RISEBA and are entered in the documentation of academic attainment. Courses completed during the mobility period are recognized if their value in credit points and content are in line with the content and scope of the respective study course at RISEBA.

Summary:

- Descriptions of study courses, internships and final theses are regularly reviewed and updated with the requisite degree of quality and in accordance with the requirements of laws and regulations, in order that the contents are up to date, mutually enhancing, conform to the programme's objectives and ensure attainment of study results, as well as compliance with the industry's requirements and scientific trends. Study courses are devised by the programme's faculty member, if necessary, in collaboration with the programme director and/or other specialists, and approved by the programme director and departmental head. Study course descriptions are available on the e-riseba platform, where they can be studied by both students and faculty members, who teach other study courses. Study course descriptions are a very important component of the "European Business Studies" programme, because in light of the large number of partner universities, they are regularly requested for mutual comparison of university programmes and the contents of the study course.
- Study implementation, including assessment, methods facilitate the attainment of the objectives and results of study courses and the programme, taking into account student-centric learning and teaching principles - procedures for dealing with complaints from students. Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meeting, Methodological Council meetings, in addition to which methodological seminars, excursions and various classes are organised for faculty members. Implementing a student-centric approach, special attention is paid to the assessment of study results - faculty members possess an expert knowledge of test and examination methods, receive support in improving their skills in this area; while tests, assessment criteria and methods, as well as the criteria for issuing grades are published in advance. Together with the study course description, they are posted on MOODLE, and are discussed during the first class. Students receive a feedback loop, and, if necessary, the faculty member offers advice and support in improving the learning process. Assessment is implemented in accordance with approved procedures. In addition, the university has a functioning procedure for reviewing student appeals. A compulsory part of the programme is the introductory week. Likewise, study courses in personality development are included for students in all study courses, which enable them to develop in-depth the skills and competences required for the job market.
- The results of surveys of students, employers and alumni are used to improve the quality of

studies – after each study course, students must complete a survey form, assessing the quality of the study course. In the event that students have complaints about the teaching of the course, they can approach the programme administration during the study course. Every year, upon graduating from the study programme, fourth year students fill in surveys about the quality of the study programme. The university also keeps track of the professional progress and career development of the programme's alumni. If necessary, the programme's alumni and students have the opportunity to approach the RISEBA Career Centre, which offers internships and jobs. The career development of students and demand for them in the job market testify to the quality of the programme. Study courses are revised and improved in accordance with job market trends. At least twice a year, Programme Board meetings are held, which are attended by students, faculty members, administration representatives, as well as alumni and employers. Among the subjects discussed at these meetings are study programme's contents, as well as potential changes and enhancements. A compulsory component of the study programme is an internship for which a manager is designated from the institution, where the intern works. The internship manager completes the assessment form in regard to the student's knowledge, interest and ability to perform job duties, etc.

Students take advantage of incoming and outgoing mobility options, the learning they derive in the course of mobility is recognised – one of the major advantages of the programme “European Business Studies” is the mobility agreement concluded under its auspices. Overall, the programme's students have the opportunity to attend 85 partner universities in 31 countries. The programme offers double degree options in partnership with the following universities – Kedge Business School in France, HAAGA-HELIA University of Applied Sciences in Finland, Regensburg University of Applied Sciences in Germany, as well as the University of Applied Sciences Würzburg-Schweinfurt in Germany. Every year, the number of ERASMUS+ students increases - in 2018/2019, there were over 90 students in the programme compared with about 70 students in 2016/2017. Accordingly, students, who choose not to embark on exchange programmes, still study in an international environment. After their second study year, all students in the programme receive a paid linguistic internship in France, in addition to which every year 10-15 students take up the opportunity to embark on an ERASMUS+ internship.

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.

In the study programme “European Business Studies”, significant funds are allocated towards providing resources.

Since the university was founded, RISEBA has significantly expanded its facilities used for academic

purposes. In October 2017, the total area of premises was 11350.61 m². The study process at RISEBA is implemented at three buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, Riga's creative quarter section) and at one building in Daugavpils - at Mihoelsa Street 47 (RISEBA branch). Although the Bachelor's study programme "European Business Studies" is not conducted at Daugavpils, in a sense the branch serves as a platform for distributing information about the university's programmes. Likewise, some administrative work is done in Daugavpils, for example, in the realm of preparing contracts.

The building at Durbes Street 4 is adapted for people with special needs. For the most part, the study process in the "European Business Studies" programme takes place at Meža Street 3 or Meža Street 1/6, but occasionally the programme's students are offered lectures or events organised by the university at Durbes Street 4 (various courses, seminars and guest lectures, the Christmas ball, LR Accounting Forum, etc.).

All auditoriums are fitted with visual demonstration equipment. Powerful stationary video projectors are installed in the auditoriums, and additional monitors are installed in the largest auditoriums to ensure better visibility from the back rows.

Generally, 344 computers with a Windows operating system, including 75 laptops, and 92 Apple computers are used for learning purposes in auditoriums, computer classrooms and editing rooms of RISEBA. To meet the requirements of the learning process, 309 computerised workspaces have been duly equipped, 268 of these workspaces are directly available to students, inter alia the EBS students.

In the computer classes of the Bachelor's study programme "European Business Studies", among the study courses implemented are "Information Technologies", "Data Analysis Methods in the SPSS programme", "Basic Principles of Advertising and Graphic Design", part of the study courses "Marketing Research" and "Research Methodology", as well as other study courses, whose implementation, using computer technology is required by lecturers.

All RISEBA computers are connected to the local computer network and the Internet. A wireless Internet connection (WiFi) is available in the premises of the university. The speed of Internet connection is 200 Mbps (Meža Street 3 and Meža Street 1/6), 200 Mbps (Durbes Street 4) and 50 Mbps (Mihoelsa Street 47).

The university's administration has also invested resources in providing the business simulation game INTOPIA, which is offered to students of the "European Business Studies" programme and other Bachelor's programmes. On this interactive platform, students can manage an international business during a virtual two year operating period, receive their company's balance sheet after each operating quarter, as well as a profit and loss calculation for the purposes of financial analysis.

RISEBA has signed a contract to use MS Office educational for academic and administrative processes and for private use by students and the faculty.

For several years, RISEBA has used the IBM SPSS (*Statistical Package for the Social Sciences*) software package for statistical data analysis. IBM SPSS is installed in computer classrooms. In total, 38 user licences are available to the faculty and students. During the study process and development of final thesis, SPSS software is used by students of the "European Business Studies" programme. It is used in the study courses "Marketing Research" and "Research Methodology".

Among the computer programmes used in the study course "Basic Principles of Advertising and Graphic Design" are Photoshop, InAdobe design, etc.

In the study process, RISEBA students widely use the RISEBA subscribed e-platform Webropol. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the development and use of a joint anti-plagiarism platform and launched it in 2014.

In 2013, RISEBA introduced a new e-platform DreamApply, which is used to receive, store and process data of foreign and local applicants. With the introduction of the new study governance system Unimetis, this process will be provided by the new system.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

The RISEBA Library offers the following electronic resources:

- ***Emerald***
- ***EBSCOhost***
- ***Leta***
- ***Nozare***
- ***WOS***

Use of databases is very important for learning in the study process of the “European Business Studies” programme, because students are encouraged to independently study the latest studies and their conclusions. Likewise, to successfully defend one’s course work and Bachelor’s thesis, it is compulsory for the list of literature and sources used to include sources and research papers in foreign languages.

The library offers sources in English (60%), Latvian (15%), Russian and other languages (25%). The library’s collection is regularly augmented, including in relation to the resources required for the programme “European Business Studies”. In several study courses, if faculty members have requested this, students have the opportunity to obtain books that they can borrow for one semester. Every year each study programme receives at least EUR 1,000 for the purchase of new learning materials. A request for the required learning materials is submitted by the relevant faculty member, which is then approved by the programme director and head of the department. The budget allocated by the university for buying resources often exceeds demand, which is attributable to the increasing use of electronic resources in the study process.

The library has signed an agreement with Harvard Business Publishing. Lecturers can order various information resources (situation analyses, online courses, simulations, videos, etc.) for the purposes of their teaching programmes. This opportunity is regularly exercised by the programme’s faculty members including Andrejs Čirjeviskis, Irina Senņikova and others.

RISEBA library has established cooperation with renowned global and domestic publishers and orders books from them.

- In the United Kingdom: *Pearson Education Ltd, McGrawHill Publishing Company, ITPS, Marston Book Services Ltd, Thomson Publishing Service, ECCH, etc.*
- In Latvia: *Zvaigzne ABC, Jumava. Biznesa Partneri, Vaidelote, Rasa ABC, LU, BA „Turība”, Kamene, Merkūrijs Lat, etc.*
- In Russia: *Питер, Юнити – Дана, Финансы и статистика, Инфра-М, Вильямс, Дело, Юристъ, etc.*
- In France: *Hachette Langue Étrangère, Clé Internationale, Ehancerel Edition bilingue, Didier, Foucher*

The conditions are very advantageous for students in the programme, given the necessity to use literature in foreign languages.

Since a large portion of RISEBA income is generated by tuition fees, the university keeps track of the commercial viability of groups, including by not starting student groups with an insufficient number of students.

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

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

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

The study programme has been developed by attracting professionals with a doctoral degree and/or significant experience in the sector.

Table 4.1.

Lecturers involved in the implementation of the programme “European Business Studies”	Employment place of primary election of the academic staff members			
	2013/2014		2019/2020	
	RISEBA	Not RISEBA lecturers	RISEBA	Not RISEBA lecturers
Lecturers with a doctoral degree	8	3	19	3
Lecturers with holding a master’s degree	5	2	3	5
incl. professors and associate professors	7	-	7	2
Academic staff members, total	13	5	22	8

The number of faculty members in the programme has increased, as students are given an opportunity to take additional courses within the framework of free choice.

In comparison with the report submitted at the time of licencing, the following faculty members have been involved in the academic programme:

- Associate Professor, Dr.sc.administr. Ieva Brence, Director of the European Business Studies Program since 2016;
- Associate Professor, PhD Almir Pestek (Bosnia and Herzegovina), holding significant experience in marketing consulting;
- Associate Professor, Dr.oec. Valters Kaže, holding significant experience in marketing consulting;
- Associate Professor, Dr.oec. Edgars Brekis, holding significant experience in financial analytics;
- Assistant Professor, Dr.oec. Inga Jēkabsone, holding significant experience in data processing and public administration;
- Assistant Professor, Dr.phys. Ivars Godmanis, former Member of the European Parliament, Prime Minister of the Republic of Latvia, etc ;
- Assistant Professor, Dr.oec. Jevgenijs Kurovs, Board Member of RISEBA, holding considerable experience in real estate management;
- Assistant Professor, Dr.iur. John Joseph Burke (Russia), who held important positions in international institutions;
- Researcher, PhD Ali Ait Si Mhamed (Morocco), who has worked extensively at the World Bank and other international institutions.

As a result, the program has seen a significant increase in the number of teaching staff with a Dr.Sc. degree, experience abroad as well as practical experience in sectoral institutions.

See a detailed list of faculty members employed at the programme is provided in Annex 7.

To ensure better learning outcomes, faculty members also invite industry professionals to some of their lectures (a payment is provided for this activity to both the respective faculty member and the industry professional).

RISEBA takes great care in ensuring that the qualifications of the faculty members and the offered courses have a positive impact on the study quality. After each course, students complete a course assessment, which is forwarded to the faculty members. If there are any problems with the delivery of the course, students can raise their concerns with the administration of the university even during the course implementation process. We not only strive to ensure that there are no complaints about faculty members (by verifying the teaching quality before the course), but also that students are highly satisfied with the work of the faculty members.

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.

All faculty members meet the requirements of the laws and regulations of the Republic of Latvia. Furthermore, before cooperation with a faculty member, employment conditions and RISEBA

internal rules and procedures are discussed. If a faculty member is teaching a study course for the first time, a compulsory condition is an open lecture, which is attended by the programme's administration and/or the programme's senior faculty members.

Prior to the teaching of a study course, the content of the study course to be taught and the expected study results are agreed upon with faculty members. Course descriptions prepared by faculty members are reviewed and approved by the programme director, if necessary, discussing the themes to be taught during the study course and the expected study outcomes. Course materials are posted on e-riseba platform, which is reviewed by the programme director, as well as the quality management group.

Qualification of RISEBA faculty members is monitored according to the Academic Personnel Policy of the university. It provides for careful selection of the personnel, regular training and improvement of qualifications. RISEBA has prepared and implemented the following personnel policy:

- To ensure that all courses are taught by qualified, scientifically and methodologically proficient lecturers with good teaching and organisational skills that use modern training methods in their teaching practices;
- The academic staff shall consist of highly qualified members with good scientific and professional competences; the majority of faculty members shall have a PhD (the strategic objective of RISEBA is to ensure that this share is as high as 70 %);
- To invite foreign experts and teachers from other universities to participate in the implementation of the programme depending on the specificities of the programme/direction;
- To invite industry professionals, experts and specialists (for the respective programme) depending on the specificities of the programme/direction;
- Faculty members shall be able to work in an international environment and to communicate in at least three languages: Latvian, English, and Russian;
- Faculty members shall be industry experts in Latvia and elsewhere;
- The university shall have a favourable and creative environment for professional development of faculty members.

Pursuant to the personnel policy, RISEBA encourages faculty members to improve their knowledge during various training activities or to top up their qualifications.

Pursuant to the academic personnel policy of the university, faculty members have to undergo the annual performance evaluation, during which the results of their scientific and research activity, as well as their teaching and organisational achievements are assessed.

All employees, both faculty members and administrative personnel are subject to the competence model developed by the university. This model determines the set of competences that applies to candidate selection (recruitment) and assessment, as well as decisions concerning wages.

At RISEBA, human resources management is based on the Performance Management System that allows to systematically plan, assess and improve general and individual performance and determine wages and salaries, taking into consideration the interests and strategic objectives of the university.

The quality of academic personnel is assessed by regularly carrying out student surveys and having systematic peer reviews or attending lectures. The respective procedure is described in the Attendance Procedural Rules for Academic Personnel. Results of both of these assessments are taken into account during the annual performance evaluation of faculty members.

To ensure that advanced and interactive teaching methods are used, the university regularly organizes seminars and training courses. Once per month, a methodological seminar takes place,

where the focus is on innovative teaching methods.

To stimulate faculty members to improve their qualifications, elections to academic positions take place in addition to the annual performance evaluation pursuant the law. Faculty members are elected to academic positions for a period of six years. Elections serve as an important motivator to maintain excellent performance. This allows the university management to assess the quality of academic personnel, as well as to improve and renew it to offer new development possibilities.

RISEBA faculty members regularly participate in international scientific conferences and publish various scientific articles, including in cooperation with students. To participate in scientific conferences in Latvia and other countries, each faculty member has a pre-determined budget depending on his/her academic position. Additional financing is granted to those faculty members, whose articles have been published in SCOPUS and Web of Science databases.

To develop research at RISEBA, specific research directions have been established at the university, including topics that are related to acceleration of start-ups.

Academic staff members having the right to act as an expert of the Latvian Council of Science (LCS) who are involved in the implementation of RISEBA programme are listed in Table 4.2.

Table 4.2.

Faculty members involved in the programme - experts of the LCS

Name	Surname	Science discipline(s)
Ieva	Brence	Social sciences - Economics and Entrepreneurship
Edgars	Brēķis	Social sciences - Economics and Entrepreneurship
Andrejs	Čirjevskis	Social sciences - Economics and Entrepreneurship
Inga	Jēkabsone	Social sciences - Economics and Entrepreneurship
Jurijs	Spiridonovs	Social sciences - Economics and Entrepreneurship
Irina	Senņikova	Social sciences - Economics and Entrepreneurship

Faculty members upgrade their qualifications. For example, during the reporting period, faculty members Andrejs Čirjevskis, Ieva Brence, Jurijs Spiridonovs and others have improved their English language skills by completing Business English – Cambridge course, and passing the respective examination, which confirms that the level of their English language proficiency is at least B2.

Faculty members have also attended the professional improvement programme "University Didactics: Contemporary Theories and Practice", obtaining a certificate.

Ieva Brence, Andrejs Čirjevskis, Iveta Cīrule and others have improved their teaching qualifications at the CEEMAN (IMTA – International Management Teachers Academy) [summer school in Bled, Slovenia](#).

Several faculty members have taught courses abroad, for example, Ieva Brence – Kedge Business School, France, Ieva Brence – Ostbayerische Technische Hochschule (OTH) Regensburg in Germany, etc.

Likewise, faculty members regularly raise their qualifications in domestic seminars and courses, since one of RISEBA priorities is highly qualified academic staff, who follow up the latest trends in the industry.

To increase the qualifications of faculty members, on average once a month RISEBA organises methodological seminars on current issues (e.g. defining expected study results and their application in study courses, application of interactive teaching methods, inter-culture communication and the differences between various cultures, etc.). Visiting faculty members are

also invited to methodological seminars.

Table 4.3.

Tutors involved in the programme “European Business Studies”

Nr. p.k.	Study Course	Tutor	Scientific degree	Working place/ position
1.	Induction/ Ievadnedēļa			
2.	Presentation Skills/ Prezentācijas prasmes	Irina Sidorčuka	Mg.phil.	RISEBA assistant professor
3.	Personal Development and Study Skills/ Personības studiju iemaņas	Ieva Brence	Dr.sc.administr.	RISEBA associate professor, Head of Economics and Finance Department; Director of the study programme “European Business Studies”; director of bachelor and master study programmes
4.	Microeconomics/ Mikroekonomika	Maksims Grinčuks	Mg.soc.	Tutor, has passed the CFA qualification exams
5.	Principles of Marketing/ Tirgzinību pamati	Anna Žigalova	Mg.soc., doktora grāda pretendente	Member of Latvian Marketing Professionals, long- term experience working for an international consulting company in Kazakhstan
6.	Quantitative methods: Applied Mathematics 1/ Kvantitatīvās metodes: praktiskā matemātika 1	Edgars Brēķis	Dr.oec.	RISEBA Associate Professor, Analyst at Latvia's Leading Finance Companies
7.	Quantitative methods: Applied Mathematics 2/ Kvantitatīvās metodes: praktiskā matemātika 2	Edgars Brēķis	Dr.oec.	RISEBA Associate Professor, Analyst at Latvia's Leading Finance Companies

8.	Business English: Cambridge 1/ Biznesa angļu valoda: Kembridža 1	Irina Sidorčuka	Mg.phil.	Assistant Professor at RISEBA
9.	Information Technologies 1, 2/ Informācijas tehnoloģijas 1, 2	Olga Tjurdju	Mg.soc.	Lecturer, Operational Risk Manager of Latvijas Gāze, Ltd.
10.	General French/ Franču valoda	Jekaterina Ļebedeva	Dr.phil.	RISEBA Lecturer; international experience working for many years in France
11.	LCCI English for Business Studies: EFB/ LCCI biznesa angļu valoda: EFB	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
12.	LCCI English for Business Studies: SEFIC/ LCCI biznesa angļu valoda: SEFIC	Irina Sidorčuka	Mg.phil.	Assistant Professor at RISEBA
13.	Quantitative Methods: Statistics 1/ Kvantitatīvās metodes: statistika 1	Inga Jēkabsone	Dr.oec.	Associate professor at RISEBA, several years experience in leading positions in public administration
14.	Civil Protection/ Civilā aizsardzība	Inguna Romanova	Mg.phil.	Lecturer at RISEBA
15.	Business English: Cambridge 2/ Biznesa angļu valoda: Kembridža 2	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
16.	Fundamentals of Management/ Vadībzinību pamati	Anatolijs Petrovs	Dr.oec.	Assistant Professor at RISEBA; several years of experience in leading positions in Latvian companies
17.	Macroeconomics/ Makroekonomika	Aleksandrs Fedotovs	Dr.oec.	Assistant professor at RISEBA

18.	Social and Applied Ecology/ Sociālā un lietišķā ekoloģija	Jevgēnijs Kurovs	Dr.oec.	Assistant Professor at RISEBA; responsible for real estate
19.	Course Paper in Economics/ Kursa darbs ekonomikā	Programmā iesaistītie profesionāļi		
20.	Introduction to Law/ Ievads tiesību zinātnē	Kārlis Piģēns	Mg.iur.	Senior expert at the Public Utilities Commission
21.	Social Psychology/ Sociālā psiholoģija	Jūlija Žakemo	Mg.psych., doktora zinātniskā grāda pretendente	RISEBA lecturer, long-lived and experienced in Italy (Italy)
22.	Quantitative Methods: Statistics 2/ Kvantitatīvās metodes: statistika 2	Inga Jēkabsone	Dr.oec.	Assistant professor at RISEBA, several years experience in leading positions in public administration
23.	Financial Accounting 1/ Finanšu grāmatvedība 1	Ļubova Borisenko	Mg.soc.	Accountant with significant practical experience
24.	Personal Development - Employability Skills/ Personības attīstība - nodarbinātības prasmes	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
25.	European Union/ Eiropas Savienība	Jurijs Spiridonovs	Dr.oec.	Associate Professor at RISEBA; World Bank Consultant
26.	Innovation and Creativity in Business/ Inovācijas un radošums biznesā	Iveta Cīrule	Dr.sc.administr.	Chairman of the Board of SIA Biorganik 5; Senior Expert of VIAA
27.	Management of Cross- Cultural Interaction/ Starpkultūru mijiedarbības vadība	Irina Sidorčuka	Mg.phil.	Assistant Professor

28.	Business French/ Biznesa franču valoda	Eric Claverie	Mg.phil.	Teaching staff with several years of experience in France (France)
29.	English for Business Studies: EFB and SEFIC/ Angļu sarunvaloda industrijai un komercija	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
30.	Financial Accounting 2/ Finanšu grāmatvedība 2	Љubova Borisenko	Mg.soc.	Experienced Accountant
31.	Company and International Business Law/ Uzņēmumu un starptautiskās komerciesības	Andrew Gareleck	Mg.iur.	Legal practitioner with extensive experience in the US and France
32.	Marketing Research/ Tirgzinību pētījumu	Ieva Brence	Dr.sc.administr., asoc.profesore	RISEBA, Head of the Department of Economics and Finance, Director of the Bachelor's Program in European Business Studies, Director of the Bachelor's and Master's Programs
33.	Business Administration: BA Level 3/ Biznesa administrācija angļu valodā: 3.līmenis	Irina Sidorčuka	Mg.phil.	RISEBA Assistant Professor
34.	Course paper in Marketing Research/ Kursa darbs tirgzinību pētījumos	Ieva Brence	Dr.sc.administr., asoc.profesore	RISEBA, Head of the Department of Economics and Finance, Director of the Bachelor's Program in European Business Studies, Director of the Bachelor's and Master's Programs
35.	Internship Abroad (France)/ Lingvistiskā prakse (Francija)	Jekaterina Ļebedeva	Dr.phil.	RISEBA Lecturer; international experience working for many years in France

36.	Corporate Finance/ Uzņēmuma finanses	Andrejs Čirjeviskis	Dr.oec.	Professor of RISEBA, long-term experience in consulting
37.	Entrepreneurship/ Uzņēmējdarbība	Sean Patrick Sassmanshausen	PhD	Professor at the University of Applied Sciences, Regensburg (Germany)
38.	Personal Development - People Management/ Personības attīstība – cilvēkresursu vadība	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
39.	Strategic Management/ Stratēģiskās vadībizinības	Andrejs Čirjeviskis	Dr.oec.	Professor of RISEBA, long-term experience in consulting
40.	Managerial Economics/ Vadības ekonomika	Jacek Tomkiewicz	Dr.oec.	Professor at the Kozminski University (Poland)
41.	Management Accounting/ Vadības grāmatvedība	Ļubova Borisenko	Mg.soc.	Accountant with significant practical experience
42.	Investments and Financial Markets/ Investīcijas un finanšu tirgi	Andrejs Limanskis	Dr.oec.	Associate Professor at RISEBA
43.	Operations Management/ Operāciju pārvaldība	Anatolijs Petrovs	Dr.oec.	Associate Professor at RISEBA; several years of experience in leading positions in Latvian companies
44.	Logistics/ Loģistika	Georgijs Burakovs	Dr.oec.	Associate professor at RISEBA

45.	European Political and Economic Development/ Eiropas politiskā un ekonomiskā attīstība	Ivars Godmanis	Dr.phys.	Associate Professor at RISEBA; Former Prime Minister of the Republic of Latvia and Member of the European Parliament
46.	Digital and Social Networks Marketing/ Digitālais un sociālo tīklu mārketingis	Almir Pestek	Dr.oec.	RISEBA Associate Professor; A practicing digital and social network marketing expert in Bosnia and Herzegovina
47.	International Internship/ Starptautiskā prakse	Professionals Involved in the Study Programme		
48.	Business Negotiations/ Biznesa pārrunas	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
49.	SEFIC (Spoken English for Industry and Commerce) 1/ SEFIC (angļu sarunvaloda industrijai un komercijai) 1	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
50.	Russian for Business/ Biznesa krievu valoda	Narine Bžiskjane	Mg.phil.	Teaching staff with significant experience in language teaching
51.	EU Language: Spanish 1/ ES valoda: spāņu valoda 1	Joan Cuterriez	Mg.phil.	Practicing Spanish Language Teacher (Spain)
52.	EU Language: Spanish 2/ ES valoda: spāņu valoda 2	Joan Cuterriez	Mg.phil.	Practicing Spanish Language Teacher (Spain)
53.	Sales Management/ Pārdošanas vadīšana	Valters Kaže	Dr.oec.	Associate professor at RISEBA, language member of ExNovo Ltd.
54.	Arbitration/ Arbitrāža	John Joseph Burke	Dr.iur.	Assistant Professor at RISEBA, practicing lawyer (Russia)

55.	SEFIC (Spoken English for Industry and Commerce) 2/ SEFIC (angļu sarunvaloda rūpniecībai un komercijai) 2	Jelena Maleško	Mg.phil.	Assistant Professor at RISEBA
56.	Latvian Language and Culture/ Latviešu valoda un kultūra	Irina Kozlova	Mg.phil.	Philologist, teacher of Latvian, Russian and English
57.	Principles of Advertising and Graphic Design/ Reklāmas un grafiskā dizaina pamatprincipi	Agris Dzilna	Mg.soc.	Long-term experience in graphic design at an advertising agency
58.	Negotiations and Mediation/ Pārrunas un mediācija	John Joseph Burke	Dr.iur.	Assistant Professor at RISEBA, practicing lawyer (Russia)
59.	Group Leadership and Psychological Aspects/ Grupu līderība un psiholoģiskie aspekti	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
60.	International Marketing/ Starptauiskais mārketingš	Valters Kaže	Dr.oec.	Associate professor at RISEBA, language member of ExNovo Ltd.
61.	Business Platforms - from Start - up Applications to Platform Ecosystems/ Biznesa platformas - no sākotnējām lietojumprogrammām līdz platformu ekosistēmām	Ivars Godmanis	Dr.phys.	Assistant Professor at RISEBA; Former Prime Minister of the Republic of Latvia and Member of the European Parliament
62.	Strategic Brand Management/ Stratēģiskā zīmolvadība	Valters Kaže	Dr.oec.	Associate professor at RISEBA, language member of ExNovo Ltd.
63.	Financial Management and Risks/ Finanšu vadība un riski	Andrejs Čirjevskis	Dr.oec.	Professor at RISEBA

64.	Ethics and Social Responsibility/ Ētika un sociālā atbildība	Jūlija Žakemo	Mg.psych., doktora zinātniskā grāda pretendente	RISEBA lecturer, long-lived and experienced in Italy (Italy)
65.	Project Management/ Projektu vadīšana	Georgijs Burakovs	Dr.oec.	Assistant Professor at RISEBA
66.	Leadership and Organisational Behaviour/ Līderība un organizāciju uzvedība	Irina Senņikova	Dr.oec.	RISEBA professor, rector
67.	International Banking and Financial Market/ Starptautiskais banku un finanšu tirgus	John Joseph Burke	Dr.iur.	Assistant Professor at RISEBA, practicing lawyer (Russia)
68.	Couching in Business/ Koučings biznesā	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
69.	HR Management/ Personāla vadība	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
70.	Integrating Technological Innovations Into Businesses/ Tehnoloģisko inovāciju integrēšana biznesā	John Joseph Burke		Assistant professor at RISEBA, experienced lawyer
71.	Business Psychology/ Biznesa psiholoģija	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist

72.	Website Building and Analysis Tools/ Vietņu veidošanas un analīzes rīki	Almir Pestek		Associate professor at RISEBA
73.	Cognitive Psychology/ Kognitīvā psiholoģija	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
74.	Course Paper in Business Management/ Kursa darbs biznesa vadībā	Professionals involved in the study programme		
75.	Course Paper in Digital Marketing/ Kursa darbs digitālajā mārketingā	Professionals involved in the study programme		
76.	Course Paper in Business Psychology/ Kursa darbs biznesa psiholoģijā	Professionals involved in the study programme		
77.	Course Paper in Start-Up Acceleration/ Kursa darbs jaunuzņēmumu izaugsmē	Professionals involved in the study programme		
78.	Corporate and Public Relations Management/ Korporatīvā un sabiedrisko attiecību vadība	Valters Kaže	Dr.oec.	Associate professor at RISEBA, language member of ExNovo Ltd.
79.	Research Methodology and Design/ Pētījumu metodoloģija un struktūra	Ieva Brence	Dr.sc.administr., asoc.profesore	RISEBA, Head of the Department of Economics and Finance, Director of the Bachelor's Program in European Business Studies, Director of the Bachelor's and Master's Programs

80.	Quantitative methods by using SPSS/ Kvantitatīvās metodes: SPSS	Ali Ait Si Mhamed	PhD	RISEBA researcher, World Bank consultant
81.	Business Simulation "INTOPIA"/ Biznesa simulācija "INTOPIA"	Ieva Brence, Ērika Pančenko		RISEBA, Head of the Department of Economics and Finance, Director of the Bachelor's Program in European Business Studies, Director of the Bachelor's and Master's Programs Assistant professor at RISEBA
82.	Personal Development - Professional Growth/ Personības attīstība - profesionālā izaugsme	Anete Hofmane	Mg.psych. Mg.administr.	Director of RISEBA Bachelor's program in Business Psychology, Certified Supervisor, Certified Labor and Organizational Psychologist
83.	Research Internship/ Pētniecības prakse	Professionals involved in the study programme		
84.	Bachelor Thesis/ Bakalaura darbs	Professionals involved in the study programme		

Better qualifications of faculty members also provide significant support to learning outcomes of the programme, as after training courses and seminars the faculty members share their ideas with the administration of the programme and other faculty members and improve the content of their courses.

Faculty members participate in a study programme board meeting, where the expected programme results, the mutual connection between study courses and the necessary changes, as well as the potential overlaps between study courses are discussed. After each study course, students fill in questionnaires about faculty members, assessing the quality of the teaching of the course and other criteria (more information in part two). All faculty members receive assessments of study courses, which are discussed during the annual assessment of academic personnel. If the assessments are below four points (study courses are assessed on a scale of 1 – 5, where 1 – is very poor, 5 – excellent), in-depth discussions are held with faculty members about the need to make changes to the study course. In the event that the quality of the teaching of the course does not improve, the issue of the replacement of the faculty member will be discussed.

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.

Faculty members regularly participate in various research and practical projects. The most noteworthy examples are:

- In 2018, the Latvian School of Public Administration project “Data Analysis” was completed. More than 700 officials from 22 public authorities attended both modules of the training. Staff members Edgars Brēķis, Ieva Brence and several invited experts are involved in the project.
- Project “Public Service” of the Latvian School of Public Administration started in 2018 and continued in 2019. The training material and methodologies developed within the project for testing accessibility and determining possible disproportionate burden have been approved by the Ministry of Environmental Protection and Regional Development and the Guidelines for Assessing the Impact of Compliance with the Accessibility Requirements for Websites of Institutions and Justifying the Disproportionate Burden developed by the Ministry of Environmental Protection and Regional Development are based on this material.
- In April 2019, Erasmus+ scientific and research project Erasmus+ HEIFYE (Higher education institutions for youth entrepreneurship) was completed. Within the framework of this project, an international study was carried out. Six countries participated in the project: Armenia, Belarus, Georgia, Latvia, Moldova and Ukraine; a range of publications were prepared, incl. articles that were published in the annual international scientific journal “Journal of Business Management” Vol. 18.
- During 2016-2017, CEEMAN project “Lead4Skills” was implemented. Its purpose was to identify developmental trends in the labour markets of EU Member States, and the ability of higher education institutions to adapt to them. Project Manager – Irina Senņikova, participant I. Brence)

- In 2015, State Employment Agency project was implemented under the auspices of the European Union fund action programme "Growth and Employment" Specific Support Goal 7.2.1 "To facilitate the employment of young people not engaged in employment, education or training under the auspices of the Youth Guarantee" 1st selection round "Implementation of active job market policy in facilitating the employment of young people out of work", the goal of which was to provide consultations in the development of business plans (project participant I.Brence, of 15 people consulted, 12 obtained funding for the development of a business plan).

For the development of research, RISEBA has established scientific research directions, including:

- Finance, including upgrading tax policy; attracting investment; bank management and operation; European business and economics for start-up acceleration and financing (I.Brence, E.Brēķis, I.Godmanis, etc.)
- Strategic Management, including strategic human resources management; business modelling, dynamic capabilities, value innovations and real option theory; psychology and supervision in business (A.Čirjevskis)

Publications indexed in scientific databases (WOS/Scopus) is a priority for RISEBA. Most important papers of RISEBA faculty members published in various journals (indexed in WOS/SCOPUS), and monograph sections. Samples of the scientific articles and publications are listed below, a full list is available in the Annex:

- 1)Brence, I. Bogomazovs, J. (2019). Brand Recognition of the Tex Mex Products in Latvia. European Integration Studies, No. 13, pp. 80 – 88. <http://www.eis.ktu.lt/index.php/EIS/article/view/23437>
- 2)Cirjevskis, A. and Felker, Y. (2018). Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. Book series: Advances in Social and Behavioral Sciences, pp. 3-15. ISBN 978-981-11-9269-2; ISSN 2339-5133.
- 3)Cirjevskis, A. (2018). Exploring Acquisition Based Dynamic Capabilities and Reinvention of Business Models in M&A process: Decision Making Pattern. Book series: Advances in Education Research, pp. 3-12. ISBN: 978-1-61275-557-1; ISSN: 2160-1070
- 4)Cirjevskis, A. (2018). How Do Firms Design Their Dynamic Capabilities Through the Use of Merger and Acquisition? Book series: Advances in Education Sciences. Vol. 18, pp. 137-143.
- 5)Bhattacharyya, S. S., Polajeva, T. and Cirjevskis, A. (2018). International business in transitional and emerging economies: A perspective of Latvia, Lithuania and Estonia with India. South Asian Journal of Business and Management Cases. Vol. 7 (2), pp. 144-155. DOI: 10.1177/227797791877464
<https://journals.sagepub.com/doi/abs/10.1177/2277977918774646?journalCode=bmca>
- 6)Cirjevskis, A. (2019). The Role of Dynamic Capabilities as Drivers of Business Model Innovation in Mergers and Acquisitions of Technology-Advanced Firms. Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc5020036
<https://www-scopus-com.resursi.rtu.lv/record/display.uri?eid=2-s2.0-85063544343&origin=resultslist&sort=plf-f&src=s&st1=cirjevskis&st2=&sid=5f0be6982aa86c72beefdaae8d90fa3b&sot=b&sdt=b&sl=23&s=AUTHOR-NAME%28cirjevskis%29&relpos=1&citeCnt=2&searchTerm>
- 7)Cirjevskis, A. (2019). What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc5020036

<https://www-scopus-com.resursi.rtu.lv/record/display.uri?eid=2-s2.0-85069891655&origin=resultslist&sort=plf-f&src=s&st1=cirjevskis&st2=&sid=5f0be6982aa86c72beefdaae8d90fa3b&sot=b&sdt=b&sl=23&s=AUTHOR-NAME%28cirjevskis%29&relpos=0&citeCnt=0&searchTerm>

8) Spiridonovs, J., Arefjevs, I. and Tocolovska, N. (2018). Private Financing Alternatives for Infrastructure of State Owned Enterprises. *European Business Studies*. Vol. 12, pp. 162-171 <https://dx.doi.org/10.5755/J01.EIS.0.12.20858>.

Information obtained through research has a positive impact on the study process if faculty members share the latest research insights during study courses, as well as their experience of projects, and encourage students to master research work skills and to use the databases of research publications that RISEBA subscribes to. In frames of implementing the projects, the academic staff develops experience both while implementing and administrating the projects. Participation in the projects implementation promotes the establishment and expansion of cooperation contacts at local and international level. The best students are also invited to participate in the projects. The students have also taken part as co-authors of scientific publications.

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

Cooperation between the programme's faculty members is encouraged, using both formal and informal mechanisms.

Before the start of each semester, study course descriptions are posted on the e-riseba platform, where faculty members can compare their course to others taught within the programme. Moreover, the courses are reviewed and revised by the programme director, ensuring that they do not overlap.

Board meetings of the academic programme are organised twice per year. Lead faculty members participate in the meeting, and students and industry representatives are also invited. The programme board approves changes to the structure of study courses, the mutual connection, and discuss the work of faculty members.

Once per month, department meetings take place, during which the most important developments are discussed.

The academic personnel and the visiting faculty members are regularly invited to participate in methodological seminars organised by RISEBA. For example, during the 2019 autumn semester a seminar on the use of moodle in the teaching process and its benefits, as well as a seminar on intercultural communication were held.

Currently, the ratio of faculty members to students is 1. This is due to the fact that the programme has been available only for two years (namely, there are no Year 3 students yet). Furthermore, if the accreditation commission agrees, RISEBA plans to offer this programme as a distance learning programme in the nearest future, which will allow to increase the number of students. Though the

programme is quite new and the number of students is not yet large, students have a wide choice of faculty members competent in the topics offered during the courses.

Summary:

- The university purposefully takes measures to ensure that changes in the composition of faculty members positively influence the quality of the implementation of the study programme and the compliance of the study programme with the requirements specified in the laws and regulations. With each passing year, the proportion of faculty members holding a Dr.Sc. degree increases; there is also an increase in the number of foreign lecturers, three of whom have been elected for academic positions at the university;
- The qualification of faculty members involved in the implementation of the study programme corresponds to the study programme implementation conditions and the requirements of the laws and regulations, ensures the achievement of the study programme and the respective study course goals and study outcomes. Faculty members are offered opportunities and encouraged to enhance their knowledge, skills and competences, including in the English language and in higher education pedagogy and didactics;
- The academic staff, both at national and international level, are engaged in scientific research and/or artistic creation (in the fields relevant to the content of the study programme); the obtained information is used in the study process – the scientific field “European Business and Economy for Start-up Growth” has been created to promote scientific research. RISEBA provides annual funding for each academic staff member to attend international scientific and academic conferences. For scientific articles indexed in the SCOPUS, Web of Science databases, staff members receive funding in accordance with the RISEBA Bylaws on the Publication of Scientific Research Results by Academic Staff;
- A mechanism for lecturer collaboration has been established to facilitate the development and linking of study courses/modules – this cooperation and links are discussed at both programme board and department meetings. Study course descriptions are also available in the MOODLE environment so that faculty members can consult descriptions of other related courses.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_EBS_EN.docx	1_Statistika par studējošajiem_EBS.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_pielikums_atbilst.stand_EN.docx	2_pielikums_atbilst.izglit.standartam_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_pielikums_atbilst.profes.standartam_EN.docx	3_pielikums_atbilst.profes.standart_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_Studiju kursu kartējums_EBS_EN.docx	4_Studiju kursu kartējums_EBS.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_Studiju programmas plāns_EBS_EN.docx	5_Studiju programmas plāns_EBS.docx
Descriptions of the study courses/ modules	6_Kursu apraksti_EBS.zip	6_Kursu apraksti_EBS.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_pielikums_diploma_paraugs_ENG.doc	7_pielikums_Diploma paraugs_LV.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_Vienošanās ar citu akreditētu augstskolu par studiju programmas īstenošanu_EBS_EN.docx	8_Vienošanās ar citu akreditētu ASK par studiju programmas īstenošanu_EBS.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	9_Garantija par zaudējumu kompensāciju_EBS_EN.pdf	9_Garantija par zaudējumu kompensāciju_EBS.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.	10_Apliecinājums par svešvalodu prasmi_EBS_EN.pdf	10_Apliecinājums par svešvalodu prasmi_EBS.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	11_pielikums_Studiju līguma paraugs_EN.pdf	11_pielikums_Studiju līguma paraugs_LV.zip
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.		

International Business

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Iveta</i>
Surname of the study programme director	<i>Ludviga</i>
E-mail of the study programme director	<i>iveta.ludviga@riseba.lv</i>
Title of the study programme director	<i>Dr.sc.admin.</i>
Phone of the study programme director	<i>29244831</i>
Goal of the study programme	<i>The aim of the MIB programme is to provide the in-depth knowledge and professional competence needed to thrive in an international entrepreneurial environment and to foster new skills and the ability to set up and lead a company, manage human resources and projects, and expanding operations in the changing international business environment.</i>
Tasks of the study programme	<i>1. To educate students, ensuring the attainment of the Level 5 professional qualification "Organization Manager" or "Project Manager", as well as promoting their competitiveness in the ever changing socio-economic conditions and in the international job market 2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education</i>

Results of the study programme	<p><i>MIB-Z1: Able to demonstrate highly specialised knowledge in the field of international business as the basis for original thinking and research.</i></p> <p><i>MIB-Z2: Demonstrates critical awareness about the latest trends and the most recent findings in international business and relevant to specialisation tracks (general management; HR and project management).</i></p> <p><i>Skills</i></p> <p><i>MIB-P3: Able to use independently the latest theories, models and tools to perform highly qualified professional functions, and to search for and acquire necessary additional knowledge and skills independently.</i></p> <p><i>MIB-P4: Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists, communicate efficiently in a culturally diverse environment.</i></p> <p><i>MIB-P5: Able to take responsibility for self-development and for subordinates, take the initiative in a team or managing the work of others, lead and motivate individuals and teams within a multicultural environment, to assume responsibility for the results of staff and group work and analyse the results.</i></p> <p><i>Competences</i></p> <p><i>MIB-K6: Able to define independently, and critically analyse complex scientific and professional problems, develop innovative professional working methods or problem-solving strategies and make decisions.</i></p> <p><i>MIB-K7: Able to integrate knowledge of various fields, apply knowledge in new and unfamiliar circumstances, contribute to the creation of new knowledge.</i></p> <p><i>MIB-K8: Demonstrate an understanding of ethics and responsibility for the possible impact of the professional activity and scientific results on subordinates, environment, and society.</i></p>
Final examination upon the completion of the study programme	Master Thesis

Study programme forms

Full time studies - 1 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic) For studies in English additional requirements: IELTS 6; TOEFL 500; or examination; RISEAB admission test (only for foreign applicants)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in international business</i>
Qualification to be obtained (in english)	<i>Organization manager / Project manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic) For studies in English additional requirements: IELTS 6; TOEFL 500; or examination; RISEAB admission test (only for foreign applicants)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in international business</i>
Qualification to be obtained (in english)	<i>Organization manager / Project manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Parameters of the Programme “International Business”

Name of the programme	International Business	
Name of the programme in English	International business	
Code of the programme according to the Classification of Latvian Education	47345	
Type and level of the programme	Professional master’s programme	
Qualification to be acquired (EQF/NQF)	Level 7	
Code of the profession in the Classification of Occupations	1120, or 1212	
Scope of the programme (CP, ECTS)	60 or 80 CP (90 or 120 ECTS)	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	1 year and 6 months or 2 years	English
full-time studies	-	
distance learning	-	
part-time studies	-	
part-time studies	-	
distance learning	-	
Implementation place	3 Meža Street, Riga	
Programme Director	Iveta Ludviga, Dr.sc.administr.	

Admission requirements	<p>Bachelor's degree (professional or academic)</p> <p>For studies in English additional requirements: IELTS 6; TOEFL 500; or examination;</p> <p>RISEAB admission test (only for foreign applicants)</p>
Degree or professional qualification, or degree and professional qualification to be awarded	<p><i>Professional master's degree in international business and qualification of an organization manager;</i></p> <p><i>Professional master's degree in international business and qualification of a project manager.</i></p>
Aim of the programme	<p>The aim of the MIB programme is to provide the in-depth knowledge and professional competence needed to thrive in an international entrepreneurial environment and to foster new skills and the ability to set up and lead a company, manage human resources and projects, and expanding operations in the changing international business environment.</p>
Tasks of the programme	<p>1. To educate students, ensuring the attainment of the Level 5 professional qualification "Organization Manager" or "Project Manager", as well as promoting their competitiveness in the ever changing socio-economic conditions and in the international job market</p> <p>2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education</p>

Intended learning outcomes	<p>MIB-Z1: Able to demonstrate highly specialised knowledge in the field of international business as the basis for original thinking and research.</p> <p>MIB-Z2: Demonstrates critical awareness about the latest trends and the most recent findings in international business and relevant to specialisation tracks (general management; HR and project management).</p> <p>Skills</p> <p>MIB-P3: Able to use independently the latest theories, models and tools to perform highly qualified professional functions, and to search for and acquire necessary additional knowledge and skills independently.</p> <p>MIB-P4: Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists, communicate efficiently in a culturally diverse environment.</p> <p>MIB-P5: Able to take responsibility for self-development and for subordinates, take the initiative in a team or managing the work of others, lead and motivate individuals and teams within a multicultural environment, to assume responsibility for the results of staff and group work and analyse the results.</p> <p>Competences</p> <p>MIB-K6: Able to define independently, and critically analyse complex scientific and professional problems, develop innovative professional working methods or problem-solving strategies and make decisions.</p> <p>MIB-K7: Able to integrate knowledge of various fields, apply knowledge in new and unfamiliar circumstances, contribute to the creation of new knowledge.</p> <p>MIB-K8: Demonstrate understanding of ethics and responsibility for the possible impact of the professional activity and scientific results on subordinates, environment, and society.</p>
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Depending on the admission requirements, the duration of studies and programme workload in the programme “International Business” varies between Version 1 and Version 2.

Version 1

Workload in credit points	60
Study duration in years	1 year 6 months
Degree and/or qualification to be obtained	Master's degree in international business and professional qualification: Organization Manager or Project Manager
Admission requirements	Professional undergraduate (bachelor) education with a study duration of at least 4 years; Level 5 professional qualification in management, entrepreneurship, economics, finances or a similar field and/or professional experience. <i>Evidence of English language proficiency IELTS 6; TOEFL 500; or RISEBA examination; RISEBA admission test (only for foreign applicants).</i>

Version 2

Workload in credit points	80
Study duration in years	2
Degree and/or qualification to be obtained	Master's degree in international business and professional qualification: Organization Manager or Project Manager
Admission requirements	Academic bachelor's degree; <i>Evidence of English language proficiency IELTS 6; TOEFL 500; or RISEBA examination; RISEBA admission test (only for foreign applicants).</i>

Changes in the professional postgraduate programme “International Business” during the reporting period were approved in 2016 by adding 2 professional qualifications to the programme: Human Resource Manager and Project Manager and changing the content of the limited choice section (Part B). The programme will provide an option to choose a specialization that suits students' interests during the spring semester (Study Accreditation Commission Decision No. 16-A of 26 July 2016).

Based on the changes in the qualification structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences) sector and the Latvian Qualifications Framework approved at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 18 September 2019 (Minutes No. 6), the professional standards of “business executive” and “personnel manager” to be awarded in the master's study program “International Business” are changed to “organization manager”.

In addition to the change of the professional qualification to be awarded in the programme, in comparison with the previous accreditation, the following changes have taken place in the study courses, which are mainly related to the introduction of specializations in the programme:

In Part A of the programme (total amount of 20 CP remains unchanged) the titles and volume (in credit points) of several study courses were changed. The following study courses were changed (excluded):

1. “International Business Environment” 2 CP
2. “Sustainable Development of an Organization” 2 CP
3. “Research Methods” 2 CP
4. “Contemporary Management and International Organizations” 2 CP

The following study courses were included in Part A of the programme (instead of the excluded courses):

1. “International Business Environment and Sustainability” 1 CP
2. “Personal Development for Future Leadership Competences” 1 CP (the content has been moved from Part B)
3. “Research Methods in Business and Organizations” 1 CP
4. “Business Analytics” 2 CP
5. “Innovation and Business Models” 2 CP (content has been moved from Part C)

The amount of credit points for one course and the content of the course are adapted to the requirements of the business environment:

1. “Financial Analysis for Decision Making” from 2 CP to 3 CP

In Part B of the programme (total amount 12 CP remains unchanged), the following courses have been excluded from the programme for the qualification “Human Resource Manager”:

1. “Human Resource Strategic Planning” 1.5 CP
2. “Training, Teaching and Talent Management” 1.5 CP
3. “Human Resource Information Systems” 1 CP
4. “Intercultural Communication” 1.5 CP

The following study courses have been included in the programme:

1. “Organizational Design” 2 CP
2. “Organizational and Management Psychology” 3 CP

Volumes of changed courses in credit points:

1. “Labour Law” from 1 CP to 2 CP
2. “Coaching, Mentoring and Supervision” from 1 CP to 2 CP

The reason for the changes is the elimination of fragmentation of study courses and the consolidation of their content. Thus, in Part B, there are five study courses in the specialization of human resource management that cover the professional competencies required by a human resource manager.

In Part B of the programme (the amount of 12 CP remains unchanged), the following courses have been excluded from the programme for the qualification "Organization Manager":

1. "International Entrepreneurship" 2 CP

Study courses for students who have chosen to specialize in marketing management have been included in Part B of the programme:

2. "Consumer Behaviour" 2 CP
3. "Strategic Brand Management" 2 CP
4. "International Marketing and Communication" 2 CP (moved from Part A).

Study courses for students who have chosen to specialize in financial management have been included in Part B of the programme:

1. "Management Accounting" 2 CP
2. "Corporate Finance and Managing for Value Creation" 2 CP
3. "Portfolio Management and Analysis" 2 CP
4. "Financial Market Analysis and Wealth Planning" 2 CP

Thus, in Part B, in order to obtain the professional qualification "Organization Manager", students have an opportunity to choose the courses that best suit their interests.

Optional Part C of the programme includes the following courses:

1. "IT and Business Strategic Cooperation" 2 CP
2. "Arts for Management and Personal Development" 2 CP
3. "Civil Protection" 1 CP (the course is compulsory for students who have not acquired it during previous studies).

No changes have been made to Part B of the programme (12 CP) for the qualification "Project Manager".

These changes were made for the following reasons:

- To adapt the programme to current trends in business management (e.g. through the addition of the business analytics issues)
- To adapt the curriculum to market and employer requirements (e.g. the number of CP for the course "Financial Management for Decision Making" has been increased)
- Based on student feedback and recommendations for the programme (e.g. to increase the number of CP for the course "Coaching, Mentoring and Supervision")

The changes made give the programme added appeal in the eyes of potential students and make it more competitive; they also improve the prospects of alumni in the job market.

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

In the academic year 2018/2019, the postgraduate programme "International Business" was implemented in English only. The source of the funding is 100 % private funding.

The total number of students in the programme is constant over the years:

- 2015/2016: 69 students
- 2016/2017: 69 students
- 2017/2018: 68 students
- 2018/2019: 65 students

In the academic year 2018/2019 the total number of students in the programme “International Business” was 65. Of these, 43 students have chosen the professional qualification “Organization Manager”, 15 have chosen the professional qualification “Project Manager” and 7 – “Human Resource Manager”.

61 % of the total number of students were Latvian citizens. 39 % (25 students) were foreign nationals. Foreign students studying in the programme represent the following countries: Azerbaijan, Pakistan, Russia, Sri Lanka, Switzerland, Greece, India, Belarus, and Lithuania. The programme also enrolled six French students on the basis of the double-degree contract with KEDGE Business School.

The number of students enrolled (matriculated) in the programme “International Business” in the academic year 2018/2019 was 33, which is one student more than in the academic year 2017/2018. Given the demographic situation in Latvia and the high level of competition, the total number of local students will continue to decline; therefore, it is necessary to look for opportunities to attract more foreign students to the programme. RISEBA has started active work in several CIS countries such as Kazakhstan, Uzbekistan, Armenia, etc., India and China, and ASEAN countries, establishing cooperation with local agents and participating in the work of the Latvian Higher Education Export Association, seeking new markets, such as Vietnam.

In 2018/2019 students were matriculated to the following professional qualifications:

- Organization Manager – 16
- Human Resource Management – 5
- Project Management – 12

In 2018/2019, 13 full-time students graduated from the programme. Of these, 5 students have acquired the professional qualification “Organization Manager” (Business Executive), 3 – “Project Manager” and 3 – “Human Resource Manager”. Compared to the academic year 2017/2018, the total number of graduates of the programme has decreased. The reduction in the number of graduates is due to the fact that many students choose to take an academic leave before submitting their master's thesis.

Student drop-outs: In the academic year 2018/2019, 13 students, representing 20 %, were expelled from the programme “International Business”.

The main reasons for dropping out are as follows:

- 4 students for failure to fulfil the study plan
- 5 students at the student's request (their visa was refused)
- 3 students for failure to resume studies after a break
- 1 student application (personal reason)

The annex contains transparent statistics on students during the reporting period.

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 postgraduate programme “International Business” provides a master's degree in international business and one of the selected professional qualifications: Organization Manager, Human Resource Manager or Project Manager.

The programme is geared to fundamental management skills in managerial work such as inter-personnel communication skills and organizational skills. In the first semester, students take courses related to the international business environment, whereas in the spring semester they have an opportunity to choose a professional specialization: human resource management, project management, marketing or international finance.

The results of the programme “International Business” meet the requirements of the occupational standard of organization manager, project manager or human resource manager. The knowledge, skills and competences to be attained in the programme apply to Level 5 of professional qualification (PQL 5) and conform to Level 7 (LQF 7) of the Latvian Qualifications Framework, which is stipulated in the organization manager and project manager standard and to Level 6 of Latvian Qualifications Framework, which is defined in the standard of human resource manager.

Students in the “International Business” programme have an opportunity to choose an area of specialization that is most suitable for them and obtain the appropriate professional qualification:

1. Students who choose to specialize in marketing acquire the professional qualification of an organization manager;
2. Students who choose to specialize in international finance acquire the professional qualification of an organization manager;
3. Students who choose to specialize in human resource management acquire the professional qualification of an organization manager;
4. Students who choose to specialize in project management acquire the professional qualification of a project manager.

The development of international business managerial skills and competences included in the programme is directly applicable to enhancing the competences of an *organization manager* such as the ability to develop an organizational culture corresponding to the organization's strategy; the ability to manage oneself and others in the attainment of the organization's objectives, effectively collaborating in a team; the ability to manage changes within an organization; the ability to manage crisis situations within an organization; the ability to collaborate with functional managers and employees, organizing rational and coordinated functioning of structural units. The ability to lead and develop oneself and others by choosing the right leadership style and thus improving performance is relevant in all spheres of activity, both in business, state and municipal sector, as well as in non-governmental organizations.

The development of *human resource management* skills and competences included in the programme is directly applicable to the enhancement of the following competences of a human resource manager: the ability to develop organization's human resource management strategy, policy and goals within a dynamic economy in conformity with the organization's goals; to analyse, assess and upgrade organization's human resource system; to plan and forecast organization's human resources, to provide organization with the necessary human resources; to develop and adapt remuneration systems in accordance with organization's professional specifics, to encourage employee engagement, to develop and maintain a human resource management system within an

organization, organize and manage the work of organization's human resource structural unit; to keep track and oversee that the requirements of laws and regulations regulating legal labour relations are complied with in the organization; to nurture positive image as an employer, consult organization's management and employees in legal labour relations matters.

The development of *project management skills* and competences included in the programme is directly related to enhancing the following project manager competencies: the ability to ensure strategic goals of organizational development, take responsibility and initiative for project implementation, develop project proposal, organize team members' roles and communication structure, project organization and culture, project phases and project structuring, project work, timing, resource and cost planning, coordination and control, project environment and risk analysis, project milestones and workshops, follow up on project plans and analyse the results achieved, prepare project progress reports and final report, summarize the lessons learned from the project.

The specifics of the programme "International Business" determine that programme graduates are able to perform all the above professional functions according to the chosen qualification and specialization in an international business environment.

Admission requirements are determined in accordance with regulatory enactments: Articles 46 and 47 of the Law on Higher Education Institutions, as well as Cabinet Regulation No. 846 of 10 October 2006 "On Requirements, Criteria and Procedures for Admission to Study Programs". The duration and amount of studies in the CP programme "International Business" is related to the previously acquired education and work experience:

- 60CP (1 year 6 months) with previously acquired 2nd level professional higher education in the field of economics, finance, management or medicine, as well as professional qualification and / or work experience in the position of a manager;
- 80CP (2 years) with a previous academic bachelor's degree in economics, finance, social sciences, management, public health or medicine, as well as in another field.

Studies are conducted in English, so additional requirements are set:

- IELTS 6; TOEFL 500; or RISEBA entrance exam in English;
- RISEBA admission test (only for foreign students).

Upon admission, the candidate's professional experience in the field of management is also taken into account. Entrants with a previously attained bachelor's degree in another realm of science (e.g. philology) are offered an opportunity to acquire their missing fundamental knowledge in the realm of management by taking Introductory Module courses via distance learning.

Thus, the attainable degree, professional qualification, programme objectives, tasks and anticipated results of the programme "International Business", as well as admission terms and conditions are mutually coordinated and based on the occupational standard for an organization manager, project manager or human resource manager. The professional master's study me "International Business" fully complies with Cabinet Regulation No. 512 of August 26, 2014 on *Regulations on the National Standard of the Second Level Professional Higher Education*.

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 courses of the programme “International Business” is updated according to the requirements of the industry and the labour market, using the information available in the publications of various international academic and practical associations. For example, ABI (Academy of International Business), AOM (Academy of Management), SMS (Strategic Management Society) etc. as well as publications of professional staff and project management professional associations such as SHRM (Society of Human Resource Management) and CIPD (Chartered Institute of Personnel Development), PMI (Project Management Institution) and IPMA (International Project Management Association). Faculty members of the programme take part in conferences organized by the aforementioned academic and professional associations and the lessons learned are used for the development of study courses and programmes.

The postgraduate programme “International Business” professional qualification “Human Resource Manager” was implemented in cooperation with the Latvian Association for People Management (LAPM) to make sure that the programme will be used in real working environment and to develop the necessary contacts for providing internships and attracting guest lecturers. The cooperation agreement between LAPM and RISEBA provides an opportunity to develop current applied study and master's thesis subjects, and take various measures to improve and develop the programme. In 2013, the terms of cooperation with the Latvian Association for People Management (LAPM) were updated and a new cooperation agreement was signed on 5 July 2013. Due to some uncertainties about obtaining the LAPM certificate for RISEBA graduates, the cooperation agreement was supplemented once again on 17 August 2015.

Compatibility with the latest academic requirements is ensured by the lecturers' participation at international academic conferences and publication of research in academic journals, as well as involvement in academic associations (e.g. Academy of Management, Human Resource Management division; IPMA and PMI). For example, at the Academy of Management annual international conference in Boston that took place in August 2019, lecturers I. Ludviga and A. Kalviņa presented a research titled “European Human Resource Management Programme: Experience as the Source of Learning and Development”, which is based on practical experience and international cooperation.

Students are involved in the performance of research work. Master's thesis research is presented at both scientific and industry professional conferences; for example, master's thesis research of graduate student Anna Šteinerte was presented at the annual HR Management Conference. Research in the field of human resource management is discussed and carried out annually in cooperation with the LAPM.

Every year, the collaboration with the university's international partners within the framework of the EHRM ([European Human Resource Management Programme](#)) project provides an opportunity to exchange information about current trends with both practitioners and academics in a European context. For example, under the auspices of the project, a practical annual human resource management conference “HR Day” is held in Belgium; it is attended by programme's faculty

members and students, who are taking part in the EHRM internship project.

The programme professional qualification "Project Manager" was implemented in cooperation with the Latvian National Project Management Association (LNPMA) to make sure that the programme will be used in real working environment and will develop the necessary contacts for placement and guest lecturers. The cooperation agreement between LNPMA and RISEBA provides an opportunity to develop current applied study and master's thesis subjects, and take various measures to improve and develop the programme.

To ensure that the awarding of master's degree is based on accomplishments and insights in the management field and branch of science, every year the subjects recommended for master's theses are updated in conformity with the information and experience of the aforementioned professional associations and cooperation partners.

Already for the second time, the postgraduate programme "International Business" [was accredited by the European Programme Management System \(EPAS\)](#) for a maximum term of 5 years. Accordingly, the programme cooperates with similar programmes in Europe within the [EPAS MIB \(Master of International Business\) Consortium](#). This cooperation includes regular exchange of current trends in international business, teaching methodology and research.

The EPAS MIB Consortium holds an annual master's theses competition, where students of the programme "International Business" show very good results. For example, in 2017, master's thesis of a MIB student won second place.

By collating the cooperation implemented within the programme in the academic and professional realm, it is possible to ensure that the content of the courses is up to date and corresponds to industry and job market requirements, and that the awarding of a master's degree is based on accomplishments and insights in the fields of management and international business science.

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 RISEBA professional postgraduate programme "International Business" for obtaining a professional master's degree in international business and the qualifications chosen (organization manager, human resource manager or project manager) conforms to Cabinet Regulation No. 512 of the Republic of Latvia of 26 August 2014 "Regulations Regarding a Level Two Professional Higher Education State Standard" (see Annex 3 to Part 2) and its study courses and their content are developed as a single entity.

The choice of study courses, the content and scope of the postgraduate programme "International Business", and the content of the internship are based on the professional standard of the specialization (organization manager, human resource manager or project manager).

The objective of the relevant study course is formulated in the descriptions of study courses and the specific attainable results of the relevant study course are shown, specifying knowledge, competences and skills. Each study course description also specifies the programme's expected

results, which apply to the specific study course (see study course descriptions). Information (the content thereof) included in study courses stems from the study course's objectives and attainable results, which are defined based on the programme's attainable results.

The connection between study courses and the programme's expected results is shown in the study programme mapping. Each study course ensures the attainment of 2 to 4 of the programme's attainable results. Each of the programme's attainable results conforms to at least 1 study course, but on average they are 2 or more courses. Internships and the master's thesis encompass attainment of all study programme attainable results.

The fall semester of the study programme "International Business" is mainly devoted to the international business environment with an emphasis on developing the knowledge, skills and competences that international managers need in any field. For example, in intercultural communication, leadership and change management, funding for management decision making, negotiation skills, corporate social relevance and governance, creative thinking, design thinking, etc. The spring semester, on the other hand, is devoted to the in-depth study of the chosen specialization. Students acquire the knowledge, skills and competences necessary to succeed working as an organization manager, human resource manager or project manager.

In general, the results to be achieved in the programme "International Business" correspond to the set of knowledge required by the professional standard "Organization Manager", "Human Resource Manager" or "Project Manager" (according to the student's choice) to perform the main tasks of professional activity. The study course workload in credit points is sufficient and the study courses included in the programme will allow students to acquire the necessary professional, as well as general knowledge and competences required for the performance of main professional work tasks.

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.

Various study methods are used in the study programme, including lectures, practical activities, seminars, discussions, simulations, masterclasses, skill development exercises, excursions, open lectures given by experienced professionals and guest lectures by foreign and domestic specialists, etc.

All the study courses included in the study programme are implemented in accordance with study course descriptions that also specify the course assessment system in accordance with RISEBA uniform assessment system. The assessment system used at RISEBA was developed in accordance with Cabinet Regulations No. 512 of 26 August 2014 "Regulations regarding the State Standard for Second Level Professional Higher Education":

- Transparent assessment principle – in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- Mandatory assessment – at least a minimum pass grade should be received for each study

course, that is for mastering all the programme content respectively. A student can only defend the master's thesis after he or she has mastered all the programme content.

- Possible assessment review principle – the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study By-law approved by the Senate stipulates that if the student wants to improve his or her final grade, he or she must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- The principle of diversity of types of test is used in the assessment process – various types of tests are used to assess the acquisition of the programme. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests specified in the course programmes or description (tests, homework, essays, presentations, independent projects, group work, etc.). The requirements depend on the specificities of the study course and its organizational process. At RISEBA, exams are both oral and written. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of each test corresponds to the content of the programme of the relevant study course and the requirements for skills and knowledge stipulated in the occupational standard.

At RISEBA, these outcomes are graded against two indicators:

- Qualitative assessment – grade on a 10 point system;
- Quantitative assessment – number of credit points depending on the scope and importance of a study course.

The number of required credit points is indicated in the study plan. To determine if the student's workload is in line with the plan, a quantitative evaluation in credit points is conducted every semester and every academic year – 1 credit point equals 40 academic hours.

Implementation of the study process is based on **student-centric education principles**. For example:

- The diversity of student requirements is met during the study process by developing various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods. They all receive university's support in improving their skills in this realm.
- Due to the fact that the programme "International Business" has a high percentage of students from Southern cultures (India, Sri Lanka, Nepal, etc.), PhD students and faculty members who are more familiar with learning culture of these nations are also invited to supervise their master's theses. For example, Dr. Fahri Akdemir (Turkey) and , MBA in Marketing, Harsh Chauhan (India).
- Study courses are completed through collaboration between students and faculty members, where various teaching methods are used depending on the situation:
 - Monological – lectures and demonstrations;
 - Dialogical – constructive conversations, discussions, role plays, creative techniques (Brainstorming, Thinking Hats, Power of Leadership, etc.), computer simulations (Harvard Business Publishing 'Data Analytics Simulation: Strategic Decision Making')
 - Research methods – literature studies, field trips, seminars, projects, case studies

(case studies offered by Harvard Business Publishing are widely used), problem solving, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods.

- Different forms of work are used: group work, individual work and independent work, as well as experiential learning, for example in the study courses “Arts for Management and Personal Development” and “Personal Development for Future Leadership Competencies”.
- In the relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.
- Studies are based on individual work of students, at the same time providing lecturer leadership and support – each study course description specifies students’ independent workload and the content, as well as its assessment methods.
- Each study course assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, and are discussed during the first class. Study course descriptions also include an explanation of assessments. Students receive feedback and an explanation of the assessment, and, if necessary, advice on how to improve their work.
- The diversity of students is taken into account and, in individual cases, circumstantial comprises are made to help students such as the extension of deadlines for submission of work and consultations.
- Assessment should be consistent, fair, and applicable to all students. It should be carried out according to the approved procedures.
- There are various methods used to evaluate the results, such as exam, case study, presentation, written report, reflective essay.
- Assessment of attained study results is conducted by a faculty member, student (via self-assessment) and other students (mutual assessment). If a study course is taught by several faculty members, then the examination work will be assessed by several educators. Assessment of internships and master’s theses is conducted by several examiners.
- If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals. The dispute resolution process is led by the Quality Department Head, engaging the programme director and department head and, if necessary – the study department head or Vice Rector for Studies.
- Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings; methodological seminars, excursions and various classes are organized for faculty members.

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

The programme “International Business” provides for one or two internships, depending on prior education and job experience in organization management:

- Students in 80 CP programmes are required to do two internships: an internship worth 6 CP (6 weeks) and an internship worth 20 CP (20 weeks)

- Students in 60 CP programmes are required to do only one internship worth 6 CP (6 weeks)

Internship goals and tasks are defined in the internship regulations according to the chosen professional qualification. Students are introduced to internship goals and assignments upon commencing their studies and this information is available on E-RISEBA. Internship tasks are related to the expected results of the programme (see Programme Map) and ensure their attainment.

In conformity with the rules on internship implementation, trilateral agreements are concluded between RISEBA, the student and the organization providing internship. At the conclusion of the internship, students prepare an internship report, which includes an internship diary, and which is signed by the internship supervisor on behalf of the respective organization. Students defend their internship before a commission and it is assessed by a representative of the organization and at least two faculty members.

Internship and job offers can be found on the RISEBA homepage, which are regularly updated in collaboration with employers. Students in the programme “Human Resource Management” also have access to job and internship offers that are published on the Latvian Association of People Management’s homepage, and on the homepage of the professional association smarHR, or cooperation partners (e.g. [here](#)).

RISEBA students are also provided with support for the commencement and further development of their careers, facilitation of their employment and resolution of career planning issues. For example, before studying job advertisements, students are invited to take a training course “Start Strong: How to Start and Develop Your Career”. The course was developed to foster youth employment and, thanks to the support of the US Embassy and RISEBA, it is available on the internet already since 23 September 2015. Anyone interested is invited to undergo this training free of charge and without registration.

Students are offered [career choice tests](#) and advice on how to compile a CV and motivation letter.

To support the development of student careers, RISEBA hosts annual cycle of events “[RISEBA Career Days](#)”. In Career Days, students are provided with an opportunity to address employers about job opportunities at their companies; there are guest lectures, masterclasses, seminars. RISEBA Career Days are organized to promote closer cooperation between company representatives, industry professionals, experts and students.

Students in the programme “International Business” also have access to international internships under the auspices of the ERASMUS+ programme. During the academic year 2017/2018, for the fourth time students had the chance to participate in the international internship “Master in European Human Resource Management”, which is organized in collaboration with Radboud University Nijmegen, Vlerick Leuven Gent Management School, Luiss Business School, E.M.LYON, the University of Bamberg. During the academic year 2018/2019, RISEBA organized the project for the fourth time and it is planned that in 2019/2020 the project will also be organized by RISEBA.

Students who study in English also have an internship in English. Most English-speaking students do their internship in their home country in one of the country's international companies. If they want to stay in Latvia, they can also do an internship in English in Latvia - in international companies or enterprises, where the working language is also English. For example, Accenture, SIA “Cabot Latvia”, SIA “Latvian American Eye Center”, etc.

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 master's studies, a **master's thesis** must be prepared and defended. At the start of the 1st semester (60 CP programme) or the start of the 2nd semester (80 CP programme) of their second academic year, students must choose the subject for their master's thesis. A list of topics of master's theses research is developed in accordance with the attainable goals and results of the programme, as well as the profile of faculty members' competences. The development and layout of the master's thesis is regulated by the Regulation of Study Paper Development.

Students may take final examinations, if:

- They have completed the study courses included in the programme;
- Internship reports have been assessed;
- Course work has been assessed;
- All financial liabilities under the study contract have been met.

In accordance with the requirements of the programme, the final theses must be related to international business management and the chosen professional qualification. Every year, a State Examination Commission assesses the compatibility of subjects with the programme and subjects are approved as compliant.

The relevance of subjects to the industry, including the job market, is also testified to by the fact that studies conducted by second year students are presented at the professional conference "HR Personnel", which takes place in October and convenes a large number of industry professionals.

Examples of master's theses defended in the academic year 2018/2019 are shown in Table 2.1.

Table 2.1.

Examples of master's theses defended in June of the academic year 2018/2019

No.	Surname, name	Subject of the master's thesis
1.	Vītola Vija	The Type of Rail Baltica Project and Its Impact on the Project Management Company and Its Strategic Human Resources Management Approach
2.	Kokina Aļona	Influence of Artificial Intelligence on Business Processes in International Company "Elva"
3.	Kavace Maija	Efficiency of Charismatic Leadership in Business: <i>Pins</i> Case Study
4.	Sokolaj Reil	Impact of Populism on Economic Development
5.	Drozda Evelīna	Impact of Generation on the Relationship between Work Engagement and the Intent to Change Work among Higher Education Employees in Latvia

6.	Dimas Panagiotis	Future Predictions of Artificial Intelligence in E-Commerce
7.	Zubova Ludmila	ERP System Project to Increase the Efficiency of the Human Resource Department in an International Company
8.	Zavackas Mangirdas	Pricing Policy for Research Systems in the Field of Semiconductor Detectors and Nuclear Electronics
9.	Skrodelis Kārlis	Managing Different Personality Types to Improve Teamwork
10.	Meluškāne Tatjana	Management Style, Employee Engagement and Loyalty in "Citadele" Bank Sales and Customer Service
11.	Povetkins Oļegs	Analysis of Supplier Selection Processes and Development of Recommendations for SIA Wings 4 Sky Group

A complex approach is used in the evaluation of the master's thesis. The evaluation of the developed master's thesis takes place in the Final Examination Commission, where the master's student defends the master's thesis. The master's thesis is reviewed and evaluated with a mark before the defence. The members of the commission shall take into account the following criteria: 1) Formulation of the aim and objectives of the work; 2) Scope and depth of literature analysis, ability to use references; 3) Research methodology and quality; 4) Quality of data analysis; 5) Application of concepts, models and theories; 6) Conclusions and recommendations; 7) Compliance of the formatting of the work with the methodological instructions; 8) Originality of the Thesis. The overall evaluation of the master's thesis is formed by summarizing (calculating average) the marks posted by each member of the commission and voting on it. The Chair of the Commission shall have the casting vote in disputes. Graduation work (Master thesis) grades usually range from 7 (good) to 9 (excellent).

The composition of the State Examination Commission traditionally includes representatives of organizations (corporate environment or public sector) and the Latvian Association for People Management (LAPM) or the Latvian National Project Management Association (LNPMA), who also emphasized the high quality of master's theses in 2019 and their correspondence to the latest industry trends.

After the defence of the master's theses, the quality and topicality of the thesis is discussed. The members of the commission evaluate the relevance of the topics to the industry and actuality in the labour market, as well as suggest how the master's theses could be improved. These recommendations have been taken into account when compiling the list of master's thesis topics and supervisors for the next year and integrated into the study course "Research Methods in Business and Organizations".

The quality of the master's theses is also evidenced by the high scores in the annual International Master's Thesis Competition held by the EPAS MIB Consortium, as well as the "above-expected" EPAS accreditation expert rating.

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.

Student surveys at RISEBA are conducted on a regular basis, each academic year, usually for all study courses. The Study Unit offers surveys at the end of each course in order to obtain direct feedback about the quality of the course, student attitude, satisfaction, self-assessment, comprehensibility of handouts and relevance to the presentation of the topic.

The quality and style of teaching are assessed for the strategic development and self-evaluation of RISEBA academic staff. Students are also given an opportunity to make suggestions on how to improve the quality of their studies. RISEBA Student Council also actively participates in student surveys. The processing of the questionnaires is computerized, so that the information contained in the questionnaires is available electronically.

Student assessment of work of a particular professor usually involves different opposing views. The assessment is therefore generalized in a tactical manner to avoid unnecessary conflict and tension. The Vice Rector, department heads or programme director and lecturers analyse and discuss the results of the assessment to improve the quality of studies.

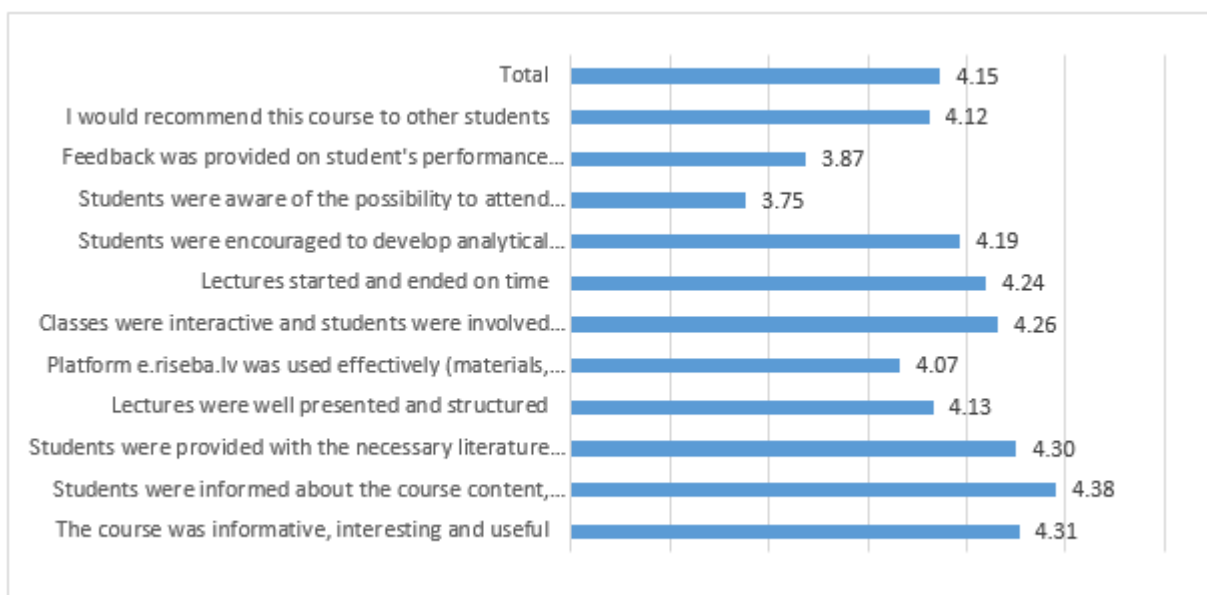


Figure 2.1. Assessment of Study Courses of the Programme “International Business” in 2017/2018 (1st Semester: September-January)

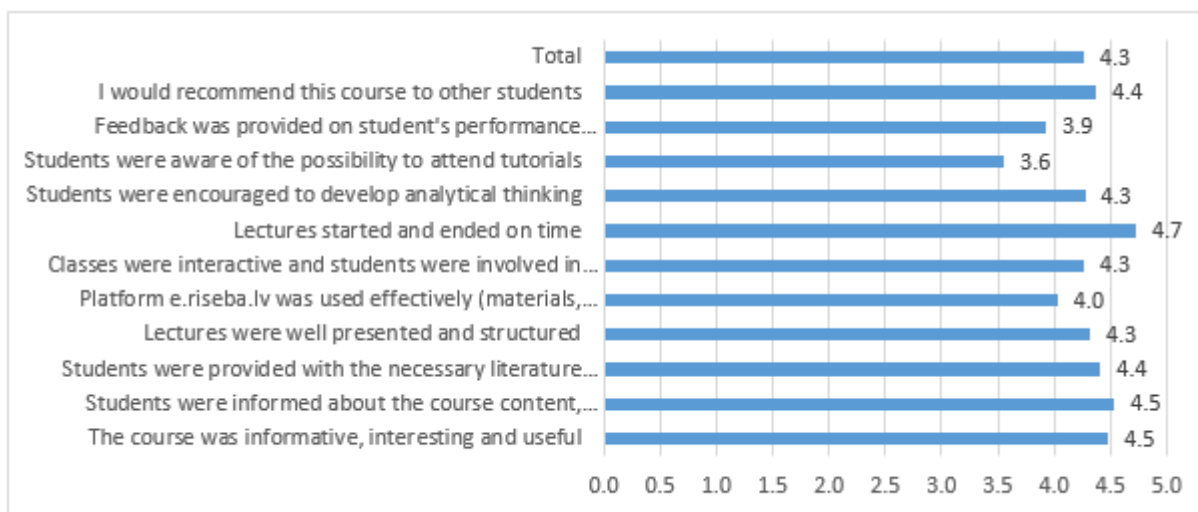


Figure 2.2. Assessment of Study Courses of the Programme “International Business” in 2017/2018 (2nd Semester: February-June)

Collating information about the programme’s study courses and lecturers, the overall assessment is above average, which testifies to the high quality of the programme. Student comments about lecturers and the content of study courses testify to a high overall level of teaching. In general, students are very satisfied with lecturers in the programme and highly appreciate the diversity and professional experience of lecturers. In particular, students appreciate the contribution to the programme of foreign lecturers and professionals.

Comparing the grades by semester, you can see that the average grade is 4.15 in the first semester and 4.3 in the second semester. It has been observed that students appreciate professional specialization (spring semester) study courses because they are closer to their chosen future profession and the students' interest in acquiring these courses is higher.

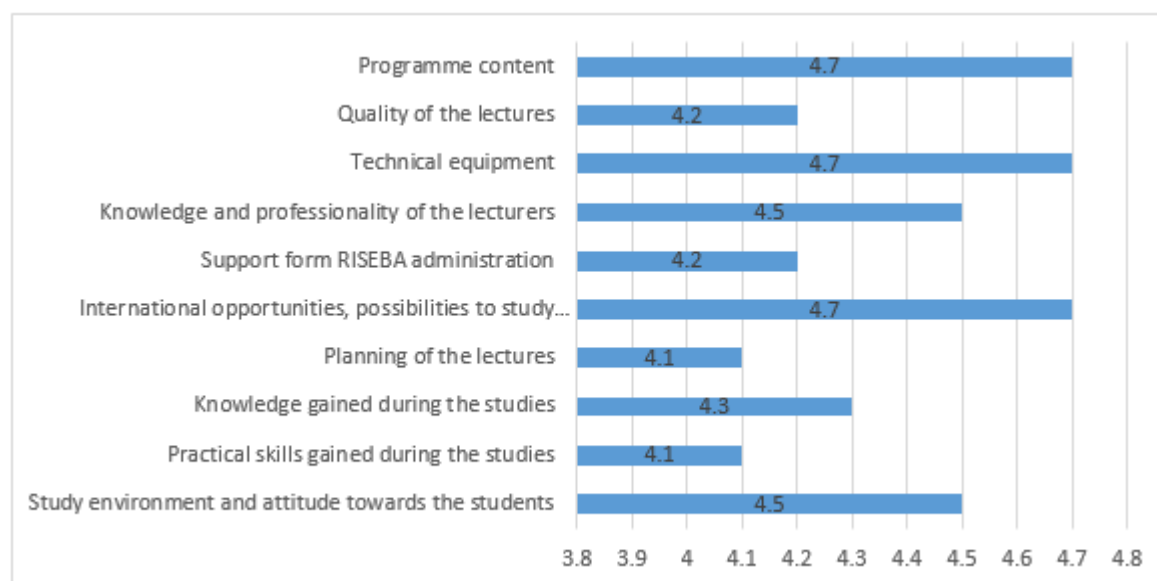
In addition, students highly value opportunities to study abroad and receive a double degree from a partner university.

In fall 2019 student survey about internationalisation opportunities was conducted. The student survey was sent out to all 2626 RISEBA students and 435 completed the survey. 79% of the respondents were local students and 21% were foreign students (with non-Latvian citizenship). Programme “International business” was represented by 46 students. 67% of the respondents acknowledged that they feel as part of an international environment.

From a set of internationalisation activities and elements of HEI, students were asked to choose those that they would like to see at RISEBA. The topmost demanded internationalisation activities and elements were foreign professors and guest lecturers- 63%; collaborations with international partners-54%; short study abroad programmes like summer schools and business weeks-51%; and international events-51%. Other internationalisation activities and elements evaluated highly by the students were: foreign language studies, international curriculum, internships abroad as well as intercultural trainings.

Alumni of the programme "International Business" are regularly surveyed, in order to find out their opinions about the programme, its lecturers, the impact of taking the programme on professional growth and how alumni can make a contribution to the teaching process by sharing their experience and acquired knowledge. Analysing surveys of the programme’s alumni, one can conclude that alumni are very satisfied with their education. They state that it gives them a better understanding of the international business world, opens up broader opportunities in the labour market, as well as in their work for their companies, where it helps them to identify and appreciate

their company's problems and find optimal solutions.



Fig

re 2.3. Alumni Survey Results

All in all, alumni noted that they would recommend the programme to their friends, colleagues and other interested persons. Programme alumni will be invited to participate in presentations which are intended for potential students. Some alumni participate in lectures as visiting professors, as well as make their contribution to the Programme Committee, which in turn is vital to the development of the programme and makes it possible to upgrade the study process and improve the quality of studies.

RISEBA conducts *employers' surveys* regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership. Moreover, the results revealed what are the skills employers are looking for when evaluating the job applicants – see figure below.

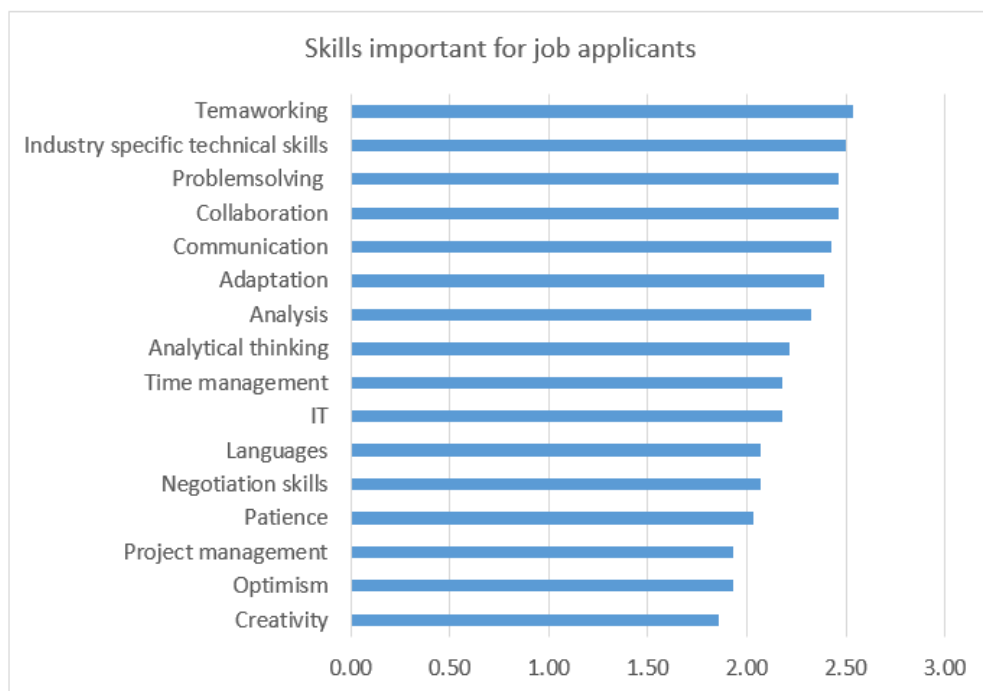


Figure 2.4.

Skills important for job applicants

Another survey of employers was conducted in the autumn of 2019, and the aim of this survey was 1) to determine which skills and competencies of higher education graduates are important for companies when hiring employees, and 2) to find out employees' opinions on activities that RISEBA should take to increase graduates' employment opportunities.

The survey was sent to about 12,000 employers. The survey was completed by 190 employers. The respondents were from companies of different sizes: large - 34%; on average - 18%; small - 20% and micro - 28%, providing a diverse perspective of employers. In addition, respondents also covered a wide range of branches from tourism, entertainment, sales, education, banking, law, construction, IT, marketing and even government and public administration. 47% of respondents employed from 1 to 6 RISEBA graduates, but the rest either did not have such information or their company did not have RISEBA graduates.

Employers were asked to assess the importance of the skills and competences of higher education graduates in their company when recruiting staff. Skills and competences such as transversal skills, emotional intelligence, adaptive thinking, collaborative and collaborative skills were given the most importance.

Employers were invited to choose the activities that RISEBA should implement in order to increase the prospects of graduates in the labour market. The activities that were recognized as the most important were internships abroad - 53%, cooperation with international partners - 52%, learning foreign languages - 50%, attracting foreign professors and guest lecturers - 44%, as well as short studies abroad - 43% and establishment of joint programs - 35%. Other internationalization activities and elements that were highly valued by employers were: semesters abroad, intercultural training and curriculum internationalization.

Another method of receiving feedback from employers is Internship evaluation forms. Employers which provide places for internships for master programme "international Business" students are asked to provide evaluation of the student's performance during the internship using a specially developed evaluation form.

Question	very good/high	good/high	sufficient	not sufficient
Please rate student's knowledge application	56%	40%	4%	0%
Please rate student professional skills	44%	50%	6%	0%
Please rate student's application of innovative and creative skills	65%	30%	5%	0%
Please rate student's sense of responsibility	82%	8%	10%	0%
Please rate student's ability to work in a team	90%	10%	0%	0%

The survey also asks employees to reflect if student provided useful observations and insights about the organization and if student provided useful information and recommendations relevant to initiative (problem) he/she investigated. On 5-point Likert scale internship providers rated these aspects on average as 4,7 and 4,8 thus indicating that the intern has been a valuable asset.

Alongside with the research described above, the programme faculty has been continuously cooperating with employers to understand how modern organizations have been transforming, what management skills are most important in the current situation and what competencies a modern manager should have in order to be demanded in the Latvian labour market. For example, together with representatives from Latvian Association of People Management, programme faculty participated in the working group dedicated to the implementation of People Analytics in Latvian organisations. This collaboration resulted in development of the methodological material "People analytics" and the topic was included in the study course "Business Analytics".

In connection with the internationalization of the study environment, the program "International Business" has introduced several short-term international projects, such as EHRM (European Human Resource Management program), Project management competitions in the virtual environment Gecco, X-Culture, MARGA, etc., where students can gain interesting international experience by interacting with students from other countries and creating practical projects both in the virtual environment and in person.

The results of employer surveys are used for the enhancement of the study quality. Specifically, the following has been implemented:

- The cooperation with companies and organizations has been expanded; there have been organized seminars with business representatives and guest lectures with business representatives (e.g. Informal Insight series); companies have also been involved in offering master research topics.
- Teaching focuses more on interactive forms of study, including wider application of the case study method including problem solving tasks.
- Other aspects of the study process have been enhanced as well.

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.

Students and alumni of RISEBA programme "International Business" are offered a number of

opportunities to study or undertake internships abroad. More extensive study opportunities are offered under the auspices of the Erasmus+ programme, but the university also has several double degree cooperation agreements, within the framework of which students obtain two diplomas. Internships can also be taken under the auspices of the Erasmus+ programme, receiving a grant accordingly. Such internship opportunities are also offered to students who have recently graduated from RISEBA University.

RISEBA has concluded cooperation agreements within the framework of Erasmus+ lifelong learning programme with over 130 partner universities in Erasmus+ programme countries and partner countries. Students are entitled to choose the universities they are interested in, depending on the study programme. In order for mobility to be accepted and for study courses taken at the partner university to be recognised, they must conform to the study programme in terms of their content. The Erasmus+ period will only be academically recognised if all the necessary documents are submitted to the RISEBA Erasmus+ coordinator and the information specified therein complies.

Outgoing mobility activities of the postgraduate programme “International Business” in the academic year 2018/2019:

An opportunity to spend a semester at a partner university was used by 2 students:

- 1) Laura Pēkšēna spent 1 semester at a partner university – University Institute of Lisbon, Portugal;
- 2) Harnouskaya Sviatlana spent 1 semester at a partner university University of Wupperta, Germany.

In the academic year 2018/2019, under the Double Degree Exchange Agreement, 5 students of the programme (Aļona Kokina, Oskars Reinhols Buls, Kārlis Skrodelis, Sabīne Jukša, Viktors Cvetkovs) went to foreign partner universities, while 6 students from foreign partner universities studied in the MIB programme.

All students who participated in outgoing mobility fully met their obligations and the study courses acquired during the period of mobility were recognized.

Incoming mobility:

The number of international students at RISEBA throughout the university reached 13 % in 2018/2019, which is above the national average, and 39 % in the master's programme “International Business”, which is well above the national average.

The majority of incoming ERASMUS+ and double degree students study in the “International Business” programme with the qualification “Organization Manager”. In the academic year 2018/2019, 21 incoming students from France, Germany, the Czech Republic and Slovakia were studying at RISEBA.

Within the framework of the Double Degree Exchange Agreement in the academic year 2018/2019, 4 students from KEDGE Business School (France) studied in the RISEBA programme “International Business”.

In order to ensure further internationalization of the programme “International Business”, a new double-degree agreement was signed in 2019 with Y SCHOOLS programme Grande Ecole (master's degree, France).

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

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

The programme "International Business" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base, the assessment of which can be found in Part II, Section 3, Sub-sections 3.1-3.3.

Study, research and information base

Study course materials for the programme "International Business" are provided via the E-RISEBA platform, where each course's lecturer posts the materials required for the study course. Each study course's methodological teaching materials, presentations, research papers and other materials required for the study course are available on E-RISEBA.

The RISEBA Library provides the university's students and employees with the literature required for the study process, access to [information search system and databases](#).

Students in the study programme "Human Resource Management" are encouraged to use resources offered by professional organisations in the study process and for master's thesis research, e.g. [SHRM](#), [CIPD](#), [LPVA](#), [smarHR](#), [PMI](#) and others.

Harvard Business Publishing's case studies, simulations, scholarly articles and other materials are widely used to provide master's degree courses in the programme "International Business", as RISEBA University pays an annual registration fee. For example, HBP computer simulation "Data Analytics Simulation: Strategic Decision Making" is used together with the case study in the course "Business Analytics".

The lecturers of the programme also use their own case studies in their study courses. For example, programme lecturer Diana Santistevan has prepared a case study for "An American in Paris" and the "SAP Cross-border Implementation Team" used in the course "Cultural Diplomacy and Negotiation"; lecturer Iveta Ludviga has prepared a case study "Employee Turnover", which is used in the course "Business Analytics".

Financial base

Tuition fees are the main source of financing with which to fund the study process in the programme "International Business". The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fee amount during the 2018/2019 academic year according to study form (EUR)

Study form	Tuition fee amount for the programme	
	Citizens and permanent residents of the Republic of Latvia, EU citizens	Foreigners, who are not EU citizens.
Full-time evening department for people with a basic professional education (1.5 years)	EUR 5250	EUR 6150
Full-time evening department for people with a basic academic education (2 years)	EUR 7000	EUR 8200

RISEBA offers the following tuition fee payment options:

- For the entire programme
- For the whole academic year
- For one semester
- For a month, in accordance with the payment schedule specified in the agreement, precisely complying with payment deadlines and payable sums

Tuition fees may be covered from the following funding sources:

- Student's personal funds
- Personal funds of a student's parents or other relatives
- Financing from the student's employer
- A study credit with a guarantee made on behalf of the State
- Commercial loan
- Sponsorships

The percentage breakdown by cost item for the programme "International Business" is shown in Table 3.2.

Table 3.2.

Breakdown of Expenditure of the Programme "International Business"

No.	Cost item	MSB
1	Faculty salaries (incl. taxes)	45.2 %
2	Remuneration for freelance faculty members	12.4 %
3	Premises rental (incl. repairs and management)	2.9 %
4	Utility charges	5.0 %
5	Business trips, qualification top-up	5.0 %
6	Depreciation of fixed and intangible assets	13.7 %

7	Low value and rapidly depreciable inventory	0.6 %
8	Copy expenditures for the study process	0.2 %
9	Internet services	0.9 %
10	Computer hardware maintenance	0.2 %
11	Student internship costs	1.5 %
12	Research costs	2.3 %
13	Accreditation costs	1.7 %
14	Study process provision expenditures	0.8 %
15	Student Council expenditure	4.6 %
16	Repair costs	0.7 %
17	Conference and seminar expenditures	0.7 %
18	Other costs related to the academic process	1.6 %

Judged overall, the technical and material, study and scientific resources available to students correspond to the conditions for the implementation of the programme and make it possible to attain study results.

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.

In the academic year 2018/2019, one change has occurred in the composition of faculty members of the programme “International Business” – during the spring semester students were offered an opportunity to choose their specialization: international marketing or international finance.

Accordingly, new faculty members were recruited to teach specialization courses:

1. Leonore Riitsalu (PhD from Estonian Business School, Estonia);
2. Jānis Rozenfelds (MBA, Investment Manager SEB Bank);
3. Ingus Grasis (MBA, CFA, Investment Strategist, SEB Bank);
4. Andrejs Limanskis (Dr.oec., RISEBA Associate Professor).

The impact of the changes on the quality of studies is positive, since as the number of lecturers increases student opportunities increase as well, for example, to get advice on financial issues and to select supervisors.

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

The programme's "International Business" study courses are taught with the involvement of 29 lecturers, including 4 professors, 4 associate professors and 4 assistant professors. 62 % of lecturers (18 in total) hold a doctoral degree. In turn, the business community is represented by 12 lecturers. The 8 lecturers independently involved in the implementation of the programme are visiting professors and visiting faculty members from abroad.

All faculty members have knowledge and professional links to international business and relevant professional qualifications. Accordingly, the academic personnel involved in the programme forms a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge.

In the second semester, when students are divided into groups according to their professional qualifications, lecturers from the business environment are involved more extensively (see Table 2). Additional lecturers from RISEBA and the business community are recruited to oversee internships and master's theses.

Table 4.1.

Academic personnel involved in giving lectures in the programme "International Business" in 2018/2019

No.	Lecturer	Academic degree	Main job	Study course
1	Agita Kalvina	Mg.phil.	Latvian School of Public Administration; Director	Personal Development for Future Leadership Competencies Human Resource Management Functions
2	Almir Pestek	PhD	University of Sarajevo	E-business and New Media

3	Andrejs Cirjevskis	Dr.oec.	RISEBA, Professor	International Strategic Management Corporate Finance and Managing for Value Creation
4	Andrejs Limanskis	Dr.oec.	RISEBA, Associate Professor	International Finance
5	Andrejs Ponomarjovs	Dr.oec.	RISEBA, Associate Professor	International Banking and Financial Market
6	Andrew Gareleck	Juris Doctor	LexTech Associates, France, USA	International Business Law
7	Anita Gaile	Dr.sc.administr.	SIA "INTU" Board Member; RISEBA lecturer	Human Resource and Project Change Management Human Resource Management Functions
8	Betija Putniņa	Mg.sc.soc.	SIA "Dia Logs", Partner	Coaching, Mentoring and Supervision
9	Diana Santistevan	PhD	Normandy Business School, France	Cultural Diplomacy and Negotiation
10	Eleni Tsechelidou	MSc	Whitestone Europe; IPMA	Programme and Project Portfolio Management
11	Fahri Akdemir	PhD	European University of Viadrina, Frankfurt, Germany	Project Design and Communication Management
12	Felippe Martinez	PhD	University of Economics, Prague	Organizational Design
13	Ingūna Romanova	Mg.phil.	RISEBA, Head of the Language Department	Civil Protection
14	Ingus Grasis	MBA, CFA	Investment Strategist at SEB Bank	Portfolio Management and Analysis
15	Irina Sennikova	Dr.oec.	RISEBA, Professor	Leadership and Change Management
16	Iveta Cīrule	Dr.sc.administr.	SIA "BIORGANIC" Board Member	Innovation and Business Models
17	Iveta Ludviga	Dr.sc.administr.	RISEBA, Professor	Research Methods in Business and Organizations; Business Analytics; Arts for Management and Personal Development
18	Jānis Rozenfelds	MBA	SEB Wealth Management Manager	Financial Markets Analysis and Welfare Planning

19	Jūlija Žakemo	Mg.Psych; MBA	RISEBA, lecturer	Organizational and Management Psychology
20	Jurijs Spiridonovs	Dr.oec.	RISEBA, docent	International Business Environment and Sustainability
21	Leonore Riitsalu	PhD	Estonian Business School	Consumer Behaviour
22	Liene Vancāne	Mg.hrm.; Mg.jur.	Latvenergo, Human Resource Manager	Labour Law
23	Randev Dias	MBA, MD	Accenture, Programme Manager	Project Quality and Risk Management
24	Tatjana Jakusina	MBA	Financial consultant	Financial Analysis for Decision Making
25	Tatjana Vasiljeva	Dr.oec.	RISEBA, Professor	IT and Business Strategic Cooperation
26	Valdis Avotiņš	Dr.chem	Ventspils University of Applied Sciences	Export Management
27	Valters Kaže	Dr.oec.	RISEBA, Associate Professor, CEO "ExNovo"	International Marketing and Communications; Strategic Brand Management
28	Vladimirs Ivanovs	MBA	Agiletransformer, Board Member	Contemporary Tools and approaches to Project Management
29	Yannis Polychronakis	PhD	Salford business School, UK	International Business Operations Project Management

Table 4.2 shows the total composition of the lecturers of the programme “International Business” and their distribution by professional qualification.

Table 4.2

Composition of Academic Personnel Involved in Giving Lectures in the Programme "International Business" in 2018/2019

	Core courses	Specialisation courses		
		Organization Manager	Human Resource Manager	Project Manager
Total number of lecturers	29	11	5	5
incl. foreign	9	3	1	3
With a PhD	18	8	2	2

From business environment	13	5	4	3
RISEBA academic staff	8	5	2	1

Thus, the academic staff of the programme “International Business” will fully comply with the requirements of the Law on Higher Education Institutions, as eight professors and associate professors, who have been elected for academic positions at RISEBA, participate in the implementation of the compulsory part and the restrictive choice section of the programme.

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 academic personnel in the programme “International Business” is involved in scientific research, which is confirmed by their participation in academic conferences and scientific publications, as well as participation in international projects. The topics of the scientific work of the faculty members are related to the study courses they teach, and the conclusions of the research work are used to improve the content of the study courses. Scientific publications of the faculty members are indicated in the course descriptions as recommended supplementary literature if the topic of the publication corresponds to the content of the course.

As an example, one can mention the following research papers that were published in international editions:

- Čirjevskis, A. (2019) What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? *Journal of Open Innovation Technol. Mark. Complex.* 2019, 5, 36.
- Santistevan, D & Josserand, E (2019), 'Meta-teams: Getting global work done in MNEs',

Journal of Management, vol. 45, no. 2, pp.510-539. ABS 4*

- Gaile, A., Baumanė-Vitolina, I., Sumilo, E., Skiltere, D. and Flores, R. (2019), Values and career behaviours of entrepreneurs and employees, *International Journal of Entrepreneurial Behavior & Research*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJEBR-06-2019-0369>, ABS 2*
- Cirjevskis, A. and Felker, Y. (2018). Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. *Book series: Advances in Social and Behavioral Sciences*, pp. 3-15. ISBN 978-981-11-9269-2; ISSN 2339-5133.
- Ergle D., Ludviga I., (2018) Use of gamification in human resource management: impact on engagement and satisfaction, *Proceedings form 10th International Scientific Conference "Business and Management 2018"* Vilnius, LITHUANIA, pp. 409-417
- Sennikova I., Ludviga I., Dubinska E., (2018) Management and Leadership Development Needs: The Case of Latvia, in *Business and Society Making Management Education: Relevant for the 21st Century*, ed. Purg D., Bracek-Lalic A., Pope J., pp.87-114.
- Ludviga I., (2019) Organisational Design, Internal Collaboration and Performance: an Empirical Assessment in Latvia, *Proceedings of the International Scientific Conference "SOCIETY. INTEGRATION. EDUCATION"*, Volume VI, May 24th -25th, 2019. 351-364
- Riitsalu, Leonore; Murakas, Rein (2019). Subjective Financial Knowledge, Prudent Behaviour and Income – the Predictors of Financial Well-being in Estonia. *International Journal of Bank Marketing*.10.1108/IJBM-03-2018-0071.
- Riitsalu, Leonore; Murakas, Rein; Veeret, Diana (2019). Disentangling financial literacy: three-dimensional approach to analysing management of personal finances in Estonia. *Journal of Social Research & Policy*, 9 (1), 1–12.
- Spiridonovs, J., Arefjevs, I. and Tocolovska, N. (2018). Private Financing Alternatives for Infrastructure of State Owned Enterprises. *European Business Studies*. Vol. 12, pp. 162-171. <https://dx.doi.org/10.5755/J01.EIS.0.12.20858>
- Vasiljeva, T. and Novinkina, J. (2019). Is robotics a solution for banking business process reengineering and automation? Open Access journal "*Journal of electronic banking*"
- Limanskis, A., (2019) Foreign direct investments for sustainable development: analysis of British investments in Latvia. Chapter in Monograph „*Phenomenon of Market Economy: Theoretical and Methodological Content-Business of Innovations*”. Publishing house LSP. London. 2019.
- Litsiou K., Polychronakis Y., Karami A., Nikolo[oulus K., (2019). Relative performance of judgmental methods for forecasting the success of megaproject, *International Journal of Forecasting*, DOI: [1016/j.ijforecast.2019.05.018](https://doi.org/10.1016/j.ijforecast.2019.05.018)
- A Peštek, E Agić, M Činjurević (2018) Segmentation of organic food buyers: an emergent market perspective, *British Food Journal* 120 (2), 269-289
- Tsehelidou Eleni, (2013), Investigating gaps in higher civil engineering education regarding students' level of knowledge and understanding of basic structural concepts, *Engineering*.
- Martinez, Felipe, (2018). Lean home services in Czech Republic, *International Journal of Lean Six Sigma*, <https://doi.org/10.1108/IJLSS-07-2017-0088>.
- Akdemir F., Pedram A., Ozbas B., (2017). Agile drug development: Lessons from software industry, *Contact Pharma, online Journal*.

As an example of participation in international academic conferences, one can mention the following academic presentations in conferences given by the programme's faculty members during the academic year 2018/2019:

- Gaile: Values and career behaviours of entrepreneurs and employees, report in the scientific conference 2019 INEKA (Innovation, Entrepreneurship, Knowledge Academy) Verona, 2019, June 11-13, 2019, Verona, Italy. The presentation was recognized as one of the best

presentations at the conference.

- Ludviga: Workplace Expectations versus reality: Are Millennials so Different?", report at the 26th EBES Conference, Prague, Czech Republic, 24-26 October 2018
- Ludviga: "Empirical Evidence Against Generational theory", presentation at the 12th annual international academic Baltic business management conference ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", which took place from 21-23 February 2019 in Riga
- Ludviga: What Drives Value of Automated Performance Management Systems: Empirical Assessment", report at the international academic conference "Eastern Academy of Management International 2019", which took place from 18-20 June 2019 in Dubrovnik, Croatia
- Kalviņa: Participation in the panel discussion at the Academy of Management Annual Meeting in Boston, USA from 9-13 August 2019, subject: "European Human Resource Management Programme: Experience as the source of learning and development".
- Santistevan: 'The influence of leadership practices on work engagement of members of multiple teams', report in the international scientific conference *EURAM 2019 Conference*, Lisbon, 26-28 June.
- D, Santistevan: 'Managing temporary collaborations in global organizations', report in the international scientific conference *EURAM 2018*, Reykjavik, Iceland, June, 19-22
- Cirjevskis: "Bridging Dynamic Capabilities and Business Models Perspectives: Antecedences and Consequences of Technology Related M&A". 25-30.06.2018. Society of Open Innovation; Technology, Market and Complexity, Napoli, Italy.
- Cirjevskis: Consolidation Strategies of Automotive Electronics Industries: Combining Dynamic Capabilities and Business Models in Pursuing Innovation. Strategic Management Society (USA) Special Conference in "Sharing Strategies for the Connected World ", Oslo, Norway, 07-09.06.2018
- Vasiljeva: "Towards Computer System Validation: An overview and Evaluation of Existing Procedures" IBIMA 32 conference November 2018.
- Fahri: "Is it possible to prevent behavioural complexity in the project?: A study on prevention of behavioural complexity by authentic leadership approach in creative projects." PROMAC 2017 Oral Presentation (Society of Japanese Project Managers Conference) Nov 2017 Munich

The following international scientific projects were implemented in a field corresponding to the content of the study programme (the projects were completed in the academic year 2019/2020):

- Project "ENJOY GENERATION Z! – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z"; Grant agreement No. 2018-1-PL01-KA204-050761
- CEEMAN study "Management and Leadership Development Needs in Dynamically Changing Societies"

Currently, a project that has been launched and implemented is the NAWA (Polish National Agency for Academic Exchange) project "IAP 4 GenZ – The International Academic Partnership for Generation Z", the objective of which is to evaluate the needs of Generation Z in the job market and to prepare a motivation model. This project is being implemented in collaboration with Instituto Politecnico Do Porto (Portugal), WSB University in Toruń and University of Warmia and Mazury in Olsztyn (Poland) and Masaryk University (Czech Republic).

Since 1 April 2019, RISEBA has launched its first research project, namely the CFLA project "Practical Studies, Phase 2 "Developing Value-Based Skills for Improving the Quality of Human Capital (No. 1.1.1.1/18/A/151)". Researchers of RISEBA work in the project: E. Dubinska, A. Strazda, O. Dzene, project manager – RISEBA assoc.prof., lecturer at the programme "International

Business" Valters Kaže.

Students were also involved in the implementation of research projects.

During the academic year 2018/2019, programme lecturer Anita Gaile defended her doctoral thesis on the subject "Interaction of an Individual's Career Conduct and Individual Values and Their Impact on a Subjectively Successful Career". The results of the study were presented at international academic conferences and are used in teaching the study course "Human Resource Management Functions".

Lecturers regularly enhance their qualifications by participating in international seminars and training and use the acquired knowledge to improve study courses. For example:

- In 2019, Valters Kaže enhanced his qualifications as a lecturer by attending the CEEMAN organised International Management Teachers Academy in Slovenia. The acquired knowledge is used in teaching the courses "International Marketing and Communication" and "Strategic Brand Management";
- In 2018, Tatjana Vasiljeva took part in the training seminar "Case Study Workshop", which is organised by the project partners University of Zagreb, Faculty of Economics and Business, within the framework of the Lead4Skills project in Croatia. The acquired knowledge is used in teaching the course "IT and Business Strategic Cooperation";
- In 2017, Jūlija Žakemo attended the Gaidar Forum-2017 "Russia and the World". The acquired knowledge is used in teaching the study course "Organizational and Management Psychology";
- In 2017, lecturer Iveta Ludviga attended the seminar "PLS-SEM Using SmartPLS 3" at the Northern Institute of Technology, Hamburg, Germany. The acquired knowledge is used in teaching the study course "Business Analytics";
- In 2016, Irina Senņikova participated in the Skilled Business Leaders for Skilled Europe Lead4Skills Partner Meeting, the 24th Annual CEEMAN Conference, the CEEMAN Board Meeting and the PRME CEE Chapter Meeting, Estonia. The acquired knowledge is used in teaching the study course "Leadership and Change Management";
- In 2016, Iveta Ludviga participated in a seminar organized by Rasmussen Consulting I/S dedicated to LEGO SERIOUS PLAY methodology and certification, Denmark. The acquired knowledge is used in teaching the study course "Arts for Management and Personal Development".
- In 2015, Agita Kalviņa visited LUIS Business School (Italy), where she participated in the development of event and teaching plan for the project "Master Programme in European Human Resource Management" for 2015, which was implemented in collaboration with partner universities. The project is implemented every year as an international internship "European Human Resource Management" (EHRM).

Based on the aforementioned information, one can conclude that the academic personnel in the programme "International Business" are highly qualified and enhance their knowledge independently and apply it in the study process. Accordingly, the study course content are regularly updated and correspond to the latest trends in the field of human resource management, as well as in the science related to it.

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).

Lecturers in the programme “International Business” collaborate in producing and improving the study course content and in ensuring its mutual connection through their involvement in the work of the *Programme Committee* or individually. Under the auspices of the study Programme Committee, the programme’s faculty members collaborate in developing and providing the programme. For example, during the academic year 2018/2019, all the programme’s faculty members were involved in mapping the programme and in improving the formulation of intended learning outcomes.

Faculty members, who represent the business community, accommodate students for internships, propose subjects for master’s thesis studies, as well as engage in reviewing master’s theses and participate in master’s thesis defence commissions.

In the process of implementing the programme, close collaboration between faculty members occurs, which is also manifested in the following Business Department activities:

- Discussion of final thesis results and quality of reviews at departmental meetings twice a year, at which assessment criteria and ways in which to improve the quality of final theses are also discussed.
- Mutual attendance of classes, and subsequent discussion of strengths and weaknesses.
- Reports on academic trips at monthly departmental meetings, where faculty members share their latest experience in research, project work, in their professional field and application of a psychological teaching approach in work with students.
- A joint visit to methodological seminars once a month or 8 hours of training one day a semester, which takes place interactively, where faculty members share their experience and discuss the latest academic and professional trends, as well as psychological teaching approaches and methods for improving the study process. For example, 2018/2019 was announced as the Digitalization Year at the university, where faculty members took part in seminars about digitalization trends in Latvia and globally, discussed the possibilities for introducing the latest accomplishment to the study process; an 8 hour methodological seminar “Qualitative and Quantitative Research Methods in Students’ Theses” took place on 02.11.2018; etc.
- Collaboration in projects, where the experience obtained by faculty members is used in the study process. For example, the RISEBA and State Education Quality Service project “Support in Reducing Premature Suspension of Studies” (since 2018), under the auspices of which the experience acquired by RISEBA faculty members of forming an appropriate teaching environment and boosting an educator’s competence is used in the study process.
- Joint teaching excursions, where faculty members and students are introduced to the latest developments in the industry, which are used in analysis of practical cases in classes in the auditorium. Usually, several faculty members participate in such excursions.
- At least once a year, faculty members participate in a joint educational excursion, where they get to know one another better, and positive emotions and mutual cooperation are nurtured. In May 2019, an excursion to Georgia took place, where faculty members and academic personnel visited Tbilisi University and historic sites.

The ratio of students to faculty members under the auspices of the study programme at the time of the submission of self-assessment report is 65/29 or one faculty member per 2.3 students.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_MIB_EN.docx	1_Statistika par studējošiem_MIB.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_pielikums_MIB_EduStandard_EN.docx	2_pielikums_MIB_IzglStand_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_pielikums_MIB_ProfQual_EN.docx	3_pielikums_MIB_ProfStand_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_Studiju kursu kartējums_MIB_EN.docx	4_Studiju kursu kartējums_MIB.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums_MIB_Plan_EN.docx	5_pielikums_MIB_plans_LV.docx
Descriptions of the study courses/ modules	6_pielikums_Kursu aprakstu_MIB_EN.zip	6_pielikums_Kursu apraksti_MIB_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_pielikums_Diploma paraugs_EN.zip	7_pielikums_Diplomu paraugi.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_pielikums_Agreemnt_EKA_EN.docx	8_Ligums ar citu ASK_LV.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	9_Garantija par zaudējumu kompensāciju_MIB_EN.pdf	9_Garantija par zaudējumu kompensāciju_MIB.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.	10_Apliecinājums par svešvalodas prasmi_MIB_EN.pdf	10_Apliecinājums par svešvalodu prasmi_MIB.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	11_pielikums_Studiju līgumi_EN.zip	11_pielikums_Studiju līgumi_LV.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Inese</i>
Surname of the study programme director	<i>Slūka</i>
E-mail of the study programme director	<i>inese.sluka@riseba.lv</i>
Title of the study programme director	<i>Mg.sc.soc</i>
Phone of the study programme director	<i>25773358</i>
Goal of the study programme	<i>To develop students' in-depth knowledge of business management and, by providing practical application of theoretical insights, to improve the professional competences of a business manager for work in Latvia and abroad.</i>
Tasks of the study programme	<p><i>1. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education.</i></p> <p><i>2. To develop analytical and integrated understanding of management disciplines, improving entrepreneurial skills and attributes, including in the performance of studies intended to aid business development.</i></p> <p><i>3. To refine students' skills at working independently and in a team, communicating and collaborating, systematically and creatively applying theoretical knowledge and experience, resolving complex entrepreneurial problems and making justified decisions.</i></p> <p><i>4. To implement collaboration with other universities, institutions, organisations and employers, recruiting experienced and professional faculty members and visiting faculty from the industry for implementation of the programme.</i></p>

Results of the study programme	<p>Knowledge: MUV-Z1: Able to demonstrate in-depth knowledge and understanding of business in line with management theory, the latest findings and studies. MUV-Z2: Able to demonstrate in-depth knowledge for creative problem-solving, research and ensuring managerial processes in a company in complicated and unpredictable circumstances, including in interaction with other management fields.</p> <p>Skills: MUV-P3: Able to independently apply theory, methods and approaches for problem-solving and company development in order to perform professional business manager functions. MUV-P4: Able to provide arguments when presenting, explaining or discussing complex or systemic aspects of management and business. MUV-P5: Able to collaborate, lead the company's team in complex and unpredictable circumstances, take responsibility for its results, analyse them, thus promoting development, creation of new knowledge and the professional improvement of the team.</p> <p>Competences: MUV-K6: Able to select appropriate scientific methods, critically analyse complex scientific and professional problems in business, make and substantiate decisions to solve complex management problems. MUV-K7: Able to integrate knowledge of various fields, provide input for the development of professional business management, demonstrating understanding and responsibility, and assessing the possible impact on the organisation, the environment and the public.</p>
Final examination upon the completion of the study programme	Master Thesis

Study programme forms

Part-time extramural studies - distance education - 2 years - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	60

Admission requirements (in English)	<i>Previous education: o Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. o Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Management</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 2 years - russian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>russian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>o Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. o Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Management</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
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RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048
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Part-time extramural studies - distance education - 2 years, 6 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	70
Admission requirements (in English)	<i>Previous education: o Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. o Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Management</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 2 years, 6 months - russian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>russian</i>
Amount (CP)	70
Admission requirements (in English)	<i>o Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. o Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Management</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study programme parameters

Name of the programme	Business Management	
Name of the study programme in English	Business Management	
Code of the programme according to the Classification of Latvian Education	47375	
Branch of science of study programme (for doctoral programmes only)	-	
Type and level of the programme	Professional Master's study programme	
Qualification to be acquired (NQF/EQF)	Level 7	
Code of the profession in the Classification of Occupations	Organisation Manager	
Scope of the programme (CP, ECTS)	60 CP (90 ECTS) and 70 CP (105 ECTS)	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	no	no
full-time studies	no	no

full-time studies (distance learning)	no	no
part-time studies	no	no
part-time studies	no	no
part-time studies (distance learning)	<i>2 years, Latvian, Russian</i>	<i>2 years and 6 months, Latvian, Russian</i>
Implementation place	Meža Street 3, Riga	
Study Programme Director	Mg.sc.soc. Inese Slūka	
Admission requirements	<p>Previous education:</p> <ul style="list-style-type: none"> o Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. o Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. <p>Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</p>	

Degree or professional qualification, or degree and professional qualification to be awarded	Professional Master's degree in Business Management (professional qualification not awarded)
Aim of the study programme	To develop students' in-depth knowledge of business management and, by providing practical application of theoretical insights, to improve the professional competences of a business manager for work in Latvia and abroad.
Study programme tasks	<ol style="list-style-type: none"> 1. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education. 2. To develop analytical and integrated understanding of management disciplines, improving entrepreneurial skills and attributes, including in the performance of studies intended to aid business development. 3. To refine students' skills at working independently and in a team, communicating and collaborating, systematically and creatively applying theoretical knowledge and experience, resolving complex entrepreneurial problems and making justified decisions. 4. To implement collaboration with other universities, institutions, organisations and employers, recruiting experienced and professional faculty members and visiting faculty from the industry for implementation of the programme.

Academic results to be achieved

Knowledge:

MUV-Z1: Able to demonstrate in-depth knowledge and understanding of business in line with management theory, the latest findings and studies.

MUV-Z2: Able to demonstrate in-depth knowledge for creative problem-solving, research and ensuring managerial processes in a company in complicated and unpredictable circumstances, including in interaction with other management fields.

Skills:

MUV-P3: Able to independently apply theory, methods and approaches for problem-solving and company development in order to perform professional business manager functions.

MUV-P4: Able to provide arguments when presenting, explaining or discussing complex or systemic aspects of management and business.

MUV-P5: Able to collaborate, lead the company's team in complex and unpredictable circumstances, take responsibility for its results, analyse them, thus promoting development, creation of new knowledge and the professional improvement of the team.

Competences:

MUV-K6: Able to select appropriate scientific methods, critically analyse complex scientific and professional problems in business, make and substantiate decisions to solve complex management problems.

MUV-K7: Able to integrate knowledge of various fields, provide input for the development of professional business management, demonstrating understanding and responsibility, and assessing the possible impact on the organisation, the environment and the public.

Final examination to be taken at the end of the programme

Master's thesis

The study programme's workload in credit points, as well as the duration of studies vary, as shown in Table 1.1 and 1.2.

Table 1.1.

60 CP study programme metrics

Workload in credit points	60 CP
Study duration in years	2 years (part-time studies - distance learning)
Degree and/or qualification to be obtained	Professional Master's degree in business management/ -
Admission requirements	A previously attained professional Bachelor's education in management, entrepreneurship, economics, finance.

Table 1.2.

70 CP study programme metrics

Workload in credit points	70 CP
Study duration in years	2 years and 6 months (part-time studies - distance learning)
Degree and/or qualification to be obtained	Professional Master's degree in business management/ -
Admission requirements	A previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field.

Changes made to the Master's study programme "Business Management" content since the previous accreditation are as follows:

The **workload of courses in Part A of the programme has been reduced from 28 CP to 21 CP**, because

- Study courses such as "*Management Psychology and Leadership*" (2 CP) and "*Project Management*" (2 CP) have been transferred to Part B of the programme.
- The study course "*Financial Markets*" (2 CP) has been transferred to Part C, because, based on the assessment of the study programme content, this course in the programme will be offered as an optional study course.
- The workload of the study course "*Logistics / Supply Chain Management*" has been reduced from 3 CP to 2 CP but based on an assessment of the programme content and feedback from students, in place of this course, a new study course "*Change and Crisis Management in an Organisation*" worth 2 CP has been devised.

- The study course “*Numerical Methods in Business*” (2 CP) has been removed from the programme, because it is no longer relevant.
- The study course “*Marketing Management*” (2 CP) has been transferred from Part B to Part A, because this is compulsory knowledge in contemporary business management.

In Part A of the programme, several study course titles have been revised and course contents have been adapted:

- The title of the study course “*The International Economy*” has been changed to “*Economics*”; the title of the course “*International Human Resource Management*” has been changed to “*Human Resource Management*”, because the study programme is more focused on business management in Latvia.
- The title and contents of the study course “*Production and Service Process Management*” has been changed to “*Business Process and Quality Management*”, incorporating quality issues to a greater extent in the study course and considering process management in more detail, not just in production.
- The title of the study course “*IT Systems Administration*” has been revised to “*Business and Information Technology Strategic Partnership*”, which reflects the contents of the course more precisely in the use of IT technology.
- In the 70 CP programme, the title of the study course “*Management and Marketing Fundamentals*” has been changed to “*Business and Marketing Fundamentals, Trends and Opportunities*” along with the contents, including contemporary contents.
- In the 70 CP programme the pace of the course “*Numerical Methods in Business*” has been created the course “*Analysis and Statistics in Business*”, including more business analysis and knowledge and mastery of skills for students with a non-profiling education.

The workload of courses in Part B of the programme has been reduced from 3 CP to 10 CP, because

- Study courses such as “*Management Psychology and Leadership*” (2 CP) and “*Project Management*” (2 CP) have been transferred from Part A of the programme.
- The course “*Business Sustainability and Social Responsibility*” (1 CP) has been removed, but this study course’s subjects overlap with the subjects of other study courses.
- New study courses “*Cross-cultural Communication in a Business Environment*” (2 CP) and “*Development of Management Decisions in Business*” (2 CP) have been devised, which provide the knowledge incorporated within the occupational standard “*Organisation Manager*”.

In Part B of the programme, the titles of the following study courses have been revised and course contents have been adapted:

- The title of the study course “*Innovation and Intellectual Property Protection*” has been changed to “*Innovations and Creativity in Business*” and the contents have been adapted, incorporating the use of creative methods in the generation of entrepreneurial ideas.

The workload of courses in Part C of the programme has been increased from 1 CP to 3 CP, because

- The study course “*Contemporary Management Trends*” (1 CP) has been removed, because its subjects overlap with the subjects of other courses.
- A new study course “*Social and Applied Ecology*” (1 CP) has been devised, in order to provide students with the opportunity to master environmental protection requirements.
- The study course “*Financial Markets*” (2 CP) has been transferred to Part C, because, base on the assessment of the study programme content, this course in the programme will be

offered as an optional study course.

Changes have also been made in the offered study programme forms. The study programme is no longer implemented full-time and part-time. Such a decision has been made on the basis of the results of admission and other similar program offers in RISEBA. This study program will be implemented only in the part-time distance learning studies.

Compared with the previous reporting period, students in full-time studies in Latvian and Russian are no longer enrolled in the programme from 2018./2019.study year, thereby ensuring that the programme is implemented only via distance learning.

From January 1 2019, distance learning studies are not conducted in Russian. At the date of the report submission, in Russian studying last two groups. According to the Transitional Provisions of Law on Higher Education, paragraph 49, universities have the right to continue the implementation of study programmes in the relevant language until 31 December 2022.

The changes made support the programme's compliance with the occupational standard, contemporary business management, as well as improving its appeal to potential students, providing a more extensive body of knowledge, skills and competences in business management.

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.

Dynamics of student numbers

During the 2018/2019 academic year, the Master's study programme "Business Management" was only implemented in the form of part-time (distance learning) studies in Latvian and Russian.

During the 2018/2019 academic year, there were 71 students studying in the Master's study programme "Business Management", which is 24% fewer than during the 2017/2018 academic year, when there were a total of 94 students studying in the programme (see Figure 1.1, Annex 1). The reduction in the total number of students is attributable to the closure of the full-time studies form in 2017, as well as because of the suspension of student admissions in Russian in 2018.

The total number of students during the 2018/2019 academic year was comprised of 71 part-time (distance learning) students. In full-time studies, the total student number dynamic is growing. Compared with the number of students five years ago, i.e. during the 2013/2014 academic year, the number of students in part-time studies has increased by 20%. Moreover, it should be pointed out that during the 2018/2019 academic year, the number of students has remained the same as during the previous academic year, regardless of the fact that no students were admitted and no groups were opened with a view to conducting studies in Russian. This points to demand for a contemporary study environment, using the Internet and distance learning work opportunities, as well as an improvement in the quality of the study programme.

During the 2018/2019 academic year, 26 students were admitted for part-time (distance learning) studies (see Figure 1.2 in Annex 1), which is five students less than during the previous study year (31), which is related to the closure of the Russian language study strand.

Dynamics of alumni numbers

During the 2018/2019 academic year, a professional Master degree in business management was awarded to 19 students, including 6 full-time and 13 part time students. (see Figure 1.3 in Annex 1). During the past five years, the number of alumni has dropped, which is related to a reduction in the total number of students, including to the closure of the full-time studies form.

Student drop-outs

During the 2018/2019 academic year, 15 students were expelled, who were all part-time (distance learning) students. The main reason for drop-outs was the failure to resume studies after a study break (9 students). A second reason was financial debts (4 students), as well as personal and voluntary application from students themselves (2 students).

Average student drop-out numbers during an academic year are about 20% and the main reason is failure to resume studies after a study break, i.e. a fully completed study programme, but failure to develop a Master's thesis. To resolve this situation, from 2018 onwards, organisation of webinars started during the preparation of Master's theses, during which students already had to present results after literary analysis. By studying the accomplishments of other students, a Master's study student is more motivated to make improvements and improve his or her work, as well as to receive answers to any questions or queries he or she may have.

Every year, in percentage terms, financial debts as a reason for dropping out are about the same. A student may write an application for division of tuition fees on a monthly basis or deferral and postponement of payments, and individual crisis situations are resolved individually by providing the potential support, which the university can offer.

Another reason for dropping out that is also worth mentioning is a voluntary application submitted by a student, which is attributable to an inability to study via distance learning or to combine studies with work. A potential solution to this problem is required in the form of the establishment of an introductory course for all students, in order that students understand the independent workload, the need for time planning and the nature of the distance learning study form.

Breakdown of student numbers by study programme implementation languages and countries.

During the 2018/2019 academic year, in the part-time distance learning study form, there were 57 students in the Latvian strands and 14 students in the Russian strand. In 2020, all the students in the Russian strand will have completed their studies.

In the Russian strands, students were from the following countries: 10 from Latvia; 1 from Kazakhstan and 2 from Uzbekistan, 2 from Russia and 1 from Belarus.

Financing sources

The studies of all students in the programme "Business Management" are funded privately.

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 RISEBA professional higher education Master's study programme "Business Management" has been devised in accordance with the Republic of Latvia's Law on Higher Education Institutions, in

conformity with the Level 2 professional higher education State standard and the Republic of Latvia's Occupations' Classification.

The Study Programme in Business Management is a professional master's programme, yet no professional qualification is awarded within the framework thereof due to the following reasons:

1. European universities create business study programmes for a particular profession, yet do not award any qualification. Qualification is offered within the framework of the study programmes, which offer a specialisation in any specific area of business (for example, finance or human resource management). The Master's Programme in Business Management is designed based on the same principle, envisaging only the awarding of a professional master's degree. If compared to other study programmes in Europe (comparison is included in the joint direction report), the contents of the RISEBA study programme is similar to other study programmes; thus, this professional study programme includes a competitive study offering.
2. The study programme is a professional master's programme, which provides business managers with knowledge, skills and competence necessary in their daily work. No additional qualification is necessary to enable alumni to ensure business management, as the contents of the professional master's programme includes topics on both commencement and management of business under various circumstances.
3. Obtaining of professional qualification significantly increases the duration of studies by at least six months, which is critical in distance learning studies. For instance, in the 70 CP programme, students would have to study for 3 years, which equals to the duration of a bachelor's programme, and potential students are not ready to devote this much time to studies.

The RISEBA Master's study programme "Business Management" has been devised in accordance with the principles of the Bologna declaration, developing it under the auspices of Latvia's higher education system, in order that the attained degree and diploma are recognised not only in Latvia, but also in the European job market, and are useful for further education in other European countries.

In order to attain the study programme's objective "to develop students' in-depth knowledge of business management and, by providing practical application of theoretical insights, to improve the professional competences of a business manager for work in Latvia and abroad.", the study programme's courses have been devised in a certain sequence. During the reporting period, organising meetings with faculty members and regularly collating the feedback provided by students, the best course sequence plan has been devised, in order to attain knowledge gradually by increasing the level of complexity.

During the implementation and development of the programme, the principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed. In other words, a professional Master's degree in Project Management nurtures a body of knowledge, skills and attitudes, which facilitates the performance of highly qualified entrepreneurial management functions and provides the opportunity for further studies in doctoral study programmes. All study courses facilitate the attainment of three or more programme results.

The Master's Programme in Business Management is open for students with both prior profiling (60 CP study programme) and non-profiling education (70 CP study programme). Requirements for admission to the 60 CP study programme stipulate that prior professional bachelor's education in management, in the field of business, economics, finance or other field is mandatory; thus, master studies are the continuation of studies in the respective field at a professional level. Requirements for admission to the 70 CP study programme stipulate that prior education can be either academic

profiling education or professional bachelor's degree in a non-profiling field. Students of this programme study for one semester more, mastering fundamental business knowledge and skills. Study courses during this semester are designed to develop the understanding of business models, business formation principles, business analysis, development strategy, and financial accounting to ensure the possibility of developing the professional competences of a business manager starting from the second semester. Requirements for admission to the 70 CP study programme ensure the attraction of students and consequently the development of business in various industries. Thus, study programmes ensure the connection of admission requirements to the curriculum of the study programme and the obtainable professional master's degree in business management.

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 Master's study programme "Business Management" has been devised to offer the latest business management methods and approaches for managing a business or working for a company.

One of the Ministry of Economics' priorities is **improvement of the entrepreneurial environment**. In the latest World Bank *Doing Business* study from 2018, Latvia ranks highly in 19th place out of 190 competing countries. The World Bank has identified Latvia as one of the TOP 30 leaders, which have made significant reforms in the improvement of entrepreneurship.^[1] This indicates that business management is developing and that there is a need for specialists in this field.

The Latvian Entrepreneurship Development Centre points out that "goal-oriented, innovatively thinking, capable and energetic **entrepreneurs**, who build companies with high efficiency and offer creative ideas, **are the foundation of Latvia's growth**. In order to ensure continual business development, every entrepreneur needs to invest funds in the growth of himself, his employees and company".^[2]

Currently in the Latvian job market, the most sought after groups of professions are **collective managers** and various **specialists, who need leadership and management**, political and organisational skills. In Latvia up to 2030, the biggest changes in labour force demand are likely in service sector fields, which correspond to overall trends in Europe and other countries around the world - demand will grow for managers, as well as for various specialists, who will also need the corresponding education.^[3]

The contents of the study course corresponds to the needs of the sector and job market, as well as scientific trends, because every year several study courses are updated. Every year RISEBA

concludes contracts with faculty members for improvement of distance learning study courses. During the 2018/2019 academic year, the following study courses were updated, ensuring the updating of their contents so that they reflect the latest developments in the professional field and/or scientific trends:

1) *Marketing Management* – marketing paradigms in future; global consumption innovations and their impact on the product offering; compatibility of brands and offering to the market, in addition to which practical examples from the professional environment are included within the course contents.

2) *Business Strategy and Competitiveness* – contemporary strategic management trends, which include the use of the latest business strategy situations offered by *Harvard Business* for analysis in the study course.

3) *Project Management* – project management development trends, including the latest project management approaches such as *Agile* project management. Students must conduct analysis of the level of maturity of project management within their organisations, as well as analyse the organisation, using the latest research papers.

5) *Business Process and Quality Management* – explains the management of business processes in practice, as well innovations included in the course in regard to business process management and issues of quality and process management.

6) *Development of Management Decisions in Business* - business decision practical implementation planning, as well as the latest academic studies in this field.

In the 70 CP programme, out of five introductory study courses, two study courses have been updated – “Basics, Trends and Opportunities in Business and Marketing” and “Analysis and Statistics in Business”.

RISEBA is a member of the Business Efficiency Association and, by attending the association’s events, obtains the latest information about job market requirements, thus also improving the contents of study courses.

The inclusion of practical experience in the study content, as well as its compatibility to job market trends is ensured by the recruitment of business professionals to teach study courses, for example: the faculty member responsible for the course “Marketing Management” Valters Kaze is a SIA “Ex Novo” specialist in brand strategy and product innovation development; the faculty member responsible for the course “Business Strategy and Competitiveness” Viktors Turlais is A/S “Antalis” Sector Manager responsible for print and visual materials, and for the strategic progress of this sector; while the faculty member responsible for the course “Innovations and Creativity in Business” Elina Mikelsons is the Board Chair of the Institute of Ideas and Innovations, who is engaged in idea management research and development of innovations and creativity.

The study courses not only mention examples from the business sector, but also include practical assignments that are related to the real work environment. It is compulsory for all students to undergo an internship, which provides the opportunity to discover the business environment, identify real problems therein and offer solutions, based on their learning from the study period.

Three programme faculty members are LCS experts. In the study programme, 64% of faculty members have doctoral degrees, which ensures the inclusion of more scientific trends in the study programme.

The compliance of the study programme to academic requirements is also ensured by the participation of faculty members in international academic and professional conferences, as well as

publication of studies in academic journals, including together with students.

A Programme Committee has also been established for the study programme, which includes representatives of the university, faculty members, students, alumni and employers. Study results are reviewed and proposed changes to the study programme are approved at meetings of the Programme Committee.

Compliance of the study programme “Business Management” to industry and job market requirements is also confirmed by the career trajectories of alumni, because 93% of all alumni are employed, while two alumni have chosen to continue their studies in the doctoral study programme, which is a good indicator of the quality of the programme. These results are facilitated by the body of knowledge, skills and knowledge to be acquired in the study programme, which is aimed not only at improving the business environment, but also at precipitating creative approaches and research.

[1]

<http://www.doingbusiness.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2018-Full-Report.pdf>

[2] Latvian Entrepreneurship Development Centre,
<http://www.luac.lv/atbalsts-2/> (*information in the website is available only in Latvian*)

[3] Kassalis E., et al, 2016. Latvian Job Market Problems and Future Challenges. University of Latvia

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 contents, objective and expected results of study courses are devised in accordance with the objective, tasks and attainable results of the study programme “Business Management”.

The objective of the programme is: to develop students’ in-depth knowledge of business management and, by providing practical application of theoretical insights, to improve the professional competences of a business manager for work in Latvia and abroad.

The following attainable results have been set for the study programme:

Knowledge

MUV-Z1: Able to demonstrate in-depth knowledge and understanding of business in line with management theory, the latest findings and studies.

MUV-Z2: Able to demonstrate in-depth knowledge for creative problem-solving, research and ensuring managerial processes in a company in complicated and unpredictable circumstances, including in interaction with other management fields.

Skills

MUV-P3: Able to independently apply theory, methods and approaches for problem-solving and company development in order to perform professional business manager functions.

MUV-P4: Able to provide arguments when presenting, explaining or discussing complex or systemic aspects of management and business.

MUV-P5: Able to collaborate, lead the company's team in complex and unpredictable circumstances, take responsibility for its results, analyse them, thus promoting development, creation of new knowledge and the professional improvement of the team.

Competences

MUV-K6: Able to select appropriate scientific methods, critically analyse complex scientific and professional problems in business, make and substantiate decisions to solve complex management problems.

MUV-K7: Able to integrate knowledge of various fields, provide input for the development of professional business management, demonstrating understanding and responsibility, and assessing the possible impact on the organisation, the environment and the public.

Each study course ensures the attainment of 2 to 4 programme results. They can be viewed in transparent form in the programme mapping (see Annex 4). RISEBA has developed "Student Mapping Methodological Materials", which stipulated principles, models, stages and methods for mapping the programme. The methodological material emphasises the necessity to link each programme's results to the requirements of the Latvian Qualification Framework (LQF) and European Higher Education Qualification Framework (EQF), which is also specified in the mapping materials for the study programme "Business Management".

Before devising a study course description, each faculty member receives a programme mapping summary from the Programme Director, in order to define study results appropriate for the study course, include the relevant skills and attitudes in the contents, as well as the professional knowledge and competences.

In 2018/2019, study course description forms were upgraded, thus providing each faculty member with a clear link between the study programme and course results. All study course descriptions are enclosed in Annex 6. Based on the results of the study course, faculty members plan appropriate methods for testing knowledge, skills and competences. Study course descriptions are posted on the e.riseba platform, thus ensuring their availability to all faculty members, in order to prevent subjects overlapping.

Differences in the credit value of the study programme are based on the prior education of students. Students of the 60 CP study programme have prior professional bachelor's education in management, in the field of business, economics, finance or other field is mandatory; thus, master studies are continuation of studies in the respective field at a professional level. Students of the 70 CP study programme have prior academic profiling education or professional bachelor's degree in a non-profiling field. The duration of the 70 CP study programme is longer by one semester, during which students obtain fundamental business knowledge and skills: develop the understanding of fundamental principles of economics, business models, business formation principles, business analysis, development strategy, and financial accounting to ensure the possibility of developing the professional competences of a business manager starting from the second semester.

Study courses are planned in a certain order (see study plan in Annex 5), in order to ensure the orderly and logical acquisition of knowledge. The 70 CP programme starts with a set of subjects "An Introduction to Business" (see Table 2.1). In the continuation of the 70 CP programme and in the 60

CP programme, subject sets are planned in accordance the criteria specified in Table 1.1, initially mastering the subject of strategic management and economics, which is important to understand the important of economics and strategy, including through interaction with information technologies. The next set of subjects is human resource management and psychology, because the basis for every company is people, communication, employee motivation and development of creative potential. This is followed by the study of other management directions, which foster entrepreneurial development, i.e. marketing and management of projects, quality and processes, as well as logistics. After completion of the all the aforementioned sets of subjects, study of financial and legal aspects continues, which is related to all the aforementioned subjects as a whole. The programme concludes with research and internship.

Table 2.1.

Breakdown of study programme courses by subject sets

	Name of subject set	Study course title
Only 70 CP	An Introduction to Business	Business and Marketing Fundamentals, Trends and Opportunities
		Accounting and Finance
		Theoretical Aspects of Economics
		Fundamentals of Strategic Management
		Analysis and Statistics in Business

60 CP and 70 CP programme	Strategic Management and Economics	Economics
		Business Strategy and Competitiveness
		Development of Management Decisions in Business
		Business and Information Technology Strategic Partnership
	Human Resource Management and Psychology	Management Psychology and Leadership
		Cross-Cultural Communication in a Business Environment
		Innovation and Creativity in Business
		Human Resource Management
	Other Management Directions	Marketing Management
		Change and Crisis Management in an Organisation
		Project Management
		Business Process and Quality Management
		Social and Applied Ecology
	Finance and Legal Aspects	Financial Management
		Financial Markets
		Commercial Law
	Research and Internship	Research Methodology
		Internship
		Master thesis

Study course planning in the specified sequence is provided in the form of distance learning. At the conclusion, in order to ensure the development of a quality Master's thesis, the test assignment in the study course "Research Methodology" is related to solving problems identified during the professional internship with scientific research methods.

The Master's study programme "Business Management" complies with Cabinet Regulation No. 512 "Regulations on the State Standard for Second Level Professional Higher Education" of 26 August 2014 and the criteria set out therein (see Annex 2), as well as to the occupational standard (see Annex 3). Although alumni of the programme "Business Management" are not awarded a professional qualification, the compliance of the study programme to the occupational standard "Organisation Manager" has been fulfilled, in order to ensure corresponding knowledge and skills for contemporary business management.

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.

All study materials, completion of tests and cooperation with students takes place remotely (via e.riseba.lv, Skype, e-pasts, webinars, etc.). Types of test work are set depending on the specifics, objective and attainable results of the study course.

Since the knowledge, skills and competences to be attained are defined in each study course, test assignments are also chosen in accordance with the study course's attainable results. Tests or assignments, in which students must demonstrate the knowledge they have acquired on the course, are most frequently used to assess knowledge. Practical, analytical and creative assignments are used for the assessment of skills, wherein the knowledge acquired by students must be applied in practice. In turn, competence testing takes place through a test of the abilities to create, present and justify the learning acquired in the study course both verbally and in writing.

In general, studies take place remotely in the form of distance learning, but the defense of the master's thesis takes place in person. Not only individual work, but also work in groups is conducted in the form of distance learning. For example, in the course "Project Management" and "Business Strategy and Competitiveness", students work in groups remotely and jointly present their solution to a situation in an *on-line* environment. In individual courses such as "Development of Management Decisions in Business" and "Methodology of Research Work", examinations are taken via Skype. One should not that the number of assignments and examinations of this type in the programme is still small, but it is a potential development direction. In order to encourage adoption of such cooperation and examinations, in 2018/2019 additional payment was set for contact hours for those faculty members, who use such examinations and cooperation methods.

The Master's study programme "Business Management" is implemented through part-time distance learning studies only. Depending on the study course's workload, the number of examinations is set. For a 1 CP study course, this is one test assignment and examination, for the 2 CP course these

are two test assignments and an examination, whereas for the 3 CP course these are three test assignments and an examination.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was developed in accordance with Cabinet Regulations No. 512 of 26 August 2014 "Regulations regarding the State Standard for Second Level Professional Higher Education":

- Transparent assessment principle – in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the Master Thesis after he or she has mastered all the programme's contents. Study courses that the student has failed must be taken repeatedly.
- possible assessment review principle - the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study by-law approved by the Senate stipulates that – if a student wants to improve his final grade, he must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the additional paid service price list.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme. In his or her study course, each lecturer tests students' knowledge, skills and competences, which are specified in the study course description (lectures, tests, presentations, independent assignments, situation analyses and group work, etc.). After completion of a study course, the final grade serves as an assessment of a student's performance during the entire study course, including participation (if applicable during the course) and quality of work, test results, as well as the final examination assessment. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

Test, examinations, internships and Master's theses are assessed with a grade according to a 10 point system. A student's knowledge is assessed in percentage terms from 1 to 100%. Information about RISEBA's study assessment criteria is provided in Section 1.6. of the Business Department's report.

Distance learning students are provided with a feedback loop regarding their assessment in various ways: student can see test results immediately after the test. In regard to submitted test assignments, a faculty member will provide a written feedback loop within 10 business days, while in online presentations, students can discuss and receive information immediately.

Student-centric educational principles are taken into account in the implementation of the study process and are implemented as follows:

- Study course lecturers take into account and respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students' capabilities. The diversity of students in the Master's study programme "Business Management" is not only manifested through the individuality of each student, but also in the fact that they are from various sectors, with varying experience and knowledge. Faculty members respect this diversity of students when it comes to assessing students'

work. Students can switch from this study programme to another, bringing the study courses into line with one another.

- Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - discussions, creative methods; research methods - literature studies, situation analysis and problematic assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods. Various forms of work are employed - including group work and individual work.
- The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and attitude individually or in a group. In distance learning studies, this principle is implemented in full, because throughout the programme, the student studies independently, personally planning his study time and when he or she will take tests.
- In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed. Problems of an ethical nature in the Master's study programme "Business Management" have not been reviewed, which testifies to positive and creative collaboration with students.
- Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary - the study department head or Vice Rector for Studies.
- Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings, in addition to which methodological seminars, excursions and various forms of training are regularly organised for faculty members. For example, in 2019 two teaching seminars were held focusing on using the options provided by the Moodle (e.riseba.lv) environment as part of the interactive study process. RISEBA also co-financed the participation of faculty members who require it in the professional development course "University Didactics: Contemporary Theory and Practice". Likewise, the university also supports any other type of training for elected academic personnel in their field of activity. At the conclusion of the study course, the performance of each faculty member is assessed by students, who complete the study course assessment survey form.

Twice a year, a distance learning students' evening is organised for distance learning students, which offers the chance to meet fellow members of the course, faculty members and administrative personnel. Student can make their proposals for improvement of the programme or study process, which also makes subsequent communication with administrative personnel easier. One example worth mentioning is that of a suggestion made by a student, who recommended taking the courses planned during the semester in order, which was implemented in practice, but unfortunately this initiative proved to be unsuitable for the majority of other students and was not continued. Students' proposals are regularly heard and implemented in order to make the distance learning process more effective.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education

institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The Master's study programme "Business Management" includes a professional internship worth 6 CP. Internship tasks and requirements are regulated by the "Professional Work Internship Requirements in the Master's study programme "Business Management".

The objective of the internship is: to reinforce in practice the theoretical knowledge acquired in the field of entrepreneurship, in accordance with the relevant company's operating field and specifics.

Either independently or with the support of RISEBA, the student chooses an internship place, concludes the trilateral cooperation agreement and carries out the internship assignments for six weeks. During the past three years, no student has approached the university with a request to help him or her find an internship place, because the majority of students are already employed and choose their workplace as their internship place. If needs be, RISEBA offers students access to a student career support specialist, who can help them to find an appropriate internship place.

The internship place can be any company or organisation, where it is possible to analyse entrepreneurial processes. If a student is not directly connected to aspects of entrepreneurship at his or her workplace, then this must be accomplished during the internship by discovering the organisation from another perspective, conducting research and analysis.

A trilateral cooperation agreement is concluded regarding the implementation of the internship, which specifies two contact persons: the internship manager for the company and the internship manager at the university. At the university, the internship manager is the Programme Director or another person in accordance with the criteria of the study plan. The internship manager at the university provides support during the implementation of the internship. In the course of distance learning, video lectures provided about the things that must be taken into consideration during the internship and how best to prepare an internship report. Before the submission of the internship report, the internship manager at the university reviews them and provides each student with comments and a feedback loop for improvement of the internship report, which gives the student the opportunity to better prepare for the presentation and preparation of his or her Master's thesis.

Certain assignments to be carried out are defined for the internship, which are described in the internship guidelines. To obtain an internship assessment, the student submits a report, which includes the assessment from the internship manager (representative of the internship host company), an internship diary, as well as defending the internship within a set deadline, in accordance with the study schedule. For the presentation of the internship, a commission is convened consisting of two faculty members and it assesses the internship according to the following criteria: 60% of the workload carried out during the internship, contents and the Master's student's contribution to their implementation; 20% - internship presentation, its contents and means of presentation; 20% - quality, layout and compliance with internship requirements of submitted internship documents.

A professional internship facilitates the attainment of all study results, because it is one of the concluding stages before the preparation of a Master's thesis, and because during the internship the student must demonstrate the knowledge defined in the study programme, use the skills and demonstrate the competences to be attained. The internship framework demonstrates broader performance on the part of the student than in individual study courses.

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 conclusion of the study programme, a **Master's thesis** should be prepared and defended. Students prepare their Master's thesis in accordance with RISEBA's "Study Work Development Rules". Students are offered a Master's thesis direction and list of tutors, which is approved by the Business Department.

The student can also choose his or her own Master's thesis subject, based on the interests of the organisation subject to research or the scientific innovations which fall within the student's range of interests. In selecting a subject, the student can consult the Programme Director and/or potential academic tutor about the relevance of the Master's thesis subject and the practical course of the study. The selection of a Master's thesis subject is conditional on the subject being related to entrepreneurship, management or organisation management.

Together with the academic tutor, the student formulates the subject and submission in a form that includes the Master's thesis preparation plan, and submits this to the Programme Director. The Programme Director approves it and submits it for registration and approval by the Business Department. If there are revisions or comments in any of the approval phases, the student and his or her academic tutor will be notified accordingly.

Students may attempt to pass final examinations, if:

- They have completed the study courses included in the programme;
- Their internship report has been presented and assessed;
- All financial liabilities under the study contract have been met.

To ensure the successful development of Master's theses, the following measures are implemented:

1. Students in the "Research Methodology" course must prepare a Master's thesis study idea application, justify their chosen research methods, as well as develop the first version of the survey form, and conduct data mining and analysis. The faculty member's feedback and analysis provide a better understanding of the essence of the Master's thesis.
2. During the presentation of the professional internship, the student must justify the choice of Master's thesis subject. For the most part, Master's thesis subjects are related to organisations, where the student has done his or her internship, as a result of which the Master's student already understands the research environment better.
3. In the middle of the preparation of the Master's thesis, the Programme Director organises a webinar. All students, who are writing their Master's thesis during the relevant period, must present the study objective, assignments, conceptual model, research methods and subsequent plan. During the webinar, students can listen to other presentations, thus acquiring additional ideas for the improvement of their Master's thesis.
4. Before submitting a Master's thesis, it is compulsory for a student to participate in pre-defence. In the pre-defence participate two commission members, who make suggestions for improvement of the Master's thesis. Pre-defence for distance learning students is organised in face-to-face and remotely. Those students, who can arrive at the university at the planned date, do their pre-defence presentation in face to face. Other students participate in pre-defence remotely. If the student have failed the pre-defence, it must be taken once again, submitting an improved version of the Master's thesis and the pre-defence presentation to the Programme Director.

Analysing the subjects of 22 Master's theses presented during the 2018/2019 academic year, it was concluded that most Master's theses – 32% were prepared on strategy, competitiveness and organisation development, which is consequently for students in the programme “Business Management” (see Figure 2.1.). 18% of student studies focused on human resource issues and on marketing and consumer behaviour. Overall, all subjects are related to business or organisation management and demonstrate current trends.

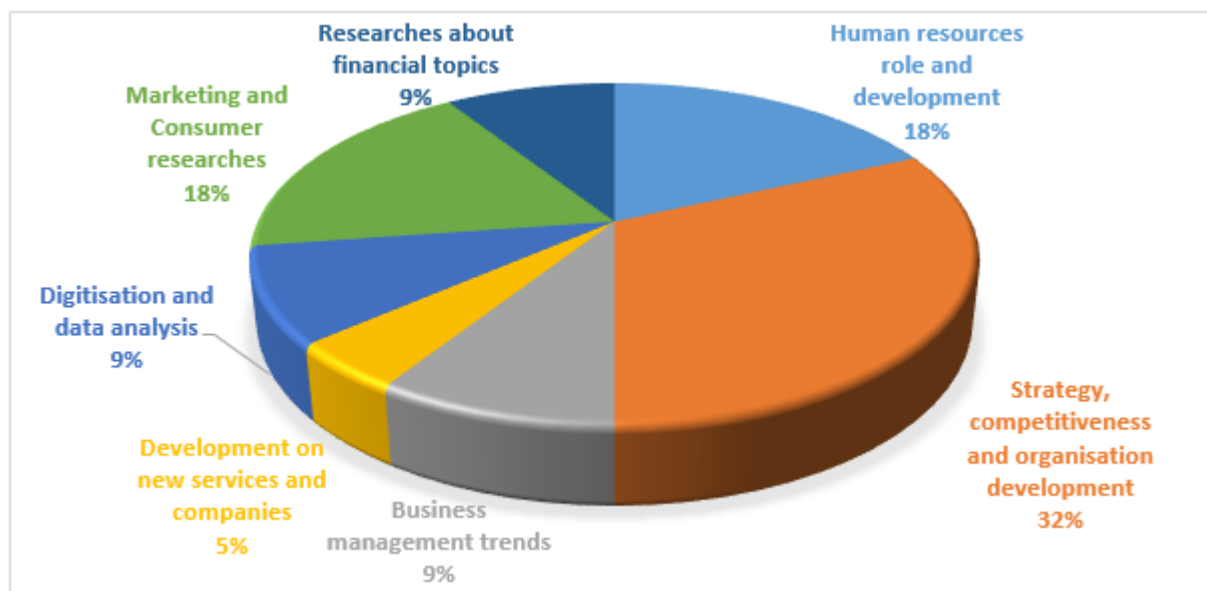


Figure 2.1 Summary of Master's thesis subject directions during the 2018/2019 academic year

It should be noted that every year the choice of study subjects differs, which is dictated by students' interests, as well as Master's thesis subjects proposed by faculty members.

Of the Master's thesis subjects defended in recent years, those that were assessed most highly during the presentation of the Master's thesis and are related to current developments within the sector and in the job market are as follows:

1. Advantages and Shortcomings of Remote Management and Remote Work within Organisation X;
2. Research into the Entrepreneurial Direction and Required Resources in the Unmanned Aerial Vehicle Service Offering Sector in Latvia;
3. Use of In-depth Data Analysis Methods in Management Decision Making within Latvian Companies;
4. Factors Motivating Entrepreneurs to Decide to Engage in Social Entrepreneurship;
5. Development of a Business Model for the Creative Industry Company SIA "Kurzeme Philharmonic";
6. The Attitude of Daugavpils Consumers and Decision Making regarding the Purchase a Trip to Georgia.
7. Improvement and Robotization of Business Processes for Improvement of a Bank's Operational Activities
8. Business Angels' Criteria for Selecting an Investment Project
9. Development of a Strategic Marketing Scenario for the Chateau Aiguilloux Vineyard
10. Engagement of Employees and its Role in the Attainment of Business Results within a Finance Company
11. Improving Communication for the Company SIA "Orkla Confectionery & Snacks Latvia" during a Period of Changes

If the study programme is successfully completed and a pass grade has been received during the final examinations (lowest successful assessment: 4 points), students are awarded a professional Master's degree in business management. Master's theses are judged by a State Examination Commission comprised of five members, including representatives of RISEBA University, other academic institutions and the professional community.

Assessments of students' Master's theses are on a scale from 6-10 points, which differs every academic year. Whereas during the 2017/2018 academic year, most, i.e. 44%, of students the assessment 7 (good), then during the 2018/2019 academic year – the biggest number, i.e. 36%, of Master's theses received the assessment 6 (almost good). At the same time, one should not that whereas, during the 2017/2018 academic year, the assessment 9 (exemplary) was received by only 6% of students, then during the 2018/2019 academic year, this assessment was received by 23% of all Master's study students. During the 2018/2019 academic year, the assessment 7 (good) was received by 23% of students, while the assessment 8 (very good) was awarded to 18% of students. During the past two years, the assessment of 10 (outstanding) has awarded to one student.

It should be noted that every year the assessment is also influenced by how many students there are in the group, whose Master's theses have been prepared with a high degree of quality, with significant scientific or practical added value.

The State Examination Commission is entitled to and may put forward Master's theses that are of very high quality for recognition. Overall, during each presentation, of which there are two each academic year, about two Master's theses are nominated for awards.

After each presentation, the State Examination Commission also provides a joint assessment of the relevance of Master's thesis subject and their compliance with the study programme, as well as recommendations for the improvement of Master's theses. During the past three academic years, the recommendations are as follows: 1) to focus on the latest literary sources; 2) to pay greater attention to the guidelines for preparing study work, building a structure, references, conclusions and preparation of economically justified proposals, etc. 3) To define 2-3 study questions; 4) To reconsider the use of statistical data processing methods in accordance with the situation. Students are informed about the recommendations of the State Examination Commission during webinars, whereas faculty members find out during Business Department meetings.

It should be noted that during the past three academic years, two alumni of the Master's study programme "Business Management" are continuing their studies in the doctoral study programme "Business Management", which testifies to the good quality of the programme.

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.

At the conclusion of each study course, students are surveyed, in order to assess the contents and quality of the study course, and various administrative criteria. The respondents are all the students studying in the programme.

During the 2018/2019 academic year, an assessment was conducted of 18 distances learning study courses. All study courses were assessed according to 11 criteria on a 5 point scale, where 5 equates to - I fully agree, 4 - I'm more inclined to agree, 3 - I cannot say, 2 - I'm more inclined to disagree, and 1 - I completely disagree.

The average assessment of study courses on a five point scale was 4.27, which is 0.20 per cent higher than during the previous academic year. Students rated information about e-study contents, methodology, requirements and terms most highly, with assessment from the time of starting the course (see Figure 2.2.). The high assessment of this indicator is built on the diligent work of the distance learning administrator, collating information about examinations and making reminders to faculty members.

The second highest assessment criterion is the fact that faculty members use the e.riseba calendar, link test deadlines to the calendar, and therefore students have access in one place to all information about planned tests, examinations or other activities.

The third highest assessment was that of the value and usefulness of study courses, which was highly appreciated by students.

From the study course assessment forms, it is clear that work to improve test correction timeframes must continue.

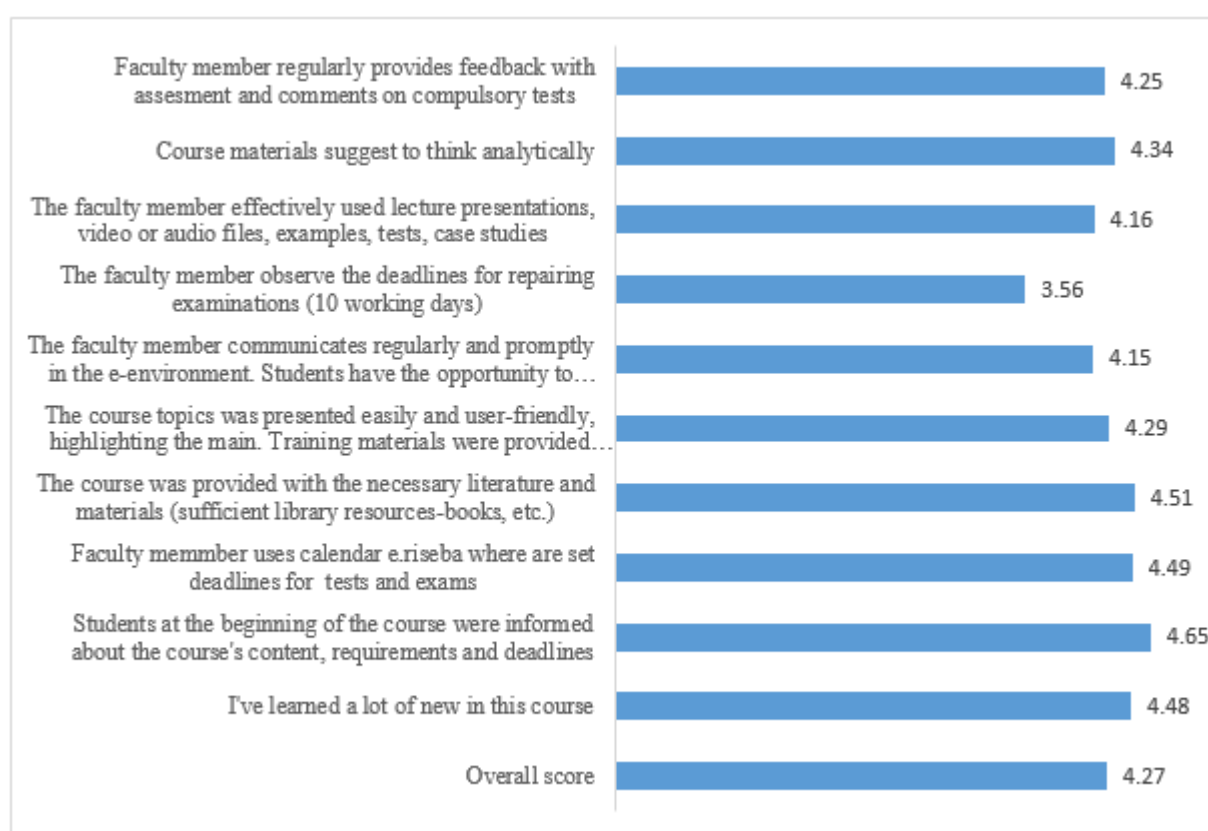


Figure 2.2. Assessment of Master's study programme "Business Management" distance learning study courses during the 2018/2019 academic year (18 study courses)

Overall, the quality of study courses is rated highly and, as survey data shows, assessments of study courses and their implementation process are rising every year.

The **alumni survey** is conducted once every two years. The previous one was conducted during the 2017/2018 academic year. The study programme "Business Management" was assessed according to 15 criteria on a 4 point scale, where "1" is I completely disagree, and "4" is I completely agree.

Survey respondents were 76 programme alumni (67 Latvian and 8 Russian language students). Respondents who graduated from the programme just under 3 years ago - 11%, 4 to 10 years ago - 58% and over 10 years ago - 31%.

The highest indicators in favour of the selection of the study programme in the opinion of alumni were as follows – interest in the chosen study direction – 65.79% and the study timetable applied – 65.47%.

61% of alumni work in the speciality in Latvia, 89% of respondents are salaried employees, 5% are employers and 4% are self-employed, while 1% are unemployed. 93% of respondents were already working at the time of graduation.

The results of the survey showed that alumni of the programme “Business Management” are mostly working as mid-level managers, in addition to which quite a large number are basic work performers (see Table 2.2).

Table 2.2.

Description of the level of positions held by alumni of the study programme “Business Management”

Position held	Alumni answers in percentage terms
Senior level manager	13.33%
Mid-level manager	48%
Basic work performer	38.67%

In the survey, questions were also posed about the salary levels of alumni. Results show that the job remuneration of alumni is above the national average salary level. The majority of alumni receive remuneration ranging from EUR 1,001 to EUR 1,500 and from EUR 1,501 to EUR 2,000 (see Table 2.3.).

Table 2.3.

Gross job remuneration level of alumni

Current gross job salary size	Alumni answers in percentage terms
up to EUR 430	2.74%
from EUR 430 to EUR 850	9.59%
from EUR 851 to EUR 1,000	6.85%
from EUR 1,001 to EUR 1,500	34.24%
from EUR 1,501 to EUR 2,000	28.77%
EUR 2,001 and over	17.81%

The assessment of alumni was positive (see Figure 3). The highest assessment was for the attitude towards students and the study environment at the university, the quality of the study programme, the management of the study programme and the professionalism of faculty members.

The lowest assessment was for the adequacy of library resources and opportunities to continue studies at the next level. It should be taken into that most of those who completed the survey graduated from the programme over four years ago.

The criteria rated lowest have been improved. Every year, the library's resources are augmented through the purchase of the latest literary sources. Currently however, the programme is only implemented in distance learning form, as a result of which teaching materials physically acquired from the library may no longer be used as much as during full-time studies, despite the fact that students do visit the RISEBA Library in person while preparing their Master's thesis. The most common means of using resources is remote access to scientific databases. Similarly, the issue of the continuation of studies has been resolved, alumni have access to studies in the doctoral study programme "Business Management" and as the data from the past three academic years show, there are students who utilise these opportunities.

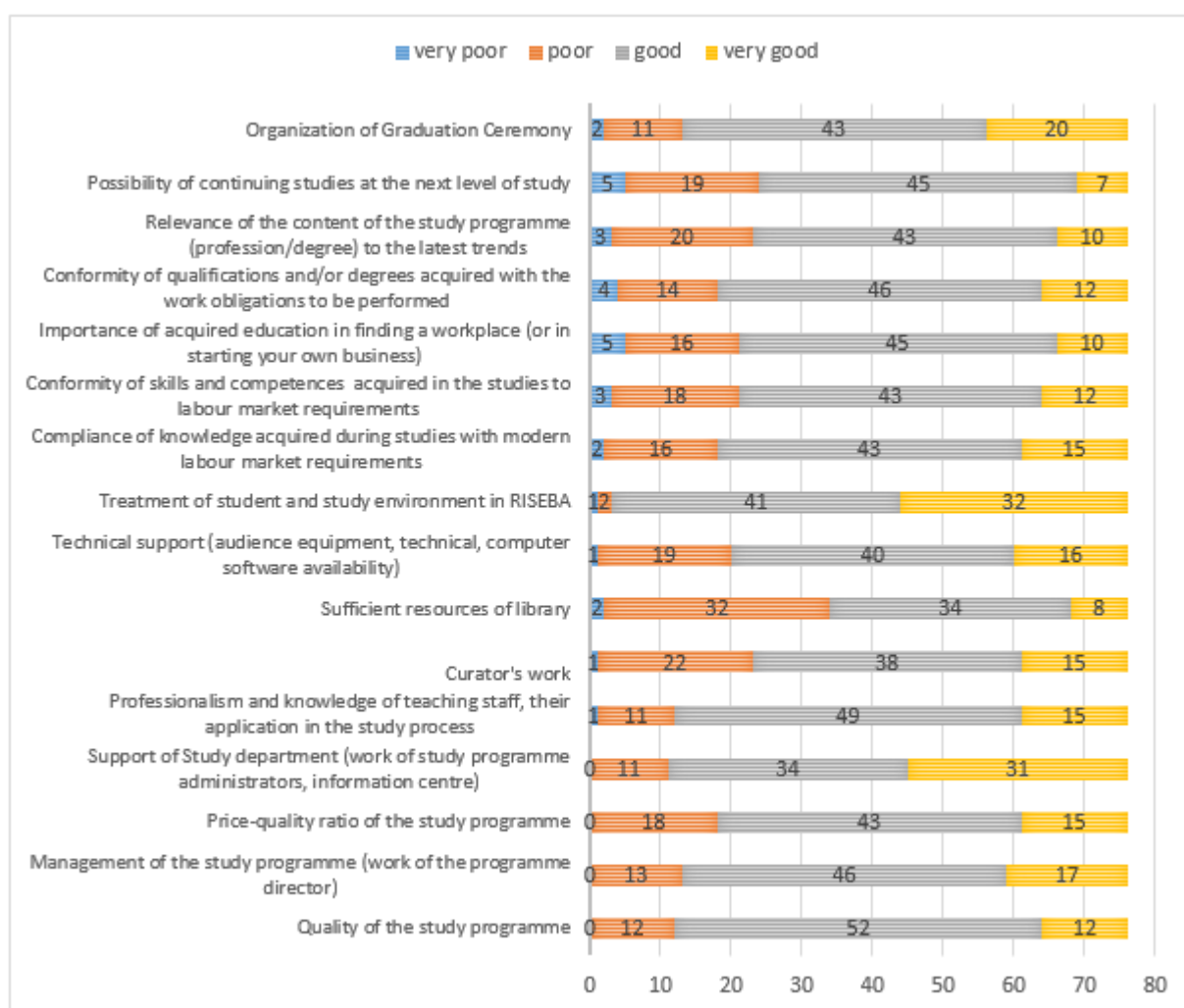


Figure 2.3. Study programme "Business Management" alumni survey results

The survey established that 93% of respondents are employed, which testifies to the quality of the programme, knowledge provided and the need for skills in the job market. 61% of alumni work in the speciality, while others work in other fields, but related to management in other types of organisations.

The breakdown of alumni jobs by sector varies. The most respondents – 14% work in wholesaling, retailing, the car and motorbike repair sector, 12% work in public administration and the same number in the information and communication service sector. The other respondents work in other sectors to a similar extent.

Alumni are employed not only in businesses, but also in public administration bodies such as the Employment State Agency and VSIA Latvian National Symphony Orchestra (Large Guild). Those employed in business work not only for various companies in Latvia, but also abroad, including, for example, for a finance company in Munich, a vineyard in France - Chateau Aiguilloux, SIA "LenRusStroy" in Russia, and "LSG Sky Chefs" Ltd (Lufthansa) in Germany, etc. Those working in Latvia are employed in a very wide range of business fields including production management ("Orkla Confectionery & Snacks Latvija" Ltd.), service provision ("Latvijas Propāna Gāze" Ltd), medical institution management ("Unidentas" Ltd, "Farma Balt Aptieka" Ltd, "Dzirdes Sistēmas" Ltd), financial management (various banks) and leisure time product retailing ("Normark Latvia" Ltd), etc.

Until the Student and Graduate Register from the State Education Information System is established and RISEBA does not receive information from it. RISEBA has entered in a contract of cooperation with the Central Statistical Bureau regarding the receipt of information free of charge for RISEBA alumni, according to the structure of the higher education programmes and the profiles of students. Each year RISEBA receives data on the employment of alumni, professions, industries, etc. and uses it in the development of programmes. According to data from the CSB for January 2019, alumni employment is 97%, indicating a high quality of study and the need for skills in the labour market.

Students mostly find and choose internship places independently. Although a Career Support Specialist is available at RISEBA, his services have not yet been required.

91% of respondents (programme alumni) would recommend the programme to their friends, relatives and acquaintances. 68% stated that they would like to collaborate with the university in future, with the main forms of cooperation including continuing studies in the doctoral programme, offering internship opportunities to students and sharing their experience by conducting guest lectures or seminars. The NGO "RISEBA Alumni Association" has been founded for this purpose. From 2019, it employs a specialist who is responsible for communication with alumni, and maintains an alumni database. This will make it possible to keep track of the progress of alumni more effectively, including by fulfilling the desire of alumni to engage in the life of the university.

RISEBA conducts **employers' surveys** regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership.

The results revealed what are the skills employers are looking for when evaluating the job applicants - see figure below.

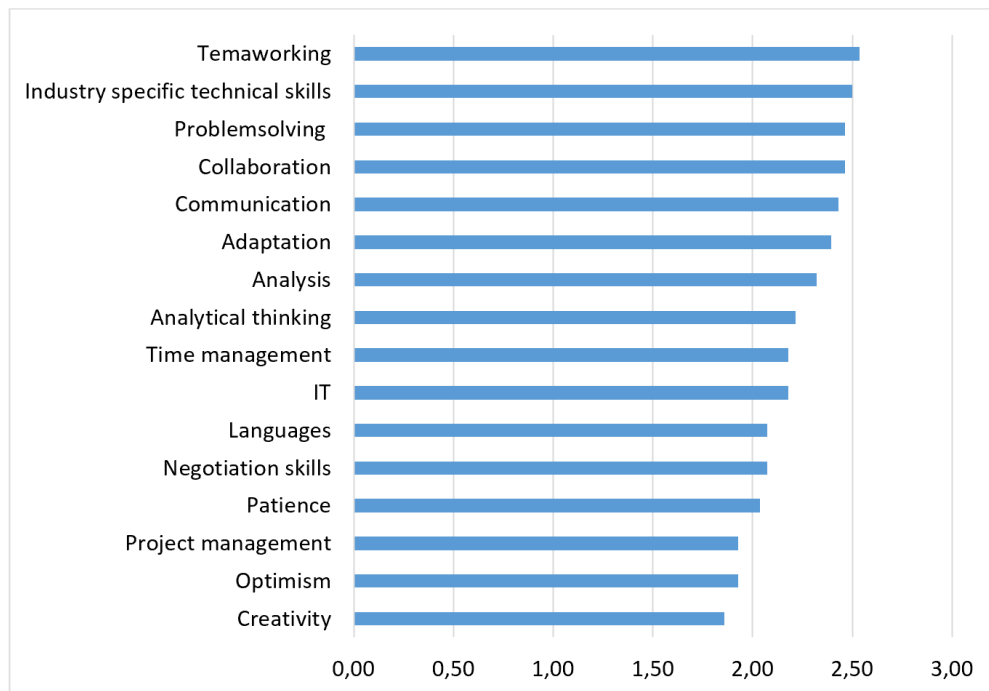


Figure 2.4. Skills important for job applicants

The results of this research were discussed in the Programme committee and with the lecturers and used to improve programme to the skills important for the employers. Since teamworking appeared to be the most important skill, team activities and team assignments are included in the distance learning study programme, additionally facing remote collaboration challenges. These assignments include training of such skills as collaboration, communication and adaptation. Assessment of the study courses is partly based on team assignments – they can make up to 40% of the total assessment. As well in the study programme are included analytical tasks, problem solving with case studies, even separate study courses in creative thinking and project management.

Another method of receiving feedback from employers is Internship evaluation forms. Employers which provide places for internships for master programme “Business management” students are asked to provide evaluation of the student’s performance during the internship using a specially developed evaluation form. On 4-point Likert scale internship providers rated various aspects of student’s performance. The Internship evaluation forms also asks employees to reflect if student provided useful observations and insights about the organization, as well as employers comment on what competencies the student should develop further.

The figure 2.5. shows the average evaluation of the performance of students in internship by employers. No employers have rated students' performance below 3 points, which is a very good indicator. Students' sense of responsibility, attitude towards the fulfillment of internship duties, and overall readiness for the labor market are highly valued.

Employers' evaluations also point to aspects for programme improvement. The most important competence that needs to be improved is communication skills. In the distance learning study programme, separate study courses include group work, as a result of which communication skills are developed, but such courses and tasks could be more. In the comments on the competencies to be improved also is indicated communication.

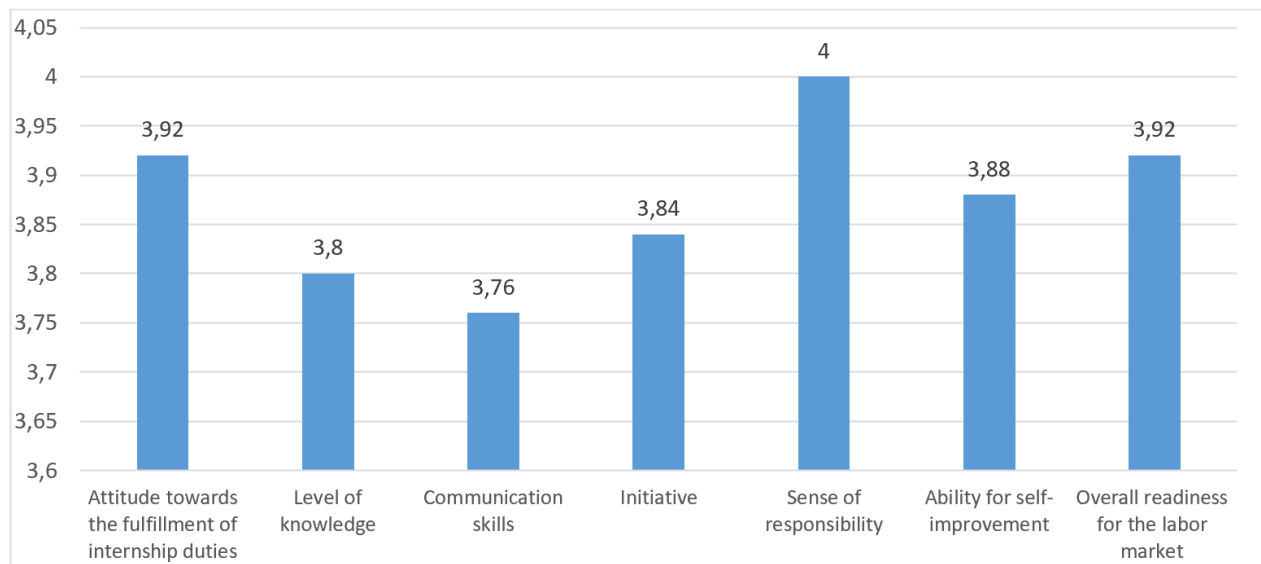


Figure 2.5. Employers 'average evaluation of students' performance (n = 25)

Alongside with the research described above, the programme faculty has been continuously cooperating with employers to understand how modern organizations have been transforming, what management skills are most important in the current situation and what competencies a modern manager should have in order to be demanded in the labour market.

The results of employer surveys are used for the enhancement of the study quality. Specifically, the following has been implemented:

- The cooperation with companies and organizations has been expanded; there have been organized seminars and guest lectures with representatives from different organisations (e.g. Informal Insight series); organizations have also been involved in offering master research topics.
- Studies focuses more on interactive methods, including wider application of the case study method including problem solving tasks in organisations.
- According to the recommendations of employers, other aspects of the study process and the content of the program have also been improved.

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.

Until the 2019/2020 academic year, part-time distance learning students had no possibility of participating in ERASMUS exchange trips or internships; such possibility is ensured starting from the last academic year. RISEBA has entered into more than 130 cooperation agreements with various partner institutions to ensure ERASMUS exchange.

During the reporting period, there have been no incoming mobilities, as the Master's Programme in Business Management is implemented in Latvian. As to outgoing mobilities, no student has applied for participation in the ERASMUS exchange project since their inclusion.

It should be noted that outgoing mobility opportunities reduce students' difficulties in combining them with their full-time jobs; moreover, students have chosen the distance learning form precisely due to the possibility of combining it with work duties.

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.

Tuition fees are the source of financing with which the study process in the study programme "Health Management" is funded. The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fees during the 2018/2019 academic year (EUR)

Study form	Tuition fee amount for the full programme	
	With a non-profiling basic education	With a profiling basic education
Part-time distance learning	3675	3200

Tuition fees are financial security that is used for implementation of the study process, research and development. Other financing sources are not used in the Master's study programme.

In the Master's study programme "Business Management", costs are shown per student (see Table 3.2).

Table 3.2.

Percentage breakdown of costs in the Master's study programme "Business Management"

As Table 3.2 shows, the biggest costs are made up of fixed assets and wear and tear of intangible assets. An important percentage proportion of expenditures is faculty salaries, as well as Student Council expenditures. The Student Council is financed in conformity with the Law on Higher Education Institutions. Moreover, RISEBA provides it with the premises it requires. The table includes direct and overhead costs, but does not include administration and marketing costs, costs not related to economic activity or project costs.

Every year, funds are allocated to faculty members' trips, which are related to the study process, science and research, as well as raising their qualifications. For publications in high-ranking collections of academic journals, as well as in conference proceedings, which are indexed in Web of Science or Scopus, elected academic personnel receive remuneration.

Funding is allocated in the budget for buying literature and subscribing to electronic databases and publications, which are available to both faculty members and students. For more information about the provisioning of the library, see the study direction report.

Various literary sources are bought for implementation of the Master's study programme "Business Management" of which the following are the most significant:

- Babris S., Kaļķis H., Mūrnieks J., Piekuss U., 2016. Lean risinājumi efektīvākam biznesam.
- Meyer E., 2014. The Culture Map: Breaking Through the Invisible Boundaries of Global Business.
- Aulet B., 2013. Disciplined Entrepreneurship: 24 Steps to a Successful Startup.
- Gesteland R.R., 2012. Cross-Cultural Business Behavior: A Guide for Global Management 5th Revised edition
- Kozinets R., 2015. Netnography: Redefined 2nd Revised edition.
- Lock D., Wagner R., 2016. Gower Handbook of Programme Management 2nd edition

The RISEBA Library provides students with access to various types of information – books, press publications, databases and the best Master's theses. The library is located at Meža Street 3. Its working hours are 10.00 to 18.00 on weekdays, and 10.00-15.00 on Saturdays. A reading room and computer room are available in the library. The existence of a computer class is especially noteworthy, which distance learning students use for processing study data with SPSS software.

The library provides access to scientific databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC), as well as to various paid information sources like Leta.lv and Nozare.lv, which are also available for remote use outside the university's premises. The list of various freely accessible resources posted on the university's homepage is useful to students.

Faculty members also take advantage of the opportunity offered by RISEBA to order case studies from the *Harvard Business Publishing* database.

The university also provides several computer classes, which students use for work with MS Project software, IBM SPSS (Statistical Package for the Social Sciences) for data analysis, as well as to master various project management tools based online. Depending on the type of study and necessity, students also use NVIVO software for interview analysis. In the study process, RISEBA students widely use the e-platform Webropol to create, obtain and process survey forms. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users. For more information about the material, technical and information technology hardware provided for studies, see the study direction report.

Assorted software, video lectures and webinar recordings are vital to distance learning. At the university, recording of video lectures with the Panopto system is available in four auditoriums, along with the remotely available Zoom application for recording webinars and video lectures.

No classes are conducted in the university's premises for distance learning students, but premises are available for presenting Master's theses, distance students' evenings and, of course, for the programme's administration.

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

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

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

During the 2018/2019 academic year, the teaching of distance learning study courses in the Master's study programme "Business Management" was taught by 22 faculty members, while 19 faculty members are involved in teaching the programme at the time of the submission of the report and will teach it henceforth. These changes are related to the suspension of admissions of students studying in Russian since the 2017/2018 academic year winter intake. Groups of students in the last admitted intake of Russian language students are undergoing internships and/or are preparing their Master's thesis, as a result of which the provision of faculty members to teach Russian language courses is not required. In 2013, 21 faculty member taught courses.

Changes in the composition of the programme's faculty members have brought positive improvements, because several faculty members have been recruited from the professional work environment, thus ensuring a balance between the academic and professional environment in the programme (see Table 4.1).

Table 4.1.

Changes in the composition of faculty members of the "Business Management" programme

	2013	2019	incl. with a doctoral/doctorate degree
Professors	2	3	3
Associate professors	5	1	1
Assistant professors	6	6	6
Lecturers	4	2	-
Visiting faculty	4	7	2
Total	21	19	

Compared with the previous accreditation period, the changes are as follows:

- The following faculty members have been recruited to teach the programme: Iveta Cirule, Inga Jekabsone, Viktors Turlais, Irena Komarova, Valters Kaze, Elina Mikelsons, Zanete Taurina, Jurijs Mashoshins, Martins Veide, Aleksandrs Skvorcovs, Igors Graurs and Valerijs Dombrovskis.
- Study courses are no longer taught by the following faculty members: Solveiga Blumberga,

Natalija Konovalova, Tatjana Ivanova, Sandra Pallo, Valentins Muravjovs, Georgijs Burakovs, Boriss Kurovs, Jevgenijs Kurovs, Iveta Ludviga, Marija Vaciete, Nadezda Rika, Raina Vira, Maris Buikis, Anatolijs Petrovs and Ieva Brence.

The composition of faculty members has changed in the programme, because during the previous accreditation period, the programme was implemented to a greater extent in the form of full-studies in Latvian and Russian, but currently the programme is only implemented in the form of part-time distance learning in Latvian. A faculty member working in distance learning must have other competences, including being able to fully provide study materials and tests on Moodle, and communicate remotely with students using contemporary communication and collaboration tools.

The composition of faculty members has been changed, increasing the number of visiting faculty, who represent the professional sector, thus ensuring a balance between the professional and academic environments in the study programme, as well as significantly improving the quality of the study programme. Business management is developing every year, therefore it is vital that faculty members follow the latest trends in the sector, new academic developments and possess practical experience within the sector. By attracting new faculty members to teach courses, this principle is adhered to.

A list of faculty members involved in the teaching of the study programme is shown in Table 4.2.

Table 4.2.

Faculty members involved in teaching the "Business Management" programme

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
1	Iveta Cīrule	Dr.sc.administr.	RISEBA faculty member	Social entrepreneurship and start-up expert, SIA Biorganik CEO, over five years of experience in running a business incubator	Business and marketing Fundamentals, Trends and Opportunities (2 CP)
2	Rasa Pēce	Mg.oec.	RISEBA lecturer	Over 20 years of experience teaching accounting and finance courses	Accounting and finance (2 CP); Financial Management (3CP)
3	Aleksandrs Fedotovs	Dr.eoc.	RISEBA lecturer	Over 30 years of experience in academic work, teaching courses on the sector	Theoretical Aspects of Economics (2 CP); Economics (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
4	Inga Jēkabsone	Dr.sc.administr.	RISEBA lecturer	Over 10 years of experience in development issues, project coordination and conducting studies	Analysis and Statistics in Business (2 CP)
5	Leonīds Pētersons	Dr.sci.ing.	Visiting faculty, Associate Professor	Over 40 years of experience in academic work, teaching courses on the sector.	Fundamentals of Strategic Management (2 CP)
6	Viktors Turlais	Mg.sc.soc.	Visiting faculty	SIA "Antalis" Sector Manager, over 10 years of experience in strategic planning, doctoral candidate	Business Strategy and Competitiveness (2 CP)
7	Andrejs Čirjevskis	Dr.oec.	Professor	Over 25 years of experience teaching strategic management courses and in research (a total of over 50 research papers)	Business Strategy and Competitiveness (2 CP)
8	Tatjana Vasiljeva	Dr.oec.	RISEBA Professor	LCS expert, with over 15 years of professional experience in leading positions in financial institutions. RISEBA Vice Rector for Research.	Business and Information Technology Strategic Partnership (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
9	Mārtiņš Veide	Dr.psych.	RISEBA lecturer	Over 15 years of experience in teaching courses in the relevant direction	Management Psychology and Leadership (2 CP)
10	Inese Slūka	Mg.proj.mgmt.	RISEBA Programme Director, lecturer	Over 12 years of experience in domestic and international project management, jury member in inter-cultural project international competitions. Member of the IPMA and PMI project management associations. Doctoral candidate	Project Management (2 CP), Cross-Cultural Communication in a Business Environment (2 CP)
11	Elīna Miķelsone	Mg.sc.soc.	Visiting faculty	Director of the Institute of Ideas and Innovations, over five years of experience in generating innovating ideas, organising masterclasses and providing business consultations.	Innovations and Creativity in Business (2 CP), Business Process and Quality Management (2 CP)
12	Irēna Komarova	Mg.hrm.	RISEBA faculty member	Over nine years of experience in administrative work at RISEBA University, participation in the implementation of research projects.	Human Resource Management (2 CP), Research Work Methodology (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
13	Valters Kaže	Dr.oec.	RISEBA Associate Professor	Over 20 years of experience in marketing and sales. Member of the Latvian Association of Marketing Professionals.	Marketing Management (2 CP)
14	Žanete Tauriņa	Dr.sc.admin.	RISEBA lecturer	Over 10 years of experience running an educational institution, including in upgrading competences and change management	Change and Crisis Management in an Organization (2 CP)
15	Ilmārs Kreituss	Dr.chem	RISEBA Professor	LCS expert, RISEBA Vice Rector for Studies, with over 15 years of professional experience in leading positions in financial institutions.	Financial Markets (2 CP)
16	Jurijs Mašošins	Dr.iur.	RISEBA lecturer	Over 40 years of experience in teaching courses in the sector	Commercial Law (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
17	Aleksandrs Skvorcovs	Mg.oec.	RISEBA faculty member	Director of the RISEBA Bachelor's study programme "Business Management", over 10 years of experience in organising distance learning work, and teaching courses	Development of Management Decisions in Business (2 CP)
18	Igors Graurs	Dr.phil.	RISEBA lecturer	Over 20 years of experience in transport and environmental issues.	Social and Applied Ecology (2 CP)
19	Valerijs Dombrovskis	Mg.psych.	Visiting faculty	More than 5 years of experience in crisis management and prevention, and as a psychologist, group leadership, psychological counselling, research and evaluation. 5 years of experience as a manager (Deputy Head of Addiction Center at the Olaine Prison).	Civil protection (1 CP)

Overall, the study programme has been upgraded, providing competent faculty members, who are experienced and knowledgeable in the course subject they teach. A balance is maintained between faculty members representing the professional and academic environments in the study programme, thus forming a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and offering both academic and practical knowledge.

More detailed information about faculty members' education, additional knowledge and experience is available in the faculty members' CVs, which are enclosed together with the direction report.

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.

Of 19 faculty members teaching the study programme's courses, 11 hold doctoral degrees. As Table 4.1 shows, three are professors, one is an associate professor, six are assistant professors, two are lecturers and there are seven visiting faculty members. Visiting faculty members teach courses worth 9 CP.

A priority in the selection of faculty members for the programme is a doctoral degree, practical experience, research papers, as well as the desire and ability to work in distance learning form.

Faculty members involved in the implementation of the programme and their experience are shown in Table 4.2. As the table shows, all faculty members have practical experience of subject being taught in the course, which facilitates the provision of study programme results. For example, Elīna Miķelsone is the director of the Institute of Ideas and Innovations, Valters Kaže manages the marketing and sales sector of an international company, Inese Slūka manages various local and international projects, Viktors Turlais is the sector manager of SIA "Antalis". The achievement of the results of the study programme is also supported by measures to increase the qualification of teaching staff and by researches on the course subject.

In selecting a faculty member, the primary consideration is his or her qualifications. After this, the course contents are discussed and harmonised. A faculty member is required to prepare a description of the study course, the expected results and tests, in conformity with the programme's expected results and the occupational standard. When the course description has been approved by the Programme Director, it will also be approved by the Department Head. Course descriptions are available on the e.riseba platform, thus ensuring that they are also available to other faculty members.

Qualification of RISEBA faculty is monitored according to the Academic personnel policy of the university. It provides for careful selection of the personnel, regular training and improvement of qualifications. RISEBA has prepared and implemented the following personnel policy:

- Ensure that all courses are taught by qualified, scientifically and methodologically proficient lecturers with good teaching and organisational skills that use modern training methods in their teaching practices;
- The faculty shall consist of highly qualified members with good scientific and professional competences; and the majority of faculty members shall hold a PhD;
- Invite foreign experts and teachers from other universities to participate in the implementation of the programme depending on the specificities of the programme/direction;
- Invite industry professionals, experts and specialists (for the respective programme) depending on the specificities of the programme/direction;
- The faculty shall be able to work in an international environment and to communicate in at least three languages: Latvian, English and Russian/French/German/Spanish;
- Some faculty members shall be industry experts in Latvia and internationally;
- The university shall have a favourable and creative environment for professional

development of the faculty.

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.

RISEBA elected academic personnel are provided with financial support to attend academic conferences, as well as to publish research papers.

The most important research papers published by academic faculty members, which are indexed in WOS, SCOPUS, EBSCO and other databases and are used in the teaching of study courses, are listed below:

1. **Cirule, I.**, Kuznecova, J., Lukjanska, R., 2017. The development of social entrepreneurship in Latvia: the role of municipalities. International Journal of Business and Globalisation (Indexed: Scopus)
2. **Vasiljeva, T.** and Novinkina, J., 2019. Is robotics a solution for banking business process reengineering and automation? Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020. (Indexed: Scopus)
3. Schönberger, M., **Vasiljeva, T.**, Impact of the computer system validation on the firm performance of small and medium enterprises in the medical device industry. Proceedings of the 31st International Business Information Management Association Conference, IBIMA 2018: Innovation Management and Education Excellence through Vision 2020. (Indexed: Scopus)
4. Kreslins, K., Novik, D., **Vasiljeva, T.**, "Use of cloud computing in SMEs of baltic countries". Proceedings of the 30th International Business Information Management Association

- Conference, IBIMA 2017 - Vision 2020: Sustainable Economic development, Innovation Management, and Global Growth (Indexed: Scopus)
5. Ludviga I., **Sluka I.**, Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures. *International Journal of Diversity in Organizations, Communities and Nations*. (Indexed: Scopus)
 6. **Mikelsone, E.**, Volkova, T., Liela, E., 2019. Potential benefits of web-based idea management system based on practical evidence. *Environment. Technology. Resources - Environment, Technology, Resources*. (Indexed: Scopus)
 7. **Vasiljeva, T.**, Kreituss, G. and **Kreituss, I.**, 2019. The impact of Customer Behavior on Banking Service Management: Evidence from Latvia. *EBES 29th conference* (Indexed: Scopus)
 8. **Kreituss I.**, Rutka L., 2018. An analogy concept in university education. Case of crowdfunding platforms. *Proceedings of the 10th annual International Conference on Education and New Learning Technologies EDULEARN18*, July 2-4, Palma de Mallorca, Spain, pp. 6451-6460. (Indexed: Scopus)
 9. **Veide M.**, Rutka L., Kreituss I., 2019. (2019) People's with special needs understanding of the quality of life and the meaning of learning.// *INTED2019 Proceedings.- Valencia: IATED Academy*, pp.4549-4556. ISBN 9788409086191; ISSN 2340-1079. (Indexed: Scopus)
 10. **Kreituss I.**, Rutka L., 2018. An analogy concept in university education. Case of crowdfunding platforms. *Proceedings of the 10th annual International Conference on Education and New Learning Technologies EDULEARN18*, July 2-4, Palma de Mallorca, Spain, pp. 6451-6460. (Indexed: Scopus)
 11. **Fedotovs A.**, Sakološa A., 2017. Changeover to euro in Latvia: expectations and outcomes. *Proceedings of the 11th International Conference/Europeean Entrepreneurship Forum 2017 "Eurozone: Evolution or Revolution"*. ISBN 978-80-87325-12-4
 12. **Fedotovs A.**, Sakološa A., 2017. Demography and flexibility: two vital issues for European Union. *Proceedings of 23rd EBES Conference*.
 13. **Fedotovs A.**, Latvia's reindustrialization: International background and domestic projects. *Journal of Business management.*, No.8., ISSN 1691-5348
 14. **Jekabsone, I.**, 2019. The Role of Higher Education Institution in Ensuring Integrated and Sustainable Regional Development. *Economic Science for Rural Development Conference Proceedings*, 51, pp. 144-151. (Indexed: EBSCO)
 15. **Jekabsone, I.**, Sloka, B., Grantins, A., 2017. Analysis of Well-being Indicators in Satellite Towns, Case of Latvia. In: *Proceedings of the 2017 International Conference "Economic Science for Rural Development"*, No 42, Jelgava, LLU ESAF, 21-22 April 2017, pp. 86-92. ISSN 1691-30XX. (Indexed: THOMSON REUTERS WEB OF SCIENCE; EBSCO.)
 16. **Jekabsone, I.**, Sloka, B., 2015. Sustainable Local Development from Perspective of Citizens: Salaspils Municipality (Latvia). *European Integration Studies*. 9, 100113. ISSN 1822-8402. (Indexed: EBSCO, THOMSON REUTERS WEB OF SCIENCE).
 17. **Cirjevskis A.**, Exploring Competence Based Synergetic Move in Merger and Acquisition Strategies in Technological Domains. (SSR-SSI 2017) *Book Series: Advances in Social and Behavioral Sciences Volume: 17 Pages: 19-25*. (Indexed: Web of Science).
 18. **Cirjevskis A.**, Exploring Interrelations between Innovative Ambidexterity and Dynamic Capabilities in ICT Industry: Bridging Two Perspectives. *Book Series: Advances in Education Research Volume: 94 Pages: 3-10* (Indexed: Web of Science).
 19. **Cirjevskis A.**, Exploring Dynamic Capabilities, Business Model and Customer Value Proposition in Information and Communication Technology Industry. *Book Series: Advances in Social and Behavioral Sciences Volume: 10 Pages: 135-142* (Indexed: Web of Science).
 20. **Taurina, Z.** Dimensions and Diversity of Measurements of Competences of Adults. In the collection of papers "Adult Education", Riga : "RaKa", 2012, 171 pages. ISBN

21. **Kaze V.** (editor), 2016. Latvijas ražošanas uzņēmumu konkurētspējas uzlabošana Ķīnas Tautas Republikas tirgū (Improvement of Competitiveness of Latvian Manufacturing Enterprises in People's Republic of China Market). monograph by Bulis A., Škapars R., Šķiltere D. (ISBN: 978-9934-18-176-4). Riga: University of Latvia, 168 pages.
22. **Kaze V.**, Circulation of Illegal Duty-Free Alcohol in Latvia. Doctoral thesis to attain an Economic Doctor's (Dr.oec.) Academic Degree. (ISBN: 978-9934-517-31-0) Riga: University of Latvia, 226 pages.
23. **Mashoshins J.**, The Distance Contract as the Legal Basis for the Operation of Internet Stores. 19th International Academic Conference "Society and Culture", collection of papers, XIX, Liepāja:LiePA, 321 pages. 39 (2), pages 79-85.
24. **Mashoshins J.**, The method of explaining uncertain concepts in teaching the rights. Society and Culture. Collection of papers, XX / Liepāja: LiePA, 426 pages.
25. **Mashoshins J.**, Koroļa J., 2013. Conflict Prevention and Resolution in Hotel Commercial Operations. International academic practical conference "Development of Law within Contemporary Society". Collection of papers, pages 443-451.
26. **Dombrovskis, V.**, Hofmane, A. 2017. Model for individuals meaning of life. The Second Narrative Criminology Symposium collection of papers (June 15-16).

The referred to research papers are used for teaching study courses as examples with which to explain theory, as significant research results, as good examples of scientific research, which points to the high-quality provision of study course content.

A good and noteworthy example is a publication by T.Vasiljeva and J.Novinkina, which was prepared as a result of a Master's thesis study. The resultant research paper was prepared through a collaboration between the professor and the student. In 2019, a joint publication by S.Blumberga and student T.Pylinskaya "Remote Work – Advantages and Disadvantages on the Example in IT Organization" was also submitted.

The study programme's faculty members also regularly participate in academic conferences (for more information, see their CVs), as well as augment their qualifications at various domestic and international seminars, in order to improve study courses. For example:

- In February 2019, I.Sluka participated in courses at Kanban University and received the Kanban professional (KPM Foundation I) and Kanban system design (KPM II) certificate. This knowledge is used to improve the contents of the Project Management course.
- In 2019, I.Sluka, T.Vasiljeva, A.Cirjevskis, V.Kaze and I.Jekabsone received professional top-up diplomas in the programme "University Didactics: Contemporary Theory and Practice", which they took part in to improve their teaching competence in their work with students.
- In 2017, A.Skvorcovs participated in the seminar "*Digital Technologies in Teaching and Learning*", which was organised by the international CEEMAN association in Slovenia. The knowledge acquired is used in the teaching of the study course "Development of Management Decisions in Business".

Faculty members are also involved in implementation of projects of a scientific and practical nature. The most noteworthy examples are:

- The Latvian School of Public Administration project "Public Service" started in 2018 continues also in 2019. The training material and methodologies developed within the project for testing accessibility and determining possible disproportionate burden have been approved by the Ministry of Environmental Protection and Regional Development and the Guidelines for Assessing the Impact of Compliance with the Accessibility Requirements for Websites of Institutions and Justifying the Disproportionate Burden developed by the Ministry of

Environmental Protection and Regional Development are based on this material. The project is led by **Tatjana Vasiljeva**.

- In April 2019, the Erasmus+ scientific-research project Erasmus+ HEIFYE (*Higher education institutions for youth entrepreneurship*) was completed. In the framework of this project, an international study was carried out. Six countries participated in the project: Armenia, Belarus, Georgia, Latvia, Moldova and Ukraine; a range of publications were prepared, incl. articles that were published in the annual international scientific journal "Journal of Business Management" Vol. 18. Project Manager **Ilmārs Kreituss**.
- Since April 2019, RISEBA has started work on its first research project, namely the CFLA project "Practical Studies, Phase 2 "Developing Value-Based Skills for Improving the Quality of Human Capital (No. 1.1.1.1/18/A/151)". Project Manager: RISEBA Assoc. Prof. **Valters Kaze**.
- In the Erasmus+ KA02 project "*ENJOY GENERATION Z -stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z*", which is dedicated to aspects of research for application of teaching methods, **Komarova** was a team member.
- The "Erasmus for young Entrepreneurs" project "*Project Business Opportunities for European Young Entrepreneurs*" (Biz4EYE) was implemented from 2015-2017, under the auspices of which young entrepreneurs could embark on an experience exchange trip hosted by an entrepreneur in an EU state for 1-6 months. The concluding stage of the project was led by **Sluka**.

Three programme faculty members: Ilmars Kreituss, Andrejs Cirjevskis and Tatjana Vasiljeva are LCS Experts in the social sciences branch - Economics and Entrepreneurship.

More information about the academic, teaching and practical experience of faculty members can found in their CVs.

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).

Implementation of study programmes is characterised by close collaboration between faculty members, which is described in more detail in Clause 4.6 of the Business Direction Report. In addition to these aspects of cooperation between faculty members, as and when necessary, under the auspices of the Master's study programme "Business Management", meetings for faculty members are organised, where the sequence of study courses is discussed, along with mutual cooperation, and other matters.

In order to attain the programme's results, faculty members are involved in formulating study course results, linking them to the programme's results. Based on the results of study course, the Programme Director performs programme mapping and coordinates this with all faculty members, thus ensuring the mutual connection of study courses and programme results.

Programme board meetings are organised twice a year, which are attended by the programme's leading faculty members, and to which students and industry representatives are invited. The programme board approves changes to the structure of study courses, the mutual connection, and discuss the work of faculty members.

Cooperation between faculty members is also facilitated by the availability of study course descriptions on e.riseba, which provides every faculty member with an insight into other course subjects, results and examinations. Since all course descriptions are approved by the Programme Director, this provides a feedback loop in instances, when faculty members must meet individually and discuss issues related to course content.

Training was separately organised for distance learning faculty members in the use of various online tools, e.g. Zoom and Doodle, etc., this fostering cooperation between faculty members at these meetings and adoption of best practice.

The study programme director is the key contact person for cooperation with students and faculty members, in order to resolve problematic situations or in the course of joint work on the development of the study programme, supporting each useful initiative as far as possible. The Programme Director always provides timely and appropriate communication with faculty members regarding questions and queries. To facilitate cooperation, RISEBA has drawn up RISEBA's internal procedural rules in the "RISEBA Visiting Faculty Handbook", which faculty members must study before teaching their first course.

The ratio of the number of students and faculty members during the 2018/2019 academic year was 3.74 (71 students/ 19 faculty members).

Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is assessed as outstanding. Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is assessed as outstanding.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_MUV_EN.pdf	1_Statistika par studējošiem_MUV.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	2_Atbiļība valsts izglīt. standartam_MUV_EN.pdf	2_Atbiļība valsts izglīt.standartam_MUV.pdf
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	4_pielikums_Mapping_EN.pdf	4_pielikums_studiju kursu kartejums_LV.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums_programmas plāns_EN.pdf	5_pielikums_programmas plāns_LV.pdf
Descriptions of the study courses/ modules	6_pielikums_Course descriptions_EN.7z	6_pielikums_Kursa apraksti_LV.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_Diploma paraugs_MUV_EN.pdf	7_Diploma paraugs_MUV.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	8_Apliecinājums par izglītības iegūvi citā studiju programmā_MUV_EN.pdf	8_Apliecinājums par izglītības iespēju citā studiju programmā_MUV.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	9_Garantija par zaudējumu kompensāciju_MUV_EN.pdf	9_Garantija par zaudējumu kompensāciju_MUV.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	10_Studiju līguma paraugs_MUV_EN.pdf	10_Studiju līgumu paraugi_MUV.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 Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Vulfs</i>
Surname of the study programme director	<i>Kozlinskis</i>
E-mail of the study programme director	<i>vulfs.kozlinskis@riseba.lv</i>
Title of the study programme director	<i>Prof. emeritus, Dr. habil. oec.</i>
Phone of the study programme director	<i>29207455</i>
Goal of the study programme	<i>To prepare doctors of science and highly qualified researchers and specialists in the business management sub-branch of management science, thus strengthening management science as an academic field in Latvia and making a significant contribution to the development of business and enterprises in Latvia and Europe.</i>
Tasks of the study programme	<p><i>1. To provide students with high-quality doctoral education, ensuring them the opportunity to develop research competencies in their chosen field</i></p> <p><i>2. To carry out and approbate research significant to management science theory and practice: prepare Promotion Theses, monographs, textbooks and teaching materials, and scientific publications, incl.:</i></p> <ul style="list-style-type: none"> <i>• developing and carrying out a doctoral research programme</i> <i>• discussing the results of doctoral research (including approbation of results: publications and presentations at conferences and seminars)</i> <i>• ensuring preparation and defence of Promotion Theses</i> <p><i>3. To present and discuss the results of scientific research at international conferences and seminars as well as in popular science publications.</i></p>

Results of the study programme	<p><i>The intended study outcomes of the joint doctoral programme are oriented towards the preparation of doctoral students and meet the current requirements for the development of society and the economy in Latvia:</i></p> <p><i>Knowledge:</i></p> <p><i>1. Demonstrates knowledge and understanding of current scientific theories and insights as well as a mastery of research methodology and contemporary research methods in management science or in a professional field and the interface of different fields</i></p> <p><i>Skills:</i></p> <p><i>2. Is able to independently evaluate and select methods suitable for scientific research; has contributed to widening the frontiers of knowledge or has brought new insight to existing knowledge and its application in practice by carrying out a substantial amount of original research, some of which is internationally cited</i></p> <p><i>3. Is able to communicate verbally and in writing about management science with the wider scientific community and the general public</i></p> <p><i>4. Is able to independently advance his/her scientific qualifications; to implement scientific projects, achieving results according to set criteria; and to manage research or development tasks at enterprises, institutions and organisations where extensive research knowledge and skills are needed</i></p> <p><i>Competencies:</i></p> <p><i>5. Is able to meet significant research or innovation objectives by independently carrying out critical analysis, synthesis and evaluation; to independently propose a research idea; and to plan, structure and lead large-scale scientific projects, including in an international context.</i></p>
Final examination upon the completion of the study programme	<i>Defence of Promotion Thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>

Admission requirements (in English)	<i>Requirement upon starting the programme - master's degree in social sciences or master's degree and management experience. At the start of the programme, the student's previous work experience in business management, community leadership or education and sufficient knowledge of business management are assessed. Business management skills and knowledge enable a doctoral student to quickly identify his/her research topic and start research in the chosen field effectively. Students' research work relates to the main fields of management science and the fundamental issues of business management: strategic management, financial management, innovation management, business leadership, etc. Applicants must submit a free-form essay on the prospective topic of their Promotion Thesis (up to 12 pages) and a summary of the essay in English (up to 2 pages). If the essay is submitted in English, a summary is not necessary. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>

Admission requirements (in English)	<i>Requirement upon starting the programme - master's degree in social sciences or master's degree and management experience. At the start of the programme, the student's previous work experience in business management, community leadership or education and sufficient knowledge of business management are assessed. Business management skills and knowledge enable a doctoral student to quickly identify his/her research topic and start research in the chosen field effectively. Students' research work relates to the main fields of management science and the fundamental issues of business management: strategic management, financial management, innovation management, business leadership, etc. Applicants must submit a free-form essay on the prospective topic of their Promotion Thesis (up to 12 pages) and a summary of the essay in English (up to 2 pages). If the essay is submitted in English, a summary is not necessary. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 4 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>

Admission requirements (in English)	<i>Requirement upon starting the programme - master's degree in social sciences or master's degree and management experience. At the start of the programme, the student's previous work experience in business management, community leadership or education and sufficient knowledge of business management are assessed. Business management skills and knowledge enable a doctoral student to quickly identify his/her research topic and start research in the chosen field effectively. Students' research work relates to the main fields of management science and the fundamental issues of business management: strategic management, financial management, innovation management, business leadership, etc. Applicants must submit a free-form essay on the prospective topic of their Promotion Thesis (up to 12 pages) and a summary of the essay in English (up to 2 pages). If the essay is submitted in English, a summary is not necessary. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 4 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>

Admission requirements (in English)	<i>Requirement upon starting the programme – master's degree in social sciences or master's degree and management experience. At the start of the programme, the student's previous work experience in business management, community leadership or education and sufficient knowledge of business management are assessed. Business management skills and knowledge enable a doctoral student to quickly identify his/her research topic and start research in the chosen field effectively. Students' research work relates to the main fields of management science and the fundamental issues of business management: strategic management, financial management, innovation management, business leadership, etc. Applicants must submit a free-form essay on the prospective topic of their Promotion Thesis (up to 12 pages) and a summary of the essay in English (up to 2 pages). If the essay is submitted in English, a summary is not necessary. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Parameters of the joint doctoral programme Business Management

Name of the study programme	Biznesa vadība
Name of the study programme in English	Business Management
Study programme code according to the Classification of Latvian Education	51345
Branch of science of the study programme (applicable to doctoral programmes)	Economics and Business, sub-branch Business Management
Type and level of study programme	Academic doctoral programme
Qualification level to be achieved (NQF/EQF)	8
Occupation code in the Classification of Occupations	-
Volume of study programme (CP, ECTS)	120 CP = 180 ECTS
Format, type, duration (if less than a year, in months) and language of implementation	

Full-time on-site	3 years	Latvian and English
Full-time remote	-	-
Full-time remote (distance learning)	-	-
Part-time on-site	4 years	Latvian and English
Part-time remote	-	-
Part-time remote (distance learning)	-	-
Place of implementation	RISEBA University of Applied Sciences , 3 Meža Street, Riga, LV-1048 and BA School of Business and Finance , 161 K. Valdemāra Street, Riga, LV-1002	
Study programme director(s)	RISEBA University of Applied Sciences: Vulfs Kozlinskis, Prof. emeritus, Dr. habil. oec. BA School of Business and Finance: Andris Sarnovičs, Rector, Prof., Dr. sc. administr.	

Admission requirements

Requirement upon starting the programme – master's degree in social sciences or master's degree and management experience.

At the start of the programme, the student's previous work experience in business management, community leadership or education and sufficient knowledge of business management are assessed. Business management skills and knowledge enable a doctoral student to quickly identify his/her research topic and start research in the chosen field effectively. Students' research work relates to the main fields of management science and the fundamental issues of business management: strategic management, financial management, innovation management, business leadership, etc.

Applicants must submit a free-form essay on the prospective topic of their Promotion Thesis (up to 12 pages) and a summary of the essay in English (up to 2 pages). If the essay is submitted in English, a summary is not necessary.

Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to.

For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).

Degree and/or professional
qualification awarded

Doctor of Science (*Ph.D.*) in Economics
and Business

Aim of the programme

To prepare doctors of science and
highly qualified researchers and
specialists in the business
management sub-branch of
management science, thus
strengthening management science as
an academic field in Latvia and
making a significant contribution to
the development of business and
enterprises in Latvia and Europe.

Objectives of the programme

1. To provide students with high-quality doctoral education, ensuring them the opportunity to develop research competencies in their chosen field
2. To carry out and approbate research significant to management science theory and practice: prepare Promotion Theses, monographs, textbooks and teaching materials, and scientific publications, incl.:
 - developing and carrying out a doctoral research programme
 - discussing the results of doctoral research (including approbation of results: publications and presentations at conferences and seminars)
 - ensuring preparation and defence of Promotion Theses
 - To present and discuss the results of scientific research at international conferences and seminars as well as in popular science publications

Intended study outcomes

The intended study outcomes of the joint doctoral programme are oriented towards the preparation of doctoral students and meet the current requirements for the development of society and the economy in Latvia:

Knowledge:

1. Demonstrates knowledge and understanding of current scientific theories and insights as well as a mastery of research methodology and contemporary research methods in management science or in a professional field and the interface of different fields

Skills:

2. Is able to independently evaluate and select methods suitable for scientific research; has contributed to widening the frontiers of knowledge or has brought new insight to existing knowledge and its application in practice by carrying out a substantial amount of original research, some of which is internationally cited

3. Is able to communicate verbally and in writing about management science with the wider scientific community and the general public

4. Is able to independently advance his/her scientific qualifications; to implement scientific projects, achieving results according to set criteria; and to manage research or development tasks at enterprises, institutions and organisations where extensive research knowledge and skills are needed

Competencies:

5. Is able to meet significant research or innovation objectives by independently carrying out critical analysis, synthesis and evaluation; to independently propose a research idea; and to plan, structure and lead large-scale scientific projects, including in an international context

The following changes have been made to the parameters of the doctoral programme Business Management:

1. The name of the study programme has been changed from the Interuniversity Doctoral Programme *Business Management* to the **Joint Doctoral Programme Business Management**.

Justification:

The study programme Business Management was the first jointly implemented doctoral programme in Latvia, and at the time of founding the programme (2008) there was no unified terminology for a programme implemented jointly by several partner institutions.

The Interuniversity Doctoral Programme was implemented by three partner universities: RISEBA, BA School of Business and Finance and Ventspils University College. In 2015, Ventspils University College withdrew from the programme, and an agreement was concluded between RISEBA and BA School of Business and Finance on the continuation of the programme, renaming it the Joint Doctoral Programme *Business Management* in accordance with applicable law and Cabinet regulations (2011 amendments to the Law on Higher Education Institutions in Section 55¹; 2013 amendments to Cabinet Regulations No. 230 "Regulations on Licensing Study Programmes" and No. 202 "Procedures for Issuing State-Recognised Higher Education Certificates"). See the appendix for the Agreement between BA and RISEBA and Accreditation Page No. 90 (as amended on 02.05.2018).

2. The study programme's scientific branch has been changed from the branch Management Science, sub-branch Business Management, to the branch **Economics and Business**, sub-branch Business Management. Justification:

- Cabinet Regulations No. 49 of 23.01.2018 "Regulations on Latvian Scientific Branches and Sub-branches"
- Resolution of the Latvian Council of Science No. 1/3.N-45 of 24.03.2020 on granting promotion rights in the scientific branch Economics and Business

3. The formats and types of the study programme have been specified:

- Full-time in Latvian, 3 years
- Full-time in English, 3 years
- Part-time Latvian, 4 years
- Part-time English, 4 years

4. In 2013, the study programme was accredited in three languages: Latvian, English and Russian. In accordance with the 2018 changes in the Law on Higher Education Institutions regarding the implementation of studies in the state language and in certain cases in a foreign language, implementation of the programme in Russian is not planned.

5. The title of the degree to be awarded has been changed from Doctor of Science in Management Science (*Dr. sc. administr.*), Sub-branch Business Management, to **Doctor of Science (Ph.D.)** in Economics and Business. Justification:

- Cabinet Regulations No. 522 of 14.08.2019 "Amendments to Cabinet Regulations No. 1001 of 27 December 2005 'Procedure and Criteria for Awarding a Doctoral Degree (Promotion)'", Paragraph 6, "...The first sentence of Paragraph 31 shall be worded as follows: '31. The decision to award the degree Doctor of Science (*Ph.D.*) in Economics and Business or to

decline to award the degree shall be taken by the council through a majority vote by secret ballot.”

- Decision of the Study Quality Commission, the foundation Academic Information Centre No. 2020/10-I of 13.03.2020 “On amending the accreditation page of the study field”, changing the title of the degree to “Doctor of Science (*Ph.D.*) in Business and Economics”
- Accreditation Page 2020/34 of the study field Management, Administration and Real Estate Management

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.

In Latvia, the joint doctoral programme competes with LU and RTU in the field of business management and economics. The programme, implemented by RISEBA and BA, has a smaller number of students and teaching staff (LU and RTU are the largest universities in Latvia).

The joint doctoral programme is implemented as an open-type doctoral programme, attracting course lecturers and leading researchers from other Latvian universities as well as universities abroad.

From the perspective of quality, the programme has shown good results: no Promotion Theses have been rejected by the State Scientific Qualification Committee.

The programme’s weak point is its insufficient number of state-funded study places, which hinders the attraction of talented students from Latvia who wish to contribute to management science research. To compensate for this, Latvian state scholarships for foreigners (State Education Development Agency) have been successfully used to cover tuition fees for students from abroad.

During the reporting period, the study year 2013/2014 had the highest number of students (79). This is explained by the RISEBA state budget grant until 31 December 2016. In the following years, the number of students in the programme was relatively stable (60-70), which is noteworthy given the conditions in Latvia.

The decrease in the number of students in the Latvian track from 79 (in 2013/2014) to 35 (in 2018/2019) is related to the termination of the state grant payment as well as changes in the programme’s implementation. During the reporting period until 2015, the programme was implemented by RISEBA together with BA and Ventspils University College. As of 2015, Ventspils University College no longer participates in the programme’s implementation, though it continues its cooperation as a programme cooperation partner: doctoral students of Ventspils University College take courses offered in the programme as visitors.

Implementation of the doctoral programme in English began in 2016/2017 with the enrolment of 7 students (until 2016/2017, doctoral students studied in English individually). 2017/2018 saw the highest number of doctoral students enrolled in the English track (12). In terms of market potential, the English track in particular has good prospects.

In 2018/2019, 16 doctoral students from 10 countries (Latvia, Lithuania, Belarus, Germany, France, Ireland, India, Azerbaijan, Colombia, Pakistan) studied in the English track. By improving international marketing, the number of foreign doctoral students could be doubled.

A special study of market potential has been carried out in the Nordic countries, the results of which confirm the possibility of increasing the number of doctoral students (Appendix 1).

One of the reasons for the decrease in the number of students is attrition (Figures 6 and 7). The highest student attrition rate is observed in the 2nd and 3rd study year, when active research work is started. Research work continues in the 4th and 5th study year, i.e. completion and approbation of the Promotion Thesis. One reason for attrition is the career development opportunities used by doctoral students when moving to live and work abroad (for instance, P. Dimants, Y. Felker, R. Debdatta).

Other important factors affecting the attrition rate:

- Problems conducting independent research or collaborating with one's supervisor
- Tuition fees
- Level of psychological resilience
- Students do not resume studies after an academic leave
- Family circumstances

The following measures are being taken to reduce attrition:

1. In discussions with applicants, the crucial role of motivation in developing a Promotion Thesis is emphasised
2. A system of two supervisors is being used successfully
3. Students on academic leave also receive information on seminars, guest lectures, etc.
4. A system of tuition fee discounts is widely used

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 programme name "Business Management" corresponds to the degree obtained, Doctor of Science (*Ph.D.*) in Economics and Entrepreneurship in accordance with Cabinet Regulations No. 49 "On Latvian Scientific Branches and Sub-branches".

The aim of the doctoral programme is to prepare doctors of science and highly qualified researchers and specialists in the business management sub-branch of management science, thus strengthening management science as an academic field in Latvia and making a significant contribution to the development of business and enterprises in Latvia and Europe.

In the course of studies, a Promotion Thesis (comprising 88 CP out of 120 CP) must be developed and approbated. Most students successfully complete the theoretical part, but the number of Promotion Theses developed during doctoral studies needs to be increased. Thus, the admission process includes an evaluation of applicants' research abilities, based on their publications (if any) and an essay on their prospective research topic. An important element of the admission process is the result of the individual interview, during which the crucial importance of research is emphasised, and potential challenges are explained.

A sample diploma for the joint doctoral programme is included in the **appendix**.

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 content of the study courses^[1] is designed to provide doctoral students with a critical understanding of the most relevant scientific theories and findings, to address research methodology and understanding of modern research methods and their applications in practice, and to solve important research tasks. For example, there is a great demand for the latest solutions in the labour market; therefore, the study content is updated according to labour market development trends.

Harvard Business Review has shown that organisations experience 5% productivity gains and become 6% more profitable than competitors if data-based decisions are made. Data analysis is the process of researching, transforming and modelling data with the aim of discovering useful information for understanding an issue, making more informed decisions, and obtaining valuable new insights. The ability to work with data gives doctoral students a competitive advantage by using data to make decisions, gain business insights and forecast future trends in any industry and company.

The study courses' topicality lies in the course content itself, namely, studying the latest development trends in specific fields and discussing the latest scientific research dedicated to these fields.

The course content is continually updated through discussion of recently published scientific articles dedicated to the study of problems in a specific field and their possible solutions from a scientific point of view.

In the framework of the study courses, topical issues in the field are analyzed, including the latest developments in the field, based on scientific publications and information obtained at scientific conferences.

Information on the updating of study courses is obtained from surveys of teaching staff on the topic. Study courses are updated according to the latest research in different disciplines; this includes using trends in the field and following the latest business practice. Current information is obtained by attending conferences and seminars (for instance, *professional development workshops at Academy of Management Annual Meetings*).

^[1] Information on study course topicality relevance to the industry needs and is obtained from lecturer surveys on this issue.

Programme changes during the reporting period:

Table 2.1. Study course changes, 2013-2018

	2013	2014	2017	2018
A	Mandatory courses	Mandatory courses	Mandatory courses	Mandatory courses
1	Strategic Management	Strategic Management	Strategic Management	Strategic Management
2	Research Methodology I	Research Methodology I	Research Design	Research Design
3	Research Methodology II	Research Methodology II	Theoretical Aspects of Research	Theoretical Aspects of Research
4	Data Analysis	Data Analysis	Data Analysis	Data Analysis
5	Financial Management	Financial Management	Financial Management	Contemporary Research in Financial Management
6	Marketing Management	Marketing Management	Contemporary Business Research in Different Fields	Contemporary Business Research in Different Fields
B	Partly elective courses	Partly elective courses	Partly elective courses	Partly elective courses
1	Management and Organisation Theory	Management and Organisation Theory	Managing Organisational Effectiveness	Managing Organisational Effectiveness
2	Human Resource Management	Human Resource Management	Human Resource Management	Human Resource Management
3	Psychology in Management		Psychology in Management	Psychology in Management
4	Contemporary Business Research in Different Fields	Contemporary Business Research in Different Fields	New Researchers' Lab – for developing the Promotion Thesis	New Researchers' Lab – for developing the Promotion Thesis
5	Risk and Crisis Management	Risk and Crisis Management	Innovation Management	Innovation Management
6	Resource Management	Resource Management	Developing International Scientific Publications	Developing International Scientific Publications

7	Project Management	Project Management		Organisational and Work Psychology
8	Innovation Management	Innovation Management		Behavioural Economics
9		Developing International Scientific Publications		
C	Fully elective courses	Fully elective courses	Fully elective courses	Fully elective courses
1	Foreign language	Foreign language	Foreign language	Foreign language
2	Globalisation Processes	Globalisation Processes	Topicalities in Business Research	Topicalities in Business Research

1. Changes in Section A were introduced to avoid narrowly specialised courses and to place more emphasis on the development of research work and the Promotion Thesis:

- The courses Research Methodology I and II were replaced by the courses Research Design and Theoretical Aspects of Research.
- The course Contemporary Business Research in Different Fields was moved from the partly elective courses (Section B) to the mandatory courses (Section A).
- The course Marketing Management was excluded.
- The course Financial Management was replaced by the course Contemporary Research in Financial Management.

2. Changes in Section B:

- Courses were excluded or introduced according to Promotion Thesis topics. Doctoral students have the opportunity to choose the most appropriate Section B courses for their Promotion Thesis, but narrowly specialised subjects are excluded.
- The courses Globalisation Processes, Risk Management, and Project Management were excluded.
- The courses Developing International Scientific Publications, New Researchers' Lab, and Managing Organisational Effectiveness were introduced.

3. Section C:

Students have used the opportunity to take Section C courses at other universities, including abroad (for instance, M. Krastiņš obtained 9 CP (12 ECTS) in the framework of the *Erasmus+* programme, P. Meier obtained 4 CP (6 ECTS) at *Eindhoven University of Technology*, and I. Portnova obtained 4 CP (6 ECTS) participating in the *ESU 2018 Conference and Doctoral Programme*).

4. Section D:

The proportion of credit points in Section D has been increased by strengthening the emphasis on independent research and work with one's supervisor while doctoral seminars have been introduced to promote discussion and approbation of the Promotion Thesis in a scientific

environment.

In accordance with the Cabinet Regulations of 27 December 2005 “Procedure and Criteria for Awarding a Doctoral Degree”, the degree is awarded for an independently developed and publicly defended Promotion Thesis under the guidance of an experienced scientist (hereinafter supervisor) which contains **the results of original scientific research and brings new insights to the branch or sub-branch concerned** [...]

Scientific novelty is one of the fundamental criteria in evaluating Promotion Theses. The quality of the Promotion Theses developed in the joint doctoral programme is confirmed by the fact that none have been rejected by the State Scientific Qualification Committee throughout the programme’s existence.

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.

According to the programme mapping (Appendix 7), the study courses offered in the programme provide the following knowledge (K), skills (S), and competencies (C):

DOC-K1: Demonstrates knowledge and understanding of current scientific theories and insights as well as a mastery of research methodology and contemporary research methods in management science or in a professional field and the interface of different fields.

DOC-S2: Is able to independently evaluate and select methods suitable for scientific research; has contributed to widening the frontiers of knowledge or has brought new insight to existing knowledge and its application in practice by carrying out a substantial amount of original research, some of which is internationally cited.

DOC-S3: Is able to communicate verbally and in writing about management science with the wider scientific community and the general public.

DOC-S4: Is able to independently advance his/her scientific qualifications; to implement scientific projects, achieving results according to set criteria; and to manage research or development tasks at enterprises, institutions and organisations where extensive research knowledge and skills are needed.

DOC-C5: Is able to meet significant research or innovation objectives by independently carrying out critical analysis, synthesis and evaluation; to independently propose a research idea; and to plan, structure and lead large-scale scientific projects, including in an international context.

The aim of the study courses is to provide doctoral students with knowledge of topicalities in the field, trends in its development, and contemporary research methods, and to develop doctoral students’ knowledge and skills for preparing Promotion Theses and publications in international peer-reviewed academic journals. To achieve this aim, programme lecturers share their experience in writing scientific articles.

In the framework of both lectures and examination, scientific research published in recent years

and topicalities in the field are analysed, including the latest trends in the field; the research methodology used in recent articles is also analysed. In the framework of the courses, discussions are held on students' work, and this includes peer review, development of the Promotion Thesis, etc.

Doctoral students participate as visitors in the presentation of Promotion Theses at meetings of the BA School of Business and Finance and the RISEBA Scientific Committee, at Joint Doctoral Programme Council meetings, and at Promotion Council meetings. In this way, students gain experience from other students on how to conduct research and how to present it. Sharing knowledge helps in developing students' research skills and gaining the latest insights into different research areas.

Main research fields:

- Business management
- Financial management
- Management science
- Education management

During the reporting period, 17 Promotion Theses were defended in the following research fields:

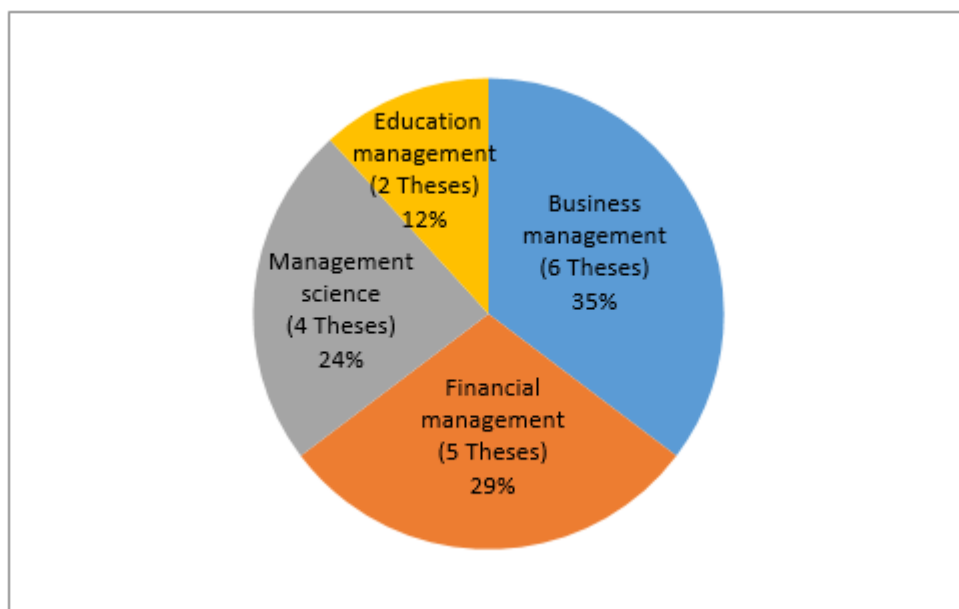


Figure 2.1. Distribution of defended Promotion Theses by research field

The distribution of Promotion Theses according to research field is presented in Table 2.2:

Table 2.2. List of Promotion Theses defended, 2013-2018

No.	Year of defence	Name, last name	Title of Promotion Thesis	Supervisor	Research field:
1	2013	Ilmārs Puriņš	Lēmumu pieņemšanas process mājsaimniecību kreditēšanā un tā efektivitātes paaugstināšanas metodoloģija/ <i>Decision -Making Process in Household Credit Granting its Efficiency</i>	Dr.oec., prof. Māris Purgailis (LU)	Financial management

2	2013	Inga Jākobsone	Dizaina kā stratēģiskā līdzekļa nozīme uzņēmuma vadīšanā un tā loma uzņēmumu attīstībā Baltijas valstīs/ <i>Design as a strategic tool in business management and its role in Business development in the Baltic states</i>	Dr., prof. Tatjana Volkova (BA)	Management science
3	2013	Arnis Lagzdīns	Atbilstības riska pārvaldīšana Latvijas komercbankās/ <i>Compliance risk management in Latvian commercial banks</i>	Dr.oec., prof. Biruta Sloka (LU)	Financial management
4	2014	Lotārs Dubkēvičs	Organizācijas kultūras un klimata mijiedarbības vadīšana radošuma veicināšanai valsts teātros Latvijā/ <i>Interrelation Management of Organizational Culture and Climate for Creativity for State Theatres in Latvia</i>	Dr.habil.psych., Dr.habil.paed., prof. Aleksejs Vorobjovs (DU)	Management science
5	2014	Signe Enkuzena	Vadītāju mācību izvērtējums pakalpojuma sektora uzņēmumos Latvijā un tā pilnveides iespējas/ <i>Management Training evaluation in Service Sector Enterprises in Latvia and Possibilities of Its Improvement</i>	Dr. Daiga Kamerāde-Hanta (Salford University)	Education management
6	2014	Anatolijs Prohorovs	Riska kapitāla fondu un neformālā riska kapitāla piesaistīšanas problēmas un risinājumi/ <i>Problems and solutions to the attraction of venture capital funds and informal venture capital</i>	Dr.oec., prof. Ingrīda Jakušonoka (LLU)	Financial management
7	2014	Darius Sargautis	Pētniecības un attīstības darbību kritiskie veiksmes faktori bioetanolā industrijas uzņēmuma tehnoloģisko inovāciju kapacitātes palielināšanai/ <i>Critical success factors of research and development activities in Bioethanol industry for increasing company's capacity for Technological innovation</i>	Dr.oec., prof. Tatjana Volkova (BA)	Business management
8	2014	Svetlana Savina	Daudzprofilu uzņēmumu procesu orientēta finanšu vadības sistēma stratēģisko mērķu audzēšanai/ <i>Pētniecības un attīstības darbību kritiskie veiksmes faktori bioetanolā industrijas uzņēmuma tehnoloģisko inovāciju kapacitātes palielināšanai</i>	Dr.oec., prof. Irina Kuzmina-Merlino (TSI)	Financial management

9	2016	Liene Resele	Nacionālās inovācijas sistēmas pilnveidošana inovatīvo uzņēmumu attīstībai Latvijā/ <i>Improving national innovation system for development of innovative enterprises in Latvia</i>	Dr.math., prof. Jānis Vucāns (VeA)	Business management
10	2016	Didzis Rūtītis	Korporatīvās identitātes dimensiju pārvaldība un tās pilnveidošanas iespējas veselības aprūpes nozares uzņēmumos Latvijā/ <i>Corporate identity management and opportunities for its improvement within the health care industry companies in Latvia</i>	Dr.oec., asoc.prof. Anda Batraga (LU)	Business management
11	2016	Inna Kozlinska	Evaluation of the outcomes of entrepreneurship education revisited: evidence from Estonia and Latvia	Dr., prof. Tonis Mets (Tartu University), Dr. Prof. Ulla Hytti (Turku University)	Education management
12	2017	Ilja Arefjevs	Aliansē ar bankām ietilpstošo pensiju līdzekļu pārvaldītāju darbības efektivitātes novērtējums/ <i>Bancassurance efficiency assessment of pension fund management companies</i>	Dr.oec., prof. Biruta Sloka (LU)	Financial management
13	2017	Artūrs Barbars	Organizācijas kultūras ietekme uz darbinieku iesaistīšanos: Informācijas un komunikācijas tehnoloģiju nozares uzņēmumu piemērs/ <i>The impact of organizational culture on work engagement in the information and communication technology sector in Latvia</i>	Dr.sc.administr., doc. Lotārs Dubkēvičs (BA)	Management science
14	2018	Valters Bolēvics	Pārvaldības ietekme uz ostu sniegumu/ <i>The Impact of Governance on Port Performance</i>	Dr.oec., Prof. Tatjana Volkova (BA)	Management science
15	2018	Iveta Cīrule	Augstskolu biznesa inkubatoru ietekme uz jauno komersantu sniegumu/ <i>University Business Incubators' Impact on Tenants' Performance</i>	Dr.chem., Prof. Ilmārs Kreituss (RISEBA)	Business management
16	2018	Daniel Marco-Stefan Kleber	Vērtības kopradīšana kā vadības līdzeklis vērtības piedāvājuma paaugstināšanai/ <i>Value co-creation as a management tool to increase value proposition</i>	Dr.oec., Prof. Tatjana Volkova (BA)	Business management

17	2018	Natālija Cudečka-Puriņa	Sadzīves atkritumu apsaimniekošanas vadīšana atkritumu poligonu ilgtspējas nodrošināšanai/ <i>Ensuring municipal waste management sustainability by administration of landfill management companies</i>	Dr.oec., Prof. Dzintra Atstāja (BA)	Business management
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Impact of the programme on research

1. Research completed in the framework of Promotion Theses – its publication and presentation at conferences – makes a contribution to scholarship overall.
2. Graduates of the doctoral programme participate in the endorsement of research work, supervise and review Promotion Theses of new doctoral candidates, and act as experts of the Latvian Council of Science.
3. Post-doctoral projects enable graduates to continue research on a selected topic and achieve significant research results.
4. Publication of monographs disseminates research results and, consequently, develops the relevant scientific field.

Promotion Thesis research: publications and reports at conferences

Significant research is carried out in the doctoral programme in the framework of Promotion Theses. Practical and scientifically novel recommendations are also made to public administration institutions, including ministries, municipalities, and government agencies; higher education institutions; the management of large private companies, including banks; and societies and associations. Such contributions have been made by Dr. Valters Bolevics, Dr. Iveta Cirule, Dr. Natalja Cudečka-Purina, and others.

The results of Promotion Thesis research are reflected in articles (often indexed in the WOS and Scopus databases), conference reports and monographs (Dr. Inna Kozlinska, Dr. Jevgenijs Kurovs, Dr. Anatolijs Prohorovs); post-doctoral research is developed based on these studies.

Table 2.3. Promotion Thesis approbation, 2013-2018

No.	Year of Defence	Name, last name	Approbation	
			Conference reports	Publications
1	2013	Ilmārs Puriņš	23	18
2	2013	Inga Jākobsone	10	4
3	2013	Arnis Lagzdīņš	19	11
4	2014	Lotārs Dubkēvičs	8	10
5	2014	Signe Enkuzena	6	10
6	2014	Anatolijs Prohorovs	10	10

7	2014	Darius Sargautis	4	7
8	2014	Svetlana Savina	12	12
9	2016	Liene Resele	5	5
10	2016	Didzis Rūtītis	9	12
11	2016	Inna Kozlinska	9	13
12	2017	Ilja Arefjevs	12	18
13	2017	Artūrs Barbars	6	5
14	2018	Valters Bolēvics	11	11
15	2018	Iveta Cīrule	15	13
16	2018	Daniel Marco-Stefan Kleber	5	6
17	2018	Natālija Cudečka-Puriņa	18	5

Promotion Thesis supervision and review, Latvian Council of Science experts

Several graduates of the doctoral programme have become Promotion Thesis supervisors:

- Iveta Ludviga (supervises several Promotion Theses: I. Slūka, J. Žakemo, T. Titareva; is a member of the Promotion Council, a Promotion Thesis reviewer, a member of the RISEBA Scientific Committee, a lead researcher)
- Lotārs Dubkevičs (supervisor of a defended Promotion Thesis, A. Barbars, 2018)
- Inna Kozlinska (is a lead researcher, supervises the Promotion Thesis of doctoral candidate P. Keller, participates in research projects)
- Anatolijs Prohorovs (is a lead researcher, supervises two Promotion Theses: Ļ. Fainglozs, V. Stikute; is a member of the Scientific Committee)
- Daniel Marco Stefan Kleber (supervises the Promotion Thesis of J. Mironova, is employed at Modul Dubai University, UAE)

Dr. Iveta Ludviga and Dr. Anatolijs Prohorovs are Latvian Council of Science experts; they supervise research fields at RISEBA.

Doctoral programme graduates are employed in senior positions in academia, public administration and business. Four of them work abroad.

7 graduates are employed in the academic sphere (as lead researchers, professors, lecturers, leaders of research fields, etc.); 4 combine academic work with business; 4 are employed at public administration institutions; 3 are private entrepreneurs.

Post-doctoral project implementation

From 28 August 2017 till 27 May 2020, the BA School of Business and Finance is implementing post-doctoral project No. 1.1.1.2./VIAA/16/089 "Product Development Methods and Process Management at ICT Companies with High Growth Potential and the Possibilities to Use Their Experience at Startups in Latvia with a Similar Profile", in which joint doctoral programme graduate Dr. Didzis Rūtītis is conducting research (<https://www.ba.lv/informacija/24903/>).

In 2018, one post-doctoral research project was submitted at RISEBA (it was approved; but the contract for project implementation wasn't conducted): Dr. Inna Kozlinska, "Promoting innovative entrepreneurship through the modernisation of higher education".

In 2019, three post-doctoral research projects were submitted at RISEBA:

1. Dr. Ilmārs Puriņš, "An information technology competence model as a support tool for strengthening financial sector competitiveness"
2. Dr. Jevgenijs Kurovs, "Promoting innovative entrepreneurship through the modernisation of higher education"
3. Dr. Valters Bolēvics, "Innovative real-time assessment of the infrastructure, operation and management of the European Union's TEN-T ports"

Publication of monographs

An impact on research is also made by doctoral programme graduates' monographs, which reflect the insights and conclusions of their Promotion Theses:

- Kozlinska, I. (2016). Evaluation of the outcomes of entrepreneurship education revisited: Evidence from Estonia and Latvia. ISBN 978-951-29-6654-7 (PRINT); ISBN 978-951-29-6655-4 (PDF).
- Prohorovs, A. (2017). Uzņēmumu ienākuma nodoklis Latvijā un Igaunijā: tā ietekme uz uzņēmējdarbību, investīcijām, bezdarba līmeni, nodokļu ieņēmumiem un valsts ekonomisko izaugsmi (Corporate Income Tax in Latvia and Estonia: Effects on Entrepreneurial Activity, Investment, the Unemployment Rate, Tax Revenues and the Economic Growth of the State). Rīga: Zinātne. ISBN 978-9934-549-29-8.
- Kurovs, J. & Wascinski, T. (2017). Social Responsibility of Business: Theory and Practice. Motor Transport Institute, Warsaw. ISBN 978-83-60965-95-5.

The findings of the monograph by A. Prohorovs were used to introduce changes in the tax system in Latvia.

Impact of the programme on other levels of education:

Graduates give lectures at various levels of study (bachelor's, master's and doctoral) and supervise master's theses. I. Ludviga and J. Kurovs are directors of master's programmes. Graduates use the results of their Promotion Thesis research in delivering study courses. Also, graduates participate in various commissions and councils where students' final theses are reviewed and evaluated.

Graduates lead research fields, involving students from different educational levels.

As of 1 September 2019, doctoral programme students Z. Raščevska and E. Miķelsone are carrying out academic work in bachelor's and master's programmes at BA School of Business and Finance in the framework of project No. 8.2.2.0/18/A/007 "Support for strengthening the capacity of BA School of Business and Finance academic staff".

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.

To achieve the intended outcomes of the study courses, the doctoral programme uses lectures, seminars, discussions, guest lectures, group analysis of doctoral students' independent work, and practical lessons, including work using software.

Study methods^[1] are chosen to achieve the results of the study courses and study programme; for instance, lectures, organised in the form of seminars and discussions, and analysis of scientific articles and their presentation to an audience promote critical understanding of current scientific theories and insights, familiarity with research methodology and modern research methods and their applications in practice, and the ability to solve important research and innovation tasks.

The study courses include presentations by experts, leading specialists and representatives of various sectors of the economy on modern development trends and various practical solutions and decisions.

During the study process, doctoral students perform case studies which are dedicated to companies operating in specific sectors and provide students with an understanding of the specifics of business management in various sectors of the economy. The cases for analysis are regularly updated to reflect new industry developments and new issues for research.

For example, in the study course Contemporary Business Research in Different Fields, doctoral students have to prepare two reports, the first on the latest industry trends, the second on a literature review of recently published scientific articles in high-quality journals dedicated to industry analysis; this also helps achieve the goal of the course.

[1] Information on study implementation methods used is obtained from lecturer surveys on this issue.

The evaluation system is based on the performance of doctoral students in preparing and presenting independent work (in some courses, this makes up 50-70% of the total evaluation). Students' active participation also plays an important role in the evaluation system (in some courses, it accounts for 30-40% of the total evaluation). Some courses also use such independent work formats as reports and their discussion in student groups, as well as the practical work mentioned above.

The implementation of the study courses also adheres to the principles of the student-centred approach, continuously ensuring a scientific environment in both seminars and councils, inviting doctoral students and lecturers from other courses as well as leading researchers, including from other higher education institutions in Latvia and abroad, to participate in discussions.

Students also have the opportunity to influence study course content by choosing topics of interest to them, or to select issues for discussion that are most relevant to their research interests. The student-centred approach is implemented in the following ways:

1. Course lecturers take into consideration and respect student diversity and the variety of students' needs, using different types of programme implementation according to students' capacities. Students have the opportunity to study in different formats – full-time, part-time, distance learning – and to switch from one study format to another, or from one study programme to another.
2. Courses entail a process of collaboration between students and lecturers in which different teaching methods are applied according to the situation: monologue – lectures and demonstrations; dialogue – constructive conversations, discussions, role plays. Different work formats are used: group work, individual work, independent work.

3. Student surveys are conducted regularly, the results of which are taken into consideration for the improvement of the study course programme (for example, following doctoral students' feedback on the course Financial Management, the lecturer was replaced, and later, on the basis of the students' comments, this course was replaced by Contemporary Research in Financial Management).
4. Student participation in the programme's improvement process through a student representative in the Promotion Council.
5. The study process meets the variety of students' needs by developing different types and trajectories of learning suitable for each. Topics pertaining to student diversity are discussed in the Programme Council, and lecturers are given opportunities to improve their knowledge of intercultural communication and diversity management.
6. Studies are based on student autonomy, at the same time ensuring lecturers' guidance and support. Lecturers are encouraged to regularly evaluate and improve teaching formats and methods, and they receive university support to develop their skills in this area.
7. Communication between students and teaching staff is characterised by mutual respect, creating a positive emotional background for creative collaboration. RISEBA has an Ethics Committee, which considers any ethical complaints.
8. Appropriate procedures are in place at the university for attending to any student complaints. The Head of the Quality Department leads the process of looking into complaints, involving the programme director, the department head and, if necessary, the Head of the Study Department or the Vice Rector of Teaching and Learning.

The Doctoral Programme *Business Management* is implemented by RISEBA and BA School of Business and Finance in accordance with Agreement on the Implementation of the Joint Doctoral Programme *Business Management* No. 15/1.1-18/8 of 17.04.2015 (see the appendix).

The leading collegial institution of the Doctoral Programme *Business Management* is the Joint Doctoral Programme Council, which consists of 7 (seven) members – three from each university and 1 (one) doctoral student representative.

It is within the competence of the Joint Doctoral Programme Council to:

1. approve the study programme and changes in the study programme
2. supervise the implementation of the doctoral programme
3. request and receive information on the implementation of the doctoral programme from the higher education institutions
4. review Promotion Theses, directing them to the Promotion Council for defence
5. discuss joint financial settlements and their procedures
6. review academic certificates (if necessary, certificates issued by the Academic Information Centre) and decide on matriculation opportunities for those who want to transfer from another doctoral programme to the Joint Doctoral Programme
7. coordinate the joint marketing activities of the study programme
8. approve the topics of Promotion Theses and the scientific supervisors
9. approve the lecturers of the study courses

RISEBA and BA have common requirements regarding the results to be achieved by study courses and the development of Promotion Theses. Common requirements for the implementation of the programme are stipulated in the regulation on the Joint Doctoral Programme Council. The quality of the programme is monitored by the Joint Doctoral Programme Council.

Lecturers from both RISEBA and BA School of Business and Finance participate in teaching the study courses, and guest lecturers are invited, including from abroad.

Students are awarded a joint doctoral degree Doctor of Science (*Ph.D.*) in Economics and Business.

The resources of programme partners are used in implementing the Joint Doctoral Programme and achieving the study results.

The following partners are involved in implementing the programme:

- Stockholm School of Economics in Riga (SSE Riga)
- Kaiserslautern University of Applied Sciences (Germany)
- Ventspils University College
- Turku School of Economics, The University of Turku (Finland)

The premises and information resources (libraries, academic databases) of partner university SSE Riga are used in implementing the study programme, and SSE Riga teaching staff have been involved in implementing the programme (A. Sauka, A. Paalzow, B. Breggin, guest lecturers).

The following resources of partner universities are used in implementing the programme:

- Kaiserslautern University of Applied Sciences – guest lecturers
- Ventspils University College – teaching staff
- Turku School of Economics – guest lecturers

Promotion Thesis defence takes place in accordance with Cabinet Regulations No. 1001 of 27.12.2005 “Procedure and Criteria for Awarding a Doctoral Degree (Promotion)”.

In order to increase the quality of Promotion Theses and prevent possible mistakes in various phases of Promotion Thesis development, the Joint Doctoral Programme includes multi-stage discussion of Promotion Theses:

1. Each application for a Promotion Thesis topic is discussed in the scientific committee of the partner university (RISEBA or BA). Upon approval, the improved application for the Promotion Thesis topic is discussed at the meeting of the Joint Doctoral Programme Council (at the end of the 1st study year).
2. The theoretical part of the Promotion Thesis is evaluated with a grade in the study course Theoretical Aspects of Research (at the end of the 2nd study year).
3. Once the empirical results of the research have been collected, the work is discussed in doctoral seminars in which doctoral students of other courses and Promotion Thesis supervisors participate (in the 3rd study year / 4th study year depending on the study format).
4. The completed Promotion Thesis is first discussed in the scientific committee of the partner university (RISEBA or BA), which directs it to the meetings of the Joint Doctoral Programme Council for consideration. Upon approval, the Promotion Thesis is directed to the Promotion Council for acceptance for defence.
5. Once the thesis has been accepted for defence, it is sent to the State Scientific Qualification Commission (VZKK) for anonymous review. Upon receipt of a positive decision from the VZKK, the Promotion Thesis is directed to the Promotion Council for defence.

The diploma for the doctoral degree is awarded by the RISEBA Promotion Council, the operation of which is determined by the Promotion Council Regulation.

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

fulfilment of the tasks set for students during the traineeship.

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

During the reporting period, 34 Promotion Thesis topics were approved (27 in the Latvian track, 7 in the English track); 17 Promotion Theses were developed and defended.

Research results are presented to entrepreneurs, professional associations, municipalities, state institutions, representatives of ministries, etc. Experts from these institutions are invited to provide an evaluation and opinion on the results of Promotion Theses (Appendix 9).

Research results are reflected in reports to institutions and professional associations, for example:

- “Comparative analysis of municipal waste management in selected European capitals”, International Solid Waste Association (ISWA) World Congress (Austria; October 2013)
- “Integrated approach to waste management problems – Vidzeme region (North Latvia) case study”, International Solid Waste Association (ISWA) Specialized Conference MSW: Management Systems and Technical Solutions (Russia; May 2013)
- Miķelsone discussed the results of her Promotion Thesis with entrepreneurs; they are involved in the research and are interested in publicising the results and using them in their work.
- Promotion Thesis results are evaluated by industry experts (in interviews, focus groups, etc.).

The largest proportion of defended Promotion Theses constitutes work on business management in various branches. A number of these works have not only scientific but also substantial practical novelty (V. Bolēvics, L. Dubkevičs, D. Kleber, A. Prohorovs, N. Cudečka-Puriņa, and others).

An important area of research is financial management – the topic of Promotion Theses by I. Puriņš, A. Lagzdīņš, A. Prohorovs, and I. Arefjevs.

Topics of Promotion Theses in the process of development mainly focus on the abovementioned research fields. In addition, interdisciplinary research is being carried out, for example in economics and management.

The proposals formulated and approbated in Promotion Theses confirm their relevance to industry and the labour market. Major proposals made in Promotion Theses are also presented to industry representatives.

Since the programme has been in operation, no Promotion Theses have been rejected by the State Scientific Qualification Committee, which attests to the quality required.

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.

Student surveys

In evaluating the implementation of the doctoral programme, it is important to obtain student feedback on the quality of the studies. Students' evaluations are obtained in various ways, for example, by using both informal communication with lecturers and formal course assessments (questionnaires). Students of the programme have the opportunity to participate in its improvement by making recommendations to a specific lecturer, the programme director, or the Joint Doctoral Programme Council. Student representatives in the Joint Doctoral Programme Council also participate in the improvement of the content and quality of studies, thus ensuring the prompt discussion of students' proposals.

Doctoral student surveys are an effective way of obtaining student feedback. Surveys are part of a quality system that enables students to provide their opinion on academic staff. The questionnaire contains seven questions that help clarify the significance of the respective study course and the satisfaction of the doctoral students.

The strengths and weaknesses of each course are identified by summarising and analysing the doctoral students' comments on what they liked and disliked. It should be emphasised that students' opinions tend to be contradictory, due to differences in experience and individual characteristics.

In addition, first and second-year doctoral students meet with senior students and programme graduates to discuss proposals to improve the programme's implementation.

In this regard, valuable experience was gained in senior programme students' meeting with doctoral candidate E. Miķelsone. She shared her experience on how to better organise work with academic literature. Her recommendations have been integrated into the course Research Design. Pierre Keller (Germany) and Marius Schonberger (Germany), 4th-year doctoral students in the English track, shared their experience in developing a theoretical basis for their research with more junior doctoral students. The theoretical foundations of the Promotion Thesis by P. Keller and M. Schonberger are now being used as examples in the course Theoretical Aspects of Research.

In 2018, a separate survey was conducted for English-track doctoral students in which 15 participated (attracting students from abroad was identified as a priority). Some interesting suggestions were made.

Students indicated that the programme's strong points include: (1) a comfortable, flexible, focused approach (three sessions a year) that can be combined with an active career; (2) step-by-step support; (3) rigorous requirements for the development and defence of the Promotion Thesis (*strong defence process*); (4) the approach and the studies are conducive to personality development; (5) a positive academic environment; (6) a European academic environment; (7) the studies are affordable; (8) the high quality of the knowledge acquired; (9) good lecturers.

The following recommendations were made: greater focus on developing research skills (not just theoretical background); developing the use of digital platforms; for some students, having the study process seven days a week is not convenient; more timely communication about seminars, conferences, student opportunities and other activities.

A number of student proposals have been implemented. For instance, the course Financial Management has been replaced by the course Contemporary Research in Financial Management; the lecturer of the course International Marketing was replaced, and later the course was excluded from the programme. Important organisational processes have been improved at some stages of

control. Foreign students can defend their Promotion Theses online before both the Scientific Committee and the Promotion Council (Skype or Zoom).

In 2019, a student survey was conducted on the quality of the programme. All students' evaluations were positive. Academic staff's qualifications received the highest rating (8.6 out of 10). Material and technical provisions received the lowest rating (6.8 out of 10). To find out what students were not satisfied with, the survey included additional open-ended questions. In their responses, doctoral students pointed out the need to improve remote access to statistical and analytical programs.

Since an unanticipated evaluation (7.7 out of 10) was obtained regarding the correspondence of the study programme to expectations, it was decided to provide additional information to applicants during the admission interviews.

Graduate surveys

Graduates gave their evaluation of the programme's quality and other aspects (data from 2018 survey). Overall, quality was rated highly (8.6 out of 10). The lowest rating concerned the programme's correspondence to the latest trends (7.6 out of 10). Since one of the programme's concepts is to develop the ability to find solutions in conditions of rapid and sometimes unpredictable changes, it was decided to find out to what extent this has been achieved. Graduates evaluated their readiness to find a solution in case of unexpected changes within the range of 7-10 points, with an average rating of 8.8 out of 10, which is a high score.

Employer surveys

It should be taken into account that doctoral studies are the highest possible level of education, and graduates of the programme are employed in top positions in the academic environment, public administration, and business: eight graduates are employed in academic work, seven run a private company, three are employed in public administration, and two work abroad. Some graduates of the programme are employers themselves.

A large part of the graduates are employers themselves.

The survey uncovered the necessity to improve graduates' ability to communicate their area of research (their field) with the wider scientific community and the general public. In this regard, it is recommended that lead researchers, together with doctoral candidates, also publish popular science articles on their research.

To implement employers' recommendations, the programme also plans to involve doctoral candidates in seminars on the latest scientific concepts, insights and events that could have significant effects on the economy and business.

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.

Student mobility takes places in the programme framework, and the following opportunities for mobility are used:

- ERASMUS+ exchange programme with partner universities:

Outgoing (BA) – M. Krastiņš, AIMS Institute of Higher Education, Bangalore, India

Incoming (BA) – Bhavaya Bhanu, from AIMS Institute of Higher Education, Bangalore, India; Geethanjali Gopal, from AIMS Institute of Higher Education, Bangalore, India

Examples from RISEBA:

- State Education Development Agency scholarships for foreigners studying in Latvia (F. Maffei, P. Keller, M. Schonberger, N. Gonashvili, P. Meier)
- Inovāciju Atbalsta Fonds (a fund founded by A. Prohorovs to support junior researchers at RISEBA) – support for doctoral conferences, publications and other activities (A. Mačtama, J. Novinkina, A. Davidovičs)
- Research budget (support for conferences when the doctoral student is a RISEBA employee)
- Acquisition of courses at higher education institutions abroad; for instance, M. Krastiņš – courses in the framework of the Erasmus+ programme, P. Meier – courses at Eindhoven University of Technology, I. Portnova – doctoral seminar (ESU 2018 Conference and Doctoral Programme)

Study courses completed during mobility are recognised as follows:

- Section D of the programme (research work) comprises publications and reports at conferences, which are evaluated with 1-2 CP depending on the ranking of the publication and conference. The doctoral student submits a publication or a certificate on presenting at a conference, and its recognition is decided on by the Promotion Thesis supervisor together with the director of the doctoral programme.
- Students use the opportunity to complete Section C courses at other universities, incl. abroad (for instance, M. Krastiņš obtained 9 CP (12 ECTS) in the framework of the Erasmus+ programme, P. Meier obtained 4 CP (6 ECTS) at Eindhoven University of Technology, and I. Portnova obtained 4 CP (6 ECTS) participating in the ESU 2018 Conference and Doctoral Programme).

Upon completion of the respective study course, the doctoral student submits an application to the Joint Doctoral Programme Council, including supporting documents (a certificate for completing the study course, a seminar programme and acceptance letter or other document proving completion of the respective study course, indicating the number of credits obtained and/or course duration). The Council considers recognition of the study course within the agenda of its meeting and decides on recognition of the respective study course. The decision is reflected in the protocol, and an entry on recognition of the study course is made in the study transcript.

It should be noted that outgoing mobility opportunities are underutilised due to difficulties students have combining them with full-time work. However, there is still untapped potential, and work to increase outgoing mobility needs to be intensified.

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.

In order to achieve the programme's intended outcomes, the two universities (RISEBA and BA) use a broad information and technical base in its implementation.

Study, scientific, and information base

Both RISEBA and BA have their own library with resources (including electronic databases) available to all doctoral students.

The collections of RISEBA's library are also available in the electronic catalogue of library books *RISEBA Library*. The main tasks of RISEBA's library are to ensure excellent quality information resources and services for the study process and research activities and to provide students and academic staff with the necessary support for the implementation of their scientific work. The library offers students, teaching staff, and researchers an extensive collection of traditional and electronic resources on economics, business, visual arts and architecture, and other fields. Qualified library staff provide users with a variety of services that can be accessed remotely through modern information technology and its capabilities.

Since 2010, RISEBA has been included in the National Unified Library Information System. RISEBA students also have the opportunity to use databases offered by the libraries of other universities (LU, RTU, RSU, EKA, etc.). The library maintains an electronic catalogue of the ALEPH system. Students and lecturers have access to interlibrary loan and international interlibrary loan.

As of 17 June 2016, RISEBA's library has been granted the status of a locally important library as a result of the library accreditation organised by the Ministry of Culture of the Republic of Latvia.

Students, academic staff and researchers have access to the library resources of the BA School of Business and Finance. The library is located at 161 K. Valdemāra Street, 3rd floor. It consists of two sections: a lending room and a reading room. The total area is 267 m².

BA's library provides study and research literature as well as access to databases. The library has ~15,000 books and journals, statistical collections, yearbooks, digital business manuals and electronic professional magazines as well as various databases in electronic format. The library provides access to the laws and regulations of the Republic of Latvia, monographs, reference books, statistics, internet resources, and electronic catalogues, e.g. the Common Catalogue of University and Specialty Libraries, the Catalogues of Latvian Libraries (ALISE), the Common Catalogue of Eight Libraries of National Importance (ALEPH), the Catalogue of Latvian National Bibliographic Analysis (periodicals), the US Library of Congress catalogue, the Universal Decimal Classification. There is also remote access to academic databases – *Web of Science*, *JSTOR*, *EBSCO* – and business databases such as *Nozare.lv*, *LETA*, etc. In the framework of research methods courses, BA students commonly use the services of the National Library of Latvia and the academic information resources available remotely to its readers.

The electronic catalogue contains approximately 3600 unique records of information items and enables users to do searches and order books remotely. BA's catalogue is available [here](#).

The library subscribes to periodicals published both in Latvia and abroad. The newspaper *Diena* is available in the reading room as are the magazines *Dienas Bizness*, *iFinances*, *iTiesības*, *Kapitāls*, *Jurista Vārds*, *Forbes*, *Bilance*, *Ir*, *Ir nauda*, *SestDiena*, *Sporta Avīze*, *Klubs*, and *Santa*. Regarding foreign publications, the library subscribes to *The Economist*, the *Financial Times*, the *Harvard*

Business Review, Business Spotlight, and the ISACA Journal.

There are also subscriptions to manuals created by *Dienas Bizness: Finanšu vadības rokasgrāmata (Financial Management Manual)*, *Uzņēmuma vadītāja rokasgrāmata (Company Manager's Manual)*, *Mārketinga rokasgrāmata (Marketing Manual)*, *Riska vadības rokasgrāmata (Risk Management Manual)*, and *Dokumentu un biroju pārvaldības rokasgrāmata (Document and Office Management Manual)*.

LETA periodicals are subscribed to electronically: *Apdrošināšanas tirgus apskats (Insurance Market Review)*, *Banku finansiālie rādītāji (Bank Financials)*, and various industry reviews. The library also subscribes to the electronic resources of the “iFinances” publishing house according to the needs of study programmes; they are available electronically in the library’s reading room.

The library offers the following to students and teaching staff:

- books, journals, databases and other electronic resources for academic work and broadening one’s horizons
- remote access to electronic resources 24 hours a day, 7 days a week
- a 24-hour reading room for students’ independent work
- consultations with a librarian and other assistance in obtaining information
- copying, printing, scanning, and spiral binding services

The library is open to visitors on Mondays from 11:00 to 19:00, Tuesdays from 8:20 to 20:00, Wednesdays from 8:20 to 20:00, Thursdays from 8:20 to 20:00, Fridays from 8:20 to 16:00, and Saturdays from 8:30 to 16:30.

The library has an electronic catalogue which is being constructed within the integrated library system ALISE. The ALISE library system enables authorised users to monitor the status of their account, request extensions, and make book reservations. The library is also a participant in the project “Virtual Common Catalogue of 11 University and Specialty Libraries”, which enables readers to do searches in 11 libraries simultaneously. For students’ convenience, the reading room offers 21 computers with internet access as well as printing, scanning and copying facilities. It is also possible to work with laptops.

In 2015, a university contract was signed with Clarivate Analytics on the **Web of Science Core Collection** for database access rights for the two universities implementing the programme and partner university SSE Riga.

SCOPUS and other databases are available to all doctoral students with a reader card of the National Library of Latvia and remote access to its resources.

Table 3.1. Electronic databases available to doctoral students

Resource	RISEBA	BA	SSE Riga
EBSCO	X	X	X
Web of Science	X	X	X
LETA	X	X	X

Nozare.lv	X	X	X
Emerald	X	X	
Other databases	Common Catalogue	<ul style="list-style-type: none"> • BNS • BBS • Latvijas Vēstnesis • Dienas bizness 	<ul style="list-style-type: none"> • ScienceDirect • Scopus • Jstore • Letonik.lv • Lursoft • OECDilibrary • Orbis

Both universities provide students with the opportunity to work with **specialised programs designed for research work: quantitative data processing** – IBM SPSS (BA provides 45 licenced workstations, RISEBA provides 38 licenced workstations) – and the qualitative research software 6Q SR NVivo 11.0 (BA has 41 licenced workstations, RISEBA has 11 licenced workstations). For research surveys and data processing and analysis, RISEBA provides access to web-based WebRopol 3.0.

Each university has its own internal information system that stores and processes student data (personal data, assessments, reports and plans, etc.).

Up-to-date information on the programme is maintained on both universities' websites – www.ba.lv and www.riseba.lv – as well as on the joint website www.jointphd.eu (general information about the programme, contact information, study courses, lecture schedules, academic staff, the latest news, information about the promotion process, defended Promotion Theses, etc.).

Technical base

The premises of the two universities (RISEBA, BA) are used for the implementation of the programme. At both universities, lecture rooms have the necessary equipment for computer projection. Computer labs with an internet connection and other technical resources necessary for provision of studies are available at both universities.

All lecture rooms are equipped with visual display equipment. Powerful stationary video projectors are installed in the lecture rooms, and larger lecture halls have additional monitors for better visibility from the back rows.

All RISEBA computers are connected to the local university network and the internet. Wireless internet connection (Wi-Fi) is provided on the university premises. The internet connection speed is 200 Mbps (3 Meža Street and 1/6 Meža Street), 200 Mbps (4 Durbes Street) and 50 Mbps (47 Mihoelsa Street).

RISEBA has eight multifunction network printers with scanners; three of them are colour printers. RISEBA's 7 computer labs are open to all students and employees: three labs are located in the new building H206 (4 Durbes Street), and four are located in the main building (3 Meža Street), which also has a computerised library. In total, RISEBA provides 344 computers with Windows operating systems in lecture rooms, computer labs and workshops, including 75 laptops and 92 Apple computers. 309 computerised workstations are equipped for the study process, of which 268 are directly accessible to students. Computers are based on Intel Core processors with MS Windows and MS Office or Apple MacOS X software installed. Laptops and powerful Wi-Fi devices enable the transformation of lecture rooms into computer labs in a short enough period to plan study

processes dynamically. Computer hardware is regularly inspected and updated.

RISEBA provides stationary lecture-recording facilities in 4 lecture rooms: 3 lecture rooms at 3 Meža Street and 1/6 Meža Street – where the lecture-recording facilities are based on the Panopto video recording, management and broadcasting system RISEBA subscribes to – and 1 lecture room in Architecture and Media Centre H2O6 (4 Durbes Street), where the lecture recording facilities are based on Blackmagic Design and the Thomson Video Networks VS7000 video broadcasting system. In addition, the university has the possibility to record lectures with a portable multi-camera equipment system (GV Director Nonlinear Live Production System), which provides recording and broadcasting with 8 cameras (Sony FS700 series cameras with special slow-motion function and 4K video format).

The following software packages are available at RISEBA: ABBY FineReader, Adobe Creative Cloud, Adobe Creative Suite, ALP Pluss Alga, Apple FinalCut Studio, Apple Logic Studio, AVS Balance, Autodesk Education Master Suite, Corel DRAW, Graphisoft ArchiCAD, Hansaworld Enterprise, IBM SPSS, NVivo, Intopia B2B, MAKS S Osn, Maxon Cinema4D, McNeel Rhino, Microsoft Office, Microsoft Project, Microsoft Visio Pro, OpenOffice, Tildes Birojs, Tildes Jumis.

Students may also use other Microsoft software such as operating systems, servers, and software development tools provided under the terms of the MSDN Academic Alliance.

RISEBA uses Kaspersky Endpoint Security antivirus software and Fortinet Fortigate FireWall for the security of all workstations and the computer network.

The BA infrastructure and technical provisions comprise three main blocks:

- premises for studying and research
- the library
- IT facilities

The resources available at BA enable quality implementation of the study process. The study process takes place on the premises of two buildings in Riga, at 161 Krišjāņa Valdemāra Street and 43 Skanstes Street (both accessible for people with reduced mobility). The building at 161 Kr. Valdemāra Street, which is owned by BA, has premises totalling 6475.10 m². This building houses lecture halls, a library, a reading room, a business incubator, premises for academic, administrative and maintenance staff, and the BA Hotel, which covers 2088.80 m². The building has 10 lecture rooms with a total area of 862.50 m² and 614 seats, including a conference hall with 168 seats. The conference hall is equipped with state-of-the-art technology (three multimedia projectors with three screens, sound equipment, etc.) to ensure a quality study process.

The building at 43 Skanstes Street, which is used by BA, has premises totalling 10072 m². This building houses a sports hall (~700 m²), an assembly hall (~288 m²), lecture rooms, and premises for academic and administrative staff. The building has 11 lecture rooms with a total area of 782.09 m² and 588 seats.

All lecture rooms at BA have modern study aids – whiteboards and the possibility to use TVs, VCRs, video cameras, multimedia projectors, overhead projectors, and flipcharts. The rooms are equipped with a stationary multimedia projector, a screen, a computer with an internet connection and other technical facilities. Free wireless internet (Wi-Fi) is available in both buildings.

To ensure quality studies, BA uses a variety of modern IT technologies: computers for the study process and professional development, internal information systems, the internet, standard and specialty software, audio/video equipment, office equipment, and technical equipment for lecture rooms (stationary and portable multimedia projectors). BA has two computer labs, one at 161

Krišjāņa Valdemāra Street with 34 workstations, the other at 43 Skanstes Street with 45 workstations. Each workstation is equipped with a powerful *DELL OPTIPLEX* – CPU: *i5*, RAM: *8GB*, SSD computer, which can handle complex computing tasks, as well as a 22" monitor. Windows 10 is currently installed. The following software is installed on these computers to support the study process: *MS OFFICE 2016*, *MS PROJECT*, *POWER BI*, *JASP*, *HORIZON*, *RAPID MINER*, *R STUDIO*. The reading room has 16 computers with the following specifications: CPU: *i5*, RAM: *8GB*, SSD and Windows 10.

Financial base

Since the programme's foundation, tuition fee revenues have been the main source of funding for the study process. Tuition fees at both universities are covered by natural and/or legal persons' funds. These may include students' personal funds, their parents' and other relatives' personal funds, and their employers' funds. Students have the opportunity to apply for student loans with state guarantees, commercial loans or sponsorship. The two universities provide the necessary consultations for obtaining loans and accept applications for student loans.

Part of the financial base consists of state grants for budget study places. During the reporting period, RISEBA received a state grant for 5 budget places per year until 2016 (as of 2017, RISEBA does not receive a state grant for the doctoral programme); BA receives a state grant for 3-8 budget places per year; Ventspils University College received a grant for 3-5 budget places per year (as of 2015, Ventspils University College is no longer part of the inter-university programme).

There is also the opportunity to pay for studies through Latvian state scholarships (awarded by the State Education Development Agency in accordance with international agreements).

The RISEBA Senate determines and approves the amount of the tuition fee and the payment procedure for each study year. RISEBA has the following tuition fee payment options: for the programme as a whole, for one academic year, for one semester, or according to the tuition fee payment schedule (monthly fee) stipulated in the study agreement, i.e. 9 payments per study year.

The amount of the tuition fee at BA is determined and approved by the BA Senate. The university's Promotion Council confirms the amount.

The programme's financial resources are coordinated by the Joint Doctoral Programme Council, which consists of the Rectors, Vice Rectors and programme directors of both universities.

There is a risk related to possible changes in the management system if a foreign partner is involved.

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).

Resources of programme partners are used to implement the joint doctoral programme and achieve the study outcomes.

Programme partners:

- Stockholm School of Economics in Riga (SSE Riga)
- Kaiserslautern University of Applied Sciences (Germany)
- Ventspils University College

- Turku School of Economics, the University of Turku (Finland)

In implementing the programme, the premises and information resources (libraries, academic databases) of partner university SSE Riga are used, and SSE Riga staff have been engaged (A. Sauka, A. Paalzow, B. Breggin, guest lecturers).

Table 3.2. Electronic databases available to doctoral students

<i>Resource</i>	<i>RISEBA</i>	<i>BA</i>	<i>SSE Riga</i>
EBSCO	X	X	X
Web of Science	X	X	X
LETA	X	X	X
Nozare.lv	X	X	X
Emerald	X	X	
Other databases	Common Catalogue	<ul style="list-style-type: none"> • BNS • BBS • Latvijas Vēstnesis • Dienas bizness 	<ul style="list-style-type: none"> • ScienceDirect • Scopus • Jstore • Letonik.lv • Lursoft • OECDilibrary • Orbis

The following resources of partner institutions are used in implementing the programme:

- Kaiserslautern University of Applied Sciences – guest lecturers
- Ventspils University – teaching staff
- Turku School of Economics – guest lecturers

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.

Core lecturers, guest lecturers and supervisors from Latvian and foreign universities participate in the doctoral study process.

One or two lecturers are engaged for each study course (three in some study courses). The involvement of several lecturers in a study course allows for better use of the lecturers' specialisations, and by inviting several lecturers / experts to teach a study course, the quality of studies is increased.

All lecturers participating in the doctoral programme have a doctoral degree. 13 of the lecturers involved in the programme have Latvian Council of Science expert rights in the social sciences of economics and business.

More than 50% of the course lecturers are elected teaching staff at RISEBA and BA.

In engaging a new lecturer or Promotion Thesis supervisor, the following is evaluated: education (doctoral degree), experience (work with students, study courses implemented), and expertise (reports at conferences, publications, achievements).

The programme implements the following personnel policy:

- All courses are delivered by qualified, scientifically and methodologically trained instructors who use modern working methods and are familiar with business practice.
- Lecturers from abroad and other universities are engaged to foster the international orientation of the courses.

Academic staff involved in the programme regularly take training courses to improve their qualifications, participate in scientific conferences, and publish articles.

Lecturers who taught study courses throughout the reporting period:

1. Irina Jackiva, TSI (Data Analysis)
2. Vulfs Kozlinskis, RISEBA, LLU (Research Design[1]; Theoretical Aspects of Research[2]; doctoral seminars)
3. Sandra Kraže, BA (foreign language)
4. Andris Sarnovičs, BA (Human Resource Management)
5. Tatjana Volkova, BA (Strategic Management; Innovation Management)
6. Jānis Vucāns (Research Design¹)

The following lecturers stopped teaching programme study courses:

1. As of 2014, Juris Roberts Kalniņš, Latvia, VeA (Management and Organisation Theory)
2. As of 2014, Iluta Skrūzkalne, Latvia, RISEBA (Marketing Management)
3. As of 2015, Sergejs Hiļkevičs, Latvia, VeA (Risk and Crisis Management; Resource Management)
4. As of 2015, Māris Buiķis, Latvia, RTU (Research Methodology I)
5. As of 2016, Georgijs Burakovs, Latvia, RISEBA (Project Management)
6. As of 2016, Christina Arend-Fuchs, Germany, Kaiserslautern University of Applied Sciences (Marketing Management)
7. As of 2017, Irina Kuzmina-Merlino, Latvia, TSI (Financial Management)
8. As of 2017, Mark Piazzollo, Germany, Kaiserslautern University of Applied Sciences (Financial Management)

The following lecturers began teaching programme study courses:

1. Arnis Sauka, Latvia, SSE Riga, as of 2014 (New Researchers' Lab; Topicalities in Business Research; Developing International Scientific Publications)
2. Andrejs Čirjevskis, RISEBA, as of 2015 (Contemporary Business Research in Different Fields)
3. Jekaterina Kuzmina, BA, as of 2018 (Contemporary Research in Financial Management)
4. Iveta Ludviga, RISEBA, as of 2018 (Research Design)

5. Tatjana Vasiljeva, as of 2018 (Theoretical Aspects of Research; doctoral seminars)

6. Artūrs Barbars, as of 2019 (Organisational and Work Psychology)

Information on the scientific supervisors and visiting professors involved in the programme is summarised in Tables 4.2 and 4.3.

Changes in the composition of the teaching staff have had a positive effect on the quality of studies:

- The newly engaged lecturers develop and implement new study courses that meet the requirements of the modern labour market and are focused on research.
- Graduates of the doctoral programme Business Management Prof. I. Ludviga (as of 2018), Dr. J. Kuzmina (as of 2018), and Dr. A. Barbars (as of 2019) participate in the study programme's implementation. These lecturers are active in scientific work and use the results of their research in study courses.
- A. Čirjevskis, Prof. I. Ludviga, Prof. A. Sauka and Prof. T. Vasiljeva are LZP experts in economics and business and Promotion Council members; thus, the number of LZP experts in the study programme increased, and the level of Promotion Thesis examination has improved.
- A. Sauka is an internationally recognised expert in business management with a high citation index (Google Scholar – cited 647 times; WOS – 77; Scopus – 111). Prof. A. Sauka has published in high-quality journals. This ensures the transfer of international-level scientific knowledge in the study courses he teaches.

Prof. A. Čirjevskis, Prof. I. Ludviga and Prof. T. Vasiljeva are actively publishing (in the reporting period, Prof. A. Čirjevskis published more than 38 articles, nine of them in scientific journals indexed in WOS and Scopus; Prof. T. Vasiljeva published a total of 26 articles; Prof. I. Ludviga published a total of 16 articles; information on publications is summarised in Section 4.3 below). The use of research results in study courses increases the quality of studies.

[1] Till 2015 "Research Methodology I"

[2] Till 2015 "Research Methodology II"

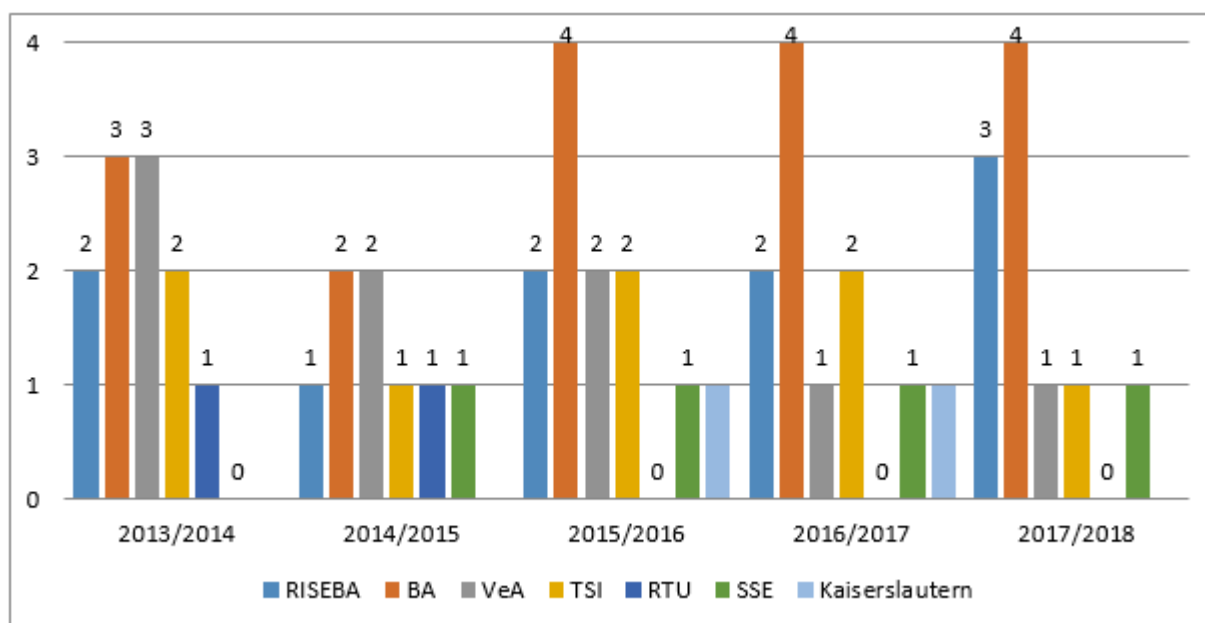


Figure 4.1. Lecturers in the doctoral programme Business Management, breakdown by university (2013-2018)

Table 4.1

Lecturers in the programme during the reporting period

	Lecturer	Country	University	Was involved in the programme until:
1.	Georgijs Burakovs	Latvia	RISEBA	2016
2.	Andrejs Čirjevskis	Latvia	RISEBA	
3.	Vulfs Kozlinskis	Latvia	LLU, RISEBA	
4.	Iveta Ludviga	Latvia	RISEBA	
5.	Iluta Skrūzkalne	Latvia	RISEBA	2014
6.	Lotārs Dubkevičs	Latvia	BA	2016
7.	Sandra Kraže	Latvia	BA	
8.	Jekaterina Kuzmina	Latvia	BA	
9.	Andris Sarnovičs	Latvia	BA	
10.	Tatjana Volkova	Latvia	BA	
11.	Sergejs Hilkevičs	Latvia	VeA	2015
12.	Juris Roberts Kalniņš	Latvia	VeA	2014
13.	Jānis Vucāns	Latvia	VeA	
14.	Irina Jackiva	Latvia	TSI	
15.	Irina Kuzmina-Merlino	Latvia	TSI	2017
16.	Arnis Sauka	Latvia	SSE Riga	
17.	Māris Buiķis	Latvia	RTU	2015
18.	Christina Arend-Fuchs	Germany	Kaiserslautern University of Applied Sciences	2015/2016 academic year
19.	Mark Piazzollo	Germany	Kaiserslautern University of Applied Sciences	2016/2017 academic year

Guest lecturers in the joint doctoral programme Business Management during the reporting period (2013-2018)

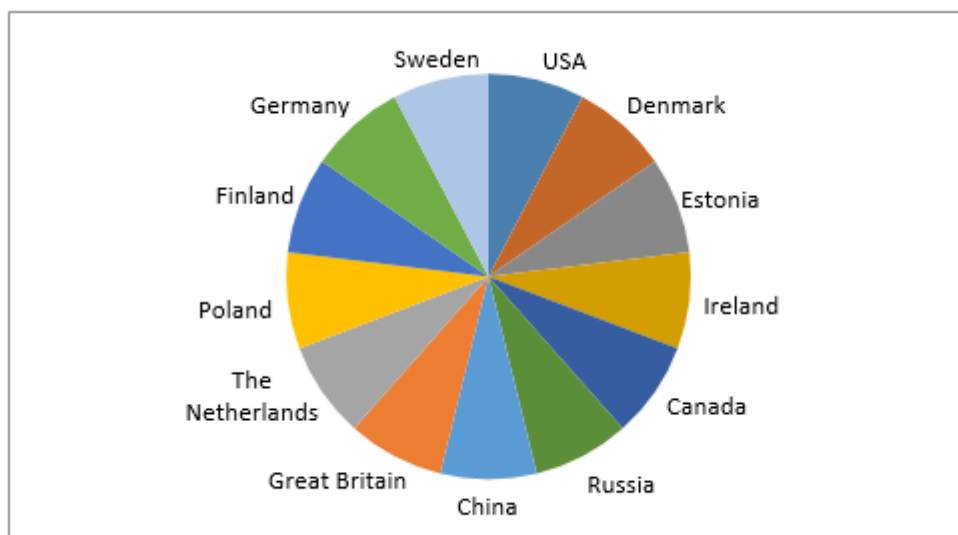


Figure 4.2.

Countries represented by visiting lecturers

Table 4.2

Guest lecturers in the programme during the reporting period

No.	Name, last name	Country	University
1.	Dr. Ganesh Nathan	Switzerland	Business School Lausanne
2.	Dr. Ewa Lechman	Poland	Gdansk University of Technology
3.	Dr. Tonis Mets	Estonia	Tartu University
4.	Dr. Kim Klyver	Denmark	University of Southern Denmark
5.	Dr. Abel Polese	Ireland	Dublin City University, Ireland / Tallinn University of Technology
6.	Dr. Besnik A. Krasniqi	Great Britain	Staffordshire University Business School
7.	Dr. Alexander Chepureenko	Russia	Higher School of Economics, Moscow
8.	Dr. Timurs Umans	Sweden	Kristianstad University
9.	Dr. Ulla Hytti	Finland	University of Turku
10.	Dr. Xavier Landes	Latvia	Stockholm School of Economics in Riga
11.	Dr. David Smallbone	Great Britain	Kingston University
12.	Dr. Robert Davison	China	City University of Hong Kong
13.	Dr. Helle Neergaard	Great Britain	University of Aarhus, Denmark / Leeds University

14.	Dr. Brent KcKenzie	Canada	University of Guelph
15.	Dr. John Branch	USA	University of Michigan
16.	Dr. Jochen Ropke	Germany	Philipps University of Marburg
17.	Dr. Daiga Kamerade-Hanta	Great Britain	Salford University
18.	Dr. Sean Patrick Sassmannhausen	Germany	Regensburg University of Applied Sciences
19.	Dr. Tadeusz Wascinski	Poland	Warsaw University of Technology
20.	Dr. Hans-Olof Lisper	Sweden	Uppsala University
21.	Dr. Inna Kozlinska	The Netherlands	Groningen University

Promotion Thesis supervisors involved in the programme during the reporting period (2013-2018)

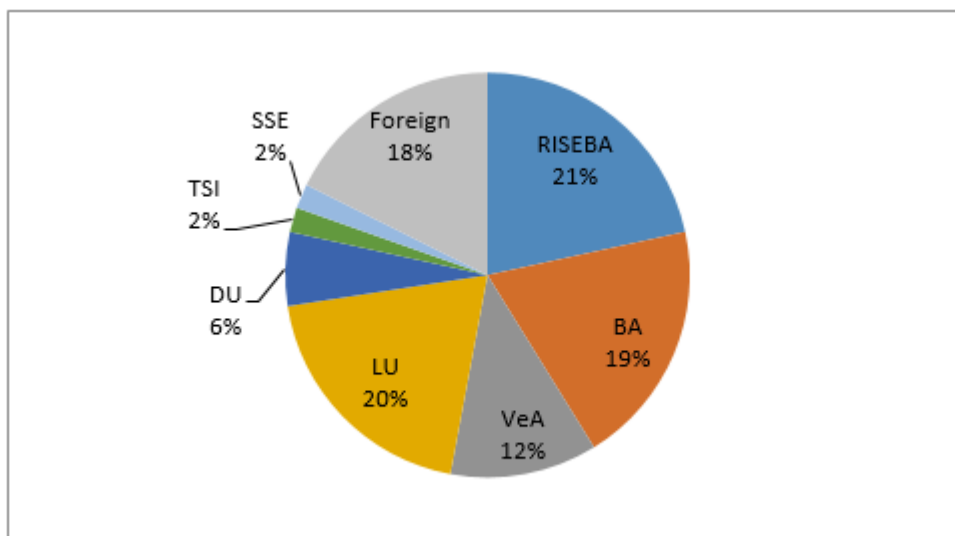


Figure 4.3.

Promotion Thesis Supervisors 2013-2018

During the reporting period, the doctoral programme Business Management engaged more than 50 supervisors, including 42 supervisors from eight Latvian universities and 8 foreigners, which indicates the ability of the programme to attract the most highly qualified researchers to supervise Promotion Theses in their fields.

Table 4.3

Promotion Thesis supervisors during the reporting period

No.	Name, last name	University	Country
1	Anatolijs Prohorovs	RISEBA	Latvia
2	Andrejs Čirjeviskis	RISEBA	Latvia

3	Danuta Jasjko	RISEBA	Latvia
4	Gundega Lapiņa	RISEBA	Latvia
5	Ilmārs Kreituss	RISEBA	Latvia
6	Irina Senņikova	RISEBA	Latvia
7	Iveta Ludviga	RISEBA	Latvia
8	Natālija Konovalova	RISEBA	Latvia
9	Tatjana Vasiljeva	RISEBA	Latvia
10	Vulfs Kozlinskis	RISEBA, LLU	Latvia
11	Andris Sarnovičs	BA	Latvia
12	Dzintra Atstāja	BA	Latvia
13	Elīta Lielā	BA	Latvia
14	Inese Mavļutova	BA	Latvia
15	Ivars Brīvers	BA	Latvia
16	Jekaterina Kuzmina	BA	Latvia
17	Līga Peiseniece	BA	Latvia
18	Lotārs Dubkēvičs	BA	Latvia
19	Sandis Babris	BA	Latvia
20	Tatjana Volkova	BA	Latvia
21	Andrejs Jaunzems	VeA	Latvia
22	Gunārs Grizāns	VeA	Latvia
23	Gunārs Vaskis	VeA	Latvia
24	Jānis Vucāns	VeA	Latvia
25	Sergejs Hiļkevičs	VeA	Latvia
26	Valdis Avotiņš	VeA	Latvia
27	Aleksandrs Gutkins	LU	Latvia

28	Anda Batraga	LU	Latvia
29	Biruta Sloka	LU	Latvia
30	Daina Šķiltere	LU	Latvia
31	Erika Šumilo	LU	Latvia
32	Ivars Austers	LU	Latvia
33	Kārlis Krūzs	LU	Latvia
34	Uldis Pāvuls	LU	Latvia
35	Juris Dzelme	LU	Latvia
36	Māris Purgailis	LU	Latvia
37	Aleksejs Vorobjovs	DU	Latvia
38	Vera Boroņenko	DU	Latvia
39	Arnis Sauka	SSE Riga	Latvia
40	Ingrīda Jakušonoka	LLU	Latvia
41	Aleksejs Nipers	LLU	Latvia
42	Irina Kuzmina-Merlino	TSI	Latvia
43	Daiga Kamerāde-Hanta	Salford University	Great Britain
44	Hans-Olof Lisper	Uppsala University	Finland
45	Inna Kozlinska	Groningen University	The Netherlands
46	Jochen Röpke	Philipps University of Marburg	Germany
47	Sean Patrick Sassmannshausen	Regensburg University of Applied Sciences, Schumpeter School of Business and Economics	Germany
48	Tadeusz Wascinski	Warsaw University of Technology	Poland
49	Tonis Mets	Tartu University	Estonia
50	Ulla Hytti	Turku University	Finland

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

The qualifications of the teaching staff involved in the implementation of the programme comply with the programme implementation provisions and the requirements of regulatory enactments:

- All lecturers have a doctoral degree in the relevant field.
- All Promotion Council members are Latvian Council of Science experts.
- All Promotion Thesis supervisors are experts in their fields, and most have already achieved good results in supervising theses (i.e. leading to publications in the respective field).

The qualifications of the teaching staff help in achieving the following study outcomes:

- Successful supervision of Promotion Theses (validating the methodological and pedagogical standards, helping develop and successfully defend Promotion Theses) – for instance, Prof. Tatjana Volkova, Prof. Biruta Sloka, Prof. Ingrida Jakušonoka
- High level of expertise in the sub-branch of science related to the topic of the Promotion Thesis (helps in choosing the topic, developing and defending the thesis)
- Latest knowledge regarding the preparation of publications for academic journals (helps in developing publications)

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).

Publications by RISEBA teaching staff involved in the implementation of the joint doctoral programme Business Management during the reporting period (data from the National Research Information System):

4.4. Statistics on RISEBA teaching staff's publications during the reporting period

RISEBA	2013	2014	2015	2016	2017	2018	2019	Total
Anatolijs Prohorovs	3	2	2	1	5	2	3	18
Andrejs Čirjevskis	3	2	7	4	8	6	8	38

Ilmārs Kreituss			1	2	2		2	7
Irina Senņikova	2			6		1		9
Iveta Ludviga	2	1	1	3	5	3	1	16
Natālija Konovalova		1	1	4			1	7
Tatjana Vasiļjeva	2	3	2	6	6	2	5	26
	12	9	14	26	26	14	20	121

The best publications by teaching staff (lecturers and supervisors) involved in the implementation of the programme (published in journals indexed in the WOS and SCOPUS databases):

Anatolijs Prohorovs

- Prohorovs, A., Bistrova, J., Ten, D. (2019). Startup Success Factors in the Capital Attraction Stage: Founders' Perspective. *Journal of East-West Business*, 25(1), pp. 26-51 (SCOPUS)
- Prohorovs, A., Solesvik, M. (2018). Services Sector Export in Europe. *SUSTAINABILITY*. Volume: 10, Issue: 12, Article Number: 4574 (WOS)

Andrejs Čirjevskis

- Čirjevskis, A. (2019). What dynamic managerial capabilities are needed for greater strategic alliance performance? Open Access, *Journal of Open Innovation: Technology, Market, and Complexity*. Vol. 5(2), 36 (SCOPUS)
- Čirjevskis, A. (2019). The role of dynamic capabilities as drivers of business model innovation in mergers and acquisitions of technology-advanced firms. Open Access, *Journal of Open Innovation: Technology, Market, and Complexity*, Vol. 5 (1), 12 (SCOPUS)
- Bhattacharyya, S.S., Čirjevskis, A. & Põlajeva, T. (2018). International business in transitional and emerging economies: A perspective of Latvia, Lithuania and Estonia with India. *South Asian Journal of Business and Management Cases*. Volume 7, Issue 2, pp.144-155. DOI: 10.1177/227797791877464 (SCOPUS)
- Čirjevskis, A. (2017). Acquisition based dynamic capabilities and reinvention of business models: Bridging two perspectives together. (Open Access) *Entrepreneurship and Sustainability Issues*. Open Access. Volume 4, Issue 4, pp. 516-525. DOI: 10.9770/jesi.2017.4.4(9) (SCOPUS)
- Čirjevskis, A. (2017). Exploration of qualitative success factors of innovative e-business startups: Blue ocean strategy versus dynamic capabilities. *International Journal of Business Excellence*. Volume 13, Issue 4, pp. 459-478. DOI: 10.1504/IJBEX.2017.087755 (SCOPUS)
- Čirjevskis, A. (2017). Unbundling dynamic capabilities in successful Asian-Pacific shipping companies. *Journal of Asia Business Studies*. Volume 11, Issue 2, pp. 113-134. DOI: 10.1108/JABS-11-2015-0192 (SCOPUS)
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- Čirjevskis, A. (2016). Sustainability in information and communication technologies' industry: Innovative ambidexterity and dynamic capabilities perspectives. *Journal of Security and Sustainability Issues*. Open Access. Volume 6, Issue 2, pp. 211-226. DOI: 10.9770/jssi.2016.6.2(2) (SCOPUS)

- Čirjevskis, A. (2014). Sustainability in Higher Education: Discourse on Dynamic Capabilities of Privately Run Higher Educational Institutions (HEI) in Latvia. *Journal of Security and Sustainability Issues*. Open Access. Volume 5, Issue 1, pp. 111-122. DOI: 10.9770/jssi.2014.5.1(9) (SCOPUS)

Irina Sennikova

- Sennikova, I., Ludviga, I. & Dubinska, E. (2018). Management and leadership development needs: The case of Latvia (Book Chapter). *Business and Society: Making Management Education Relevant for the 21st Century*, pp. 87-114 (SCOPUS)

Iveta Ludviga

- Sennikova, I., Ludviga I. & Dubinska, E. (2018). Management and leadership development needs: The case of Latvia (Book Chapter). *Business and Society: Making Management Education Relevant for the 21st Century*, pp. 87-114 (SCOPUS)
- Ludviga, I. & Sluka, I. (2018). Cultural diversity in project management: How project success is perceived in different cultures. *International Journal of Organizational Diversity*. Volume 18, Issue 1-2, 2018, pp. 1-12 (SCOPUS)
- Ludviga, I. (2013). Cultural diversity for business model innovation: Opportunity provided by globalization. *International Journal of Organizational Diversity*. Volume 12, Issue 3, 2013, pp. 53-63 (SCOPUS)

Tatjana Vasiljeva

- Vasiljeva, T. & Minx, M. (2018). The impact of selected road freight transport management measures for the society and environment (Book Chapter). *Lecture Notes in Networks and Systems*. Volume 36, 2018, pp. 75-84 (SCOPUS)

Dzintra Atstāja

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- Dimante, D., Tambovceva, T. & Atstāja, D. (2016). Raising environmental awareness through education (Article). *International Journal of Continuing Engineering Education and Life-Long Learning*. Volume 26, Issue 3, pp. 259-272 (SCOPUS)
- Atstāja, D., Brivers, I. & Livina, A. (2015). National approaches to planning and tourism in Latvia (Book Chapter). *Planning for Tourism: Towards a Sustainable Future*, pp. 222-239 (SCOPUS)

Inese Mavļutova

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Sandis Babris

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Andrejs Jaunzems

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Biruta Sloka

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- Purg, D., Sauka, A. & Mets, T. (2018). Introduction: Entrepreneurship development and internationalization in Central and Eastern Europe, Ukraine and the commonwealth of independent states (Book Chapter). *Entrepreneurship in Central and Eastern Europe: Development through Internationalization*, pp. 3-8 (SCOPUS)
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Ulla Hytti

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- Stenholm, P. & Hytti, U. (2014). In search of legitimacy under institutional pressures: A case study of producer and entrepreneur farmer identities. *JOURNAL OF RURAL STUDIES*. Volume: 35, pp. 133-142 (WOS)
- Hytti, U., Kautonen, T. & Akola, E. (2013). Determinants of job satisfaction for salaried and

self-employed professionals in Finland. INTERNATIONAL JOURNAL OF HUMAN RESOURCE MANAGEMENT. Volume: 24, Issue: 10, pp. 2034-2053 (WOS)

- Hytti, U., Blackburn, R. & Laveren, E. (2018). Entrepreneurship, innovation and education: Frontiers in European entrepreneurship research (Book). Entrepreneurship, Innovation and Education: Frontiers in European Entrepreneurship Research, pp. 1-202 (SCOPUS)
- Hytti, U., Blackburn, R., Fletcher, D. & Welter, F. (2016). Entrepreneurship, universities & resources: Frontiers in European entrepreneurship research (Book). Entrepreneurship, Universities & Resources: Frontiers in European Entrepreneurship Research, pp. 1-204 (SCOPUS)
- Alsos, G.A., Hytti, U. & Ljunggren, E. (2016). Research Handbook on Gender and Innovation (Book). Research Handbook on Gender and Innovation, pp. 1-284 (SCOPUS)
- Blackburn, R., Hytti, U. & Welter, F. (2015). Context, process and gender in entrepreneurship: Frontiers in European entrepreneurship research (Book). Context, Process and Gender in Entrepreneurship: Frontiers in European Entrepreneurship Research, pp. 1-176 (SCOPUS)

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).

Major research projects of RISEBA teaching staff involved in the implementation of the joint doctoral programme Business Management during the reporting period:

Table 4.5

Major projects of programme teaching staff during the reporting period

No.	Project title, ID, implementation period	Lecturer involved, position in the project	Source of funding	Amount of funding
1.	Lifelong Learning Programme "CAL4INO" 2010-LLP-LV-KA1-KA1SCR, 2010-2014	V. Kozlinskis, T. Vasiļjeva, I. Senņikova	European Commission	172,558 EUR
3.	INTERREG IV "SmartComp" (ID: CB64 2010) 2012-2014	V. Bolēvics, T. Vasiļjeva, V. Kozlinskis	Central Baltic INTERREG IV A Programme 2007-2013	
4.	Erasmus Intensive Programme "SuReMaSuPi" Sustainable refurbishment of residential buildings and the management after completion. Sustainable public information. (ID: 2013-1-LV1-ERA10-05528), 2013-2014	T. Vasiļjeva, I. Ludviga	ERASMUS+	30,784 EUR

8.	Hidden Champions in Dynamically Changing Societies and their Management and Leadership Development Needs, 2015-2018	I. Senņikova	EQUAL	
9.	Skilled Business Leaders for Skilled Europe (Lead4Skills)	I.Senņikova, T.Vasiljeva, I. Ludviga	ERASMUS+	31,868 EUR
10.	Data Analysis (ID: VAS 2017/06-04/9 ESF)	T. Vasiljeva	Latvian School of Public Administration	71,390 EUR
11.	Higher Education Institutions for Youth Entrepreneurship (ID: 589942-EPP-1-2017-1-UA-EPPKA2-CBY-EP-PE)	I. Kreituss	ERASMUS+	59,769 EUR
12.	Sci-Bi: Digitalization in Transport and Logistics	T. Vasiljeva	Baltic-German University Liaison Office	

The project participation of teaching staff (lecturers and scientific supervisors) involved in the study programme's implementation is summarised below, including information available on the amount of funding:

Georgijs Burakovs

- 2004-2014, Socrates THENEXOM project, coordinator for Latvia

Gundega Lapina

- 2014-2016, EC Lifelong Learning Programme project "The European Academic Network for Open Innovation", coordinator at RISEBA
- EC CIP Programme EEN-Latvia project manager, co-funded by the Ministry of Economics
- EC FP6 LATIRC project manager, co-funded by the Ministry of Economics and the Ministry of Education and Science
- "Innovative Solutions in the RTU Electronics Programme for Promoting the Knowledge Economy in Latvia" – ESF funding

Irina Jackiva

- 2016-2018, Enhancing excellence and innovation capacity in sustainable transport interchanges (ALLIANCE), Horizon 2020, Project Coordinator; EUR 318,872.19
- 2012-2015, Policy Learning in Information Technologies for Public Transport Enhancement, EU BSR INTERREG IV C programme (POLITE); EUR 2,858 (LVL 2,009.57)
- 2013-2015, EU-wide Establishment of Enduring National and European Support Networks for Sustainable Urban Mobility (ENDURANCE). EUR 25,475.94
- 2014-2015, Transport and passenger flow organization model development for Riga international coach terminal; EUR 6,050
- 2014, Freight traffic flow research and rerouting from Riga city center, Riga municipality; EUR 7,018
- 2010-2013, LZP Project No. 10.0003 "Development of scientific basis for advanced information processing in Latvia", Project No. 10.0003.4 Development of Model of Intellectual

Transport System; EUR 52,500 (LVL 36,900)

- 2010-2013, Latvian National Research Programme “Local Resources Long-Term Utilization. New Products and Technologies (NatRes)”. Project No. 4. “Development of the Long-Term Programme of the Latvian Transport System Harmonization (LATRANS)”; EUR 122,360 (LVL 86,000)
- 2012-2014, Enhancing the transfer of Intelligent Transportation System innovations to the market (T-TRANS), EU FP7. EUR 121,955.09

Ingrīda Jakušonoka

- Researcher in the ESF project EKOSOC 5.2.3. and the ESF project 1.1.2.1.2. “Support for Implementation of Doctoral Studies at LLU”
- LLU grant project 09.1478 “Latvia’s Tax System and its Problems in the Development of the National Economy” (Researcher)
- Manager of Project No. XP88 “Development and Financing of Small Enterprises in Rural Areas of Latvia”
- Manager of Project No. 07-51 “Development and Financing of Small Enterprises in Rural Areas of Latvia”
- Researcher in the LCS project 05.1900 “Latvia’s Tax System in the Development of Economics and Social Justice”
- Researcher in Security Project No. 06.0040 “Management Systems of Risks and Crises in Agriculture of Latvia”, Subproject No. 06.0040.1 “Study of Risks and Economic Threats of Crises in Primary and Secondary Spheres and Elimination of their Consequences”
- Participation in the cooperation project No. 02-0016 “Risk Management in Agriculture in Latvia”, subproject “Research of Economic Possibilities and Threats of Risk and Elimination of its Consequences”

Inna Kozlinska

- Postdoctoral fellow, University of Turku, Turku School of Economics (Finland). Responsible for quantitative data collection and analysis in the project “Academic Entrepreneurship as a Social Process”, funded by the Academy of Finland
- Turku University Foundation Young Researcher’s Grant, 08 – 10/2014, EUR 4500
- CIMO Fellowship for Doctoral Studies and Research, Finnish Ministry of Education and Culture, 01 – 06/2014, EUR 7200
- Estonian Government Scholarship for Doctoral Studies and Research under the bilateral agreement between the Ministry of Education and Science of Latvia and the Estonian Ministry of Education and Research, 09/2012 – 06/2013, EUR 4200

Arnīs Sauka

- Since 2018. Member of the project team. SHADOW: An exploration of the nature of informal economies and shadow practices in the former USSR region. (Horizon 2020 project: Marie Skłodowska-Curie Research and Innovation Staff Exchange). Total budget 810,000.00 EUR
- Since 2014. WEF Global Competitiveness Index project, partner for Latvia – WEF, €20,000.00 annually
- Since 2010. SSE Riga “Shadow Economy Index for the Baltic Countries” – SSE Riga. Link: <http://www.sseriga.edu/en/centres/csb/shadow-economy-index-for-baltic-countires-2009-1015> / – €35,000.00 annually
- 2013-2014. Best Agers Lighthouses (2013-2014). The Baltic Sea Region Programme project “Best Agers”, Link: <http://www.best-agers-lighthouses.eu> – €40,000.00
- 2010-2012. Best Agers. The project aimed to help the cities and regions of the BSR find creative ways of disclosing and utilising unused opportunities. Link:

www.best-agers-project.eu - €250,000.00

- 2011-2013. Central Balticum Entrepreneurship Interaction (CB ENTREINT). Central Baltic Interreg IVA Programme 2007-2013, financed by the European Regional Development Fund. Link: www.sseriga.edu/en/research/projects/cb-entreint/ - €50,000.00

Daina Šķiltere

- 2016, LU project "Harmonisation of statistical terms in Latvian and their preparation for dissemination", Project No. ZD2016/ZP-402
- 2013-2017, Project of the National Centre for Education of the Ministry of Education and Science "Reviewer services for assessing the conformity of textbooks to the national standard for primary and general secondary education", No. VISC 2012/85
- Research project of the Scientific Institute of Economics and Management of the LU Faculty of Business, Management and Economics "Improvement of innovative business management in Latvia" (lead researcher), No. BVEF-A43.1/417, Sub-activity: Integrated marketing communication for sustainable business development

Tatjana Volkova

- 2015, State research programme "Economic Transformation, Smart Growth, Governance and the Legal Framework for Sustainable National and Community Development: New Approaches to Building a Sustainable Knowledge Society", Project No. 5.2.2. "Innovation and entrepreneurship development in Latvia according to smart specialisation strategy"
- 2012, ESF project "Support for meeting the requirements set for the EQAR Agency" (No. 8.2.4.0/15/I/001) member of the "Working Group on the Development Strategy of the Agency"
- 2012, Research project "More2 - Support for continued data collection and analysis concerning mobility patterns and career paths of researchers, case study on working conditions and remuneration of researchers", granted by the European Commission, DG Research and Innovation. RTD/B2/2011-S236-359211
- 2012, Research project "A study of global faculty salary/remuneration", conducted by BC Centre for International HE and the Higher School of Economics in Moscow. The purpose: looking at salary / remuneration trends, patterns of faculty employment; the first globally useful analysis of trends in faculty salaries and remuneration. Publication related to the project: Volkova T. (2012) The Academic Salary System: Conditions and Trends in Latvia. (chapter in the book) Paying the Professoriate. A Global Comparison of Compensation and Contracts. Edited by Philip Altbach, Liz Reisberg, Maria Yudkevich, Iván Pacheco, Gregory Androushchak. To be published April 30th, 2012, by Routledge, UK - 352 pages.

Irina Senņikova

- Since 2011, CEEMAN (Central and East European Management Development Association), member of the PRME (Principles of Responsible Management Education) working group "Management Education for Poverty Reduction"
- 2000-2005, European Commission, DG Research (5th Framework Programme for RTD), partner in an EU-funded project on intercultural knowledge, research and management - participation in several project activities, review of scientific articles

Iveta Ludviga

- 2019 - now, Polish National Agency for Academic Exchange (NAWA) project "IAP 4 GenZ - The International Academic Partnership for Generation Z"; 16,295 EUR
- 2018-2019, Project "ENJOY GENERATION Z! - stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z"; Grant Agreement No.:

2018-1-PL01-KA204-050761; 14,146 EUR

- 2017 – 2018, CEEMAN study “Management and Leadership Development Needs in Dynamically Changing Societies”
- 2013, CALL4INO – member of the expert group

Tatjana Vasiljeva

- Project CAL4INO (Creative Activities in Learning for Innovation), 172,558 EUR
- Project DEPICT (Developing Employability Programmes Using Interactive Curriculum Technologies)
- Project SmartComp (Smart Competitiveness for the Central Baltic Region)
- Latvian-Belarusian Cooperation Programme in Science and Technology. Project “Improving the standard of living of citizens and integrating them into society through information resources and innovative technologies”, PROJECT APPLICATION No. 12/7-63 of 14.06.2013
- 2015-2016, Project eNordBalt
- 2014-2016, Project “Eco-City Trends Observatory”, Spain, Rey Juan Carlos University
- 2016-2017, CEEMAN Lead4Skills research project; 31,868 EUR
- Latvian School of Public Administration project “Data Analysis” 2017-2018, 71,390 EUR
- ERASMUS+ project “Improvement of master-level education in the field of physical sciences in Belorussian universities”, Acronym: “Physics”, Leading partner: Riga Technical University, 2017-2018 – Project No. 561525-EPP-1-LV-EPPKA2-CBHE-JP, external expert
- Baltic-German University Liaison Office scientific project “Sci-Bi: Digitalization in Logistics and Transport”
- ERASMUS+ project “Quality assurance system in Ukraine: development based on ENQA standards and procedures (CEENQA)” – external expert from LR AIC

Vulfs Kozlinskis

- 2015, Project financed by JSC “Latvijas valsts meži” No. 5.5.-5.1-001y-101-14-42 (L215) “Social-economic Assessment of Different Land Management Models”, Senior Researcher; 73,992 EUR.
- 2015, ZM Project 2013/86 “Conducting research on competitive and efficient milk and meat production”, subproject “Development of efficient management models” (2014-2015); 16,569 EUR.
- 2015, Effective management model design. Project No. KL9-2; 27,387 EUR.
- 2016, Agricultural development prognosis and policy scenario till 2050. Project No. S284; 80,000 EUR.
- 2017, Agricultural development prognosis and policy scenario till 2050. Project No. S301; 80,000 EUR.

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.

Teaching staff involved in the implementation of the programme actively participate in scientific research, including the research results in the study process.

As heads of RISEBA research fields, lecturers and supervisors involve students of different

educational levels in their work, thus ensuring the development of students' research skills, which is also used for final theses.

RISEBA conducts research in the following fields:

1. Finance, including investment attraction, bank management and operations, tax system improvement, European business and economics for start-up acceleration and financing
Heads: Prof. Anatolijs Prohorovs, Prof., Dr.Chem. Ilmārs Kreituss; Participants: Ļevs Fainglozs (RISEBA doctoral student), Iveta Cīrule (RISEBA doctoral programme graduate), Ilona Beizītere (RISEBA doctoral student), Velta Stikute (BA doctoral student)
2. Business innovation, including business digitalisation, business education, socially entrepreneurship
Heads: Prof., Dr.oec. Tatjana Vasiljeva; Dr. I. Kozlinska; Participants: Ina Gudele (LLU doctoral student), Marius Schonberger (BA doctoral student), Julija Novinkina (RISEBA doctoral student), Gibson Kagushia Muruga (RISEBA doctoral student), Frederic Maffei (RISEBA doctoral student), master's programme students
3. Strategic management, including business modelling, dynamic capabilities, value innovation and real options theory, strategic human resource management, psychology and supervision in business; Heads: Prof. Andrejs Čirjevskis; Prof. Iveta Ludviga; Prof. Maija Zakriževska-Belogrudova; Participants: Reģina Ločmele-Luņova (RISEBA doctoral student), Pierre Keller (BA doctoral student), Inese Slūka (RISEBA doctoral student), Jūlija Bulatova (RISEBA doctoral student), master's and bachelor's programme students

Business education research focuses on measuring the impact of different approaches to teaching and learning. The practical purpose of this line of research is twofold: deepening awareness of what circumstances are effective in experiential business education; developing an innovative curriculum that effectively combines interdisciplinary, experiential and distance learning aspects. The results of RISEBA's business idea incubation research are reflected in international publications and used in various projects, the development of new study courses, and expert interviews and public discussions in mass media. In 2018, Iveta Cīrule defended her thesis "The Impact of University Business Incubators on New Business", and she currently works as a manager, consultant, and the head of RISEBA Creative Business Incubator, promoting student engagement in the professional world and business education.

A particularly important scientific achievement is the monograph written by A. Prohorovs: *Corporate Income Tax in Latvia and Estonia: Effects on Entrepreneurial Activity, Investment, the Unemployment Rate, Tax Revenues and the Economic Growth of the State*, 2017. The monograph was presented at RISEBA and at state and non-governmental organisations supported by the Latvian Ministry of Economics, the Latvian Ministry of Finance and the government of the Republic of Latvia; as a result, a new law on corporate income tax and RISEBA researchers' proposal for changes to the tax system were adopted instead of the World Bank's proposal. The monograph is used as teaching material in programmes of different levels at RISEBA and other universities in Latvia (LU, LLU, RTU).

Prof., Dr.Chem. I. Kreituss, together with Ernst & Young, carried out one of the most significant research projects related to comparing consumer bank and non-bank lending in Latvia and other countries. He also participated in a major research project on youth entrepreneurship problems and business environment development in six post-Soviet countries with a comparison to Latvia as an EU member state. The results of these studies are used in lectures and seminars.

Every year, Prof. I. Ludviga, together with the Latvian Association for People Management, participates in a research project involving students of the master's programme "Human Resource Management"; the research topic is proposed by industry partners. Members of the association are

also involved in the research project, and the results are presented at the professional conference “HR Week Latvia”.

Teaching staff involved in the implementation of the programme regularly increase their competencies by participating in scientific and research activities, thus improving the study process and increasing the quality of studies, for example:

- Writing research papers – teaching staff participated in various seminars, e.g. “How to get research published”, organised by BMDA in Lithuania in 2013.
- Writing case studies – for example, as part of the CEEMAN research project Lead4Skills, two staff members of the Faculty of Business and Economics completed the seminar Writing and Teaching Case Studies in January 2018. As a result, a case study was published in the CEEMAN case study collection.
- Learning to use new research tools – teaching staff are invited to participate in training on the latest software tools for research, for example, the training course “PLS-SEM using SmartPLS 3” (Germany, 2017) and “Market research colloquium” (Croatia, 2015).
- Developing the doctoral programme – for example, in 2014 we participated in the EFMD doctoral programme conference; every year at the ASBBMC academic conference we organise a pre-doctoral seminar for doctoral students.

Understanding the role and importance of academic integrity in research and education, we participated in the conference “Building a Culture of Academic Integrity in Education”, organized by RTU and European Network For Academic Integrity in 2018.

To share best practices, annual seminars are organised for doctoral supervisors.

As of 1 September 2019, doctoral programme students Z. Raščevska and E. Miķelsone are carrying out academic work in bachelor’s and master’s programmes at BA School of Business and Finance in the framework of project No. 8.2.2.0/18/A/007 “Support for strengthening the capacity of BA School of Business and Finance academic staff” SAM 8.2.2. “Strengthening academic staff of higher education institutions in areas of strategic specialisation”.

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).

Continuous collaboration takes place among teaching staff in the doctoral programme. The most important mechanisms for collaboration are as follows:

- Discussion of courses in the Joint Doctoral Programme Council, attended by course lecturers, other professors, and representatives of doctoral students
- Seminars for teaching staff and doctoral supervisors: discussion of changes in the programme, necessary improvements, including in study courses
- Mutual attendance of lectures and seminars (for instance, the course Theoretical Aspects of Research)

Table 4.6. Student-lecturer ratio in the programme during the reporting period

	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Number of students	60	40	39	44	43	30
Number of lecturers	11	8	12	11	10	10
Number of supervisors	23	34	26	24	20	21

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)	1_pielikums_kopīgota programma_EN.zip	1_pielikums_atbilstība Augstskolu lik._LV.zip
Statistics on the students over the reporting period	2_Statistika par studējošajiem_DBV_ENG.docx	2_Statistika par studējošajiem_DBV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_pielikums_Atbalstība_valsts_izglitības_standartam_DBV_EN.docx	3_pielikums_Atbalstība_valsts_izglitības_standartam_DBV_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	3a_pielikums_Salīdzin.Augstsk.lik un MK not_EN.docx	3a_bez.nr._salīdzinājums_LV.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_Studiju kursu kartējums_DBV_ENG.docx	4_Studiju kursu kartējums_DBV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums-Study_plan_DBV_ENG.docx	5_pielikums_Studijuplans_DBV_LV.docx
Descriptions of the study courses/ modules	6_Kursu_apraksti_ENG_DBV.zip	6_Kursu_apraksti_LV_DBV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_Pielikums_Kopīgais_diploms_LV_EN.docx	7_Pielikums_Kopīgais_diploms_LV_EN.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_Līgums par sadarbību ar citu akreditētu ASK.docx	8_LLŪ_par_doktora_studiju_progr.sadarb..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	9_garantija par zaudējumu kompensāciju_DBV_ENG.pdf	9_garantija par zaudējumu kompensāciju_DBV.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.	10_Apliecinājums par svešvalodu prasmi_DBV_EN.pdf	10_Apliecinājums par svešvalodu prasmi_DBV.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.	11_Apliecinājums_dokt_5_dokt_DBV_ENG.pdf	11_Apliecinājums_dokt_5_dokt_DBV.pdf
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	12_Apliecinājums_dokt_55.p._DBV_ENG.pdf	12_Apliecinājums_dokt_55.p._DBV.pdf
Sample (or samples) of the study agreement	13_Pielikums_Studiju_līgums_EN.zip	13_Pielikums_Studiju_līgums_LV.zip
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.	14_pielikums_AIP_atzinums_par_250_stud_Doktornatura_EN.docx	14_pielikums_AIP_atzinums par 250 stud Doktornatura_LV.docx

Business Psychology

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Psychology</i>
Education classification code	<i>43345</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Anete</i>
Surname of the study programme director	<i>Hofmane</i>
E-mail of the study programme director	<i>anete.hofmane@riseba.lv</i>
Title of the study programme director	<i>Mg.psych.</i>
Phone of the study programme director	<i>25618687</i>
Goal of the study programme	<i>To provide academic studies that complies with Latvian and European higher education requirements, achieve academic results in business, economics, management and psychology areas by preparing business psychology specialists for private and public organisations and companies to work in human resources, re-search, management, training and development.</i>
Tasks of the study programme	<i>1) Educate business organisation and management professionals that have knowledge of organisational psychology, are competitive in the local and international labour market and are able to set up their business structures in the context of European integration and international cooperation.</i> <i>2) Ensure that competitive professionals are educated pursuant to the Latvian education requirements and those of the European countries offering good prospects for sectorial creation and research.</i> <i>3) Promote development of business education in Latvia, and contribute to the social and economic development of Latvia.</i>

Results of the study programme	<p>1) Knows and understands the principles of psychology as they pertain to labour market trends - current development trends in organisational, management and business psychology</p> <p>2) Understands the interrelationship between management, business and economics, legal basis, business establishment, financial accounting and analysis and human resources management</p> <p>3) Able to solve problems related to human resources by using theoretical and practical knowledge and skills in business, management, economics and psychology for the effective management of a business and its structural units by cooperating with employees and managers at various levels</p> <p>4) Able to demonstrate a scientific approach in addressing practical issues of psychology, business, management and economics, independently acquiring new knowledge and ensuring effective performance of the organisation in changing socio-economic circumstances</p> <p>5) Able to take responsibility and organise teamwork in a multicultural environment, organising work with staff in accordance with certain interests of the owners, employees and the public</p> <p>6) Able to use information technologies for scientific purposes and critical analysis of information, making independent decisions and addressing topical issues in economics, business, management and psychology, taking responsibility for the decisions made thus providing long-term input in social sciences</p> <p>7) Able to plan growth and lead development-focused processes both individually and in a group, collaborating with industry specialists for the development and competitiveness of the organisation.</p>
Final examination upon the completion of the study programme	Bachelor Thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and Administration
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 3 years - russian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>russian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 3 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 3 years, 6 months - russian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>russian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 3 years, 6 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 3 years, 6 months - russian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>russian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120

Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 3 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 3 years, 6 months - english

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and Administration</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Parameters of Business psychology study programme

Name of the study programme (in latvian)	<i>Biznesa psiholoģija</i>	
Name of study programme in English	<i>Business psychology</i>	
Code of study programme according to the Latvian classification of education	<i>43345</i>	
Branch of science of study programme (for doctoral programmes only)	<i>Not applicable.</i>	
Type and level of study programme	<i>Academic undergraduate programme</i>	
Qualification to be acquired (EQF/NQF)	<i>Level 6</i>	
Code of profession in the Classification of Occupations	<i>-</i>	
Scope of study programme (CP, ECTS)	<i>120 CP (180 ECTS)</i>	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	<i>3 years</i>	<i>Latvian, English, Russian</i>
part-time studies	<i>3 years and 6 months</i>	<i>Latvian, English, Russian</i>
distance learning	<i>3 years and 6 months</i>	<i>Latvian, English, Russian</i>
Implementation place	<i>Rīga, Meža iela 3, Rīga, Latvia, LV-1048</i>	
Study Programme Director	<i>Anete Hofmane, Mg.psych., Mg.sc.administr.</i>	

Admission requirements	<i>Completed general secondary or vocational secondary education, admission pursuant to the approved RISEBA Admission Regulations.</i>
Degree <u>or</u> professional qualification, or degree <u>and</u> professional qualification to be awarded	<i>Bachelor of Social Sciences in Management and Administration</i>
Purpose of the programme	<i>To provide academic studies that complies with Latvian and European higher education requirements, achieve academic results in business, economics, management and psychology areas by preparing business psychology specialists for private and public organisations and companies to work in human resources, research, management, training and development.</i>
Objectives of study programme	<p><i>1) Educate business organisation and management professionals that have knowledge of organisational psychology, are competitive in the local and international labour market and are able to set up their business structures in the context of European integration and international cooperation.</i></p> <p><i>2) Ensure that competitive professionals are educated pursuant to the Latvian education requirements and those of the European countries offering good prospects for sectorial creation and research.</i></p> <p><i>3) Promote development of business education in Latvia, and contribute to the social and economic development of Latvia.</i></p>

Academic results to be achieved

1) Knows and understands the principles of psychology as they pertain to labour market trends - current development trends in organisational, management and business psychology

2) Understands the interrelationship between management, business and economics, legal basis, business establishment, financial accounting and analysis and human resources management

3) Able to solve problems related to human resources by using theoretical and practical knowledge and skills in business, management, economics and psychology for the effective management of a business and its structural units by cooperating with employees and managers at various levels

4) Able to demonstrate a scientific approach in addressing practical issues of psychology, business, management and economics, independently acquiring new knowledge and ensuring effective performance of the organisation in changing socio-economic circumstances

5) Able to take responsibility and organise teamwork in a multicultural environment, organising work with staff in accordance with certain interests of the owners, employees and the public

6) Able to use information technologies for scientific purposes and critical analysis of information, making independent decisions and addressing topical issues in economics, business, management and psychology, taking responsibility for the decisions made thus providing long-term input in social sciences

7) Able to plan growth and lead development-focused processes both individually and in a group, collaborating with industry specialists for the development and competitiveness of the organisation

Final examination to be taken at the end of the study programme

Bachelor Thesis

During the time period from the first accreditation in 2013 till 31 December 2019 several changes have been made in the implementation parameters of the study programme “Business Psychology” related to improving the quality of the study programme and its conformity to the regulatory enactments.

While the previous accreditation is in force, the graduates are obtaining Bachelor’s Degree of social

sciences in business management, but in accordance with the Cabinet of Ministers Regulation No. 240 "Regulations regarding the State Academic Education Standard" and the Cabinet of Ministers Regulation No. 322 "Regulations of the Qualification of Education in Latvia" it will be adjusted and in the future the graduates will obtain Bachelor of Social Sciences in **Management and Administration**.

In addition to changes in study courses, pursuant to amendments in the Law on Higher Education Institutions the programme no longer admits students for the Russian language, however, in agreement with the law, students who have been already enrolled in the programme has the right to continue the study programme until 31 December 2022.

Content of the study programme is updated and reviewed at the end of each academic year taking into consideration recommendations from the Programme Committee, student feedback and results of study programme mapping.

The following changes have been made to the undergraduate programme Business psychology during the reporting period:

2. The number of **credit points awarded for Part A (compulsory) courses has increased from 60 CP to 65 CP**, as the number of credit points awarded for Business Communication in English I-IV course has increased from 8 to 11 credit points to improve students' ability to pass the Cambridge English exam. Courses Civil Protection (1 CP) and Social and Applied Ecology (1 CP) have been included in the Part A courses. As a result, the number of CPs awarded for Part B study courses was reduced, and Social psychology was included as one of the compulsory courses (2 CP).
3. The number of **CPs awarded for Part B (limited free choice/compulsory electives) courses of the programme was reduced from 40 CP to 35 CP**, as one study course Cognitive and Problem Solution psychology (2 CP) was removed from the programme, and courses Economic psychology and Consumer behaviour were merged (2 CP). Due to student feedback study course Presentation skills (1CP) was included in Part B, and study course Social psychology was included in Part A of the programme.
4. **Three new Part C (free choice/elective) study courses** have been included in the programme. Due to the latest research trends, study course Positive psychology (2CP) was included in the programme, as it focusses on utilizing human resources and proactive problem solving. Study course Time management (2CP) was included at the request of students for them to be able to organize their assignments better and find a balance between the professional and private life. Study course Adult teaching methods (2CP) is also offered: it offers an in-depth study of adult teaching methods that are in line with the latest trends in human resources management and personnel training.

Table 1.

Changes in curricula since previous accreditation and respective grounds

Course during 2013/2014 academic year	Course during 2018/2019 academic year	Grounds
Part A (compulsory subjects) (65 CP)		

	Civil Protection (1CP), Social and Applied Ecology (1CP)	Since 2017/2018 academic year, this part has been updated pursuant Cabinet of Ministers Regulation No. 240 "Regulations regarding the State Academic Education Standard" of 13 May 2014, Chapter II, Paragraph 11 requiring that "...undergraduate programmes shall include the learning content requirements set out in the Environmental Protection Law and the Civil Protection Law."
Business Communication in English I-IV (8CP)	Business Communication in English I-IV (11CP)	The number of credit points awarded for the course was increased by 3 points and made equal in all undergraduate programmes due to introduction of the Cambridge English language exam. Knowledge of foreign languages is essential in the current labour market.
Business psychology (3CP)	Business psychology (2CP)	Due to increase in CPs awarded for Business communication in English.
Business ethics (2CP)	Business ethics (1 CP)	Due to increase in CPs awarded for Business Communication in English Aspects of business ethics are considered in other study courses (General psychology, Marketing, Crosscultural communication and psychology, Introduction to research in business psychology)
Labour Law and Work Safety (2CP)	Business Laws and Regulations (4CP)	Students and alumni indicated that it would be better to study these courses together, consecutively, thus including them in one joint module and not changing the content or the total number of credit points (4 CP).
Commercial Law (2CP)		

Part B (compulsory electives/limited free choice) (35 CP)

Business consulting (2CP)	Basics of Project Management (2CP)	Students were not entirely satisfied with the Business consultation course, which is more befitting to the professional undergraduate programme. Considering the latest trends, the Programme Committee was of the opinion that the graduates need knowledge, skills and competences in project management.
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Cognitive and Problem Solution psychology (2CP)	Discontinued	The content of the course overlaps with courses General psychology (4 CP) and Management of Conflicts in Organisation and Mediation.
Economic Psychology (2CP)	Economic behavior (2CP)	As a result of programme mapping; the students also indicated (in their feedback) that the content of these courses overlapped. The decision about this course was also made due to the latest and most topical trends in science published by the Business Psychology Association (UK).
Consumer Behaviour (2CP)		
Presentation Skills (2CP)	Presentation Skills (1CP)	Due to increase in CPs awarded for Business Communication in English. Presentation skills (1 CP) was moved from Part C to Part B due to student requests, as presentation skills are also improved in other study courses.

In addition to changes in study courses, pursuant to amendments in the Law on Higher Education Institutions the programme no longer admits students for the Russian language, however, in agreement with the law, students who have been already enrolled in the programme has the right to continue the study programme until 31 December 2022.

Generally, 2 study courses of the programme were discontinued (4 CP), and substituted with 3 new courses (4 CP), which is 6.6% of the total number of CPs awarded in the programme. The number of CPs in 3 study courses was updated (6 CP), which is 5% of the total number of CPs awarded in the programme. 4 (2+2) study courses were merged not significantly changing their content that equals 5% of all updates in the programme. To summarise, 16.6% of the programme content was changed and/or updated and the degree that is obtained in accordance with the regulations was adjusted.

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.

Description of dynamics of student numbers

During the 2018/2019 academic year, 620 students studied in the programme, and on the date of submission of the self-assessment report, 675 students are studying in the programme, of which 105 (15.5%) are full-time students and 570 (84.5%) part-time students. Since the previous year, the total number of students has increased by 14.8%. The number of students studying full-time is relatively stable: approximately 113 students, though this number rapidly increased in the part-time studies during the 2015/2016 academic year, and has been approximately 200 students since. Most students have chosen distance learning: every year close to 300 such students, which can be explained by the current trend to prefer distance learning (see Figure 2, Annex 1).

Currently, 497 students study in the Latvian language flow, which is 73.6% of the total number of students. The number of students in the full-time studies is relatively stable, though the number of part-time students has increased. It is in line with the current trends, namely, to choose distance learning and to combine work and part-time studies (see Figure 1, Annex 1).

Changes in the number of admitted students

During the 2018/2019 academic year, 224 students were admitted, of which 50 (22.3%) were full-time students, and 70 (31.2%) part-time students, while 104 (46.5%) were distance learning students (see Figure 3, Annex 1). Each year the number of admitted to the part-time studies: this number has remained stable since the previous academic year. 55 students were also admitted to the distance learning Latvian flow, which is 22% fewer than the previous academic year. During the 2019/2020 academic year, 38 students were admitted to the Latvian flow of the full-time studies that is 44% (17 students) more than the previous academic year.

Pursuant to the amendments in the Law on Higher Education Institutions, as of 1 January 2019 it was no longer possible to admit students to Russian language groups. Irrespective of that, 38 students were admitted to the Latvian language group during the 2019/2020 academic year that is 44% more than during the 2017/2018 academic year, when 21 student was admitted. The number of students admitted to the Latvian flow of the part-time studies has been stable since the 2018/2019 academic year, namely 55, while 15 students were admitted to the Russian flow of the part-time studies during the same academic year. Thus, 70 students were admitted during that particular year. This year the number of admitted students has decreased by 21.4%, but as it was indicated earlier, the number of students studying in the Latvian language flow has remained stable. On the date of submission of the self-assessment report, no complete data was available about those students that have chosen distance learning studies to reliable compare them with the 2018/2019 data. Generally, it can be concluded that during the 2018/2019 academic year the Russian language flow contributed 33.4% of all admitted students, and that the number of admitted students had increased by 8% in comparison to the 2017/2018 academic year. The annual number of admitted students can be considered stable, as on the average 212 students are admitted annually.

The number of admitted students tends to increase, especially so in the period of time from 2012 to 2014, when the programme was updated by developing a distance learning option. This option still remains the most popular of all forms of learning: on the average, it has attracted 30% more students than in the part-time studies and 50% more students than in the full-time studies. This can be explained by the prevailing trends among the youth: they travel to other countries, but still prefer to study in their native language, if it is possible. Though the number of admitted students is relatively stable, the total number of students studying in the programme tends to increase on annual basis as students restart their studies after exmatriculation. This aspect is discussed below.

Student drop-outs

During the 2018/2019 academic year, 96 students were exmatriculated which constitutes 16% of the total number of all students, which has decreased by 3.5% since the 2017/2018 academic year. The largest number of student drop-outs was registered during the 2015/2016 academic year (22.3%). See reasons for exmatriculation in Table 1, Annex 1. After an analysis of reasons for student exmatriculation during the 2018/2019 academic year, it can be concluded that students were mostly removed as 45% did not renew after an academic break and 22% were removed due to the failure to meet financial liabilities. During previous academic years, students were mostly exmatriculated due to the failure to meet their financial liabilities, but during the 2018/2019 academic year, a notable downward trend was observed in this regard (reduction by 48%). Considering this, RISEBA has introduced changes in payment schedule. A smaller number of

students tends to withdraw from studies by submitting their own request (16 requests during the 2018/2019 academic year in comparison to 26 requests during the 2016/2017 academic year), where the students mostly claim personal circumstances or a change in their living conditions. On the average, approximately 37% of students are exmatriculated per year due to their failure to resume studies after an academic break (on the average, 40 students per year). However, this problem is being solved by introducing a system that reminds the students about a possibility to pass due tests and exams during the academic break to increase their motivation to study. A small number of students (5%) is exmatriculated due to their failure to meet the curricula, and 7% are exmatriculated for their failure to settle financial liabilities and duly complete study courses. In general, the exmatriculation indicators are varied, but during the 2018/2019 academic year the drop-out ratio has been the lowest ever: 16% of all students (see Table 1, Annex 1).

Number of alumni

During the 2018/2019 academic year, 100 students graduated from the programme that equals 14.8% of the total number of all students. Since the 2015/2016 academic year, the number of graduates has increased by 58% due to part-time studies, and since then has remained relatively stable - on the average, 90 graduates per year (see Figure 4, Annex 1).

Foreign students

During the last 6 academic years, students from 10 different Eurasian countries (most from Uzbekistan and Russia) studied in full-time (see Table 2, Annex 1). Until the 2018/2019 academic year (incl.), on the average, 31 student studied in the programme. However, on the date of submission of the self-assessment report, 11 foreign students were studying in the programme due to changes in the Cabinet of Ministers Regulations.

The studies are privately funded. RISEBA funds two full time students (one in the Latvian language, and the other in the Russian language group). In addition, tuition fee waivers are available from cooperation partners, as well as for outstanding academic performance or due to several relatives studying at RISEBA.

The programme has a sufficient number of students that confirms that the content and study forms (full-time, part-time, distance) are up-to-date, which is evaluated in a positive manner regarding the number of admitted students and graduates. As to drop-outs, students mostly leave studies due to the lack of financing or do not return after an academic break. Irrespective of the above, the number of students studying in the programme is stable.

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.

Link between parameters of academic programme Business Psychology

Name of the study programme	Business psychology
Degree to be awarded	<i>Bachelor of Social Sciences in Management and Administration</i>

Product of study programme: qualification to be awarded	Not applicable.
Purpose of the programme	To provide academic studies that complies with Latvian and European higher education requirements, achieve academic results in business, economics, management and psychology areas by preparing business psychology specialists for private and public organisations and companies to work in human resources, research, management, training and development.
Objectives	<p>1) Educate business organisation and management professionals that have knowledge of organisational psychology, are competitive in the local and international labour market and are able to set up their business structures in the context of European integration and international cooperation.</p> <p>2) Ensure that competitive professionals are educated pursuant to the Latvian education requirements and those of the European countries offering good prospects for sectorial creation and research.</p> <p>3) Promote development of business education in Latvia, and contribute to the social and economic development of Latvia.</p>

Admission requirements

General admission rules:

Citizens of the Republic of Latvia and persons, who hold non-citizen passport issued by the Republic of Latvia, as well as foreigners and other persons, who have been issued permanent or temporary residence permits can become students.

In order to study at RISEBA a document recognized and identified in Latvia is required that approves obtained secondary or secondary vocational education, or studies at another higher education institution, as well as the Admission Regulations must be complied with.

There are additional requirements for those studying in English and Russian languages:

Entrance examination in English language (the examination does not have to be taken by those, who have passed centralized examination at B2 level or higher, or if the previous education has been obtained in English language or by those, who present positive IELTS (with a grade of at least 6) or TOEFL (with a grade of at least 500) certificate, or other equivalent international certificate.) The entrance examination tests 3 skills – reading, writing (data interpretation, essay) and vocabulary.

The applicants, who have obtained their previous education abroad do not require CE assessments, but must pass **RISEBA admission test** in the language of the programme provision, which consists of 4 sections. The aim of the test is to assess the ability of the potential student to integrate into RISEBA multicultural study environment, the student's intellectual potential and competencies in order to successfully and creatively participate in the study process. The test includes topics with an emphasis on information technologies, economics and business, mathematics, communication, ethics.

All students must submit the following documents:

- electronic application or application filled in at the Customer Service Centre in person;
- copy of the passport or ID card (eID) (presenting the original);
- copies of documents approving previous education (presenting originals or submitting notarially approved copies);
- CE certificate in Latvian language and English language;
- payment order of the registration fee;
- if previous education is obtained abroad, notice issued by the Academic Information Centre;
- 4 photos (3x4 cm)

The application along with the above mentioned documents can be submitted electronically and after the documents are successfully processed and after all other admission conditions are met, the student is invited to sign the learning agreement in person and to present the originals of the submitted documents in order to authenticate the student. It should be added that photos are also required and, although no formal interview is held, at the time of signing the agreement the responsible person identifies in person, if the submitted photos are the photos of the applicant.

Learning outcomes at programme level, including:

- knowledge and understanding;
- skills;
- competences.

The programme complies with Level 6 of the European Qualifications Framework (EQF) and the Latvian Qualifications Framework (NQF), Cabinet of Ministers Regulation No. 240 "Regulations regarding the State Academic Education Standard", other national laws and internal regulations of RISEBA.

By completing the study programme, a graduate acquires the following:

Knowledge:

- 1) Knows and understands the principles of psychology as they pertain to labour market trends - current development trends in organisational, management and business psychology
- 2) Understands the interrelationship between management, business and economics, legal basis, business establishment, financial accounting and analysis and human resources management

Skills:

- 3) Able to solve problems related to human resources by using theoretical and practical knowledge and skills in business, management, economics and psychology for the effective management of a business and its structural units by cooperating with employees and managers at various levels
- 4) Able to demonstrate a scientific approach in addressing practical issues of psychology, business, management and economics, independently acquiring new knowledge and ensuring effective performance of the organisation in changing socio-economic circumstances
- 5) Able to take responsibility and organise teamwork in a multicultural environment, organising work with staff in accordance with certain interests of the owners, employees and the public

Competences:

- 6) Able to use information technologies for scientific purposes and critical analysis of information, making independent decisions and addressing topical issues in economics, business, management and psychology, taking responsibility for the decisions made thus providing long-term input in social sciences
- 7) Able to plan growth and lead development-focused processes both individually and in a group, collaborating with industry specialists for the development and competitiveness of the organisation

Learning outcomes per academic year	<p>The study programme lasts for 3 years in full time and 3,5 years part-time an distance learning, and according to its structure, the first year is planned for basic management and psychology courses, as well as general courses, for example Management, General psychology, Social psychology, Information Literacy, Introduction to business psychology research, etc. In addition, the students also learn skills and competences for self-development and independence which are required for understanding the direction that their professional activities take.</p> <p>During the second year, basic business courses continue, and various aspects of business psychology is studied: Management Psychology, Management of Conflicts in Organisation and Mediation, Economic Behaviour, Scientific Research and data Processing Methods I, etc. During this academic year, students develop their business creation and management skills on micro and macro levels. During the third year, students deepen their knowledge of international aspects of business, innovations and financial management: International Business, International marketing, Innovation management, Scientific Research and data Processing Methods II to prepare their bachelor's thesis and pass the state examination.</p>
Learning outcomes determined at course level	<p>Each study course has a specific objective that is primarily derived from the expected learning outcomes, related to study courses already completed and in line with the study programme and education and professional experience of the faculty. The purpose of the respective study course is introduced to the students before the course: it is indicated in the syllabus and included in the study programme mapping.</p>
Assessment criteria	<p>Assessment criterial of all study courses are in line with the expected learning outcomes and comprehensively contribute to their objectives. Each study course employs different assessment methods, though the main focus is on the final paper that contributes at least 40% of the final score. The more credit points are granted for a course, the more assessment methods are used.</p>

Only candidates that comply with the admission requirements are admitted to the Business Psychology programme, which is available in 3 different forms that allows the candidates to choose the one that is most suitable considering their abilities. The graduates are awarded a Bachelor of Social Sciences in Management and Administration that is in line with the purpose, objectives, learning outcomes and content of the programme that are internally consistent and derive from the mapping of the study programme. The learning outcomes of specific study courses derive from the learning outcomes of the programme that are forwarded to the faculty, when the course outlines are drafted or updated. By relying on the mapping, the faculty determine the expected learning outcomes of a course, select appropriate assessment methods and adjust the content. As the programme is available in 3 forms, the programme director ascertains that the courses deliver equivalent knowledge, skills and competences even when taught by different members of the faculty. The programme director, having read the content of a study course, provides feedback to the respective member of the faculty, and adjustments are made, if needed. At the end of their studies, all students write a bachelor's thesis reflecting all expected learning outcomes, which are

evaluated by the state examination commission.

The name, awarded degree, purpose, objectives, learning outcomes, and admission requirements of the programme are interlinked and comply with the legal framework.

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 completing the programme, students acquire skills and competences qualifying them to start doing business, set up their own business, work for various organisations, as well as to work as mid-level managers or specialists in human resource management matters. Accordingly, one can affirm that employment prospects for alumni of the study programme are extensive.

Bearing in mind the “Information Report on Mid- and Long-term Job Market Forecasts”, which was prepared by the Ministry of Economics in 2018, it can be concluded that demand for highly qualified specialists (managers, senior specialists and specialists) will only increase in future (see Table 2.1), due to the development of contemporary technologies and the need for their effective management. As a result of the restructuring of the economy, demand for retail employees, and in particular in commercial services, as well as for specialists with knowledge of psychology is continuing to increase rapidly. It is anticipated that at occupational level, demand will also increase for commercial and management specialists.

Table 2.1

Number of employees in sectors of the economy (in thousands)

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total	908,5	850,7	861,6	875,6	893,9	884,6	896,1	893,3	894,8
Agriculture, forestry, fisheries	79,5	73,3	76,6	73,3	71,9	66,3	71,1	68,7	61,4

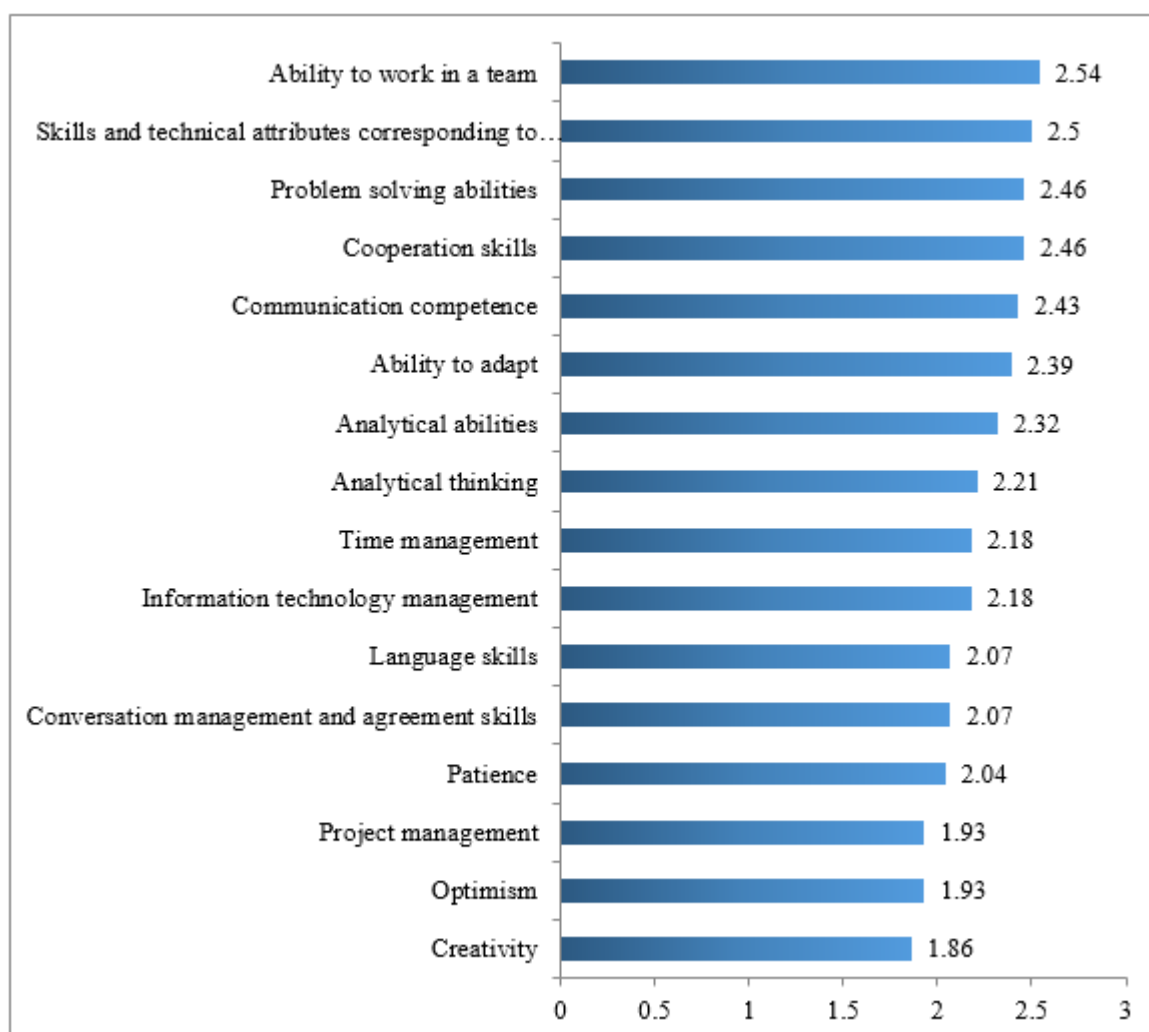
Manufacturing industry	120,0	112,2	114,4	122,5	125,7	118,8	116,3	123,5	120,9
Other industry	28,9	26,4	22,0	20,6	20,6	18,9	23,6	25,7	24,5
Construction	72,3	57,6	60,9	62,3	67,3	73,2	71,9	66,1	63,1
Trading, accommodation	172,7	162,0	161,4	155,7	159,9	161,6	159,3	154,7	161,0
Transport and storage	79,0	71,4	73,2	75,1	77,3	84,8	85,3	83,3	79,6
Other commercial services	151,9	153,7	151,2	163,9	167,6	165,3	170,3	173,8	183,7
Public services	204,2	193,7	199,8	202,2	203,6	195,7	198,3	197,5	200,6

The report shows that there will also be a need for psychologists and specialists with knowledge, skills and competences in the field of psychology. This is due to modern **scientific trends**, which emphasize that business increasingly needs specialists with psychological knowledge and human resource management competencies, who have in-depth knowledge of aspects such as organisational culture, personnel management, employee motivation and discipline techniques, stress and time management, personnel research, data collection and correct interpretation (critical thinking), etc. competencies published in their reports by scientific journals such as the Journal of Business Psychology and Industrial and Organisational Psychology.

There is a great deal of research that states that the environment, microclimate and culture are among the key factors for the success of an organisation, and that appropriate methods can be used to achieve an organisation's goals and succeed. All this is included in the content of the study programme, where students learn both methods and principles of sustainable business, getting to know themselves and others. In order to keep RISEBA informed about the latest trends in business, education, research and psychology and thus ensure the continuity of study content, methods and courses, various research projects take place, for example, faculty members create publications together with students and speak at conferences or publish articles in scientific journals on current topics.

In 2018, a study conducted by I.Senņikova, I.Ludviga and E.Dubinska on the skills and competences required by managers and leaders in the opinion of employers was published, wherein employers highlighted the skills (on a scale from 0 – 3) required in the job market as shown in Figure 2.1. From this figure, one can conclude that employers specifically nominate soft skills, as well as the skills and language proficiencies required within a specific industry. The study programme is specifically oriented towards the development of soft skills at individual, community and societal level. Moreover, an important role in education is played by students' ability to enhance introspection and

foster the maturity of their personality. Students develop the ability to critically perceive and analyse information, generalise and group it, plan and forecast through the development of research skills, which is especially relevant in information society nowadays. In the study programme, 11 CP have been allocated to learning Business Communication in English, which employers have also highlighted as being of sufficient importance. Overall, one can conclude that the study programme develops the required skills and competences, which employers covet in the job market.



Fig

Figure 2.1. Skills Required for the Job Market (Seņņikova, Ludviga & Dubinska, 2018)

RISEBA's professional experience, implementation of the study programme, and the student surveys conducted, show that both the study programme and forms of studies are highly relevant and significant, and that there are extensive opportunities to develop them, in order to educate and prepare qualified specialists to work competitively in public and private businesses in Latvia and abroad. The study programme's faculty members prepare students to work globally by sharing their international experience, educating students in the specifics, traditions and working methods of the corporate sector in Europe and CIS states.

The contents of study courses are updated every year in conformity with the industry's professional requirements. The relevance of the study programme's contents to the job market and their overall quality is ensured by the Programme Committee.

The tasks of the Programme Committee are as follows:

- to assess the relevant study programme, in conformity with the existing situation in the market and sector. The Programme Committee approves annual self-assessment reports;

- to make recommendations for improvement of the programme or changes to the programme;
- to review cooperation with the business community and recommend new cooperation projects.

The Business Psychology committee is composed of a diverse range of specialists including core faculty and non-core faculty, who teach study courses in the given programme and who are in regular contact with students. RISEBA's vice rectors and study process administrators and study group tutors also participate, in order to provide a feedback regarding work with students, implementation of a student-centric approach and the RISEBA's means of improving the study process. Employers and industry specialists are also consulted, who can reflect on current trends and job market requirements. The programme's students, Student Council and alumni, who provide their assessment based on their experience of the programme, are also invited to contribute. The Programme Committee discusses current trends in the job market, the latest scientific and research trends, the university's means of introducing these to the study programme, the contents of the study programme and the teaching methods used in the attainment of study course and programme results. As a result of the work of the Programme Committee, creative proposals are made for improvement of the study programme's contents and teaching methods, scientific activity, nurturing the satisfaction of students, as well as for enhancement of knowledge, skills and competences in accordance with current requirements and the university's means.

RISEBA also employs a Student Career Adviser, who initiates organisation of various events under the auspices of the direction/programme, and engages students in various types of activities. Student Career Adviser helps students in the "Business Psychology" programme to meet their research requirements by providing them with the contacts of various organisations and businesses, their structural units, societies and associations. As a result, RISEBA cooperates with several businesses that carries out students' practical research work, offering them research topics and places. Active collaboration with professional organisations also takes place under the auspices of the RISEBA Creative Business Incubator through formation of mentors' groups, assessment of students' ideas and organisation of business plan competitions.

Since 2013, Alumni Association has operated at RISEBA, whose goal is to build and reinforce the alumni community, providing alumni with further education options and fostering ongoing contact with the university, its faculty, students and other graduates. The Alumni Association is a means of not only keeping track of the subsequent professional progress of alumni, but also of forming a link to professional organisations founded, led or represented by alumni.

In 2015, an international academic conference *Business Psychology – Gateway to Sustainable and Successful Business* was held, with the involvement of students, alumni and faculty members from the "Business Psychology" study programme. The conference was organized in two sections, one of which was devoted to business psychology, whereas the other focused on management. As a result, the 9th edition of the internationally reviewed "*Journal of Business Management*" was devoted to some of the papers presented at the conference. A total of 11 research papers were included in the journal. Publications focused on the sector of business psychology covered topics such as organizational culture and climate, work-related and professional stress, professional deformation and burnout, leadership, innovation and idea management, etc. In turn, the section devoted to management, included publications on topics such as company acquisition, innovation management, idea management, etc., emphasising both theoretical and practical applicability. Each article was reviewed twice (the author of the article being reviewed is not disclosed during review). The collection of articles is used as a teaching aid in various study courses and serves as a model of scientific approach in business psychology. It has been appreciated by students and faculty members, and they include references to it in their publications, bachelor thesis and course

papers.

Undoubtedly, this scientific work is still ongoing and currently during the period in which the self-assessment report is being prepared, an internationally reviewed collection of papers "Supervision in Latvia: Evidence-Based Development Opportunities" is being put together (compiled by Maija Zakriževska-Belogrudova). This collection of papers will be published at RISEBA University of Applied Sciences, and among those to have submitted papers for it are alumni of the "Business Psychology" programme (such as A.Saulīte and S.Rudzīte) and faculty (M.Zakriževska-Belogrudova, S.Blumberga, I.J.Mihailovs, L.Rutka and A.Hofmane). The articles are related to the subjects of business psychology. The collection includes the latest insights in work with human resources and an assessment of the very latest trends in the job market.

From 2021 – 2022, in honour of the 10th anniversary of the study programme "Business Psychology", a collection of papers will be compiled in which contemporary research insights and future trends in business psychology are collated.

Each year, students along with faculty participate in an international student scientific conference, "Changing World - in Search for New Solutions", divided into different sections, depending on the area of research. One of the most popular sections is "Business Psychology", which is attended annually by both students and graduates together with their supervisors. Students, whose Bachelor's theses are assessed as being outstanding and exemplary by the State Examination Commission, publish the results of their study along with the thesis supervisors in indexed academic journals such as Web of Science, EBSCO and Thomson&Reuters. Some examples of papers are listed below:

- Zakriževska, M., Prusis, J. (2018). Social Capital and Social Support of Riga Startups. International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Vol. 18, p. 881-888, ISBN 978-619-7408-65-2, ISSN 2367-5659 DOI: 10.5593/sgemsocial2018/1.5/S05.110 EBSCO database - <http://web.a.ebscohost.com/ehost/detail/detail?vid=14&sid=a8d99c12-b292-4738-9852-7ac807e124f4%40sdc-v-sessmgr06&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=134142248&db=asn>
- Zakriževska, M., Stanga G. Professional Deformation Correlation with Burnout between Airline Cabin Crew, 2017, International Multidisciplinary Scientific Conference on Social Sciences & Art. Book 3, Vol 2, p. 271-278, ISBN 978-619-7408-19-5 / ISSN 2367-5659 DOI: 10.5593/sgemsocial2017/32/S11.034 EBSCO database - <http://web.a.ebscohost.com/ehost/detail/detail?vid=9&sid=a8d99c12-b292-4738-9852-7ac807e124f4%40sdc-v-sessmgr06&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=127244063&db=asn>
- Blumberga, S., Kraukle, E. (2018). Epistemic Authority of Supervisors, Reliance Upon It and Personnel Job Satisfaction in a Latvian Joint-Stock Company. Conference EDULearn collection of papers, 2018,- Spain, pp. 4687- 4695, ISSN 2340-1117. Thompson Reuters Web of Science.
- Blumberga, S., Saulite, A. (2017). Corporate social responsibility and consumers waste sorting habits. Collection of abstracts from CBU International conference Innovation in Science and Education,- Czech Republic, pp. 51- 56, ISSN 1805-9961, Thompson Reuters Web of Science WOS 000439408200010.
- Blumberga S., Reboka A. (2018). Role of personnel management marketing in recruitment in a web-based personnel recruitment company. Collection of papers from the conference SGEM Social Sciences and Arts, 2018,- Bulgaria, pp. 833- 840, ISSN 2367-5659. Submitted for indexing to: Thompson Reuters Web of Science.
- Bulbika, D., Brence I. (2019). The 12th Annual Scientific Baltic Business Management

Conference ASBBMC 2019 “Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level, Latvia, Riga, 21 -23 February 2019, report Consumer Satisfaction with Car Sharing Service CARGURU and Its Improvement Possibilities.

Every year, the Latvian Association of Organisational Psychologists organises an international practical academic conference, which is attended by students, alumni and faculty. The latest inter-sectoral subjects are discussed at the conferences, along with current challenges at domestic and international level. The contents of study courses are also updated in accordance with the subjects and methods considered during the conference, incorporating the latest scientific and job market insights.

Contents of study courses in the study programme “Business Psychology” are contemporary and are adapted to the needs of the industry and job market, also incorporating scientific trends, which stem from publications by faculty, participation in academic conferences and collection of papers dedicated to business psychology.

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 information included in study courses stems from the study course’s objectives and learning outcomes, which in turn emanate from the study programme’s objective and attainable results. The link is clear in the study programme’s mapping (Annex 3). Each study course ensures the attainment of 3 to 4 of the programme’s learning outcomes. The results of the study programme are evenly divided between the compulsory and elective study courses.

Before the start of each semester, each faculty member must update the course description, assessing the existing course goals and intended learning outcomes, and review proposed teaching materials and literature sources, making sure that the literature is up to date and that the latest studies and academic literature in this field are presented. After the mapping of the study programme, the achievable study programme learning outcomes were defined more precisely, which were introduced to the faculty involved in the study programme, reflecting each study programme’s objective in each study course, as a result of which faculty members were able to clarify the study course’s goal, intended learning outcomes, and most important of all - assessment methods. Study course objectives, attainable results and assessment methods are reflected in each study course’s description.

To make it easier to clarify the expected study results, several seminars were organised by RISEBA:

- internal methodological seminars for programme directors on programme mapping and determination of the programme’s learning outcomes,
- internal methodological seminars for both core and non-core faculty members on determination of the programme’s learning outcomes.

In 2018/2019, study course description forms were upgraded, thus providing each faculty member with a clear link between the study programme and study course learning outcomes. All study course descriptions are enclosed in Annex 5. Based on the learning outcomes of the study course,

faculty members plan appropriate methods for testing knowledge, skills and competences. Study course descriptions are posted on the e.riseba platform, thus ensuring their availability to all faculty members, in order to prevent subjects from overlapping.

Study courses are planned in a certain sequence (see study plan in Annex 4), both under the auspices of a single academic year and in sequence by semester. The first academic year, and specifically the first semester is dedicated to the adaptation of students at the university, group bonding, self-discovery, and completion of psychology, management and research study courses, which is subsequently necessary, in order for them to understand the direction of their career. The second academic year focuses on business and economic study courses, in order that students can develop their business and management knowledge, skills and competences at both micro and macro level. During the third academic year, students enhance their knowledge about the international aspects of business, innovations and financial management, as well as immersing themselves in management courses to a greater extent, taking personal responsibility for directing the processes involved. Throughout the learning period, research courses are taken each year, every time upgrading and enhancing knowledge, skills and competences, which result in a Bachelor's thesis and taking the State examination successfully.

The Bachelor's study programme "Business Psychology" conforms to Cabinet of Ministers Regulation No.240 of 13 May 2014 "Regulations regarding the State Academic Education Standard" and the criteria stipulated therein (see Annex 2). After adjustments, the alumni of the bachelor's study programme "Business Psychology" will receive Bachelor of Social Sciences in Management and Administration degree. The programme and its expected learning outcomes conform to employers' feedback and assessment regarding the contemporary knowledge, skills and competences of the industry. The connection between intended learning outcomes in study programmes and study courses can be seen in the programme's mapping, which is enclosed in Annex 3.

The objectives of the study courses in the Bachelor's study programme "Business Psychology", intended learning outcomes, assessment methods and content are mutually connected, and stem from the overall objective and learning outcomes of the study programme.

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.

All the study courses included in the study programme are implemented in accordance with study course descriptions. Each study course assessment system is specified, in accordance with RISEBA's uniform assessment system. The assessment system at RISEBA has been devised based on Cabinet of Ministers Regulation No.240 of 13 May 2014 "Regulations regarding the State Academic Education Standard" (see Table 2.2). Assessment criteria and principles for all study programmes are the same (see Section 1.6 in the Direction assessment).

Table 2.2.

Implementation of study course assessment principles in the study programme

“Business Psychology”

Assessment principle	Implementation of the principle in the programme “Business Psychology”
Transparency	Students are introduced to the study course’s requirements in various ways: via the course description, on e.riseba and/or lessons attended in person. Faculty members inform students not only about the requirements, but also about the main accents, which will be assessed and how this will be done.
Compulsoriness	Students may conduct pre-defense of their Bachelor’s thesis if they have completed the whole study programme and passed the study courses successfully. Assessment in all study courses is measured according to a 10 point scale.
Assessment review possibility	Clause 3.6 of the RISEBA Study Regulations approved by the Senate stipulates that if the student wants to improve his or her final mark, he or she must agree on a time with the relevant faculty member and programme director, and receive an assignment for repeated taking from the relevant study programme administrator in accordance with the Additional Paid Service Price List.

Test type diversity	<p>In developing a description of a study course, faculty members reach an agreement with the Programme Director about the teaching methods that will be used to attain the results defined in the study course, thus ensuring that methods are diverse even under the auspices of a single study course. For demonstration of knowledge and skills, traditional assessment methods may be used such as: tests, examinations, surveys, essays, paper presentations etc. Assessment of analytical skills entails testing knowledge and skills according to metrics: practical case analysis, simulations which entails selecting appropriate analytical methods and presentation of results. In demonstrating synthesis skills, students must be able to collate, combine and identify key principles, finding cause-effect relationships, developing alternative versions for solving business or organisational management problems and choosing optimal solutions. The student must prepare a new decision and a new means of solving a business problem. Appropriate knowledge and skill assessment options may be: practical case analysis, work in a group, scenario and forecast development, course paper development, case studies, or writing theses for a research paper.</p> <p>A significant role in the study programme is occupied by development of research knowledge, skills and competences. Therefore, in several study courses, students must find, analyse and critically evaluate scientific studies, which have been published in scientific databases regarding the relevant study course, in accordance with its objectives.</p>
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RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of every test corresponds to the contents of the relevant study course programme, as well as scientific and academic principles. In accordance with the study course, subjects, technical and material provisioning and the level of preparation of students, faculty members choose a diverse range of teaching methods: lectures, demonstrations, workshops, seminars, presentations, discussions, group work, independent work, project work, case analysis, work on the internet, practical learning in class and at a business, as well as teaching excursions. During the study process, the latest technologies are increasingly used. Technical and material hardware enables lecturers and students to make full use of IT and interactive study methods.

At the commencement of studies, an introductory week is organised by the full-time department, during which students are introduced to the university, its surroundings, the study process, its provision, faculty members and various activities outside of lectures, e.g. participation in the Student Council. An official study opening evening is also organised for students in the part-time study department, during which students take part in creative activities and are introduced to the university. In addition, events are held so that students can get to know and bond with one another.

2.2.1. Table

Specifics of study implementation and evaluation methods for each form of study

Full time studies	Part time studies	Distance learning
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Study implementation methods	<p>All of the study forms include various assessment methods - in accordance with the study course, subjects, technical and material provisioning and level of preparation of students, lecturers choose a diverse range of teaching methods: lectures, demonstrations, practical work, seminars, webinars, workshops, presentations, discussions, group work, independent work, project work, case studies, work on the internet, practical classes in the auditoriums and in a business environments, as well as teaching excursions. During the study process, the latest technologies are increasingly used. Technical and material hardware and software fully satisfies the requirements of faculty members and students in relation to the use of IT and interactive study methods. A significant role in the study programme is occupied by development of research knowledge, skills and competences. Therefore, in several study courses, students must find, analyse and critically evaluate scientific studies, which have been published on scientific databases regarding the relevant study course, in accordance with its objectives.</p>		
	<p>Basically, there is a study schedule and students arrive in person; lectures and practical classes are provided. Students learn the material through practical activities (demonstrations, group work, etc.). Materials are also placed in e.riseba, which students learn independently in addition. For each study course, the description of the study course indicates the basic and additional literature, which is available electronically or in the library. Students are also taken on excursions to companies within the framework of various study courses, guest lectures are provided both within the study courses and for the university as a whole. Career days, student scientific conferences and other scientific conferences take place every year, therefore students have an opportunity to study not only in classrooms, but also outside them.</p>	<p>Basically, there is a study schedule and students arrive in person; lectures and practical classes are provided. Students learn the material through practical activities (demonstrations, group work, etc.). Materials are also placed in e.riseba, which students learn independently. Since there are fewer contact hours in part-time studies per 1 CP, it is important that students learn the subject independently. Students get acquainted with certain materials before the lesson, or study information after the lesson. For each study course, the description of the study course indicates the basic and additional literature, which is available electronically or in the library. Students are also provided with guest lecturers guest lectures are provided both within the study courses and for the RISEBA as a whole. Career days, student scientific conferences and other scientific conferences take place every year, therefore students have an opportunity to study not only in classrooms, but also outside them.</p>	<p>Learning takes place mainly on the e.riseba platform, where materials are placed – basic materials developed by faculty members and additional materials are offered in text, audio and video format. For 1 CP students study a minimum of 2 topics (but there can be more, but not less). Each topic has study materials that students learn at their convenience and then complete a self-assessment test (with an evaluation passed/not passed) to get feedback on their progress. Students basically learn the subject independently, but use the opportunity offered by the faculty members to consult through video calls, telephone, e-mails and also in person. All tests are assessed on a 10-point scale and the lecturer provides feedback on the tests that are most important in distance learning. In several study courses, students not only have to do written analyses, but also find events to attend, giving a feedback afterwards (e.g. presentation skills), recording a presentation (e.g. a business plan presentation) or an audio file (e.g. coaching in business). Since 2018, thanks to the introduction of additional technical solutions, students are offered classes on the platforms such as Zoom, MS Teams, Cisco Webex, Skype, etc., where they not only submit independent works, but also present them or learn the subject as a whole (e.g. Scientific Research Methods, Introduction to Project Management, etc.). Students are also invited to present the course paper in person or via skype/zoom, thus learning from each other.</p>

Assessment methods	The evaluation principles described in Table 2 are fully followed in all forms, students receive a rating on a 10-point scale for each course, but the criteria (or the percentage weight of the criterion) that make up this final evaluation differ. The most important thing in assessment methods is feedback to students in absolutely all forms.		
	Each 2 CP study course includes at least one interim test (3 CP – 1 interim test, 4 CP – 2 interim tests, etc.). In addition to the tests, student activity in classes, involvement, initiative are also evaluated.	Each 2 CP study course includes at least one interim test (3 CP – 1 interim test, 4 CP – 2 interim tests, etc.). In addition to the tests, student activity in classes, involvement, initiative are also evaluated.	There is one interim test per CP and an examination at the end of each study course.

In the event that a student has failed to pass an interim test, he or she cannot get a successful final assessment grade. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

Implementation of the study process is based on student-centric education principles (see Table 3). Studies are based on the independent work of students, at the same time providing the leadership and support of faculty members – each study course description specifies students' independent workload and the content, as well as its assessment methods. Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on e-riseba, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of Bachelor's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students. If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals.

Students are encouraged to master their subject matter on an ongoing basis. Each 2 CP study course includes at least one interim test (3 CP – 1 interim test, 4 CP – 2 interim tests, etc.). In the distance learning study form, there is one interim test per CP and an examination at the end of each study course. In the event that a student has failed to pass an interim test, he or she cannot get a successful final assessment grade. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

Implementation of the study process is based on student-centric education principles (see Table 2.3). Studies are based on the independent work of students, at the same time providing the leadership and support of faculty members – each study course description specifies students' independent workload and the content, as well as its assessment methods. Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on e-riseba, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of Bachelor's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students. If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals.

**Student-centric education principles and their implementation in the study programme
“Business Psychology”**

The principle of a student-centric approach	Implementation in the study programme “Business Psychology”
<p>Faculty take into account and respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students’ capabilities. Students have the opportunity to study via various forms of study - full-time, part-time and distance learning, as well as switching from one form of study to another, or from one study programme to another.</p>	<p>The diversity of student requirements is met during the study process by developing various teaching methods and paths appropriate for every student. Faculty is encouraged to regularly assess and improve teaching methods. They all receive university’s support in improving their skills in this realm. In addition, lecturers are guided by the RISEBA Academic Integrity Code (approved at a RISEBA Senate meeting on 10.10.2018, Minutes No.18/1.1-07/07) and the rules regarding plagiarism (approved at a RISEBA Senate meeting on 02.03.2011, Minutes No.1.1-07/02).</p> <p>Students can and do take the opportunity to change the form of studies, at no additional expense, retaining the assessments that they have received. In majority of the cases, students switch from the part-time to the distance learning studies and occasionally from full-time to part time. Therefore, the programme supports students, who leave the country on business or who want to study remotely because of a new addition to their family.</p>

Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - constructive conversations, discussion, role-playing games, creative methods ("Brainstorms", "Thinking caps", etc.); research methods - literature review, teaching excursions, seminars, workshops, projects, situation analysis and case analysis, etc. In conducting research, students use qualitative, quantitative strategy and corresponding data mathematical processing methods. Various forms of learning are employed -including group work, individual work and independent work.

There are various assessment methods in study courses - in accordance with the study course, subjects, technical and material provisioning and level of preparation of students, lecturers choose a diverse range of teaching methods: lectures, demonstrations, practical work, seminars, webinars, workshops, presentations, discussions, group work, independent work, project work, case studies, work on the internet, practical classes at the university and in a business, as well as teaching excursions. During the study process, the latest technologies are increasingly used. Technical and material hardware fully satisfies the requirements of faculty members and students in relation to the use of IT and interactive study methods. A significant role in the study programme is occupied by development of research knowledge, skills and competences. Therefore, in several study courses, students must find, analyse and critically evaluate scientific studies, which have been published on scientific databases regarding the relevant study course, in accordance with its objectives.

The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and competences individually or in a group. At the same time, the leadership and support of the faculty member is provided, motivating the student and providing an oral or reciprocal feedback loop.

In order to assess the compliance of the workload completed by the student to the plan, every semester and study year a quantitative assessment in credit points is conducted - 1 credit point corresponds to 40 academic hours (full-time studies - 16 contact hours per credit point, as well as three hours for the examination, part-time studies - 10 contact hours per credit point, as well as three hours for the examination). During the study course, regular assessment of the student's work takes place in lectures and in the course of independent studies. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests described in the course programme or description (tests, homework, essays, presentations, independent projects, etc.).

In the relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.

Faculty members demonstrate their teaching and professional competence by forming friendly, but at the same time professional relationships with students. Through the performance of various studies of student surveys, it has been ascertained that for students vital prerequisites for forming positive relations with faculty members are clearly defined study course requirements, assessment criteria, dates, feedback, the chance to receive answers to questions, and the support provided by lecturers and group tutors, as well as administrative personnel. This is proved by the positive marks reflected in student feedback surveys.

Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department, engaging the assistance of the programme director and head of the department and, if necessary – the head of study department or Vice Rector for Studies.

The contents of the study programme are oriented towards the development of students' communication skills and competences. Therefore, students only submit a complaint if they see no other means of resolving the issue of concern to them. Such instances are very rare (during the 2018/2019 academic year, only one complaint had to be resolved from the 620 students in the study programme).

Teaching methods, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings; methodological seminars, excursions and various classes are organized for faculty members.

RISEBA organises methodological seminars. For example, in 2019 methodological seminars were organised on subjects including “Interactive Use of the MOODLE Environment – Practical Examples” and “Crosscultural Communication and Various Cultural Differences”, etc. In addition to mastering the study course “University Didactics: Contemporary Theories and Practice”, faculty members are regularly offered the opportunity to deepen their knowledge in courses and seminars organised by CEEMAN. For example, during the reporting period programme faculty members including Ieva Brence, Andrejs Čirjevskis, Solveiga Blumberga and others augmented their knowledge at the CEEMAN International Summer School (2 weeks). Tatjana Vasiljeva attended a seminar lasting several days in Croatia on preparing case-studies. The Programme Director also improves her competences and spent two weeks at a CEEMAN organised event “Professional Development of International Managers”, where she acquired skills enhancing her ability to use case studies as a teaching aid. With a view to adopting mutual best practice, faculty members regularly attend colleagues’ classes. In accordance with academic personnel assessment criteria, during the course of a year a faculty member must attend at least four colleagues’ classes, while the faculty member whose class is being attended does not have to be informed beforehand, as a result of which the procedure serves as a certain type of guarantee ensuring quality classes.

In implementing a student-centric approach, special attention is paid to assessing learning outcomes

- 1) Faculty members know testing and examination methods and receive support to improve their skills in this area. This occurs during methodological seminars, departmental meetings and working on projects, as well as learning from one another mutually attending one another’s classes.
- 2) Tests, assessment criteria and methods, as well as grading criteria for posting are published in advance. Together with a description of the study course, these are posted on MOODLE and discussed during the first class. If necessary, they are sent out individually by e-mail or discussed in a consultation.
- 3) Assessment gives students the opportunity to demonstrate to what extent they have achieved

the expected learning outcomes - in the form of knowledge, skills and attitude.

4) Students receive feedback, and, if necessary, the faculty member offers advice and support to improve the teaching process.

5) The diversity of students is taken into account and, in individual cases, circumstantial compromises are made to help student such as the extension of deadlines for submission of work.

6) Assessment should be consistent, fair, and applicable to all students. It should be carried out according to the approved procedures.

7) Assessment of learning outcomes is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators.

8) The university has a functional procedure for reviewing students' appeals.

Students can also attend free choice (part C) study courses in other study programmes. Several students have chosen to attend study courses in other study programmes, which are related to digitalisation and marketing.

Study implementation methods are also discussed by the Programme Committee to which student representatives are elected. The opinion of students is heard at meetings of the Committee. Student representatives also participate in decision making by the programme Committee in relation to changes in the study programme.

A Student Council operates at RISEBA. One of the basic aims of establishing the Student Council was fostering contact between students and encouraging their activity. The RISEBA Student Council is a member of the Latvian Association of Students, which is a great forum for sharing experience and discussing issues related to studies, student life and public activities, as well regarding the education system as a whole. The RISEBA Student Council represents the interests of students before all university and state bodies, as well as abroad.

RISEBA supports the initiative and ability of students to organise various events. The university's Christmas Ball has become a tradition, as have the Golden Awards ceremony, where university employees, students and industry cooperation partners are honoured, and the students' academic conference.

Students can ensure their participation in this process by expressing their wishes to their immediate study course lecturer, department heads, as well as with the help of the RISEBA Student Council, whose representatives take part in RISEBA Senate meetings.

In the implementation of the study process and fulfilment of a student-centric approach, the Programme Director is actively helped in providing support to students by group tutors. Group tutor – a faculty member, member of administrative personnel or the Student Council, who undertakes responsibility/custodianship of a student group, creating a favourable environment for studies and consolidating bonding within the group. In full-time and part-time study forms, each group has a senior group member, who collaborates with the group tutor in providing feedback to the administration about students' challenges, issues and problems during their studies. The objective of the group tutor's work is to provide students with support during their studies, helping to make the study environment at RISEBA more friendly to students. During the 2019-2020 academic year, there are 4 group tutors at work in the programme (Table 2.4):

Table 2.4

List of 2019-2020 academic year programme group tutors

No.	Name, surname	Academic degree	Position
	Maija Zakriževska-Belogrudova	Dr.psych., Mg.sc.administr., Mg.sc.sal.	Professor, Director of the “Management Psychology and Supervision” programme
	Solveiga Blumberga	Dr.psych.	Assoc.Prof.
	Anete Hofmane	Mg.psych., Mg.sc.administr.	Director of the “Business Psychology” programme
	Jūlija Žakemo	Mg.psych.	Lecturer

Every year, teaching excursions are organised for students, examples of which are given in Table 2.5. Teaching excursions are actively conducted in study courses including “Strategic Management” and “Business Psychology”, etc. Thematic teaching excursions are organised, during which students resolve practical assignments related to doing business. Since 2019, in order to help students pass the “Civil Protection” study course, students have the opportunity to visit the National Armed Forces base at Ulbroka. As a result of this cooperation, the NAF have nominated RISEBA for an award based on the fact that RISEBA is one of the main bulwarks and providers of support to the National Guard.

Table 2.5

List of teaching excursions from 2018 to 2020

No.	Date	Excursion place	Student group	University organiser
1.	12.02.2018.	SIA Visio structural unit “Felt style”	3rd year, Full-time students	M.Zakriževska-Belogrudova, full. Prof.
2.	05.03.2018.	Latvian Prison Administration Olaine Prison Addicts’ Centre	3rd year, Full-time students	A.Hofmane, programme director, V.Dombrovskis, non-core faculty member
3.	12.12.2018.	Latvian Prison Administration Olaine Prison Addicts’ Centre	1st, 2nd and 3rd year, full-time students	A.Hofmane, programme director, V.Dombrovskis, non-core faculty member
4.	23.04.2019.	Evolution Gaming	1st, 2nd and 3rd year, full-time students	A.Hofmane, programme director
5.	08.11.2019.	National Armed Forces Base	1st year, full-time students 2nd year, part-time students	L.Rutka, Head of the Business Department

6.	12.12.2019.	Bank of Latvia	3rd year, part-time students	I.Kreituss, Vice Rector for Studies
7.	13.12.2019.	Allnex Global Business Services	3rd year, full-time students	N.Rika, lecturer, Head of the Study Department
8.	15.01.2020.	Solvay Business Services	3rd year, full-time students	N.Rika, lecturer, Head of the Study Department

In addition to teaching excursions, students are offered guest lectures for in-depth acquisition of knowledge in other study courses. For example, 2018/2019 was announced as the RISEBA Digitalization Year, under the auspices of which, on the third Wednesday of every month, guest lectures were held on digitalization issues, e.g. Data Protection Regulation requirements, practical cooperation with the State Revenue Service (In latv. Valsts ieņēmumu dienests) and financial markets (Deloitte), etc.

Specific student groups are regularly visited by representatives of employers and the industry, e.g. Accenture, Kreiss, SEB bank, Deloitte, Evolution Gaming, National Guard, etc. In the study programme, visiting lecturers are recruited to conduct individual classes, who thus provide a link to the latest developments in the industry and satisfy the need of students for interaction with the professional community. Students have the chance to attend guest lectures in Latvian and English.

In the study programme “Business Psychology” all assessment principles are adhered to, accenting various assessment methods, which are appropriate and duly assess the level of knowledge, skills and competences. In the teaching process, a student-centric approach is vital. This is achieved through the assignment of a tutor to each study group, organisation of teaching excursions, and the development of positive and friendly, but at the same time professional relationships between faculty and students, as well as among the students themselves. The feedback from students, as well as their requirements and recommendations for improvement of the study process are taken into account, thus forming a study environment, which offers opportunities for both academic and personal growth.

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

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

At the end of the studies, a Bachelor’s thesis must be prepared and defended. Prior to the concluding study semester, students must choose the subject for their Bachelor’s thesis. The preparation and layout of the Bachelor’s thesis are regulated by “Regulations on study paper

development” (approved at a RISEBA Senate meeting on 26.06.2000, (with amendments) on 07.06.2016), where one of the decisive factors is justifying the relevance of the research topic. Students are offered a potential Bachelor’s thesis subject, direction and list of scientific supervisors, which is approved by the Faculty of Business and Economics. However, students also demonstrate initiative and offer their own subjects, based on the interests of the organisation being studied or scientific novelty. The student can consult the programme director or faculty members in the relevant field regarding the topicality of the Bachelor’s thesis subject or its compatibility with the study programme’s requirements and choice of scientific supervisor. In accordance with RISEBA’s requirements, all Bachelor’s theses must be practical and practically applicable within the environments and organisations being studied.

Together with the Bachelor’s thesis supervisor, the student formulates the subject and submission in a form that includes the Bachelor’s thesis preparation timeframe, and submits this to the Programme Director. The Programme Director approves it and submits it for registration and approval by the Business Department. If any of the approval stages has clarifications or comments, the student and his or her scientific supervisor are informed, in addition to which notes are made in the Bachelor’s thesis submission form regarding the required clarifications.

To ensure the successful development of Bachelor’s theses, the following measures are implemented:

- During the preparation of course papers, the structure of the Bachelor’s thesis is adhered to, and in their first course paper, students are asked to study a subject that could be developed at Bachelor’s level, thus making a long-term contribution to research into the current problems faced by organisations.
- Students in the study course “Business Psychology” are required to analyse current subjects in academic journals, and to prepare a literature review of their chosen subject.
- The programme includes three courses, which are related to research methodology development and research data mining and processing (Introduction to Business Psychology Research; Scientific Research and Data Processing Methods in Psychology I and II) worth 6 CP in total, which are evenly divided across all three study years, in order to systematically improve the research conducted by students and significantly increase the quality of their Bachelor’s thesis.
- During the Bachelor’s thesis preparation, two seminars are organised, during the first of which students are informed about Bachelor’s thesis planning, preparation timeframes and expected challenges, and are provided with academic support and information about where to turn in the event that they have any questions or queries. The second seminar is organised about a month before the thesis pre-defense of the Bachelor’s thesis, where students discuss the current state of the preparation of their Bachelor’s thesis and receive guidelines for their subsequent work.
- Pre-defense presentation of a Bachelor’s thesis is compulsory one month before its submission for all the students. Pre-defense is monitored by two commission members, who provide suggestions for the improvement of the Bachelor’s thesis. Pre-defense is organised in person (distance learning students also have the option of a remote pre-defense). If the student has failed in the thesis pre-defense, he or she must repeat the pre-defense, taking the proposals for the improvement of the Bachelor’s thesis into account and fulfilling the requirements for the preparation of study papers.

Table 2.6

Breakdown of the subject directions of Bachelor’s theses presented during the academic years of 2017/2018 and 2018/2019

Breakdown of Bachelor's theses by subject

	in the 2017/2018 academic year	%	in the 2018/2019 academic year	%
I	The connection between the style of management and the work environment, and its impact on the working abilities of subordinate personnel	7.7%	Subjective welfare of employees and its connection to the work environment, colleagues, clients and working abilities	5%
II	Options for improving the work environment	12.13%	Options for improvement of human resource management and the adaptation and training of new employees	10%
III	Options for increasing the satisfaction, motivation and loyalty of personnel and consumers	38.40%	Options for increasing the satisfaction, motivation and loyalty of personnel and consumers	27%
IV	Options for increasing emotional intelligence in personnel development	3.3%	Options for increasing emotional intelligence in personnel development	4%
V	Options for reducing excessive work and professional stress, burn-out and anxiety and adaptation possibilities	27.29%	Options for reducing excessive work and professional stress, burn-out and anxiety and adaptation possibilities	16%

VI	Consumer attraction and retention, consumer attitudes and decision making	8.8%	Consumer attraction and retention, values, consumer attitudes, social representations and decision making	24%
VII			Improvement of companies' corporate social responsibility	6%
VIII			Personnel engagement and involvement in work	7%

Students prepare Bachelor's theses on subjects (see Table 2.6) that are related to personnel and consumers. Every year, a large proportion are devoted to consumer and personnel satisfaction with work, loyalty and motivation studies, consumer attraction and decision making. During the 2018/2019 academic year, the range of subjects was augmented with corporate social responsibility, personnel and involvement in work, in accordance with the latest research trends.

Examples of Bachelor's thesis subjects worth mentioning include:

1. Options for Increasing the Subjective and Psychological Welfare of Personnel at the Sewing Company "Eiva stils"
2. Options for Improving the Process of Attracting, Recruiting and Retaining Personnel at "Helping Hands"
3. Customer Satisfaction with the Loyalty Programme for Improvement of the SIA "M" Loyalty Programme and Attraction of New Clients
4. Ways to Motivate SEA Employment Agency Customers to Pursue Accomplishments and Self-Development
5. Ways of Improving the Emotional Intelligence of Managers at "Euro Live Technologies" in relation to the Work Satisfaction of their Subordinates
6. Ways of Reducing Professional Burn Out and Work Stress among Employees of SIA "Nittis"
7. Differences between the Values and Habits of Generations X and Y in Choosing Trips at the Tourism Agency "Astra Türe"
8. Consumer Satisfaction with the Car Sharing Service CARGURU and Ways of Improving it
9. The Connection of Cultural Dimensions to Communication Barriers between the Norwegian and Latvian Branches of Company "X"
10. Engagement and Involvement of Personnel in the Work of the Organisation "Creative WebMedia" in Ukraine and India

Collating the observations of the State Examination Commission, one can conclude that the quality of final theses can be characterised as good and very good. The average assessment for full-time alumni was 7.3 points (with a range of 4 – 10), while the average assessment of part-time alumni was 7.8 points (with a range of 6 – 10), and the average assessment of distance learning alumni was 7.9 points (with a range of 6-10). Overall, the compatibility of the theses to the study programme was assessed as being fully compatible. However, the State Examination Commission noted some typical errors in the final theses, which were as follows:

- The use of references and arrangement of literary sources used must be more precise.
- Attention should be paid to the overall layout of the thesis.

- The proposals applicability should be improved.
- Greater emphasis should be placed on interpretation of the data obtained.

These recommendations are taken account in improving the rules for the preparation of course papers and in preparing more detailed study materials. Every year, the recommendations of the State Examination Commission change, because previous recommendations have been taken into account and shortcomings have been rectified, thus improving the overall quality of Bachelor's theses.

Overall, one can conclude that Bachelor's thesis subjects are relevant at both micro and macro level, students prepare theses to improve the functioning of the public and private sector, studying changing factors directly related to customers, consumers or personnel. The subjects fully conform to the study programme's objective and attainable results and every year the range of subjects expands.

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.

After each study course, students receive assessment forms regarding the quality of the course. The study course assessment survey results are sent to faculty members and discussed during the annual evaluation of faculty members. Generally, information was compiled only about those courses where survey forms were filled in by at least 25% of students, and in some cases by at least 4 students. To a certain extent, study course assessment results influence the remuneration of faculty members (if the average assessment is above 4.4, the faculty member receives two points in the annual evaluation, whereas if the assessment is under four points, no points are awarded). In turn, if the assessment is low (under 3.5), special discussions are held with the faculty member regarding improving the quality of teaching. If improvements are not observed, the issue of replacing the faculty member is resolved.

Table 2.7

Assessment parameters	Average in arithmetical points		
	Full-time	Part-time	Distance learning
I have learned/discovered a lot new under the auspices of this course.	4.32	4.50	4.55
At the start of the course, students were informed about the contents, requirements and timeframes of the course.	4.51	4.90	4.56
The course was provided with the necessary literature and materials (sufficient library resources - books and other materials).	4.48	4.71	4.52

Teaching matter was explained in a manner that was easy to understand, emphasising the most important aspects.	4.52	4.67	4.49
Students had the opportunity to ask questions and participate in discussions.	4.79	4.93	4.39
Classes started and ended on time.	4.76	4.90	4.44
The faculty member made efficient use of the e.riseba.lv platform (materials, communication, tests)	4.44	4.64	4.30
The lecturer encouraged analytical thinking.	4.51	4.73	4.23
I received an assessment and explanations regarding the tests that I took while completing the course	4.56	4.74	4.35
It was possible to receive a lecturer's consultation outside class	4.34	4.59	4.38
I would willingly recommend a friend to listen to lectures given by this lecturer	4.42	4.67	4.35
Total	4.51	4.72	4.41

Students rate the study programme's study courses very highly (see Table 2.7). Students in the part-time study programme rate study courses most highly of all. Students in the part-time reserve their highest rating for the opportunity to engage in a discussion and to communicate in class (4.93), which was rated most highly students in the full-time (4.79). In turn, distance learning students reserve their highest rating for the fact that they were informed about course completion requirements at the start of the study course (4.56). The distance learning environment is gradually being improved since the 2017/2018 academic year, offering faculty members chance to communicate with students, using online platforms on which the video conference function is available, thus offering personal communication, assignments and discussion of various subjects.

Hereinafter, the results of alumni surveys will be considered. The alumni survey is conducted once every two years, i.e, the previous one was conducted during the 2017/2018 academic year. A total of 41 alumni took part in the survey, as a result of which various factors related to the study programme were ascertained. Firstly, the reasons why alumni chose the study programme "Business Psychology" were considered, followed by their assessment of the study programme and employment (see Table 2.8).

Table 2.8

Motivation of alumni to study in the study programme "Business Psychology"

Answers from
"Business
Psychology" alumni

I was interested in the chosen study direction (or contents)	92.68%
Suitable study timetable (studies in the evening, at weekends and via distance learning)	53.66%
Professional and knowledgeable faculty members (industry specialists)	31.71%
The university's prestige	14.63%
Tuition fees correspond to the quality of studies	12.2%
Good prospects in the job market	9.76%
The opportunity to study in my preferred language	9.76%
High quality studies	9.76%
Positive feedback from alumni	7.32%
Career growth opportunities	4.88%
Other (3 year programme to attain to a diploma)	4.88%
Faculty members from abroad	0%

Among the main reasons why alumni chose to study in the programme "Business Psychology" were the study programme's contents and direction, as well as the suitability of the study timetable, because many students have jobs, and therefore it is important that it is possible to study not only full time (during the day), but also in the evening (part-time) and distance learning studies. In contrast to the overall assessment, 2017/2018 alumni state that among the reasons they chose to study were career growth opportunities and good prospects in the job market, which are related to contemporary trends in the job market, growing demand for specialist with knowledge, skills and competences related to psychology.

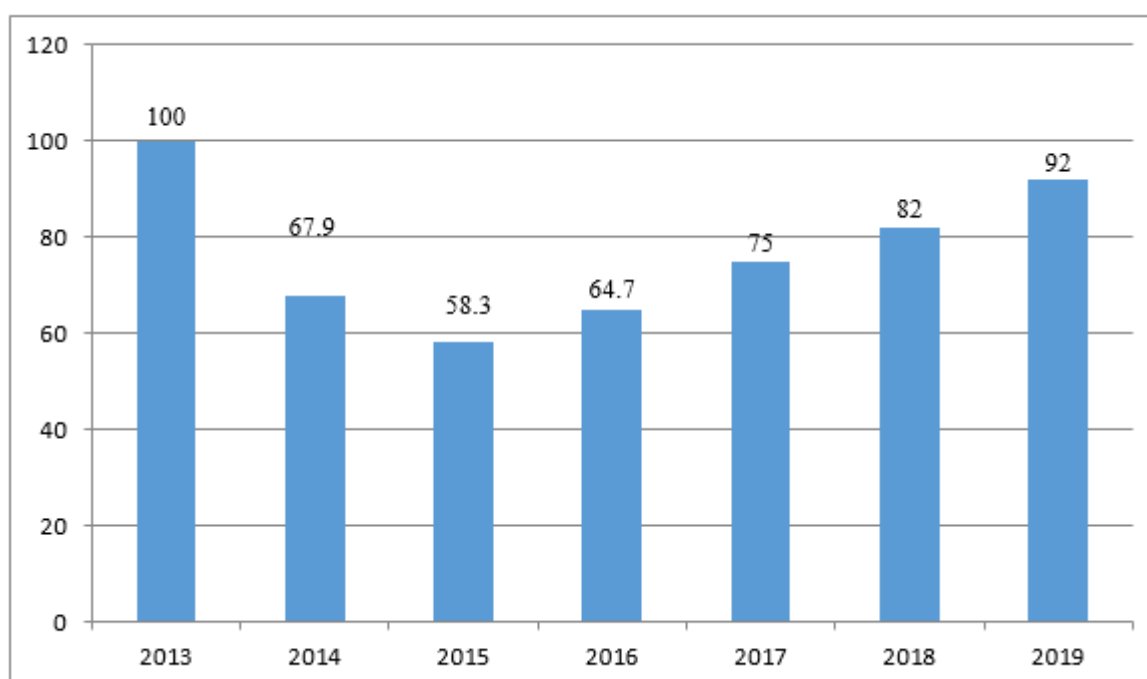
Table 2.9

Assessment of alumni regarding the study programme "Business Psychology"

Criterion	Alumni answers
Study programme quality	3.28
Study programme management (Programme Director's work)	3.44
Study programme price and quality ratio	2.88
Support from Study Department (work of study programme administrators, information centre)	3.34

Faculty members' professionalism and knowledge, its application in the study process	3.31
Group tutor's work	3.22
Adequacy of library resources	2.99
Technical provisioning (auditorium apparatus, availability of hardware and software)	3.02
Attitude towards students and the study environment at the university	3.48
Compatibility of knowledge acquired during studies to contemporary job market requirements	3.41
Compatibility of skills and competences acquired during studies to contemporary job market requirements	3.41
Importance of obtained education in finding a job (or starting a business)	3.13
Compatibility of obtained qualification and/or degree to job duties to be performed	3.13
Compatibility of the contents of the completed study programme (occupation/degree) to the latest development trends	3.35
Option to continue studying at the next study level	3.31
Organisation of graduation ceremony	3.03
I would recommend this study programme to friends, relatives and acquaintances	3.44
Total:	3.24

Overall, alumni gave the study programme a rating of 3.24 (on a scale from 1 to 4) (see Table 2.9). Alumni reserved their highest ratings for the attitude towards them as students and the overall environment at the university (3.48), as well as the work of the study Programme Director (3.44) and the compatibility of knowledge, skills and competences acquired during the course of studies to job market requirements (3.41). One of the factors that alumni recommend improving is library resources, which are actively augmented every year and about which students are informed and which they are encouraged to use.



Fig

Figure 2.2. Employment of study programme “Business Psychology” alumni

Employment of alumni is depicted in Figure 2.2, from which one can conclude that it has tended to grow during the past four years. Some alumni, who do not have jobs, are continuing their studies at RISEBA or another higher education institution and cannot combine work and studies. Students' employment prospects, in order to start a business, are significantly increased by the RISEBA Creative Business Incubator, which provides the opportunity, under the supervision of mentors, for students to develop their business ideas, acquiring practical knowledge and skills not only in the development of the specific business idea, but also increasing the enterprise of students' overall.

In the survey, questions were also posed about the salary levels of alumni. Results show that the job remuneration of alumni is above the national average salary level. The majority of alumni receive remuneration ranging from EUR 851 to EUR 1,000 and over EUR 2,001 (see Table 2.10).

Table 2.10

Gross job remuneration level of alumni

Current gross job salary size	Alumni answers in percentage terms
up to EUR 430	8.82%
from EUR 430 to EUR 850	17.65%
from EUR 851 to EUR 1,000	26.47%
from EUR 1,001 to EUR 1,500	17.65%
from EUR 1,501 to EUR 2,000	5.88%
EUR 2,001 and over	23.53%

From the respondents surveyed, 80.49% state that they would recommend the study programme to

their relatives, friends and acquaintances, and 73% would be interested in continuing to collaborate with RISEBA University of Applied Sciences (63% assert that they want to continue their studies at Master's and doctoral level), which is already actively being done. Alumni study in RISEBA's Master's study programmes and prepare joint papers with faculty members and participate in international academic conferences.

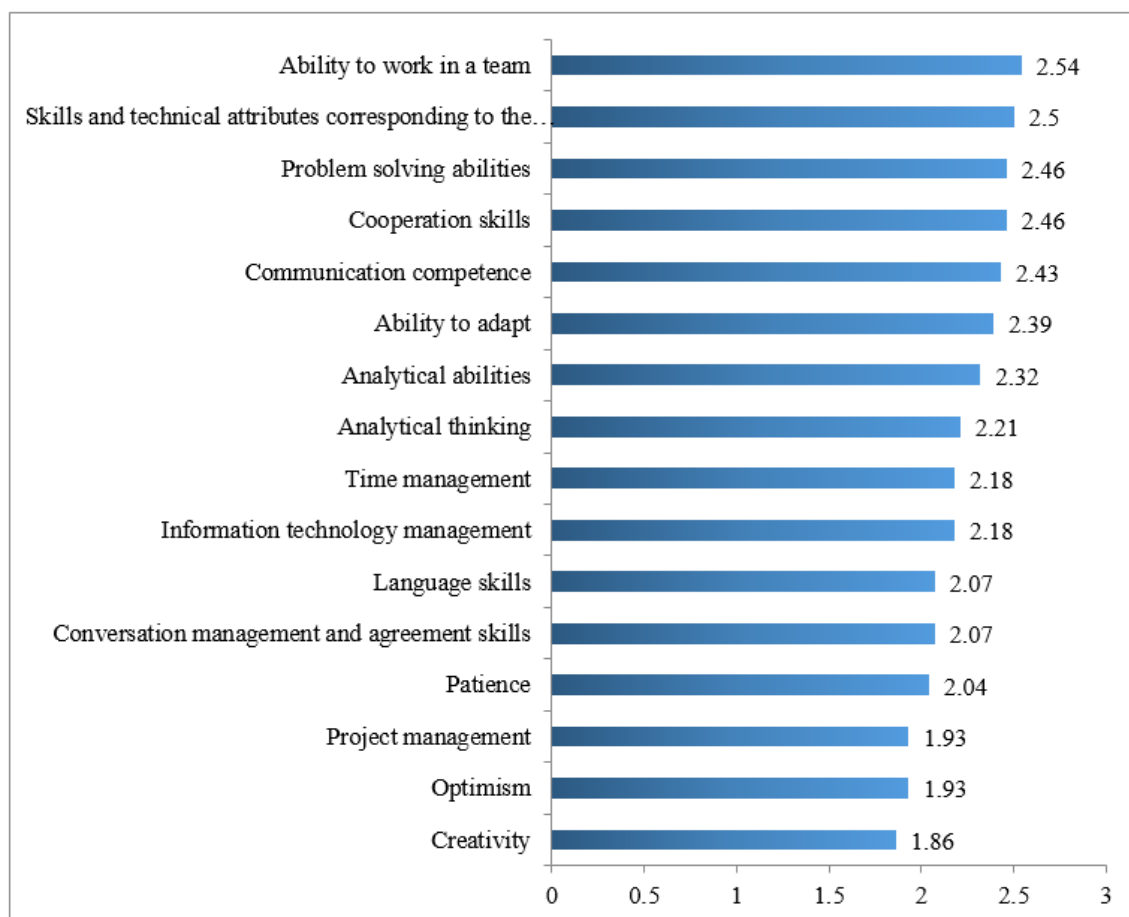
The study programme is also appreciated and recommended by employers, who have provided written feedback regarding the study programme (Annex 3) and support their employees' studies, partially financing them with company funds. The study programme has also been favourably rated by the Latvian Association of Organisational Psychologists, which recommends it as a good scientific and practical foundation for work with personnel and people overall.

RISEBA conducts employers' surveys regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers LTD; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; LTD "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; LTD "MERITI"; VAS "Latvijas autoceļu uzturētājs"; LTD, EVOLUTION LATVIA; "Sabiedrības integrācijas centrs" and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership. Moreover, the results revealed what are the skills employers are looking for when evaluating the job applicants – see figure below.



Figure

2.3. Employers evaluation about skills required for the job market

The results of this research were discussed in the Programme Board and with the teaching staff, once again reinforcing the content of the study programme “Business Psychology” and the topicality of the study courses, which is also confirmed by the number of students in the programme. Since time management was defined as a specific skill, a study course with exactly the same name was introduced in the study programme; taking into account the importance of language skills, the number of CP for the study course “Business Communication in English I-IV” was increased from 8 to 11 CP. Students are also introduced to these results in the study course “Introduction into Business Psychology Research”. Taking into account these results, distance learning also offers online study methods (Zoom, Skype, Cisco webex, MS Teams, etc.), in which students develop cooperation, communication skills, etc.

Cooperation with employers continues to develop through the RISEBA Career Center, which, in cooperation with employers, offers “Business Psychology” students research opportunities within the course work. Employers are interested in involving students to study the needs of staff as well as customers. This opportunity is used annually by both full-time and part-time students.

Overall, students, alumni and employers acknowledge the study programme is valuable and prepares alumni for the job market well. The study programme is continually upgraded, taking the suggestions of students and alumni into account, as well as development trends within the job market. Alumni willingly continue their collaboration with RISEBA University of Applied Sciences after graduation and rate the programme favourably.

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.

Students may make use of various forms of cooperation:

ERASMUS+ programme – an exchange programme for the best students that allows them to spend one or two semesters studying abroad and receive a bursary. Under the auspices of this direction, cooperation agreements have been signed with 106 partner institutions. More information about internationalisation is provided in Section 5 of the direction's self-assessment report.

During his/her mobility period in a foreign partner institutions, the student chooses study courses that are as similar to courses offered by RISEBA in his/her programme as possible. The chosen study courses are approved by the Programme director. Any study courses completed according to the assessment criteria of the respective partner institution are considered equal to the respective semester or annual courses of RISEBA and are entered in the documentation of academic attainment. Courses completed during the mobility period are recognized if their value in credit points and content are in line with the content and scope of the respective study course at RISEBA.

Table 2.11

Outgoing mobility of students in the study programme “Business Psychology”

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Total:
Czech Republic	--	--	1	1	--	--	2
Croatia	--	--	1	--	--	--	1
Netherlands	--	--	1	--	--	--	1
Cyprus	2	--	--	--	2	2	6
Italy	--	--	--	2	4	3	9
Spain	--	--	--	1	2	--	3
United Kingdom	--	--	--	--	--	2	2
France	--	--	--	1	--	--	1
Germany	--	--	2	--	--	--	2
Total:	2	0	5	5	8	7	27

Every year, students in the study programme “Business Psychology” are using mobility opportunities increasingly actively. Starting from the 2019/2020 academic year, mobilities are also available to students in the part-time department.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and

Provision of the Study Programme)

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

The main source of financing for the study process of the programme “Business Psychology” is the tuition fee. The amount of tuition fees and payment procedure for each academic year are set and approved by the RISEBA Senate (see the amount of tuition fees in Table 3.1).

Table 3.1

Tuition Fees for the Academic Year 2018/2019 (EUR)

Study form	Tuition fee amount for the programme
Full-time studies (3 years)	EUR 6600
Part-time studies (3.5 years)	EUR 6650
Distance learning (3.5 years)	EUR 5950

Since a large portion of RISEBA income is generated by tuition fees, RISEBA keeps track of the commercial viability of groups, including by not starting student groups with an insufficient number of students. In addition, financing is attracted for EU co-financed projects, i.e. ERASMUS+ study exchange trips.

Since the university was founded, RISEBA has significantly expanded its facilities used for academic purposes. The general indicators can be found in Section 3 of the Direction Self-Assessment Report. In general, the programme “Business Psychology” uses lecture rooms in Riga: 3 Meža Street (18 classrooms and 3 computer rooms), 1/6 Meža Street (13 classrooms and 1 computer room) and 4 Durbes Street (9 classrooms). At 4 Durbes Street, students are offered guest lectures or events organized by the university (various courses, seminars and guest lectures, Christmas ball, RISEBA Career Days, Supervision Days, etc.).

“Business Psychology” programme has study courses that are held in computer classes such as “Information Literacy”, “Scientific Research and Data Processing Methods in Psychology I”, “Scientific Research and Data Processing Methods in Psychology II”, and other study courses for the provision of which computer equipment is required by lecturers. Already for several years, RISEBA has been using the IBM SPSS (*Statistical Package for the Social Sciences*) software for statistical data analysis. IBM SPSS is installed in computer classrooms. In total, 38 user licences are available to faculty members and students. During the learning process and the elaboration of the bachelor’s theses, students of the “Business Psychology” programme use the SPSS software. It is used in the study courses “Scientific Research and Data Processing Methods in Psychology I”,

It is important to note that for distance learning, RISEBA subscribes to Panopto's video recording, management and broadcast systems so that faculty members can record video and audio collections. For group assignments, exam work presentations, remote defence of course papers, consulting purposes, the university has subscribed to Zoom software, which is used in courses such as “Presentation Skills”, “Business Coaching”, “Basics of Project Management”. In distance learning, lecturers also use e.riseba (MOODLE) as a communication tool, which is not only a platform for placing information, but also serves as an interactive communication tool, providing students with feedback on individual and exam papers, discussion forums, suggested topics for independent papers, seminars and other interactive tools provided by MOODLE. This is especially important for the faculty members to be able to ensure and evaluate the learning outcomes of the course in terms of skills and competences.

Availability of library resources

RISEBA University of Applied Sciences offers a library that is included in the Ministry of Culture's Register of Libraries (BLB0528). In 2010, RISEBA joined the Electronic Union Catalogue of Latvian Libraries of National Significance, and on 17 June 2016 it received the Library Accreditation Certificate and has been awarded the status of a domestic library for five years. The library facilitates the study process and research work in the academic programme “Business Psychology” with information resources and services; it also provides students and faculty with the necessary information for the performance of research work.

The library's work is based on the availability of its services to any user, providing the same range and quality of services to all programmes, departments and structural units. The services offered, plan of the library premises and its opening hours are closely related to providing users with information and meeting their needs for information.

The library premises, which house a collection of 22228 units, are open 6 days (48 hours) a week. Users have access to a freely accessible collection, where they can choose the publications they require. The library is located in **3** rooms, with a total area of **453** m². Users have access to 46 workspaces, including 14 workspaces for computer work.

The library provides services that foster independent studies and research. Services can be used by RISEBA students, faculty, administrators, other libraries, students from other institutions, as well as any member of the society. The library provides both free basic services and paid services.

Information resources available at the library for the implementation of the academic undergraduate programme “Business Psychology”:

Every year, to support a quality study process electronic databases subscribed to and used include the following: EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarian sciences and art, etc.), Emerald (business administration information, **Greenleaf Publishing PRMEC** (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), LETA and Nozare.lv. All the databases subscribed to are also available remotely for use outside the RISEBA premises. All students and faculty members in the programme “Business Psychology” are sent access codes to use databases outside the library.

The students and faculty are informed about free access resources – data bases, electronic journals, e-books as well as electronic libraries and foreign full-text trial databases, which are which are available for a specific time period. Trial database access is provided by means of Culture Information Systems Centre. Several free trial databases are offered annually, f.e. in the academic

year 2018/2019 it was Britannica Academic and ImageQuest, **Taylor&Francis Group eBooks**, PressReader, Russian Library Online LAN etc.

The university's homepage provides direct access to subscription databases and free resources, as well as trial databases. Students also have access to databases offered by the libraries of other universities (LU, RTU, RSU, EKA, etc.). The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have an opportunity to order and use, as well as to share information (cases, online courses, simulations, video, etc.) required for acquiring study programmes.

To meet the needs of students and faculty, the library subscribes to the following press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Bloomberg Business Week*, *The Economist*, *Frame*, *DETAIL* and *A10*, etc. Over 23 000 information sources are available at the library including scientific and reference literature, press publications, e-resources in Latvian and foreign languages.

The library has signed an agreement with Harvard Business Publishing. Faculty can order various information resources (situation analyses, online courses, simulations, videos, etc.) for the needs of their courses. This option is regularly used by "Business Psychology" programme faculty members such as Nadežda Rika and Andrejs Čirjevskis.

The library uses the integrated library information system ALEPH 500, is involved in the formation of the national library joint catalogue and is fully automated. The library's collection is reflected in the ALEPH 500 system's electronic joint catalogue.

Use of databases is very important for the "Business Psychology" programme, as students are encouraged to independently study the latest studies and research. To successfully defend one's bachelor's thesis, it is compulsory for the list of literature and sources used to include sources and research papers in foreign languages.

The library provides a range of free services for students and staff:

- Information resource electronic ordering/reservation/usage term extension in the joint catalogue of national libraries and receipt of information resources for use on site in the library or borrowing to take home. The service is available to users registered with the RISEBA Library.
- Use of the free accessible reading room, computer reading room and the internet. In the reading room, users can use the collection of reference sources and periodical publications, stationary computers and laptops (users' personal laptops) and internet connection, including WI-FI, which operates throughout the RISEBA building. For students, the library is not only a place for study and research, but also for meeting and spending free time.
- Use of information resources in summer.

In summer, the library is closed for two months (in July and August). At the end of the spring semester, students are informed about the possibility of receiving materials for use outside the library during the period in which the library is closed.

- References and consultations. Since one of the library's main areas of work is providing support for research, the library offers consultations to users, provides references, trains users in information skills and offers study excursions. Users also have the chance to receive individual consultations and references at the library, as well as by e-mail: bibl@riseba.lv. Library personnel provide bibliographical, thematic, factographic, clarifying and other references and consultations to RISEBA students and academic, administrative and general personnel.

- User training. Since a student's knowledge and ability to work independently, and to critically assess and use quality information resources and e-environment tools, are crucial to improving the level of studies, in order to help users improve their skills and attributes, the Library actively works with target audiences – students at all study levels, academic and general personnel, in order to nurture not only information skills, but also to provide in-depth knowledge of work with electronic resources. The library organises and conducts classes in the library's computer reading room, organises practical study excursions in the Library, in order for users to acquire the skills of working with the freely accessible collection and databases, thus improving independent learning competence and developing research opportunities.
- SBA, SSBA service. Using the Inter-library subscription, materials, which are not in the RISEBA library can be ordered from other libraries in Latvia, and from foreign libraries by using the International inter-library subscription service.

There is also a paid service – binding of study papers.

The library offers sources in English (60 %), Latvian (15 %), Russian and other languages (25 %). Library's collection is regularly updated and supplemented, including for the purposes of the "Business Psychology" programme. The RISEBA library collection is formed in line with the university's study and research work directions, and programme requirements, thus providing all RISEBA study levels – bachelor's, master's, doctoral and research level – with the required information.

Configuration of the collection is conducted in accordance with the library's budget, which is approved every year by the RISEBA Rector. The funding allocated is used for the purchase of the required sources, payment for subscribed databases and subscription to periodical publications.

Every year, in order to ensure top quality implementation of the study process in the undergraduate programme "Business Psychology", faculty members are offered an opportunity to order books and other information resources. A budget is allocated for the purchase of information resources. To ensure the purchase of resources, faculty members write applications to the Programme Director. The head of the library buys information resources, in accordance with a purchase application signed by the Programme Director. The library's collection is also supplemented through gifts from private individuals and institutions. The library performs the function of archiving final theses and faculty member lecture materials, thus supplementing the library collection and information resources. Information about the resources available at the library is presented in Table 3.2.

Table 3.2

Financial Metrics for the Provision of Information in the Programme "Business Psychology"

Academic year	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Books (EUR)	550	466	600	600	600
Press publications (EUR)	1000	2264	1300	1278	2483
Electronic resources (EUR)	11052	12504	12550	19702	22321

For the implementation of the undergraduate programme “Business Psychology”, various sources of literature have been acquired, for example:

- Lawson, R.B. (2013). Psychology and systems at work / Robert B. Lawson, E. Doris Anderson, Lawrence P. Rudiger. The University of Vermont, Burlington.
- Roja, Ž., Roja, I., Kaļķis, H. (2016). Stress un vardarbība darbā. Ko darīt? Latvijas Ergonomikas biedrība.
- Baum, J., Frese, M., Baron, R.A. (2016). The psychology of entrepreneurship / SIOP Organizational Frontiers Series. Psychology Press
- Colman, A. (2015). A dictionary of psychology / Andrew M. Colman. Oxford University Press.
- Putniņš, A.L., Raščevska, M. (2016) Angļu-latviešu psiholoģijas terminu vārdnīca = English-Latvian dictionary of psychology terms. Scientific reviewers: Anita Pipere, Artūrs Kroplis, Evija Strika; scientific editors: Sandra Sebre, Māris Baltiņš.
- Kraģis, I. (2019). Radošums un kritiskā domāšana/Indars Kraģis; editor Jānis Oga. Apgāds Mansards.
- Mārtinsone, K., Pipere, A. (2018). Zinātniskā rakstīšana un pētījumu rezultātu izplatīšana. Reviewers: PhD Daiga Kamerāde, Dr.habil.oec. Baiba Rivža, Dr.biol. Dace Tirzīte; literary editor Inta Rozenvalde. Kristīnes Mārtinsones un Anitas Piperes zinātniskajā redakcijā

Games that are useful for the study courses are also purchased; for example, “Stress and burnout management”, “Business Coaching”, for example:

- Harna, A. (2019). Emotion cards: complex emotions: understanding complex emotions and behavioral models, one can heal, be happy and acquire inner peace / Andrea Harna; translation, Marta Ābele; Steisijas Sidonas illustrations.

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.

There are 40 faculty members involved in the implementation of the study programme. At the moment of submission of the self-assessment report, 72% of them are core-faculty elected to RISEBA academic positions, while 28% are non-core faculty, almost all of whom are studying for a doctoral degree or who already have obtained it and additional publications and qualifications ensuring an in-depth connection with the professional environment. The number of faculty members involved in the implementation since the previous accreditation programme has decreased by 9, majority of which were non-core faculty (see Table 4.1). Overall, the number of core faculty with doctoral degree has increased in the study programme.

Table 4.1

Distribution of the academic staff members in the study programme “Business Psychology” in the academic years 2013/2014 and 2019/2020

Faculty involved in the implementation of the study programme “Business Psychology”	Employment place of primary election of the academic staff members			
	2013/2014		2019/2020	
	RISEBA	Not elected in RISEBA	RISEBA	Not elected in RISEBA
With a doctoral degree	11	7	21	4
With a master’s degree	10	21	8	7
incl. full professors and associate professors	7	2	10	1
Total faculty	21	28	29	11

Since the previous accreditation, the composition of the faculty members has systematically changed over a course of 6 years, thereby improving the quality of the study process; and reduction in the numbers of non-core faculty can be considered to be the most significant - by 17 lecturers which is connected to the fact that RISEBA has increased the number of core faculty overall, and the number of faculty members involved in the implementation of the programme has increased by 8 compared to the previous accreditation period, which is very positive.

Compared to the previous accreditation period, the changes in faculty are as follows:

1. The following **core faculty** members have been recruited to teach the programme: Irina Senņikova, Ieva Brence, Andrejs Čirjevskis, Žanete Tauriņa, Tatjana Vasiljeva, Jevgenijs Kurovs, Lūcija Rutka, Iluta Skrūzkalne, Igors Graurs, Emil Velinov, Mārtiņš Veide, Jurijs Spiridonovs, Valters Kaže, Inese Slūka, Sigita Misiņa, Inga Jēkabsons, Guna Matule.
2. The following **non-core faculty** members have been recruited to teach the programme: Valērijs Dombrovskis, Agnese Pilāne, Edgars Čerkovskis, Irina Kozlova
3. The following **core faculty** are no longer teaching the study courses, or their election term has expired: Ludmila Bahmane, Leonids Krēmers, Jeļena Maļeško, Polina Naidenko, Leonīds Pētersons, Anatolijs Petrovs, Aija Rubene, Gundega Lapiņa, Anžella Streļčonoka.
4. Study courses are no longer taught by the following **non-core faculty**: Ligita Āzena, Dace Briede-Zālīte, Marina Dango, Ilze Dreifelde, Atis Kampars, Valentīns Muravjovs, Edgars Nesaule, Ose Liesma, Maruta Ozoliņa, Inese Petrova, Jānis Roze, Andris Šķesters, Vineta Šņepste, Gaļina Soboļeva, Olga Stoporeva, Agnese Vaškūna, Žermēna Vazne, Vitauts Virbickis.

All in all, the faculty changes in the study programme “Business Psychology” shall be evaluated as positive, because the number of non-core faculty members has been reduced, while the number of core faculty staff has been increased.

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.

According to RISEBA requirements, each faculty member has had at least three publications in reviewed journals during the last five years, including one international publication (if the employment period worked is shorter, the number of publications shall be proportional to it), or five years of practical experience. Table 4.2 summarizes the professional experience of all faculty members involved. All faculties have the relevant formal education (including additional informal education), publications and also certificates of professional development. Thus, the faculty members represent areas of business, economics, management, and psychology.

Table 4.2

**Faculty members involved in study courses of academic bachelor's study programme
"Business Psychology"**

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
1.	Irina Senņikova	Dr.oec.	RISEBA full professor, rector	10 years' experience in university management, more than 15 years of teaching experience.	Management (3CP)
2.	Žanete Tauriņa	Dr.sc.administr	RISEBA assist.prof.	Principal of Riga Jānis Poruks Secondary School, total 20 years' experience as principal, as well as in other senior positions, 14 years of teaching experience.	Management (3CP)
3.	Iluta Skrūzkalne	Dr.oec.	RISEBA assist.prof.	More than 20 years' experience as the head of marketing and marketing research, Board Member and Lead Researcher at the Academia Advisors (content marketing) and Motify Ltd.	Marketing (3CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
4.	Egmonts Treiguts	Mg.phys	RISEBA lecturer	More than 20 years' experience in teaching, has published at least 4 teaching materials on the use of computer technology in business colleges. More than 10 years' experience in computer skills development (eg. Ltd. Lexel) and 6 years prof. experience in developing banking system applications.	Information Literacy (2CP)
5.	Sigita Misiņa	Dr.sc.ing.	RISEBA lecturer	20 years' experience as a programmer, leading programmer and system analyst in the field of business, 5 years' experience in IT architecture development.	Information Literacy (2CP)
6.	Valērijs Dombrovskis	Mg. psych., doctoral candidate	Visiting faculty	6 years of experience as a psychologist, group leadership, psychological counselling, research and evaluation. Candidate for the professional doctoral degree in psychology, 5 years of experience as a manager (Deputy Head of Addiction Center at the Olaine Prison), certified legal psychologist	Civil protection (1CP) Psychological aspects of group management (2CP) General psychology (4CP)
7.	Ingūna Romānova	Mg.paed	RISEBA lecturer, Head of the Language Department	12 years of experience as an IELTS examiner, 10 years experience at the National Armed Forces Language School as the Test Team Senior Lecturer.	Business communication in english I, II, III and IV (11CP) Civil protection (1CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
8.	Agnese Pilāne	Mg.phil	University of Latvia, BA Turība, visiting lecturer.	6 years of experience in teaching English and conducting educational seminars, experience in international projects. Specializing in modern languages in the area of business.	Business communication in english I, II, III and IV (11CP)
9.	Irina Sidorčuka	Mg.phil.	RISEBA assist.prof.	9 years of professional experience as the Director of the International Language Center LLC, 8 years of experience as a manager in translations, 20 years of experience in teaching business English.	Business communication in english I, II, III and IV (11CP)
10.	Jevgenijs Kurovs	Dr.oec.	RISEBA assist.prof., Director of the master's programme "Strategic Business Management"	8 years of experience as a board member in real estate companies (SIA "Theatre of Dreams" (Ltd.), SIA "JK nekustamie īpašumi" (Ltd.)).	Business ethics (1CP) Strategic management (3CP)
11.	Anete Hofmane	Mg.psych., Mg.administr.	Director of the RISEBA Bachelor's programme "Business Psychology"	7 years of experience in international and local research and development of surveys. 5 years of experience as a psychologist, as well as in the area of personal and professional growth. Certified supervisor, certified labour and organizational psychologist	Introduction into business psychology research (2CP) Stress and burnout management (2CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
12.	Igors Graurs	Dr.phil.	RISEBA assist.prof.	20 years of experience in senior positions: board member, bank president, rector and vice rector. More than 10 publications and presentations at conferences on ecology, environmental protection, and resource economy.	Social and Applied ecology (1CP)
13.	Aleksandrs Fedotovs	Dr.oec	RISEBA assist.prof.	30 years of experience in teaching economics, 8 years as the Head of Department of Economics and Dean of the Faculty of Economics.	Microeconomics (3CP) Macroeconomics (2CP)
14.	Jurijs Mašošins	Dr.jur	RISEBA assist.prof.	More than 40 years of experience in the Ministry of Interior, training of police officers, 6 years in the Department of Forensic Science and Criminal Procedure, 14 publications in the last 6 years in the field of legal order.	Business Laws and Regulations (4CP)
15.	Inga Jēkabsone	Dr.sc.administr	RISEBA assist.prof.	6 years of experience as a researcher on Latvian economy and public sector management, 10 years of experience in business development management both locally and internationally.	Entrepreneurship (2CP)
16.	Mārtiņš Veide	Dr.psych., Dr.paed.	RISEBA assist.prof.	Worked in advertising for 6 years, conducted career development seminars for over 5 years, as well as conducted research on the meaning of human life in relation to learning.	Career Development Theories (2CP) Political psychology (2CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
17.	Ieva Brence	Dr.sc.administr.	RISEBA Assoc.Prof.	7 years of experience as the Head of the Economics and Finance Department, Director of study programmes "European Business Studies", "Development and Financing of New Companies", and "International Finance". 8 years of experience in the organisation of the scientific work. Publications in international scientific journals.	Scientific Research and Data Processing Methods in Psychology I (2CP) Scientific Research and Data Processing Methods in Psychology II (2CP)
18.	Tatjana Vasiljeva	Dr.oec.	RISEBA full Professor, Vice Rector for Research	7 years of experience as Vice Rector for Research, publications in international scientific journals.	Scientific Research and Data Processing Methods in Psychology I (2CP) Scientific Research and Data Processing Methods in Psychology II (2CP)
19.	Nadežda Rika	Mg.oec, doctoral candidate	RISEBA lecturer	Candidate of doctoral degree in management science, more than 10 years of managerial experience in strategy development and organizational development planning.	Strategic management (3CP)
20.	Emil Velinov	PhD	RISEBA Assoc.Prof.	Award winning author of more than 20 publications, lecturer with 10 years of international experience.	Cross Cultural Communications and Psychology (2CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
21.	Margarita Nesterova	Dr.psych.	Visiting faculty	8 years of work experience as a psychologist and 4 years work experience as a psychotherapist (SIA Lira D.V. (Ltd.)) Vice-Dean of Daugavpils University since 2018, more than 10 publications in the field of psychology.	Organisational Psychology (2CP)
22.	Rasa Pēce	Mg.oec.	RISEBA lecturer	Practical experience in accounting and financial matters, over 10 years of experience giving lectures.	Accounting (2CP) Managerial Accounting (4CP) Financial Management (3CP)
23.	Inese Slūka	Mg.proj.mgmt.	RISEBA Programme Director, lecturer	Over 12 years of experience in domestic and international project management, jury member in cross-cultural project international competitions. Member of the IPMA and PMI project management associations. Studying in the doctoral programme	Basics of Project Management (2CP)
24.	Valters Kaže	Dr.oec.	RISEBA Asoc.Prof.,	Managing Director of the international company "Ex Novo"	Marketing (3CP) International Marketing (2CP)
25.	Edgars Čerkovskis	Mg.sc.soc., doctoral candidate	Visiting faculty	Candidate for doctoral degree in management science, lecturer at the EKA University of Applied Sciences.	International business (2CP)
26.	Jurijs Spiridonovs	Dr.oec.	RISEBA Asoc.Prof.	More than 10 years of experience as a manager in planning organisational strategy and entering international markets.	International business (2CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
27.	Elīna Miķelsone	MBA, doctoral candidate	Visiting faculty	Candidate for doctoral degree in management science, Chairman of the Board of the Institute of Ideas and Innovations with more than 5 years of experience in consulting in the area of ideas and innovation.	Innovation management (2CP) Creativity in business (2CP)
28.	Ivans Jānis Mihailovs	Dr.iur., Mg.art., Mg.man.	Visiting faculty	Ministry of Education and Science, Deputy Director of Licensing and Registers Department of the State Education Quality Service, RSU docent, Head of the Master's Programme, mediator	Management of Conflicts in Organisation and Mediation (2CP)
29.	Alla Plaude	Dr.psych.	Visiting faculty	15 years' experience as a psychologist, certified clinical psychologist, private practice of psychotherapist, Asoc.Prof. at the University of Latvia.	Pathopsychology in Organisation I (2CP) Pathopsychology in Organisation II (2CP)
30.	Raina Vīra	Dr.paed.	RISEBA assist.prof.	More than 10 years of experience in consulting organisations and research, as well as experience in conducting quality-related studies and classes.	Management (3CP) Business ethics (1CP) Human resources management (2CP) Time Management (2CP) Adult teaching methods (2CP)
31.	Andrejs Čirjevskis	Dr.oec.	RISEBA full Professor	Over 25 years of experience in giving lectures on strategic management, as well as research (a total of over 50 research papers).	Financial Management (3CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
32.	Iveta Cīrule	Dr.sc.administr.	Visiting faculty	Social entrepreneurship and start-up expert, CEO of SIA Biorganik (Ltd.), over five years of experience in running the RISEBA Creative Business Incubator	Entrepreneurship (2CP) Creativity in business (2CP) Innovation management (2CP)
33.	Lūcija Rutka	Dr.psych	RISEBA Head of Business Department, Full Professor	Over 20 years of experience in education management, including in relation to psychology.	General psychology (4CP) Personality Research Methods in Organisation (2CP)
34.	Solveiga Blumberga	Dr.psych	RISEBA, Associate Professor	Over 15 years of experience running psychology and management psychology study courses, author of over 30 research papers.	Management Psychology (2CP) Organisational Psychology (2CP) Economic behavior (2CP) Corporate Social Responsibility (2CP) Positive psychology (2CP)
35.	Maija Zakriževska-Belogrudova	Dr.psych	RISEBA full Professor	Over 15 years of experience in psychology, including in supervision, coaching and consulting. Experience in conducting various classes, performing studies, as a result of which she has prepared over 20 research papers.	Social psychology (2CP) Business psychology (2CP) Personal Development and Team Building (2CP) Presentation skills (1CP) Business Coaching (2CP) Management of Conflicts in Organisation and Mediation (2CP) General psychology (4CP) Introduction into business psychology research (2CP) Stress and burnout management (2CP)

No.	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
36.	Jūlija Žakemo	Mg.psych, doctoral candidate	Lecturer, candidate for doctoral degree	18 years' experience in teaching, with more than 15 publications, participation in various international projects.	Cross Cultural Communications and Psychology (2CP)
37.	Tamāra Čaikovska	Mg.psych.	Visiting faculty	More than 20 years of experience as a psychologist, psychophysicologist, certified clinical psychologist.	Pathopsychology in Organisation I (2CP) Pathopsychology in Organisation II (2CP)
38.	Sandra Pallo	Mg.paed.	Visiting faculty	More than 20 years of experience in staff evaluation, selection and training. She has developed competency models and approaches for different companies.	Personality Research Methods in Organisation (2CP)
39.	Guna Matule	Dr.sc.soc.	Lecturer	More than 30 years of practical experience in education and senior positions, certified state language examination specialist.	Latvian language and culture (2CP)
40.	Irina Kozlova	Mg.phil.	Visiting faculty	President of the Latvian Association of Language Teachers, 35 years of experience in pedagogy, including managerial and administrative experience as deputy director.	Latvian language and culture (2CP)

The faculty members involved in the study programme has appropriate scientific and practical experience to teach the specific study course and to develop the knowledge, skills and competencies necessary to achieve intended learning outcomes. Specialists from business, psychology and research environment are recruited - entrepreneurs, managers, philologists, pedagogues, psychologists, psychotherapists, researchers, financiers, economists, personnel specialists, personnel evaluation and selection specialists, coaches, supervisors, organizational consultants, project managers, and authors of scientific publications. The professional and scientific experience of the faculty members helps to develop the content of the study course in order to develop students unique knowledge, skills, competencies, transfer theory to real life, as well as give meaning and understanding to students' existing experience and cases.

Faculty members have a real connection with the work and scientific environment. Students especially appreciate the examples of faculty from the professional environment and related case studies, as well as interpretation. The faculty members are also aware of the latest scientific

discoveries and current events in Latvia and the world with which they share within the study courses, thus creating a unique set of knowledge, skills and competencies to achieve intended learning outcomes. Visiting faculty are invited within the courses, the pedagogical experience of the non-core faculty allows to choose the most suitable methods to educate and evaluate the study results. Students are involved and participate in scientific conferences, develop publications together with the faculty members.

The faculty engaged in the implementation of the study programme “Business Psychology” has the appropriate number of scientific publications and/or more than 5 years professional experience, knowledge, skills, and competences, as required for the taught study course. The students appreciate the diversity of the faculty members and the inclusion of their professional experience in the content of the study course, as well as use of learning methods.

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.

According to RISEBA requirements, each faculty member has had at least three publications in reviewed journals during the last five years, including one international publication (if the employment period worked is shorter, the number of publications shall be proportional to it), or five years of practical experience. Table 4.3 also includes the scientific activities of faculty holding the doctoral or master’s degree.

All lecturers at the university are active in the scientific work, participate in international scientific conferences on a regular basis and publish various scientific articles, including in cooperation with students. To participate in scientific conferences in Latvia and other countries, each member of the faculty has a pre-determined budget depending on his/her academic position. Additional financing

is granted to those members of the faculty, whose articles have been published in SCOPUS or ThomsonReuters databases.

All employees, both the faculty and administrative personnel of RISEBA are subject to the competence model developed by the university. This model determines the set of competences that applies to candidate selection and assessment, as well as decisions concerning wages.

Table 4.3

Faculty members involved in the programme - LCS experts

Name	Surname	Science discipline(s)
Irina	Senņikova	Social sciences - Economics and Entrepreneurship
Solveiga	Blumberga	Social sciences - Psychology
Ieva	Brence	Social sciences - Economics and Entrepreneurship
Andrejs	Čirjevskis	Social sciences - Economics and Entrepreneurship
Lūcija	Rutka	Social sciences - Education
Jurijs	Spiridonovs	Social sciences - Economics and Entrepreneurship
Tatjana	Vasiljeva	Social sciences - Economics and Entrepreneurship
Maija	Zakriževska-Belogrudova	Social sciences - Psychology

In 2015, the international scientific conference “Business Psychology - Gateway to Sustainable and Successful Business” was organized, involving students, graduates and faculty of the programme “Business Psychology”. The conference was organized in two sections, one on business psychology and the other on management. As a result, some of the publications presented at the conference were devoted to the 9th edition of the internationally reviewed “Journal of Business Management”. In total 11 scientific publications were included in the journal. Publications focused on the sector of business psychology covered topics such as organizational culture and climate, work and professional stress, professional deformation and burn-out, leadership, innovation and idea management, etc. The management section, on the other hand, included publications on topics such as company acquisition, innovation management system, idea management, etc., with emphasis on both theoretical and practical applicability. Each article was reviewed twice (the author of the article being reviewed is not disclosed during review). The collection of articles is used as a teaching aid in various study courses and serves as a model of scientific approach in business psychology. It has been appreciated by students and faculty members, and they include references to it in their publications, undergraduate and course.

Each year, students along with faculty members participate in an international student scientific conference, “Changing World - in Search for New Solutions”, divided into different sections, depending on the area of research. One of the most popular sections is “Business Psychology”, which is attended annually by both students and graduates together with their supervisors.

Furthermore, the faculty members are involved in various projects:

- L.Rutka: In 2018, project financed by the European Social Fund, procurement of State

Education Quality Service “Procurement of Methodological Support Tool Expert Services”, development of 3 methodological tools: “Consulting Guidelines for Teachers”, volume 250 pages, “Recommendations for Behaviour and Cooperation in the Classroom”, volume 250 pages, “Parenting Recommendations,” volume 250 pages. Duties: expert, head of 3 working groups. The acquired knowledge is used to deliver psychology and personality evaluation courses (for example, “General psychology”, etc.) as well as as a topicality in the choice of research topics for course papers and bachelor’s thesis.

- In 2018, the Latvian School of Public Administration project “Data Analysis” was completed. More than 700 officials from 22 public authorities have attended both modules of training. Project Manager Tatjana Vasiljeva, personnel involved in the project: Ieva Brence and several invited experts. This experience is directly reflected in the study courses “Scientific research and data processing methods 1 and 2”, where students use statistical analysis to calculate data in course papers and bachelor’s thesis.
- In 2018, J.Kurovs and A.Hofmane participated in 2018 IMTA (International Management Teachers Academy) training in Slovenia to master teaching methodology: teaching with cases. The acquired knowledge is used in all of the courses where case studies are part of teaching methods.
- In 2018, S.Blumberga un M.Zakriževska-Belogrudova participated in an ERASMUS+ mobility teaching seminar for teachers “Emotional Intelligence: Identify, Harness & Manage Emotions” in Barcelona, Spain. The acquired knowledge is used to teach management and psychology courses (like “Management psychology”, “Organizational psychology”, “Management of Conflicts in Organisation and Mediation”, “General psychology”), as well as in research.
- The Latvian School of Public Administration project “Public Service”, started in 2018, continues also in 2019. The training material and methodologies developed within the project for testing accessibility and determining possible disproportionate burden have been approved by the Ministry of Environmental Protection and Regional Development and the Guidelines for Assessing the Impact of Compliance with the Accessibility Requirements for Websites of Institutions and Justifying the Disproportionate Burden developed by the Ministry of Environmental Protection and Regional Development are based on this material. The project is led by T.Vasiljeva. This experience is directly reflected in the study courses “Scientific research and data processing methods 1 and 2”, where students use statistical analysis to calculate data in course papers and bachelor’s thesis.
- Lūcija Rutka: 2017 Leading Researcher in the joint research project “Migrants in Society - Challenges in Education” of the Science Technology Programme of the Ministry of Education and Science of the Republic of Latvia and the Ministry of Education of Ukraine, contract no. LV-UA/2016/4LU, reg. no. ZD2016/20315. The acquired knowledge is used to deliver psychology and personality evaluation courses (for example, “General psychology”, etc.) as well as as a topicality in the choice of research topics for course papers and bachelor’s thesis.
- Lūcija Rutka, 2016-2017 - expert in ERASMUS+ project (UK, Sweden, Egypt, Latvia) “International Diploma for School Teachers in eSTEM Education”. Cooperation for innovation and the exchange of good practices – Capacity Building in the Field of Higher Education. University of Latvia contract No. A76-DL/948. Responsible for development of the programme psychological module, developing and conducting the teacher training programme. The acquired knowledge is used to deliver psychology and personality evaluation courses (for example, “General psychology”, etc.) as well as as a topicality in the choice of research topics for course papers and bachelor’s thesis.
- Lūcija Rutka, 2015-2017 - Leading Researcher, since 2017 Expert in the National Research Programme “Innovative Solutions for Social Telehabilitation in Latvian Schools in the Context of Inclusive Education” (VPP INOSOCITERHI) Project No.1 “Acquisition of Conceptual Results,

Approbation and Implementation of Innovations in Determining the Consequences of Equilibrium Coordination Challenges in Educated Pupils with Various Health and Development Challenges in the Context of Promotion of Inclusive Educational Process and Inclusive Society”, Contract No. 8.1.2., University of Latvia registration no. ZD2014/29872, telerehabilitation.lv The acquired knowledge is used to deliver psychology and personality evaluation courses (for example, “General psychology”, etc.) as well as as a topicality in the choice of research topics for course papers and bachelor’s thesis.

- During 2016-2017, CEEMAN project “Lead4Skills” was implemented. Its purpose was to identify developmental trends in the labour markets of EU MS, and the ability of higher education institutions to adapt to them. Project participant I.Brence). The acquired knowledge helps in the choice of research topics for course papers and bachelor’s thesis.
- In 2015, a State Employment Agency project was implemented under the auspices of the European Union fund action programme "Growth and Employment" Specific Support Goal 7.2.1 "To facilitate the employment of young people not engaged in employment, education or training under the auspices of the Youth Guarantee" 1st selection round "Implementation of active job market policy in facilitating the employment of young people out of work", whose goal was to provide consultations in the development of business plans (project participant I.Brence, of 15 people consulted, 12 obtained funding for the development of a business plan). The acquired knowledge helps to improve the whole study process and promote social responsibility.
- In 2014, Solveiga Blumberga participated in IMTA (International Management Teachers Academy) 2014 training in Slovenia to master the teaching methodology: Leadership, change management, business and society. The acquired knowledge is used to teach the “Management psychology”, “Organizational psychology” and “Economic behavior” courses.

For the development of research, RISEBA has established scientific research directions, including:

- Finance, including upgrading tax policy; attracting investment; bank management and operation; European business and economics for start-up acceleration and financing (I.Brence, I.Kreituss, E.Brēķis, I.Godmanis, etc.)
- Strategic Management, including strategic personnel management; business modelling, dynamic capabilities, value innovations and real option theory (A.Čirjevskis)
- Psychology and supervision in business (M.Zakriževska-Belogrudova)

Faculty members have a real connection with the work and scientific environment. Students especially appreciate the examples of faculty from the professional environment and related case studies, as well as interpretation. As mentioned above, students participate in the annual student scientific conference and other scientific conferences.

The faculty members are also aware of the latest scientific discoveries and current events in Latvia and the world with which they share within the study courses, thus creating a unique set of knowledge, skills and competencies to achieve intended learning outcomes. Students are involved and participate in scientific conferences, develop publications together with the faculty members. The academic staff involved in the study programme “Business Psychology” regularly improve their professional and/or scientific competences by producing publications in their respective fields.

Having reviewed and assessed the engagement of academic personnel in research at the national and international level (in branches relevant for the content of the programme) and the use of the acquired information during the learning process, it can be concluded that they are fully compliant.

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 cooperation of faculty members is formed through the Programme Committee meetings, publications, as well as participation in conferences. In some cases, meetings of various faculty members are organized, incl. at the request of the students. It should be noted that there are regular peer review visits. All these activities ensure the improvement of study quality and support the latest trends in both the field and science. Judged overall, the study programme director is the key contact person for cooperation with students and faculty members, in order to resolve problematic situations (clarifying the underlying reasons and finding a solution to them) or else in the course of joint work on the development of the study programme, supporting each useful initiative as far as possible. The programme director always tries to engage and resolve various problematic situations and to communicate promptly with students and faculty members regarding various ambiguous matters.

The faculty members cooperate with each other at the Programme Committee, where feedback is provided and recommendations for the improvement of the programme are received, and minutes of meetings are taken, and the most important aspects are electronically distributed to other faculty members.

Co-operation and exchange of experience among the faculty members is essential in both developing the content of the course and planning of the course. After the mapping of the study programme, intended learning outcomes and purpose of the programme was defined more precisely, which were introduced to the faculty members involved in the study programme, reflecting intended learning outcomes in each study course, as a result of which faculty members were able to clarify the study course goal, intended learning outcomes, and most importantly - assessment methods. This is a particularly important aspect of study courses provided by different faculty members, such as:

- The study course “General Psychology” is taught by 3 different faculty members - Lūcija Rutka (full-time studies), Valērijs Dombrovskis (part-time studies) and Maija Zakriževska-Belogrudova (distance learning studies). All three faculty members, together with the Programme Director, coordinated the course description and course topics electronically, agreed on assessment methods and defined the learning outcomes to be achieved.
- The lecturers of the study course “Marketing” and “International Marketing”, Iluta Skrūzkalne and Valters Kaže, agreed on the topics of the course to avoid significant overlap. The content of the study course “Marketing” regarding research was minimized, as the content of the course “Introduction to Business Psychology Research” covers foundations of research. This was done in order to avoid repeating in the study course “Marketing” the methodological aspects of the research, which is an essential aspect of marketing when conducting market research, thus focusing on the essential.
- The study course “Introduction to Business Psychology Research”, “Scientific Research and Data Processing Methods I”, “Scientific Research and Data Processing Methods II” were revised in the academic year of 2018/2019, specifying the course results to be achieved in accordance with the requirements of the modern research. The academic staff of the study courses - Anete Hofmane, Ieva Brence and Tatjana Vasiljeva - discussed in person the latest scientific trends, including them in the course descriptions and reflecting on what is required

in the course to ensure succession. Each faculty member reviewed the descriptions of all 3 study courses and commented on what they considered to be the most important aspects to be emphasized in the relevant study course.

Faculty members from different disciplines collaborate for publications in scientific journals and speaking at scientific conferences both locally and internationally, such as:

- **Zakrizevska, M., Vira, R.** 2018. Loyalty to the Profession Depending on Seniority for Customer Service Consultants in the Bank, 2018, 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM, Vol. 18, p. 625-632 (Indexed in EBSCO data base)
- **Rutka, Rudzite M., Romanova I.** 2017. Visual Creativity in the Learning Environment.// Journal of Business Management, No.13, ISSN 1691-5348, Riga: School of Business and Finance, RISEBA University of Business, Arts and Technology, p. 110 – 126. Indexed in EBSCO, COPERNICUS.
- **Veide, Rutka L.** 2019. Understanding of the quality of life and the meaning of learning of palliative ward patients.// INTED2019 Proceedings.- Valencia: IATED Academy, 2019. pp.4571-4578. ISBN 9788409086191, ISSN 2340-1079
- **Sennikova, Vasiljeva T.** (eds), 2016. Business Meets Art: Beyond the Traditional Approach to Education, Management and Business. ISBN 978 9984 705 32 3,
- **Rika, Sennikova I.** 2013. The forms of internationalisation used in Latvian higher educational institutions and their impact on the overall level of institutional internationalisation. 6th International Conference in Education, Research and Innovation (ICERI2013), Seville, Spain. Proceedings of ICERI2013 conference, ISBN: 978-84-616-3847-5, pp. 0429-0440.
- **Vasijeva, Treiguts, E.** 2014. An Enterprise Odyssey: Leadership, innovation and development for responsible economy., 7th International Conference, Horvātija, Zagreb.
- **Zakrizevska, Bulatova J.** 2015. Occupational Stress and Professional Deformation among University Academic Staff, Journal of Business Management. Issue 9, p. 20-27. ISSN 1691-5348 EBSCO database
- **Dombrovskis, V., Hofmane, A.** 2017. Model for individuals meaning of life. Presented at the international Symposium on Criminal Narrative, Oslo, June 16-18.

At the time of submitting the self-assessment, there are 675 students and 40 faculty members in the academic bachelor's programme "Business Psychology", which indicates a sufficient number of faculty members in relation to the number of students (16,8).

The faculty involved in the study programme "Business Psychology" learn from each other in various methodological seminars and share their experience at department meetings, peer review of teaching and other events. Both the content of the study course and learning methods are regularly updated and improved.

Table 4.4

Scientific works and publications by the faculty members in the reporting period

Name, surname, scientific degree	Name of the publication
Inga Sennikova Dr. oec., full prof.	Elina Dubinska, Iveta Ludviga, Inga Sennikova. 2018. Management and Leadership Development Needs – The Case of Latvia. Management and Leadership Development Needs – The Case of Latvia. Business and Society – Making Management Education Relevant for the 21st Century. Springer International Publishing. 833-840 pp.
	Sennikova I. 2017. Intellectual entrepreneurship as a capitalization of knowledge in innovative environment and patterns of its emergence. CBU International Conference, Prague, Czech Republic. Proceedings of CBU International Conference, ISBN 978 80 88042 04 4 (online edition), 978 80 88042 05 1 (print edition)
	Sennikova I., Vasiljeva T. (eds), 2016. Business Meets Art: Beyond the Traditional Approach to Education, Management and Business. ISBN 978 9984 705 32 3.
	Kalvina A., Ludviga I., Sennikova I. 2016. Turnover of public sector employees and the mediating role of job satisfaction: an empirical study in Latvia. International Scientific Conference (ISE2015), Rostov, Latvia. Proceedings of ISE2015 conference, ISSN 2256-0629
	Ludviga I., Sennikova I. 2016. Organisational change: generational differences in reactions and commitment. 9th International Scientific Conference Business and Management 2016, Vilnius, Lithuania. eISBN 978 609 457 821 9, Article ID: bsm.2016.10.
	Rika N., Raza J., Sennikova I. 2016. Factors affecting the choice of higher education institutions by potential students in Latvia. Proceedings of CBU International Conference, ISBN 978 80 88042 04 4 (online edition), 978 80 88042 05 1 (print edition).
	Rika N., Sennikova I. 2013. The forms of internationalisation used in Latvian higher educational institutions and their impact on the overall level of institutional internationalisation. 6th International Conference in Education, Research and Innovation (ICERI2013), Seville, Spain. Proceedings of ICERI2013 conference, ISBN: 978-84-616-3847-5, pp. 0429-0440.

Raima Vīra, Dr.ped., asist.prof.	Vīra R., 2018. <i>Genification in the context of organizational talent management</i> . 5 th International multidisciplinary scientific conference on social sciences & arts. SĢEM 2018, ISBN 978-619-7408-65-2, ISSN 2367-5659, DOI:10.5593/sgemscia2018/1.5
	Vīra X., Kawai S., 2018. <i>Employee's engagement relation to work stress in "AR" 5th International multidisciplinary scientific conference on social sciences & arts. SĢEM 2018, ISBN 978-619-7408-65-2, ISSN 2367-5659, DOI:10.5593/sgemscia2018/1.5</i>
	Vīra R., Priemane-Singha A., 2018. <i>The role of digital marketing and factors affecting the decision-making process</i> . 5 th International multidisciplinary scientific conference on social sciences & arts. SĢEM 2018, ISBN 978-619-7408-65-2, ISSN 2367-5659, DOI:10.5593/sgemscia2018/1.5
	Zaķiļeva M., Mīra R., 2018. <i>Loyalty to the profession depending on seniority for customer service consultants in the Bank</i> . 5 th International multidisciplinary scientific conference on social sciences & arts. SĢEM 2018, ISBN 978-619-7408-65-2, ISSN 2367-5659, DOI:10.5593/sgemscia2018/1.5
	Vīra R., 2017. <i>Usefulness as professional strategy</i> . International multidisciplinary scientific conference on social sciences & arts. SĢEM 2017, ISBN 978-619-7408-19-5 / ISSN 2367-5659, 2017. Book 3, Vol 2, 213-220 pp. DOI: 10.5593/sgemscia2017/2/251.027
Egmonts Treļģis, Mg.phys., lecturer.	Vīra A., 2017. <i>Servant leadership approach for successful business management</i> . ISBN 978-619-7408-17-1 / ISSN 2367-5659, 2017. Book 1, Vol 5, 833-838 pp. DOI: 10.5593/sgemscia2017/1/5/055.104
	Vīra R., 2017. <i>Stress: Relationship between internal communication and psychological climate in the Organization X</i> . ISBN 978-619-7408-21-8 / ISSN 2367-5659, 24 - 30 August, 2017, Book 3, Vol 4, 465-502 pp. DOI: 10.5593/sgemscia2017/04/511.064
	Vīra R., 2014. <i>Employee Engagement: Tools for analysis, practice and competitive advantages</i> . Rīnval' / Rapaļiņš starptautiskais zinātniskais konference "Business and Uncertainty: Challenges for Emerging Markets".
	Vasjēva T., E. Treļģis, "An Enterprise Odyssey: Leadership, Innovation and development for responsible economy", 7 th International Conference, (2014), Harvidži, Zagreb.
	Treļģis E., Vasjēva T., "Social Networking and Corporate Business: future collaboration for Enterprises' Development", INTED (2013).
Misla, Sigita, Dr.aec. lecturer	Misla S. "Financial Waa Calculators", The 6 th International Scientific Conference of Rigas Technical University: IEEE Section of Information Technology and Management Science, October 11, 2019, Latvia
Lūcija Rutka, Dr.psyh., Mg.math., Mg.bm. prof.	1. Veide M., Rutka L., Krieviņa I. People's with special needs understanding of the quality of life and the meaning of learning. // INTED2019 Proceedings.- Valencia: INTED Academy, 2019. pp.4549-4556. ISBN 9788409086191. ISSN 2340-1079
	Veide M., Rutka L. Understanding of the quality of life and the meaning of learning of palliative ward patients. // INTED2019 Proceedings.- Valencia: INTED Academy, 2019. pp.4571-4578. ISBN 9788409086191. ISSN 2340-1079
	I.Krieviņa, L.Rutka "An analogy concept in university education. Case of crowdfunding platforms". Proceedings of the 10 th annual International Conference on Education and New Learning Technologies EDULEARN18, July 2-4, 2018, Palma de Mallorca, Spain. pp. 6451-6460.
	Rutka L., Rutka M., Romanovs I. (2017) Visual Creativity in the Learning Environment. // Journal of Business Management, No.13. ISSN 1691-5348. Rigas School of Business and Finance, RISEBA University of Business, Arts and Technology. p. 110 - 126. Indexed in EBSCO, COPENICUS.
	Uča S., Zupļa I., Rutka L. (2016) Physical Balance of 12-13 Year Old Adolescents in Latvia: Problems and Solutions. // Social Welfare: Interdisciplinary Approach. Scientific Journal, Vol. 1, No. 6, print ISSN 2029-7424, online ISSN 2424-3876, Saulius University, Faculty of Education Science and Social Welfare. p. 138-146. http://socialwelfare.uofswd.phd/issue/view/issue/16/2/3 The articles included in the journal are indexed/abstracted in EBSCO, SocINDEX with Full Text (http://search.ebscohost.com)
	Rutka L., Uča S., Zupļa I., Krivgale (2016) Pasaules fizikālās, garīgās un sociālās līdzsvarotības attīstības aktualitātes // Starptautiskās zinātniskās konferences "Sabalotība. Integrācija. Iztīrība" rakst. 2.daļa, ISBN 1691-5887, Rīzaine. Rīzaines Tehniskās universitātes izdevums, 319. - 329. lpp. Raksts iekļauts Thomson Reuters Web of science, OpenAire, WorldCat databāzēs
	Engle L., Rutka L. (2016) The Theoretical Nature and Practical Necessity of Pedagogical Supervision // Rural Environment. Education. Personality // Proceedings of the 9 th International Scientific Conference. No. 9, ISSN 2255-8071, ISBN 978-9984-48-220-6, Jelgava: The Latvia University of Agriculture, Institute of Education and Home Economics, p. 66 - 73. The proceeding has been published in database: Thomson Reuters Web of Science, SCOPUS, EBSCO
	Rutka M., Rutka L. (2016) Teachers' Visual Creativity in Learning Environment // Rural Environment. Education. Personality // Proceedings of the 9 th International Scientific Conference. No. 9, ISSN 2255-8071, ISBN 978-9984-48-220-6, Jelgava: The Latvia University of Agriculture, Institute of Education and Home Economics, p. 16 - 105. The proceeding has been published in database: Thomson Reuters Web of Science, SCOPUS, EBSCO
	Samsonovica A., Rutka L. (2016) Pedagogical Ethics in the Study Process of Future Teachers. //Selected Papers of the Association Teacher Education in Europe Spring Conference 2015. // Edited by Linda Daniela and Lucija Rutka. ISBN(10): 1-4438-1100-9, ISBN(13): 978-1-44381100-2, Cambridge Scholars Publishing. p. 176 - 186. The papers has been published in database: Thomson Reuters Web of Science, SCOPUS, EBSCO.
	Latvianica E., Rutka L. (2016) Self Assessment of Student Teachers' Pedagogical Activity: School Mentors' Standpoint. //Selected Papers of the Association Teacher Education in Europe Spring Conference 2015. // Edited by Linda Daniela and Lucija Rutka. ISBN(10): 1-4438-1100-9, ISBN(13): 978-1-44381100-2, Cambridge Scholars Publishing. p. 133 - 148. The papers has been published in database: Thomson Reuters Web of Science, SCOPUS, EBSCO.
Maja Zaķiļeva- Balegrubova Dr. psych., Mg. sc. soc., Mg.sc. administr. full prof.	Zaķiļeva M., Preiis J. Social Capital and Social Support of Rigas Startups, 2018. International Multidisciplinary Scientific Conference on Social Sciences and Arts SĢEM 2018, Vol. 18, p. 881-888, ISBN 978-619-7408-65-2, ISSN 2367-5659 DOI: 10.5593/sgemscia2018/1/5/055.110 EBSCO database: http://web.a.ebscohost.com/ehost/detail/detail?vid=1456&id=ab899c12-6292-4738-9852-7ac807a12449&db=cs&cc=seemng96&data=yHqGUGZ9hvc3QmGZ2Q2N3h3M3AN=1272440736db=an
	Zaķiļeva M., Mīra R. Loyalty to the Profession Depending on Seniority for Customer Service Consultants in the Bank, 2018. 5 th International Multidisciplinary Scientific Conference on Social Sciences and Arts SĢEM 2018, Vol. 18, p. 825-832, ISBN 978-619-7408-65-2, ISSN 2367-5659 EBSCO database: http://web.a.ebscohost.com/ehost/detail/detail?vid=66c6id=ab899c12-6292-4738-9852-7ac807a12449&db=cs&cc=seemng96&data=yHqGUGZ9hvc3QmGZ2Q2N3h3M3AN=134142216db=an
	Zaķiļeva M., Krivgale, S. Opportunities to Promote an Awareness of Supervision and Coaching in Latvia, 2018. 5 th International Multidisciplinary Scientific Conference on Social Sciences and Arts SĢEM 2018, Vol. 18, p. 747-754, ISBN 978-619-7408-65-2, ISSN 2367-5659 DOI: 10.5593/sgemscia2018/1/5/055.093 EBSCO database: http://web.a.ebscohost.com/ehost/detail/detail?vid=56c6id=ab899c12-6292-4738-9852-7ac807a12449&db=cs&cc=seemng96&data=yHqGUGZ9hvc3QmGZ2Q2N3h3M3AN=134142216db=an
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	Zaķiļeva M., Abrams E. Social Representations and Consumer Attitudes about Supervision as a Service, 2017. International Multidisciplinary Scientific Conference on Social Sciences & Art, Book 3, Vol 2, p. 347-354, ISBN 978-619-7408-19-5 / ISSN 2367-5659 DOI: 10.5593/sgemscia2017/2/251.144 EBSCO database: http://web.a.ebscohost.com/ehost/detail/detail?vid=76c6id=ab899c12-6292-4738-9852-7ac807a12449&db=cs&cc=seemng96&data=yHqGUGZ9hvc3QmGZ2Q2N3h3M3AN=134142216db=an
	Zaķiļeva M. Supervision Development in Latvia: Attitudes of Consumers toward Supervision, 2017. International Multidisciplinary Scientific Conference on Social Sciences & Art, Book 3, Vol 2, p. 355-362, ISBN 978-619-7408-19-5 / ISSN 2367-5659 DOI: 10.5593/sgemscia2017/2/251.145 EBSCO database: http://web.a.ebscohost.com/ehost/detail/detail?vid=76c6id=ab899c12-6292-4738-9852-7ac807a12449&db=cs&cc=seemng96&data=yHqGUGZ9hvc3QmGZ2Q2N3h3M3AN=134142216db=an
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	Zaķiļeva M., Uchitawa A. First Impression and Belief Importance in Candidate Recruitment Decisions, 2016, International Multidisciplinary Scientific Conference on Social Sciences & Art, Book 1 Vol. 1, p. 177-185, ISBN 978-619-7105-22-3 / ISSN 2367-5659 DOI: 10.5593/SGEMSOCAL2016/1/5/1.041 Web of Science Conference Proceedings: Citation Index: <a href="http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qs=3650<CJW5W6EUIQJW6dLpAge=1&doc=5">http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qs=3650<CJW5W6EUIQJW6dLpAge=1&doc=5
	Zaķiļeva M. Business students and employees attitude towards supervision, 2016, Rural Environment. Education. Personality. (REEP) Proceedings of the 9 th International Scientific Conference. No. 9, p. 281-295, ISSN 2255-808X Web of Science Conference Proceedings: <a href="http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qs=3650<CJW5W6EUIQJW6dLpAge=1&doc=3">http://apps.webofknowledge.com/full_record.do?product=WOS&search_mode=GeneralSearch&qs=3650<CJW5W6EUIQJW6dLpAge=1&doc=3
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Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošajiem_BP_ENG.docx	1_Statistika par studējošajiem_BP.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_pielikums_Atbalstība valsts izglītības standartam_BP_ENG.docx	2_pielikums_Atbalstība valsts izglītības standartam_BP_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3_Studiju kursu kartējums_BP_ENG.docx	3_Studiju kursu kartējums_BP.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	4_pielikums_Studiju programmas plāns_BP_ENG.docx	4_Studiju programmas plāns_BP.docx
Descriptions of the study courses/ modules	5_pielikums_Studiju kursu apraksti_LV_BP_ENG.zip	5_Studiju kursu apraksti_LV_BP.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	6_pielikums_Diploma paraugs_BP_ENG.doc	6_pielikums_Diploma paraugs_BP_LV.doc
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	7_Sadarbibas līgums, kas nodrošina studijas citā augstskolā_BP_ENG.docx	7_Sadarbibas līgums, kas nodrošina studijas citā augstskolā_BP.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	8_garantija par zaudējumu kompensāciju_BP_ENG.pdf	8_garantija par zaudējumu kompensāciju_BP.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.	9_Apliecinājums par svešvalodu zināšanām_BP_ENG.pdf	9_Apliecinājums par svešvalodu zināšanām_BP.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	10_Apliecinājums atbilstībai AL 55.pantam_BP_ENG.pdf	10_Apliecinājums atbilstībai AL 55.pantam_BP.pdf
Sample (or samples) of the study agreement	11_pielikums_Studiju līguma paraugi_BP_ENG.doc	11_pielikums_Studiju līguma paraugi_BP_LV.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	12_AIP_atzinums_BP_ENG.docx	12_AIP_atzinums_BP.PDF

Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Aleksandrs</i>
Surname of the study programme director	<i>Skvorcovs</i>
E-mail of the study programme director	<i>aleksandrs.skvorcovs@riseba.lv</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>25620748</i>
Goal of the study programme	<i>To provide Latvian and European higher education professional studies, achieving the results of studies in business, economics and management, preparing specialists in business management in private, state and public organizations for work with personnel, marketing, business management, digital environment and logistics.</i>
Tasks of the study programme	<i>1) To educate business organisation and management professionals who are competitive both in the local and international labour market and are able to set up their commercial structures in the context of European integration and international cooperation;</i> <i>2) To ensure that versatile professionals are educated pursuant to the Latvian education requirements and those of the European countries offering good prospects for sectorial creation and research;</i> <i>3) To promote development of business education in Latvia, and contribute to the social and economic development of Latvia.</i>

Results of the study programme	<p>Knowledge: <i>BUV-Z1 Knows the principles and patterns of business, management and economics in line with the labour market situation.</i> <i>BUV-Z2 Understands business creation, fundraising and capital raising, financial accounting and analysis, process, quality, risk and environmental management.</i> <i>BUV-Z3 Understands the analysis and scaling of international markets, strategic management, market opportunities research and innovative product development.</i></p> <p>Skills: <i>BUV-P1 Is able to solve problems by using both theoretical and practical knowledge of business, management, and economics to effectively manage a company and its departments, working with employees and managers of different levels.</i> <i>BUV-P2 Is able to demonstrate a scientific approach to solving topical issues in business, management and economics by independently acquiring new knowledge and ensuring efficient operation of an organization in a changing socio-economic context.</i> <i>BUV-P3 Is able to take responsibility and organize teamwork in a multicultural environment by organizing work with personnel for specific purposes in the interest of owners, employees and the public.</i></p> <p>Competences: <i>BUV-K1 Demonstrate an understanding of professional ethics, responsibility and sustainable development, applies critical thinking and an innovative approach in practice.</i> <i>BUV-K2 Is able to use information technologies for scientific research and critical evaluation of information, making independent decisions and addressing current economic, business, and management issues, assuming decision-making responsibility, thereby making a long-term contribution to the social sciences.</i> <i>BUV-K3 Is able to plan growth and manage development-oriented processes, both individually and in a group, in collaboration with industry professionals to facilitate organizational development and competitiveness.</i></p>
Final examination upon the completion of the study programme	<i>Bachelor's (qualification) thesis</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 4 years - russian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>russian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 4 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 4 years, 6 months - russian

Study type and form	<i>Part time studies</i>
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Duration in full years	4
Duration in month	6
Language	russian
Amount (CP)	160
Admission requirements (in English)	Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in Business Management
Qualification to be obtained (in english)	Business Manager or E-Business Manager

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 4 years, 6 months - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	4
Duration in month	6
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor's degree in Business Management
Qualification to be obtained (in english)	Business Manager or E-Business Manager

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 4 years, 6 months - russian

Study type and form	Part-time extramural studies - distance education
Duration in full years	4
Duration in month	6
Language	russian
Amount (CP)	160
Admission requirements (in English)	Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part-time extramural studies - distance education - 4 years, 6 months - english

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	<i>4</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 4 years, 6 months - english

Study type and form	<i>Part time studies</i>
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Duration in full years	4
Duration in month	6
Language	english
Amount (CP)	160
Admission requirements (in English)	<i>Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Management</i>
Qualification to be obtained (in english)	<i>Business Manager or E-Business Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study Programme Parameters

Name of the programme	Uzņēmējdarbības vadība	
Name of the programme in English	Business Management	
Code of the programme according to the Classification of Latvian Education	42345	
Type and level of the programme	Professional undergraduate (bachelor) programme	
Qualification to be acquired (NQF/EQF)	Level 5	
Code of the profession in the Classification of Occupations	Group 1120 1120 01, 1120 02, 1120 04, 1120 05, 1120 06, 1120 10, 1120 11, 1120 12, 1120 13, 1120 14, 1120 15	
Scope of the programme (CP, ECTS)	160 CP	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	4 years	Latvian, Russian, English
full-time studies	not applicable	not applicable
distance learning	not applicable	not applicable
part-time studies	4 years 6 months	Latvian, Russian, English

part-time studies	not applicable	not applicable
distance learning	4 years 6 months	Latvian, Russian, English
Implementation place	Riga	
Study Programme Director	Aleksandrs Skvorcovs, Mg.oec.	
Admission requirements	<p>Previous education: completed secondary or secondary vocational education.</p> <p>When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.</p>	
Degree or professional qualification, or degree and professional qualification to be awarded	Professional Bachelor's degree in Business Management / Business Manager or E-Business Manager	
Goal of the programme	<p>To provide Latvian and European higher education professional studies, achieving the results of studies in business, economics and management, preparing specialists in business management in private, state and public organizations for work with personnel, marketing, business management, digital environment and logistics.</p>	
Tasks of the programme	<p>1) To educate business organisation and management professionals who are competitive both in the local and international labour market and are able to set up their commercial structures in the context of European integration and international cooperation;</p> <p>2) To ensure that versatile professionals are educated pursuant to the Latvian education requirements and those of the European countries offering good prospects for sectorial creation and research;</p> <p>3) To promote development of business education in Latvia, and contribute to the social and economic development of Latvia.</p>	

Academic results to be achieved

Knowledge:

BUV-Z1 Knows the principles and patterns of business, management and economics in line with the labour market situation.

BUV-Z2 Understands business creation, fundraising and capital raising, financial accounting and analysis, process, quality, risk and environmental management.

BUV-Z3 Understands the analysis and scaling of international markets, strategic management, market opportunities research and innovative product development.

Skills:

BUV-P1 Is able to solve problems by using both theoretical and practical knowledge of business, management, and economics to effectively manage a company and its departments, working with employees and managers of different levels.

BUV-P2 Is able to demonstrate a scientific approach to solving topical issues in business, management and economics by independently acquiring new knowledge and ensuring efficient operation of an organization in a changing socio-economic context.

BUV-P3 Is able to take responsibility and organize teamwork in a multicultural environment by organizing work with personnel for specific purposes in the interest of owners, employees and the public.

Competences:

BUV-K1 Demonstrate an understanding of professional ethics, responsibility and sustainable development, applies critical thinking and an innovative approach in practice.

BUV-K2 Is able to use information technologies for scientific research and critical evaluation of information, making independent decisions and addressing current economic, business, and management issues, assuming decision-making responsibility, thereby making a long-term contribution to the social sciences.

BUV-K3 Is able to plan growth and manage development-oriented processes, both individually and in a group, in collaboration with industry professionals to facilitate organizational development and competitiveness.

Version 1: qualification “Business Manager”, specializations “Business Management”, “Marketing Management”, “Logistics”

Workload in credit points	160 CP
Study duration in years	Full-time studies – 4 years – Latvian Part-time studies – 4 years 6 months – Latvian
Degree and/or qualification to be obtained	Professional bachelor's degree in business management/ business manager
Admission requirements	Previous education: completed secondary or secondary vocational education. When applying for courses taught in English, applicants from abroad in addition to the above requirements must also take part in an interview conducted in English, organized by RISEBA.

Version 2: qualification “E-Business Manager”, specialization “Business Management in Digital Environment”

Workload in credit points	160 CP
Study duration in years	Full-time studies – 4 years – Latvian Part-time studies – 4 years 6 months – Latvian
Degree and/or qualification to be obtained	Professional bachelor's degree in business management/ E-business Manager
Admission requirements	Previous education: completed secondary or secondary vocational education

No significant changes have been made to the parameters of “Business Management” programme since previous accreditation. However, its content is updated and reviewed at the end of each academic year taking into consideration recommendations of the Programme Committee, student feedback and results of programme mapping.

In the period from 2013 to 20.02.2020. the following changes and clarifications have been made, which have taken place since the issuance of the previous accreditation sheet of the study field in the bachelor's program “Business Management”:

Changes:

1. The workload of the study course “Personal Growth and Team Building” has been increased

from 1 CP to 2 CP.

2. The workload of the study course "Business Office Software" has been reduced from 5 CP to 2 CP.
3. Three new study courses have been included in the programme: "Civil Protection" 1 CP, "Social and Applied Ecology" 1 CP and "Social Entrepreneurship" 1 CP.
4. The workload of the study course "Business Communication in English 1-4" has been reduced from 16 CP to 11 CP.
5. New study courses have been created: "Introduction to Logistics" 2 CP, "Operations Management" 2 CP, "Creative economy and entrepreneurship" 2 CP, "Risk and Quality Management" 2 CP.
6. The course "Ethics and Social Responsibility" 2 CP has been replaced by a new study course "Business ethics" 1 CP.
7. The study course "European Union Law" 2 CP has been excluded from the programme, and the course "Office work and business correspondence" 2 CP has been included instead.

The total change in the programme affected 24 credit points, which is 15 % of the total programme workload of 160 CP. The changes were endorsed by the Programme Board on 24 April 2018 (meeting minutes No. 18/1).

The following study titles have been changed:

- The title of the study course "Liability Law" 2 CP was changed to "Intellectual property protection" 2 CP.
- The title and block have been changed: "Data Analysis and Business Modeling" to "Business Modeling".
- The title of the study course "Project Management" 2 CP has been changed to "Project Management Basics" 2 CP: in order to provide adequate knowledge and skills in undergraduate and graduate programmes, the course on project management basics is implemented at the undergraduate level, whereas the course on project management at the postgraduate level. The title of the study course "Commercial activities" 2 CP has been changed to "Entrepreneurship" 2 CP.
- The title of the study course "World Economy" 2 CP has been changed to "Global Sustainability and the World Economy" 2 CP.
- The title of the study course "Databases" 3 CP has been changed to "Information systems in business" 2 CP.
- Study courses "Practice in entrepreneurship 1" 4 CP and "Practice in entrepreneurship 2" 4 CP have been combined in one block "Practice in entrepreneurship 1-2" 8 CP.
- Study courses "Commercial Law" 2 CP and "Labor law and labor protection" 2 CP have been combined in one block "Legal Regulation of Business" 4 CP.
- Study courses "Practice in entrepreneurship 3" 4 CP and "Research practice" 3 CP have been combined in one block "Research practice" 7 CP.

The changes were endorsed by the Programme Board on 24 April 2018 (meeting minutes No. 18/1).

In addition to the changes in study courses, the study programme is being implemented in Russian, in conformity with Clause 49 of the Transitional Provisions of Chapter XII of the Law on Higher Education Institutions: "Amendments to Section 56, Paragraph three of this Law in relation to the implementation language of study programmes shall come into force on 1 January 2019. Universities and colleges, the implementation language of whose study programmes does not conform to Section 56, Paragraph three of this Law, are entitled to continue implementing study programmes in the relevant language until **31 December 2022**. After 1 January 2019, admission of students to a study programme, with an implementation language, which does not conform to

the conditions of Section 56, Paragraph three of this Law, is not permitted.”

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 professional undergraduate programme “Business Management” in the academic year 2019/2020 was implemented both in Latvian and Russian in the form of full-time (day), part-time (evening) and part-time (distance) studies. The studies are privately funded. The university funds two full time (day) students. In addition, tuition fee waivers are available from cooperation partners, as well as for outstanding academic performance or if several relatives are studying at the university. As of 1 January 2019, there is no longer admission to Russian language study groups, whereas on 1 September 2019, admission to (part-time) distance learning for studies in English was launched.

Number of students

On 01.01.2019, there were 449 students studying in the programme “Business Management” (Annex 1, Figure 1.1), which is 10 % fewer than on 01.10.2018, when there were a total of 500 students studying in the programme. The decrease in the number of students is due to the fact that since 1 January 2019 there is no longer enrolment in Russian language study groups. 156 students (or 35 %) are full-time students, while 293 (or 65 %) are part-time students.

The recent enrolment statistics show that in the full-time studies there are more (119) students studying in Russian, whereas in the part-time studies there are more students studying in Latvian (62); the same refers to distance learning (103 students studying in Latvian). For more information on the breakdown of students see Annex 1, Table 1.2.

Given the demographic situation in Latvia and the high level of competition, the total number of local students will continue to decline; therefore, it is necessary to look for opportunities to improve the programme in order to make it more interesting and attractive to foreign students. During the previous academic year, RISEBA continued active cooperation in several CIS countries, such as Kazakhstan, Uzbekistan, Armenia, etc., as well as in India and China, establishing cooperation with agents and participating in various international exhibitions.

Number of admitted students

189 students were enrolled in the academic year 2018/2019, which is 58 students (or 44 %) more than in the academic year 2017/2018. Of these, 82 students (43 %) were enrolled in full-time studies and 107 (57 %) in part-time studies (see Annex 1.2, Figure 1.2).

Number of alumni

In the academic year 2018/2019, 72 graduates were awarded a professional bachelor's degree in business management and a professional qualification of a business manager (see Annex 1 Figure 1.3). In comparison with the previous academic year, the total number of alumni has decreased by 8 %.

Students in full-time programme (day department) are given an opportunity to participate in international exchange projects under the auspices of the Erasmus+ programme.

Students have an opportunity to take individual study courses at other higher education institutions in Latvia and abroad. Relevant courses are transferred to the RISEBA programme only if their content and scope are equivalent to the respective RISEBA courses. Moreover, if a course is acquired at a foreign educational institution, it is also necessary to evaluate the recognition of that institution in Latvia by the Academic Information Centre.

Anyone interested, incl. students from other educational institutions have an opportunity to take any course in the programme as a listener and receive the relevant university certification.

Drop-outs

In the academic year 2018-2019, 111 students were expelled for various reasons, which was 2 students fewer than in the academic year 2017-2018 (see Figure 1.4 Annex 1).

More information on the reasons for drop-out is given in Annex 1, Table 1.4 and Figure 1.5.

111 students were deducted for the 2018-2019 academic year due to the following reasons:

- For non-fulfillment of financial obligations and study plan - 13 students or 11.7%;
- Student application (at will) - 19 students or 17.11%;
- For non-fulfillment of financial obligations - 17 students or 15.3%;
- Non-initiation of a student after a study break - 54 students or 48.65%;
- For non-fulfillment of the study plan - 8 students or 7.2%.

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.

RISEBA professional higher education undergraduate programme "Business Management" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in conformity with the Classification of Latvian Education and the Classification of Occupations of the Republic of Latvia. In the implementation and development of the programme, the principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed to as great an extent as possible.

The programme has been developed in accordance with RISEBA strategic goals, the market offering and potential demand.

In order to ensure optimal use of resources, several courses have been combined with courses of the programmes "Business Psychology" and "Start-Up Acceleration and Finance", thus giving students in the first years of the programme an opportunity to meet students from other programmes, as well as configuring efficient workloads for both RISEBA auditoriums and academic personnel.

The programme implementation, content and expected results are reviewed during programme board meetings, which take place at least once every semester with the participation of representatives of the programme's administration, academic personnel, students, graduates and industry representatives.

The name of the programme, the awarded degree and professional qualifications, as well as the goals and tasks of the programme are inter-related. Admission requirements are regulated by the

Admission Rules, which are approved every year at a RISEBA Senate meeting. The Admission Rules have been drawn up in accordance with Section 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 of 10 October 2006 "Regulations regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" and the RISEBA University Study By-law.

Admission requirements stipulated in RISEBA University's Admission Rules and the corresponding selection of applicants conform to the procedures stipulated in laws and regulations and are adequate and suitable for each and every admitted student to be able to achieve the expected results of the programme.

To study at RISEBA, potential students must present a document recognized and certified in Latvia confirming secondary or higher education and meet the Admission Rules. Citizens of Latvia and other countries have equal rights to study at and receive services of RISEBA University in the Republic of Latvia. Application for the programme takes place, using the e-service "uniform application for basic study programmes" (VUPP) on the portal: www.latvija.lv/studijas. Application for basic study programmes outside the VUPP competition is implemented by completing an electronic application at: riseba.dreamapply.com.

Every year, discounts are available in the form of full-time studies: one study place provides a tuition fee discount of 100 % (taking into account the average grade in profiling study subjects: English Language, Latvian Language and Literature (except for those who have obtained their education abroad), Data Processing, Mathematics (or average grade from Algebra + Geometry), Economics and centralized examination results in Latvian and English). The competition result is calculated according to the following formula: $\text{Assessment} = (\text{CE in Latvian} \times 0.5 + \text{CE in English} \times 0.5) / 10$. Tuition fee discounts are reviewed every semester according to a rotation procedures, in addition to which over 15 other types of tuition fee discounts are available in order to facilitate the admission of students to the programme.

The programme is also based on the current demand for labour force with higher education in the labour market, who are able to work in organizations, manage structural units or start and run new companies. The programme is sought after because its content is designed to educate professionals who are familiar with both business economics (such as economics, accounting, financial management) and business management and governance (such as entrepreneurship and its legal framework, management), marketing, innovation management, etc.) as well as the digital environment (such as information systems in business, business data processing technologies, office application software, "Intopia" game, etc.). The content of the programme is purposefully designed to enable graduates to develop careers in manage structural units, organizational and staff development, marketing and sales management. Graduates of the programme can be employed in a variety of managerial positions in a variety of fields, but most in business, marketing, logistics, and business management in the digital environment.

The programme is professional, therefore study tours and practical experience exchange in enterprises, practical study works constantly take place in order to improve students' skills and competences according to the defined programme results.

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 contents of the study programme have been devised combining the principles of business management, management, economics and finance, current developments, skills and competences in marketing and logistics in a digital environment.

Every year, the contents of study courses in the programme “Business Management” are updated in conformity with industry and job market requirements, as well as scientific development trends. Compliance with job market trends and the requirements of the professional field is ensured by cooperation with the Programme Committee and the recruitment of business professional to teach study courses.

Compliance with scientific requirements is ensured by lecturers' participation in international academic conferences and publication of research in academic journals. Students are involved in the performance of research work. For example, studies conducted under the auspices of Bachelor's theses are presented at both academic and industry professional conferences.

In order to ensure the compatibility of the programme's study courses to industry trends, Programme Board meetings are organised twice a year, with the participation of industry representatives, students, and academic and administrative personnel. The Programme Board reviews the study plan, the contents of the study course and, if necessary, decides on changes to the programme.

Faculty members also regularly keep track of and update study courses so that they are based on accomplishments and insights within the relevant scientific field. Before each respective semester, study course descriptions are approved by the study programme director, as well as the department head, in order that they reflect the workload and possible development of faculty members.

Lecturers also update the contents of study courses in accordance with scientific developmental trends, using the information in study courses that is available in research paper databases such as EBSCO, Emerald, Scopus and Web of Science, etc. Every academic personnel representative is awarded annual financing to attend academic conferences, as well as to participate in other important events with a view to raising their qualifications. Faculty members are motivated to publish the results of their studies; particularly on the SCOPUS and Web of Science scientific databases, because royalties are provided for each paper published on these databases. The professional development of academic personnel is reviewed during each annual performance assessment, and the further improvement of the qualifications of each faculty member is planned in accordance with the results of this process.

For the career development of students and alumni, since 2018 RISEBA organises Career Days. In April, students are offered guest lectures on issues vital to career development, which are given by a lot of industry representatives, many of whom are RISEBA alumni. As a conclusion of Career Days, a special day is planned for the participation of businesses, organisations and institutions in a fair showcasing job opportunities, inviting students and alumni to apply for jobs and internships. Likewise, during guest lectures held during the RISEBA Career Days, students are introduced to the

latest developments in the job market.

Several part-time students already have jobs, and, if necessary, they can be offered internship and job opportunities. All 2nd year students are obliged to do an internship at the RISEBA Creative Business Incubator.

The professional Bachelor's study programme "Business Management" conforms to the requirements of Cabinet Regulations regarding the Second Level Professional Higher Education State Standard (Annex 2), as well as to the occupational standards "Head of the Enterprise" (Annex 3) and "E-Business Manager" (Annex 4).

Until such time as the State education information system's Register of Students and Alumni has been created and the university receives information from it, from 2016 RISEBA has concluded a direct cooperation agreement with the Central Statistical Bureau regarding receipt of information free of charge regarding RISEBA alumni, in conformity with the structure of the university's programmes and student profiles. Every year, RISEBA receives data about alumni employment, professions and sectors, etc. and uses it to improve programmes. At the end of 2018, of all the study programme's alumni, only one had the status of being out of work, while another student had emigrated (Central Statistical Bureau, 2018 alumni).

Bearing in mind the "Information Report on Mid- and Long-term Job Market Forecasts", which was prepared by the Ministry of Economics in 2018, one can conclude that demand for highly qualified specialists (managers, senior specialists and specialists) will only increase in future (see Figure 2.1), due to the development of contemporary technologies and the need for their effective management. As a result of the restructuring of the economy, demand for retail employees., and in particular in commercial services, is continuing to increase rapidly. It is anticipated that at occupational level, demand will also increase for commercial and management specialists.

Table 2.1.

Number of employees in sectors of the economy (in thousands)

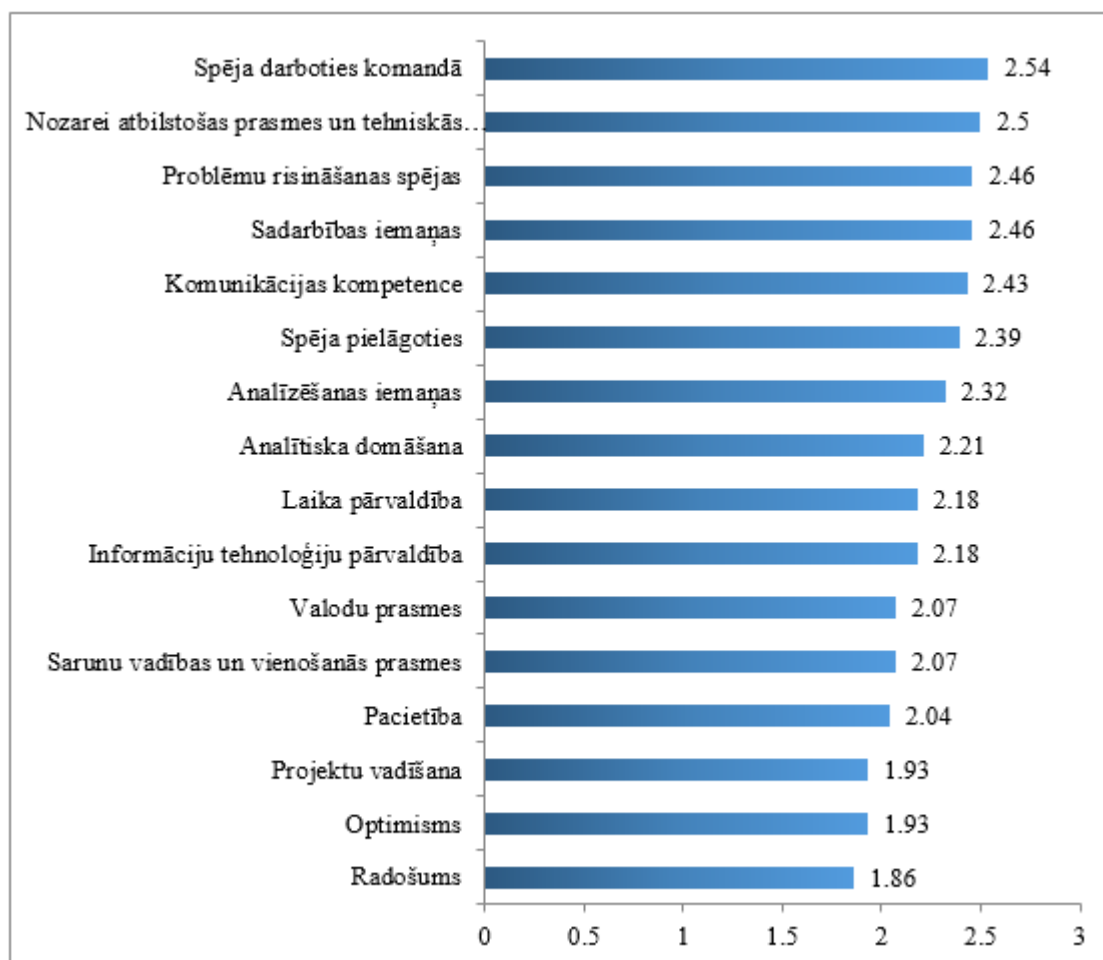
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pavisam	908,5	850,7	861,6	875,6	893,9	884,6	896,1	893,3	894,8
Lauksaimniecība, mežsaimniecība, zivsaimniecība	79,5	73,3	76,6	73,3	71,9	66,3	71,1	68,7	61,4
Apstrādes rūpniecība	120,0	112,2	114,4	122,5	125,7	118,8	116,3	123,5	120,9
Pārējā rūpniecība	28,9	26,4	22,0	20,6	20,6	18,9	23,6	25,7	24,5
Būvniecība	72,3	57,6	60,9	62,3	67,3	73,2	71,9	66,1	63,1
Tirdzniecība, izmitināšana	172,7	162,0	161,4	155,7	159,9	161,6	159,3	154,7	161,0
Transports un uzglabāšana	79,0	71,4	73,2	75,1	77,3	84,8	85,3	83,3	79,6
Citi komercpakalpojumi	151,9	153,7	151,2	163,9	167,6	165,3	170,3	173,8	183,7
Sabiedriskie pakalpojumi	204,2	193,7	199,8	202,2	203,6	195,7	198,3	197,5	200,6

In

2018., a study conducted by I.Senņikova, I.Ludviga and E.Dubinska on the skills and competences required by managers and leaders in the opinion of employers was published, wherein employers highlighted the skills (on a scale from 0 – 3) required in the job market as shown in Table 2.1. From this table, one can conclude that employers specifically nominate soft skills, as well as the skills and language proficiencies required within a specific industry. The study programme is specifically oriented towards the development of soft skills at individual, community and societal level. Moreover, an important role in education is played by students ability to enhance personal understanding and foster the maturity of their personality. Students develop the ability to critically perceive and analyse information, generalise and group it. plan and forecast through the

development of research skills, which is especially relevant nowadays in a technological information rich in information. In the study programme, 11 CP have been allocated to learning Business English, which employers have also highlighted as being of sufficient importance.

Overall, one can conclude that the study programme develops the required skills and competences, which employers covet in the job market (Figure 2.1).



Figure

2.1. Skills Required for the Job Market (Seņnikova, Ludviga & Dubinska, 2018)

The contents of study courses are updated every year in conformity with the industry's professional requirements. The relevance of the study programme's contents to the job market and their overall quality is ensured by the Programme Committee.

The tasks of the Programme Committee are as follows:

- to assess the relevant study programme, in conformity with the existing situation in the market and sector. The Programme Committee approves annual self-assessment reports;
- to make recommendations for improvement of the programme or changes to the programme;
- to review cooperation with the business community and recommend new cooperation projects.

The committee is composed of a diverse range of specialists including elected faculty members, visiting faculty, who teach study courses in the given programme and who are in regular contact with students. The university's vice rectors and study process administrators and study group curators also participate, in order to provide a feedback loop regarding work with students, implementation of a student-centric education and the university's means of improving the study

process. Employers and industry specialists are also consulted, who can reflect on current trends and job market requirements. The programme's students, Student Council and alumni, who provide their assessment based on their experience of the programme, are also invited to contribute. The Programme Committee discusses current trends in the job market, the latest scientific and research trends, the university's means of introducing these to the study programme, the contents of the study programme and the teaching methods used in the attainment of study course and programme results. As a result of the work of the Programme Committee, creative proposals are made for improvement of the study programme's contents and teaching methods, scientific activity, nurturing the satisfaction of students, as well as for enhancement of knowledge, skills and competences in accordance with current requirements and the university's means. RISEBA also employs a Student Career Counselor, who initiates organisation of various events under the auspices of the direction/programme, and engages students in various types of activities.

Since 2013, an Alumni Association has operated at RISEBA, whose goal is to build and reinforce an alumni community, providing alumni with further education options and fostering ongoing contact with the university, its faculty members, students and other graduates. The Alumni Association is a means of not only keeping track of the subsequent professional progress of alumni, but also of forming a link to professional organisations founded, led or represented by alumni.

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 information included in study courses stems from the study course's objectives and attainable results, which in turn emanate from the study programme's objective and attainable results. The link is clear in the study programme's mapping (Annex 4).

All study courses of the program are divided into 6 blocks:

- 1 - General education study courses;
- 2 - Basic theoretical courses of the branch;
- 3 - Branch professional specialization courses;
 - 3.1. - Branch professional specialization courses;
- 4 - Elective courses;
- 5 - Practice;
- 6 - Qualification (bachelor) work.

Each study course has a defined goal, results to be achieved. The knowledge, skills and competencies of all study courses are linked and subject to the goals and achievable results of the study program.

Study programme plans in Annex 5, while study course descriptions are in Annex 6. Each study course ensures the attainment of 1 to 5 of the programme's attainable results. Each of the

programme's attainable results conforms to at least 1 study course, but on average they are 5 or more courses.

To make it easier to clarify the expected study results, several seminars were organised:

- internal methodological seminars for programme directors on programme mapping and determination of the programme's expected teaching results,
- internal methodological seminars for both permanent and visiting faculty members on determination of the programme's expected teaching results.

In addition to internal training, faculty members were also offered several external seminars and training sessions, e.g. the seminar "The Significance of Teaching Results in Quality Assurance", which was organised by the Latvian Academic Information Centre and which was conducted by Dr. Declan Kennedy, University College Cork, Ireland. 11 RISEBA lecturers (including several programme faculty members) have completed the professional upgrading educational programme "University Didactics: Contemporary Theories and Practice" at the University of Latvia.

Before the start of each semester, each faculty member must update the course description, assessing the existing course goals and expected study results, and review proposed teaching materials and literature sources, making sure that the literature is up to date and that the latest studies in this field are presented.

Analysing the compliance of the contents of the study programme "Business Management" to the requirements of the State standard prompts one to conclude that the study programme fully conforms to requirements.

Study programme mapping (Annex 5) and compliance of the study programme to the occupational standards are enclosed in Annexes 2 and 3.

In order to ensure the mutual augmentation of courses, as well as to make sure that they don't overlap, the faculty members regularly discuss the contents of the study programme. Study course descriptions are available on the e-riseba platform, so faculty members can also see other study course descriptions to ensure they are mutually linked.

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.

Acquisition of knowledge, consolidation of skills and competences within the study programme incorporates theories, instruments, practical examples, lectures, group assignments, interactive discussions and lectures by visiting professors representing the industry. Learning under the aegis of the programme mainly takes place in work groups and through self-learning, which a significant part of learning in all the programme's courses. Simulations, as well as role playing and video lessons are integral part of the teaching process. Thus, for example, during the fourth academic year, students are offered the chance to participate in the business simulation game INTOPIA, where students have the chance to manage the operations of an international business over a two year period on an interactive platform, analysing its financial metrics every quarter (a total of eight

times).

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was developed in accordance with Cabinet Regulations No. 512 of 26 August 2014 "Regulations regarding the State Standard for Second Level Professional Higher Education":

- Transparent assessment principle – in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the master's thesis after he or she has mastered all the programme content.
- Possible assessment review principle – the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study By-law approved by the Senate stipulates that if the student wants to improve his or her final grade, he or she must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests specified in the course programmes or description (tests, homework, essays, presentations, independent projects, group work, etc.). The requirements depend on the specificities of the study course and its organizational process. Examinations at RISEBA are organised both in writing and verbally. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of each test corresponds to the content of the programme of the relevant study course and the requirements for skills and knowledge stipulated in the occupational standard. In accordance with the study course, subjects, technical and material provisioning and level of preparation of students, faculty members choose a diverse range of teaching methods: lectures, demonstrations and displays, practical work, presentations, discussions, group work, independent work, project work, situation analysis, work on the internet, practical learning in school and at a business, and teaching excursions. During the study process, the latest technologies are increasingly used. Technical and material hardware fully satisfies the requirements of lecturers and students in relation to the use of IT and interactive study methods.

Given that the program is implemented in different languages, please specify whether there are any differences between them.

A significant role in the study process is allocated to study implementation methods. Lecturers are encouraged to use the latest and interactive study methods. Therein, RISEBA organises methodological seminars. For example, in 2019 methodological seminars were organised on subjects including "Interactive Use of the MOODLE Environment – Practical Examples" and "Intercultural Communication and Various Cultural Difference", etc. In addition, in order to master

the study course “University Didactics: Contemporary Theories and Practice”, faculty members are regularly offered the opportunity to deepen their knowledge in courses and seminars organised by CEEMAN. For example, during the reporting period programme faculty members including Ieva Brence, Andrejs Čirjevskis, Solveiga Blumberga and others augmented their knowledge at the CEEMAN International Summer School (2 weeks). Tatjana Vasiljeva attended a seminar lasting several days in Croatia on preparing situation analyses (case-studies). With a view to adopting mutual best practice, faculty members regularly attend colleagues’ classes. In accordance with academic personnel assessment criteria, during the course of a year a faculty member must attend at least four colleagues’ classes, while the faculty member whose class is being attended does not have to be informed beforehand, as a result of which the procedure serves as a certain type of guarantee ensuring quality classes.

At the commencement of studies, an official study opening week is organised, during which students take part in creative activities. Students in each programme start their studies with an introductory evening, in the course of which they are informed about study process administration rules and the opportunities on offer to them. Likewise, events are held so that students can get to know and bond with one another.

Students are motivated to regularly take classes. For every 2 CP, a study course has at least test - interim test (3 CP – 2 interim tests, 4 CP – 3 interim tests, etc). In the event that a student fails an interim test, he or she cannot get a successful course grade. From time to time, students are required to demonstrate the knowledge they have acquired in previous study courses.

For the attainment of study objectives, the study process may include various tests of knowledge and skills and assessment methods (incl. distance learning form).

For demonstration of knowledge and skills in a study course subject, assessment methods may be used including practical work and homework, answers to questions given in written or electronic form, control work, examinations, tests, or writing a lecture or composition of a short essay.

Assessment of analytical skills entails testing knowledge and skills according to metrics: resolution of practical situations, which entails selecting analytical methods and presentation of results.

At synthesis level, a student must be capable of demonstrating skills at collating, combining, identifying key principles, finding cause-effect relationships, developing alternative versions for solving business or organisational management problems and choosing optimal solutions. The student must prepare a new decision and a new means of solving a business problem. Appropriate knowledge and skill assessment options may be: practical situation analysis, work in a group, scenario and forecast development, self-appraisal during an organisational internship, or writing theses for a research paper.

The ability to derive value from study materials for one’s set professional goal characterises the highest level of thinking in the attainable study programme - assessment. Possible means of monitoring and assessing skills and knowledge include: practical situation analysis and its presentation in the interests of the group, writing an expert opinion, the ability to offer advice and develop proposals, project development on the basis of a hypothesis, Bachelor’s (qualification) thesis, research paper preparation (cooperation with RISEBA faculty members).

The quality of the knowledge, skills and competences of Bachelor’s students is assessed, based on an order from the Republic of Latvia’s Ministry of Education and Science and in accordance with the university’s existing assessment criteria.

At RISEBA, these outcomes are graded against two indicators:

- Qualitative assessment – grade on a 10 point system;

- Quantitative assessment – number of credit points depending on the scope and importance of a study course.

The number of required credit points is indicated in the study plan and study course description. In order to assess the compliance of the workload completed by the student to the plan, every semester and study year a quantitative assessment in credit points is conducted - 1 credit point corresponds to 40 academic hours (full-time studies – 16 contact hours per credit point, as well as three hours for the examination, part-time studies – 10 contact hours per credit point, as well as three hours for the examination). During the study course, regular assessment of the student's work takes place in lectures and in the course of independent studies.

A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

Implementation of the study process is based on student-centric education principles (see Table 2.2). Studies are based on the independent work of students, at the same time providing the leadership and support of faculty members – each study course description specifies students' independent workload and the content, as well as its assessment methods. Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of Bachelor's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students. If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals.

Table 2.2.

Student-centric education principles and their implementation in the study programme

The principle of a student-centric approach	Implementation in the study programme “Business Management”
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Study course lecturers take into account respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students' capabilities. Students have the opportunity to study via various forms of study - full-time, part-time and distance learning, as well as switching from one form of study to another, or from one study programme to another.

The diversity of student requirements is met during the study process by developing various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods. They all receive university's support in improving their skills in this realm. In addition, lecturers are guided by the RISEBA Academic Integrity Code (approved at a RISEBA Senate meeting on 10.10.2018, Minutes No.18/1.1-07/07) and the rules regarding plagiarism (approved at a RISEBA Senate meeting on 02.03.2011, Minutes No.1.1-07/02).

Students can and do take the opportunity to change the form of studies, at no additional expense, retaining the assessments that they have received. The majority of students switch from day to evening and from evening to the distance learning form of studies. Therefore, the programme supports students, who leave the country on business or who want to study remotely for family reasons.

Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - constructive conversations, discussion, role-playing games, creative methods ("Brainstorms", "Thinking caps", etc.); research methods - literature studies, teaching excursions, seminars, projects, situation analysis and problematic assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods. Various forms of work are employed - group including group work, individual work and independent work.

There are various assessment methods in study courses - in accordance with the study course, subjects, technical and material provisioning and level of preparation of students, lecturers choose a diverse range of teaching methods: lectures, demonstrations, practical work, presentations, discussions, group work, independent work, project work, case studies, situation analysis, work on the internet, practical learning at the university and in a business, as well as teaching excursions. During the study process, the latest technologies are increasingly used. Technical and material hardware fully satisfies the requirements of faculty members and students in relation to the use of IT and interactive study methods. A significant role in the study programme is occupied by development of research knowledge, skills and competences. Therefore, in several study courses, students must find, analyse and critically evaluate scientific research, which have been published on scientific databases regarding the relevant study course, in accordance with its objectives, e.g. the study courses "Development of Study Skills", "Research Methodology" and "Marketing Studies", etc.

The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and attitude individually or in a group. At the same time, the leadership and support of the faculty member is provided, motivating the student and providing an oral or reciprocal feedback loop.

In order to assess the compliance of the workload completed by the student to the plan, every semester and study year a quantitative assessment in credit points is conducted - 1 credit point corresponds to 40 academic hours (full-time studies – 16 contact hours per credit point, as well as three hours for the examination, part-time studies – 10 contact hours per credit point, as well as three hours for the examination). During the study course, regular assessment of the student's work takes place in lectures and in the course of independent studies. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests described in the course programme or description (tests, homework, essays, presentations, independent projects, etc.). Students can keep track of their accomplishments, comments and assessments on Moodle at e.riseba.lv

In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.

Faculty members demonstrate their teaching and professional competence by forming friendly, but at the same time working relationships with students. Through the performance of various studies of student surveys, it has been ascertained that for students vital prerequisites for forming positive relations with faculty members are clearly defined study course requirements, assessment criteria, dates, receipt of a feedback loop, the chance to receive answers to questions, and the support provided by lecturers and curators, as well as administrative personnel. For example, this positive assessment appears in student feedback surveys.

Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary – the study department head or Vice Rector for Studies.

The contents of the study programme are oriented towards the development of students' communication skills and competences. Therefore, students only submit a complaint if they see no other means of resolving the issue of concern to them. Such instances are very rare (during the 2018/2019 academic year, only two complaints had to be resolved from the 449 students in the study programme).

Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings; methodological seminars, excursions and various classes are organized for faculty members.

RISEBA organises methodological seminars. For example, in 2019 methodological seminars were organised on subjects including "Interactive Use of the MOODLE Environment – Practical Examples" and "Intercultural Communication and Various Cultural Differences", etc. In addition to mastering the study course "University Didactics: Contemporary Theories and Practice", faculty members are regularly offered the opportunity to deepen their knowledge in courses and seminars organised by CEEMAN. For example, during the reporting period programme faculty members including Ieva Brence, Andrejs Čirjevskis, Solveiga Blumberga and others augmented their knowledge at the CEEMAN International Summer School (2 weeks). Tatjana Vasiljeva attended a seminar lasting several days in Croatia on preparing case-studies. The Programme Director also improves her competences and spent two weeks at a CEEMAN organised event "Professional Development of International Managers", where she acquired skills enhancing her ability to use case studies as a teaching aid. With a view to adopting mutual best practice, faculty members regularly attend colleagues' classes. In accordance with academic personnel assessment criteria, during the course of a year a faculty member must attend at least four colleagues' classes, while the faculty member whose class is being attended does not have to be informed beforehand, as a result of which the procedure serves as a certain type of guarantee ensuring quality classes.

In implementing a student-centric approach, special attention is paid to assessing study results:

1) Faculty members know testing and examination methods and receive support to improve their skills in this area. This occurs during methodological seminars, departmental meetings and working on projects, as well as learning from one another mutually attending one another's classes. For example, during the 2018-2019 academic year, the Programme Director attended classes given by four faculty members (V.Bolēvics, M.Zakriževska-Belogrudova, J.Mašošins and N.Rika).

2) Tests, assessment criteria and methods, as well as grading criteria for posting are published in advance. Together with a description of the study course, these are posted on MOODLE on e.riseba.lv and are discussed during the first class. If necessary, they are sent out individually by e-mail or discussed in a consultation.

3) Assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes - in the form of knowledge, skills and attitude.

4) Students receive a feedback loop, and, if necessary, the faculty member offers advice and support to improve the teaching process.

5) The diversity of students is taken into account and, in individual cases, circumstantial comprises are made to help students such as the extension of deadlines for submission of work and consultations in the event of illness or a business trip.

6) Assessment should be consistent, fair, and applicable to all students. It should be carried out according to the approved procedures.

7) Assessment of attained study results is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators.

8) The university has a functional procedure for reviewing students' appeals.

In the implementation of the study process, the Programme Director is actively helped in providing support to students by group curators. Curator – an academic faculty member, member of administrative personnel or the Student Council, who undertakes responsibility/custodianship of a student group, creating a favourable environment for studies and consolidating bonding within the group. Each day and evening department group is also allocated a senior group member, who collaborates with the group curator in keeping track of students' problems during their studies and the university's events and excursions. The objective of the curator's work is to provide students with support during their studies, helping to make the study environment at RISEBA more friendly to students. During the 2019-2020 academic year, there are 10 curators at work in the programme (Table 2.3):

Table 2.3.

List of 2019-2020 academic year programme group curators

No.	Surname, name	Academic degree	Position
1	Brence Ieva	Dr.sc.administr.	Assoc.Prof., Director of the "Start-up Acceleration and Finance" programme
2	Hofmane Anete	Mg.psych., Mg.sc.administr.	Director of the "Business Psychology" programme

3	Konovalova Natālija	Dr.oec.	Assoc.Prof.
4	Kreituss Ilmārs	Dr.chem.	Professor
5	Pančenko Ērika	Dr.sc.ing.	Assistant Professor
6	Rika Nadežda	Mg.oec.	lecturer
7	Skvorcovs Aleksandrs	Mg.oec.	Director of the "Business Management" programme
8	Slūka Inese	Mg.sc.soc	lecturer
9	Vīra R.	Dr.paed.	Assistant Professor
10	Zilgalve Gaļina	Mg.hrm.	Head of the External Relations Department

Implementation of the study process is based on **student-centric education principles**. For example, the diversity of student requirements is met during the study process by developing various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods. They all receive university's support in improving their skills in this realm. In addition, lecturers are guided by the RISEBA Academic Integrity Code (approved at a RISEBA Senate meeting on 10.10.2018, Minutes No.18/1.1-07/07) and the rules regarding plagiarism (approved at a RISEBA Senate meeting on 02.03.2011, Minutes No.1.1-07/02).

Studies are based on individual work of students, at the same time providing lecturer leadership and support – each study course description specifies students' independent workload and the content, as well as its assessment methods. Each study course assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of internships and Bachelor's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students. If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals.

In the implementation of the programme, students are offered excursions, e.g. during the 2019-2020 academic year, the following excursions were organised during the autumn semester (see Table 2.4):

Table 2.4.

List of teaching excursions during the 2019-2020 academic year autumn semester

No.	Date	Excursion place	Student group	University organiser
1.	21.10.2019.	National Library of Latvia	1st year, Day Department	A.Skvorcovs, Programme Director

2.	08.11.2019.	National Armed Forces Base	1st year, Day Department 2nd year, Evening Department	L.Rutka, Head of the Business Department
3.	13.11.2019.	SIA BITE Latvija	2nd year, Day Department, 4th year, Day Department	A.Skvorcovs, Programme Director, J.Dobrova, Student Career Counselor
4.	12.12.2019.	Bank of Latvia	3rd year, Evening Department	I.Kreituss, Vice Rector for Studies
5.	13.12.2019.	SIA "Allnex Latvia"	3rd year, Day Department	N.Rika, lecturer, Head of the Study Department
6.	15.01.2020.	Solvay Business Services	3rd year, Day Department	N.Rika, lecturer, Head of the Study Department

After each study course, students receive assessment forms regarding the quality of the course. The study course assessment forms are sent to faculty members and discussed during the annual evaluation of faculty members. To a certain extent, study course assessment results influence the remuneration of faculty members (if the average assessment is above 4.4, the faculty member receives two points in the annual evaluation, whereas if the assessment is under four points, no points are awarded). In turn, if the assessment is low (under 3.5), special discussions are held with the faculty member regarding improving the quality of teaching. If improvements are not observed, the issue of replacing the faculty member is resolved.

Likewise, during their third year of studies, a visit is arranged for students to the Bank of Latvia's knowledge centre "In the World of Money". Since 2019, in order to help them pass the "Civil Protection" study course, students have the opportunity to visit the National Armed Forces base at Ulbroka.

To help them acquire in-depth knowledge, students are offered guest lectures. For example, the 2018/2019 academic was announced as the RISEBA Digitalization Year, under the auspices of which, on the third Wednesday of every month, guest lectures were held on digitalization issues, e.g. Data Protection Regulation requirements, Practical Cooperation with the State Revenue Service (State Revenue Service) and Financial Markets (Deloitte), etc.

Employer and industry representatives also make regular visits to specific groups of students. Similarly, most of the lecturers in the study programme are industry representatives, who thus ensure that teaching is conducted in a practical format.

Students have the chance to attend guest lectures in Latvian and English.

Students can also attend elective study courses in other study programmes. Thus, for example, students have chosen to attend study courses in English in the RISEBA "European Business Studies" study programme.

During the second academic year, students do a compulsory internship at the RISEBA Creative Business Incubator. Internships are managed and coordinated by supervisors. All internships should be defended on time according to the academic schedule.

Study implementation methods are discussed by the programme board to which student representative are elected. The opinion of students is heard at meetings of the board. Student representatives also participate in decision making by the programme board in relation to changes in the study programme.

A Student Council operates at RISEBA. One of the basic aims of establishing the Student Council was fostering contact between students and encouraging their activity. The RISEBA Student Council is a member of the Latvian Association of Students, which is a great forum for sharing experience and discussing problems related to studies, student life and the education system as a whole. The RISEBA Student Council represents the interests of students before all university and state bodies, as well as abroad.

Students also have the opportunity to participate in surveys organised by the university and the Student Council. Every academic year at RISEBA, surveys of students are regularly conducted in all study courses regarding the course of the implementation of study programmes, the quality of the work of faculty members, which makes it possible to keep track of the assessment of the study programme from the perspective of students, as well as the quality of the organisation of study work.

Daily matters with the administration are dealt with by study programme administrators, senior group members and the Student Council. Information about students' activities is received by the Information Centre's responsible methodologist or the study programme administrator, or else the assistants to the Rector and Vice Rector.

RISEBA supports the initiative and ability of students to organise various events. The university's Christmas Ball has become a tradition, as has the Golden Awards ceremony, where university employees, students and industry cooperation partners are honoured.

Students can ensure their participation in this process by expressing their wishes to their immediate study course lecturer, department heads, as well as with the help of the RISEBA Student Council, whose representatives take part in RISEBA Senate meetings.

Students are encouraged to attend academic conferences to share their research results. Every spring, RISEBA hosts an international conference on scientific and artistic creativity entitled "Changing World - in Search for New Solutions". The conference is financially supported by companies that award money to the first prize winners. First places accompanied by cash prizes (worth EUR 100 - EUR 450).

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

The study programme includes study courses intended to foster the development of students' personalities, e.g. "Development of Study Skills", "Personality Growth and Team Building", "Business Communication in English", "Social Psychology" and "Ethics and Social Responsibility", etc.

The study programme provides for three study (course) papers. During the 2018/2019 academic

year, students admitted to the programme will have to do the following course papers: Business 1 (1st year) – Economic and Financial Aspects in Business, Business 2 (2nd year) – Marketing Aspects in Business and Business 3 (3rd year) – Human Resource Management and Strategic Aspects of Business. The preparation and layout of course papers are regulated by "Study Paper Development Regulations" (approved at a RISEBA Senate meeting on 26.06.2000, (with amendments) on 07.06.2016). A commission appointed by RISEBA assesses the content and quality of papers, as well as the presentation skills of students.

The programme provides for professional internships worth 21 CP. Students in the 1st year and 2nd year programme during the 2018/2019 academic year were provided with the following internships: Business 1 (1st year), Business 2 (2.kurss), Business 3 (3rd year), Internship in a Business Incubator (2nd year), the simulation game "INTOPIA" (4th year) and a research internship (4th year).

From the 2019-2020 academic year onwards, in accordance with recommendations from employers and internship companies, some internships were combined in bigger groups so that students could spend more time honing their practical skills at a company. "Internship 1" 4 CP and "Internship 2" 4 CP were combined, creating "Internship in Business 1-2" worth 8 credit points; "Internship 3" 4 CP and "Research Internship" 3 CP were combined, creating "Research Internship" worth 7 credit points. As a result, students spend 8 and 7 calendar weeks with companies respectively.

The objective of internships is to provide students with the opportunity to acquire economic and business competences and to master the set of practical skills required by a commercial manager in the economic, management and social fields:

- Modern Logistics Concepts;
- Contemporary Management Methods;
- Diverse Marketing Approaches;
- Financial Balancing Principles in Business;
- Legal Aspects of Doing Business;
- To acquire materials for the development of course work and a Bachelor's thesis.

Internship assignments and requirements are regulated by the "Internship Rules for BBM (Bachelor's Business Management) Programme Students" and each internship's special requirements. Internships are managed and coordinated by the internship manager. They are assessed with a grade within a set timeframe, in accordance with the study timetable.

- Internship in Business 1: to conduct an analysis of Latvia's macroeconomic situation and study the impact of the macroeconomic situation on a certain industry of the student's choice, consolidating acquired knowledge in economic theory, and obtaining the necessary information for preparation of a course paper.
- Internship in Business 2: to conduct market research into a certain product/service within a certain industry of the student's choice, consolidating the knowledge acquired during the study courses "Marketing" and "Marketing Research", and acquiring the required information for the preparation of a course paper.
- Internship in a Business Incubator: to develop students' creative thinking and abilities generating business ideas, acquiring theoretical and practical knowledge of setting up a business.
- Internship in Business 3: to research and assess the management of a certain company for the attainment of economic efficiency, consolidating all knowledge previously acquired in the chosen specialisation, and defining a problem that will be reviewed in the course paper.
- "INTOPIA" simulation game: to consolidate knowledge acquired during the study process of business management and decision making, as well as acquiring practical skills for the performance of commercial activity.

- Research Internship: to consolidate knowledge acquired during the course of studies, including in the study course "Research Methodology", in the independent preparation of work and in research work methodology and to acquire the required information (including primary data) for the preparation of a Bachelor's thesis.

Students may independently choose the place of their internship. The internship place may be any industry organisation, including abroad, which has operated successfully for at least three years. If a student already works at a company, he or she may choose this workplace as the place for his or her internship. When choosing an internship place, students must take internship assignments and ways of solving them into account.

In the event that a student fails to find an internship place independently, he or she is entitled to ask the university to provide this by approaching the Programme Director.

The venue for the Internship in a Business Incubator is the RISEBA Creative Business Incubator.

A student must choose a research internship place in accordance with the chosen Bachelor's thesis subject and get approval for this from the Programme Director.

Students are required to conclude a trilateral agreement with the organisation that provides him or her with an internship place and to post information about the chosen internship place on e.riseba.lv by the start of the internship. This requirement also applied to students in English. If there were difficulties in providing an internship company, the student is assisted by a specialist from RISEBA Career Center.

In presenting the internship report, in a period of 4-5 minutes, the student is required to:

- introduce the organisation's operations;
- introduce an analysis of the organisation's operations;
- set out conclusions and proposals for improving the organisation's operations.

A section has been created for each internship section on e.riseba.lv, where students have access to all the required document templates, e.g. rules regarding internships in the programme, internship requirements, internship contract templates in Latvian and English, an internship diary, internship report title page and layout guidelines, and intern's assessment form (provided by the internship place – business).

Internship results are reviewed and/or assessed by:

- the internship manager representing the company (research object), who signs on the internship report title page and in the internship diary and inserts assessments.
- the internship manager representing RISEBA (the academic tutor for the student's final thesis), who approves the internship report.
- The RISEBA commission (including the Programme Director), which, after studying the student's internship documents and defence presentation, considering his or her answers to questions, assesses the internship's results.

In addition to the aforementioned assignments, the management of the organisation, where the student is an intern, can also set its own individual internship assignment, but only one that is connected to the set requirements and with a scope that does not threaten the fulfilment of the internship programme and which is compatible with the internship timetable.

In 2019, the programme's students took internships at 140 companies. After doing internships, several students continued their collaboration with the company, establishing an employment relationship. In 2018, internship opportunities were offered to the programme's students by 179 businesses.

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, a qualification (Bachelor's) thesis must be prepared and defended. In order to successfully pass the whole scope of the course and achieve a professional degree and qualification, in the Bachelor's thesis students should demonstrate the academic knowledge acquired during the study process as well as the practical working skills, acquired in accordance with their qualification.

In the middle of the 1st semester of the fourth study year, students must choose the subject for their qualification (Bachelor's) thesis. The preparation and layout of the Bachelor's thesis are regulated by "Study Paper Development Regulations" (approved at a RISEBA Senate meeting on 26.06.2000, (with amendments) on 07.06.2016). Students also have the opportunity to propose their own Bachelor's thesis subject, based on their knowledge and professional skills and/or the interests of a specific organisation. If necessary, the student can consult the programme director or faculty members in the relevant field regarding the relevance of the Bachelor's thesis subject or its compatibility with the study programme's requirements and choice of academic tutor. In accordance with RISEBA's requirements, all Bachelor's theses must be practical and practically applicable within the environments and organisations being studied.

Students may attempt to pass final examinations, if:

- They have completed the study courses included in the programme;
- Internship reports have been assessed;
- Course work has been assessed and passed;
- All financial liabilities under the study contract have been met.

If the study programme is successfully completed and a pass grade has been received during the final examinations (lowest successful assessment: 4 points), students are awarded a professional Bachelor's degree in business management and the fifth level (LQF Level 6-7) professional qualification - Business Manager.

In conformity with the programme's requirements, the subjects of students' final theses must be related to business management (see Table 2.5). Every year, a State Examination Commission assesses the compatibility of subjects to the programme and subjects are deemed to be compliant.

Graduation work grades of the programme's students usually range from 6 (almost good) to 9 (excellent). The State Examination Commission is traditionally composed of representatives from organisations (business environment or public sector).

Table 2.5.

Examples of Bachelor's thesis subjects during the 2018/2019 academic year

No.	Subject
1	Development of a Plan to Increase the Number of Clients of "SIA BARLOS"
2	Increasing the Satisfaction of Customers of Uzbekistan Airways

3	Development of a Business Model for SIA "ELBI"
4	Measures to Lower Human Resource Turnover at the Tokyo City Restaurant
5	Improvement and Analysis of the Work Organisation of the "Karme Filtrs" Warehouse
6	An Assessment of the Liquidity of Latvia's Commercial Banks and Upgrading Possibilities
7	Development of a Business Plan for the "BERGER GROUP"
8	Job Market Problems and Potential Solutions in Latvia
9	Improvement of the Strategy of SIA Jūrmalas Mežaparki
10	Development of a Business Plan for the Start-up SIA "Quercus"
11	Opportunities to Improve the Motivation of Employees at "Skandinaviska Enskilda Banken AB Rīgas filiāle"
12	Improvement of the Digital Marketing Activities of the Eco-cosmetics Brand The Body Shop
13	An Assessment of Product Competitiveness and Development of an Action Plan for Santa Maria
14	Development of a Business Model for the Start-up "United Print Design"
15	An Assessment of the Financial Status of SIA "MAXIMA Latvija" and Ways to Improve it
16	Ways of Reducing Human Resource Turnover at LDZ apsardze
17	Building Awareness of the Tex Mex Products of the "Santa Maria" Brand in Latvia
18	Organisation Culture at "Latvijas mediji" and Ways to Improve it
19	Opportunities to Improve Employee Motivation at SIA "Fima"
20	SIA "RELDI" Strategic Scenario Development
21	Increasing the Competitiveness of SIA "VAIDE"
22	Development of a Customer Attraction Plan for SIA "Sevplast-Montaž" with the Help of Instagram
23	Improvement of AS "BMGS" Personnel Motivation and Remuneration System
24	Analysis of the Competitiveness of SIA "DSPLACE" and Ways to Improve it

25	Analysis of the Commercial Activity of SIA ATEA and Development of Proposals to Improve its Operations
26	Introduction of Quality Assurance Principles to Improve the Operations of "RaWood"
27	Participation in the Pension System of Latvian Residents Capable of Work
28	AN ASSESSMENT OF THE FINANCIAL AND COMMERCIAL ACTIVITY OF SIA "NITTI" AND DIRECTIONS FOR ITS IMPROVEMENT
29	Improvement of the Quality of Customer Service at Relat-K
30	Improvement of Personnel Search, Recruitment and Adaptation at SIA SCANIA LATVIA
31	Improvement of Personnel Search and Recruitment Processes at SIA "LDZ apsardze"
32	Development of Proposals to Improve the Medicine Pricing Mechanism of Private Latvian Companies
33	An Assessment of the Development Strategy of SIA "Enfriho Group"
34	Joint Stock Company "Preiļu siers" Financial Operating Result and Financial Stability Analysis
35	Analysis of the Internal and External Micro-environment at AS "Aldaris"
36	An Analysis of the Commercial Operations of AS DLRR
37	Analysis of the Commercial Activity of SIA "Coppa LTD" and Ways to Improve it
38	Opportunities to Improve the Marketing Activity of SIA "Snores"
39	Improvement of the Personnel Recruitment Process at SIA "World of Wonders"
40	Improvement of the Financial Status of SIA "GreenLemon"
41	An Assessment of the Competitiveness of the Dealer Company "Zaynur " in Relation to Plumbing Equipment Sales in the Uzbek Market
42	Development of an Employee Training Plan for "Grecotel S.A."
43	Analysis of the Financial and Commercial Activity of SIA "Booking Group" and Directions in which to Increase its Operational Efficiency
44	Development of Proposals to Reduce Personnel Turnover at "Trialto Latvia"
45	Development of a New Personnel Training Programme at SIA "ART ORO"
46	Ways of Increasing the Sales Volumes of SIA "R&B" Air Fresheners in the Danish Market

47	Analysis of the Main Human Resource Management Functions at a Branch of Artel and Ways to Improve it
48	DEVELOPMENT OF A PLAN TO IMPROVE THE MOTIVATION OF COMPANY PERSONNEL AT "LDZ CARGO"
49	Improvement of Personnel Motivation Measures at "MSC" Shared Service Center
50	Improving the Customer Service Process at Tour Operator "A"
51	The Development strategy of SIA "Diva SM" for Launching a New Product in the Furniture Manufacturing Market
52	The Competitiveness of SIA "ALUBUILD CONSULTING" in the Conditions of the Baltic Market
53	Development of Measures to Consolidate Expobank's Customer Base
54	Analysis and Improvement of the Motivation and Stimulation System at SIA "SONORA RW"
55	Ways of Reducing Employee Turnover at Company "X"
56	Factors Nurturing the Satisfaction of Employees with Work at SIA "ELVI LATVIJA"
57	The Commercial Activity of SIA "Restorāns Māja" and Ways to Improve it
58	Development of Marketing Distribution Channels at the Latvian Football Higher League Club FC RFS
59	Ways of Improving the Product Pricing of "Winery Khareba" so that it Conforms to the Conditions of the Wine Market in Latvia
60	Analysis of the Competitiveness of SIA "Auto-Land.LV" and Ways to Increase it
61	Improvement of the Motivation and Training of LFF Organisation Personnel

Thesis subjects can be divided into nine groups:

1. Strategic Management
2. Marketing Management
3. Human Resource Management
4. Business Modelling
5. Logistics
6. Financial Management
7. Founding a Start-up
8. Business Competitiveness
9. Quality Assurance

Collating information about the 72 Bachelor's theses presented during in 2018/2019 on the aforementioned subjects, it was concluded that the majority of studies related to issues related to

human resource management in business (16%) and business modelling matters (14%), see Figure 2.2.

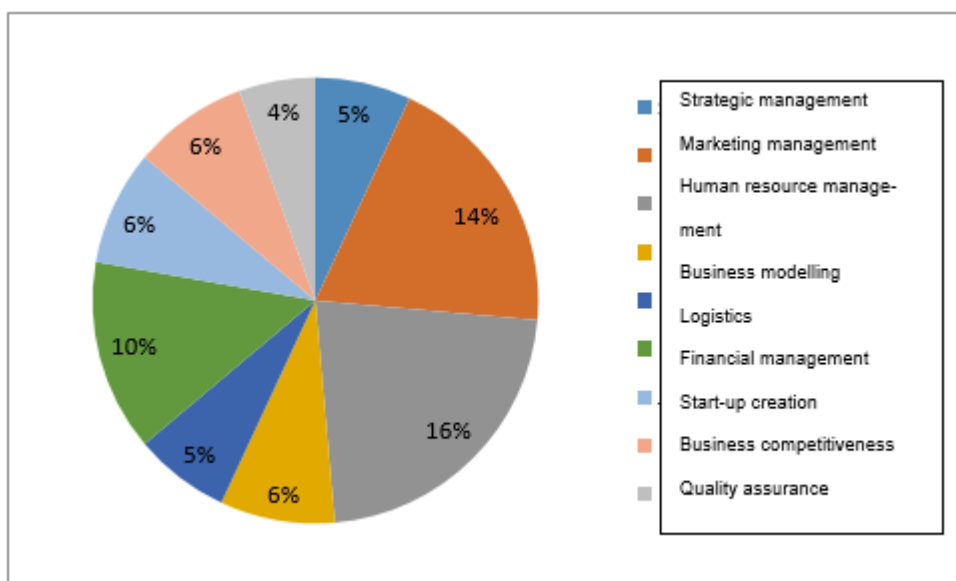


Figure 2.2.

Breakdown of final thesis subjects during the 2018/2019 academic year (%)

Overall, the compatibility of the theses to the study programme was assessed as being fully compatible. The topicality of the thesis topics in the field, including the labor market, can be recognized as relevant, as indicated by the employers' questionnaires, often students develop bachelor's theses directly on behalf of the employer. However, the State Examination Commission listed typical errors and offered suggestions for improving final theses, which were as follows:

1. Usage of references and arrangement of information sources used must be more precise, which mainly occurs, because RISEBA requirements differ from the options offered by MS Word, which is currently being actively worked on in the process of developing the new study paper preparation guidelines;
2. Attention should be paid to the general layout of work, which mainly arises from rushing. Therefore, during the course of each academic year, students are encouraged to start their Bachelor's thesis in good time so that there is enough time to examine its layout. Thesis tutors are being more actively recruited to assist in this process;
3. To improve the goal-orientation of proposals, which means that they should be made more specific and more closely linked to the conclusions and results obtained during the study. Therefore, detailed Bachelor's guidelines are being drawn up in which these nuances are resolved.
4. To place greater emphasis on interpretation of data obtained, which means that it is necessary not only to calculate and explain data, but also to connect them to the contents of the theoretical section. Therefore, detailed Bachelor's guidelines are being drawn up in which these nuances are resolved.

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.

RISEBA management organises and implements oversight and assessment of all working directions.

Students are surveyed using the electronic survey system [Webropool](#). Survey results are used to assess the contents of the specific programme, the format of the relevant course, the quality of lecturer's work and to set further tasks in order to improve quality. The quality of the work of RISEBA visiting faculty is assessed on a regular basis. The head of the educational institution supervises the teaching process. At least once a month, classes are attended, in conformity with RISEBA procedure PR 0021 "Class Attendance Procedure at RISEBA".

The results of surveys of students are overseen by the study Programme Director and they are taken into account, conducting the annual evaluation of academic personnel, as well as planning the composition of lecturers for the next academic year.

During the autumn semester of 2018-2019, 33 study courses (53.22% of all the programme's study courses) were assessed, which had already been successfully completed at the time of the preparation of the report, making it possible to process the survey's results. The assessment scale ranges from 1 – I completely disagree, to 5 – I completely agree. Students in each study course were assessed according to the following 11 criteria:

During data analysis, course assessments with an insufficient number of respondents were not taken into account, i.e. if less than 25% of students participated in the survey of the student group. In such instances, the Programme Director only pays attention to students' comments, but not to the numerical course assessment.

As a result, one can conclude that the average assessment of study courses and lecturers in the student survey is 4.52 (of a maximum 5.00). None of the criteria was rated lower than 4.00 – good. 184 students took part in the survey. Average criteria scores are shown in Table 2.6:

Table 2.6.

Study course assessment results during the 2018-2019 academic year autumn semester

Criteria	Student assessment
1. I have learned/discovered a lot new under the auspices of this course.	4.07
2. At the start of the course, students were informed about the contents, requirements and timeframes of the course.	4.71
3. The course was provided with the necessary literature and materials (sufficient library resources - books and other materials).	4.50
4. Teaching matter was explained in a manner that was easy to understand, emphasising the most important aspects.	4.51
5. Students had the opportunity to ask questions and participate in discussions during classes.	4.85
6. Classes started and ended on time.	4.62
7. The lecturer used the e.riseba.lv platform effectively (materials, communication, examinations).	4.51

8. The lecturer encouraged analytical thinking.	4.56
9. I received an assessment and explanations regarding the tests that I took while completing the course.	4.66
10. It was possible to receive a lecturer's consultation outside class.	4.43
11. I would willingly recommend a friend to listen to lectures given by this lecturer.	4.34
Average:	4.52

Student can make their opinion known in the form of suggestions. Some comments from students about the programme's study courses are reflected below (orthography and punctuation have not been corrected):

- Course "Microeconomics" (lecturer – A.Fedotovs): "The lecturer explained and taught this subject in a light and pleasant way, explaining everything in detail so that it was clear to everybody".
- Course "Development of Student Skills" (lecturer – A.Skvorcovs): "Really valuable for further studies, and including very important information about databases, analysis, research papers and other information. My subjective opinion, to make it more interesting for course students, would be to let them participate in some ideas at the whiteboard, in groups or otherwise. This would provide the opportunity to express yourself, and while it is also possible to make mistakes, it would make the whole learning process more interesting. I am so grateful for this course and it was great!"
- Course "Personality Growth and Team Building" (lecturer – M.Zakriževska-Belogrudova): "I really enjoyed the lectures and the responsible lecturer. Thank you!" "There are no recommendations, but gratitude to the lecturer, who can find a common language with each student." "A very fantastic course if the opportunity existed, I would attend it for much longer."
- Course "Mathematical Statistics" (lecturer – E.Treiguts): "A difficult subject but one that really stimulates thinking!"
- Course "Financial Accounting" (lecturer – R.Pēce): "The strongest course and lecturer this teaching semester."
- Course "Civil Protection" (lecturer – V.Dombrovskis): "I really enjoyed it, the lecturer explained the subject matter effectively. If some other programme does not have this course, I would recommend inserting it." "Very interesting lectures."
- Course "Business Communication in English 1" (lecturer – I.Romanova): "A very nice and helpful teacher, who presents everything very well."
- Course "The Role of Banks in Business" (lecturer – I.Kreituss): "As long there are such lecturers in the world – we can rest assured about the future of the country! A person with surprising depth, balanced, clever and calm. A person, who has been enough in life to learn to respect and appreciate what we have been given here and now."

Employment prospects for alumni of the study programme "Business Management" are extensive. Entrepreneurship is vital in various sectors of the economy, thus, analysing employment prospects, the metrics of all sectors of the economy are important.

During the 2018/2019 academic year, 61 respondents took part in survey, who studied and graduated from the programme in Latvian language groups and 37 respondents, who studied and

graduated from Russian language groups. Respondents assessed the programme according to 16 criteria on a scale ranging from “poor-very good”. Overall, the assessment can be considered to be positive both in terms of study content, and in particular in relation to the assessment of faculty members (see Figure 2.3).

As we can see in Figure 2.3, the proportion of all assessments is over 4. Alumni highly appreciate the opportunity to ask questions freely and participate in discussions, as well as the fact that, at the start of the course, they always received information about the course contents, requirements and assessment criteria.

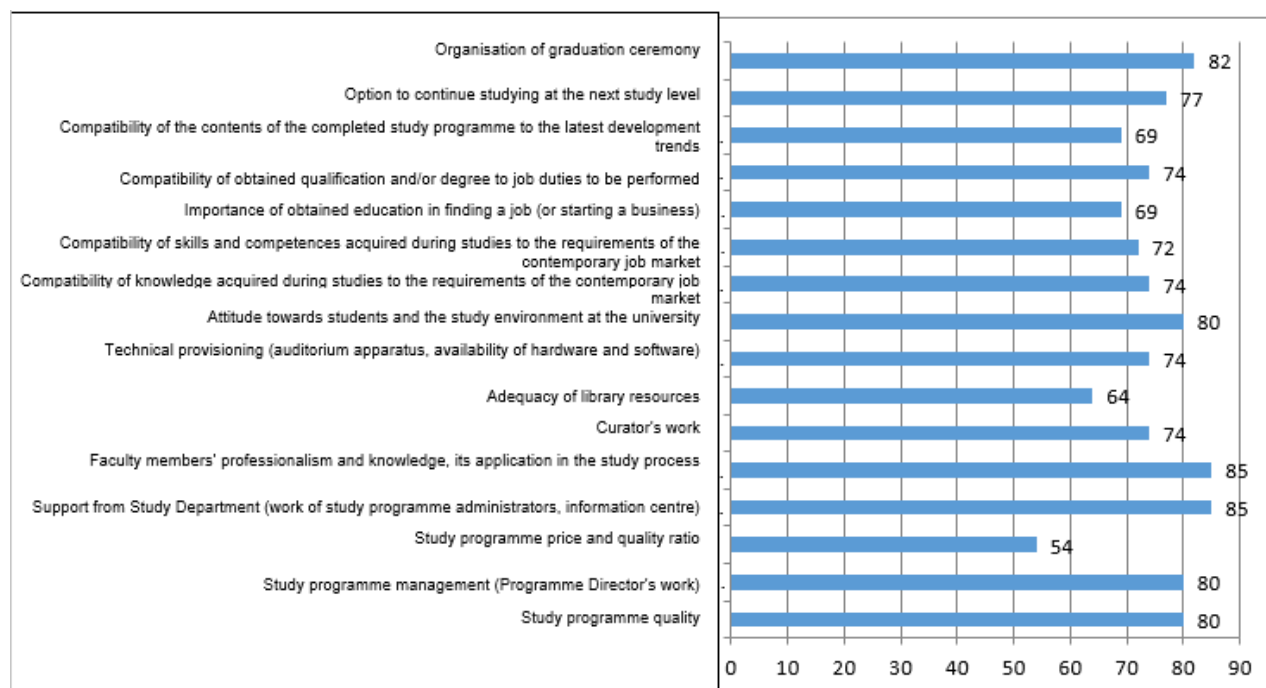


Figure 2.3. Assessment of study courses by the programme's alumni

RISEBA conducts employers' surveys regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled “Management and Leadership Development Needs in Dynamically Changing Societies” organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership. Moreover, the results revealed what are the skills employers are looking for when evaluating the job applicants - see figure below.

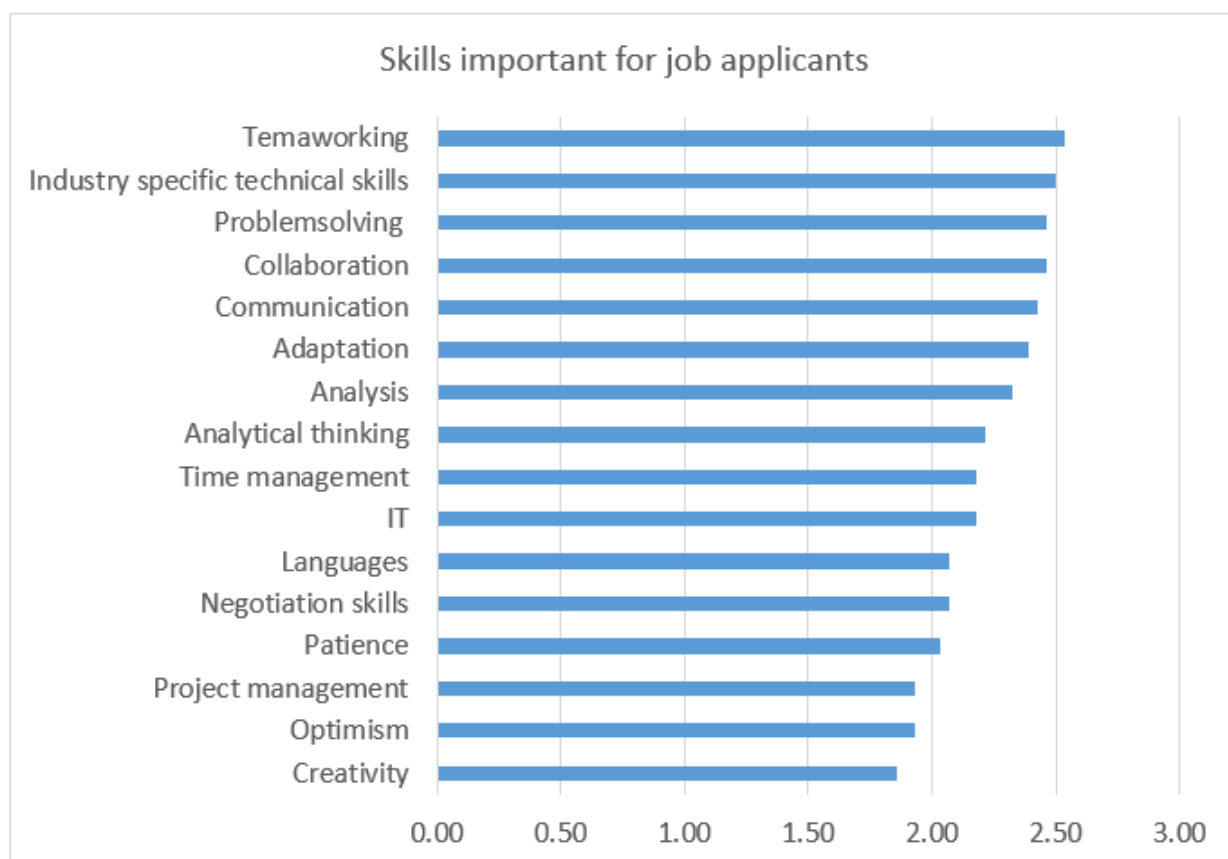


Figure 2.4. Skills important for job applicants

The results of this research (Fig.2.4.) were discussed in the Programme committee and with the lecturers and used to improve programme quality and adjust the graduate profile to the skills important for the employers. Since teamworking appeared to be the most important skill, more team activities and team assignments are included in the programme. These assignments include training of such skills as collaboration, communication and adaptation. Assessment of the study courses is partly based on team assignments – they can make up to 40% of the total assessment.

Another method of receiving feedback from employers is Internship evaluation forms. Employers which provide places for internships for master programme “international Business” students are asked to provide evaluation of the student’s performance during the internship using a specially developed evaluation form.

Question	very good/high	good/high	sufficient	not sufficient
Please rate student’s knowledge application	56%	40%	4%	0%
Please rate student professional skills	44%	50%	6%	0%
Please rate student’s application of innovative and creative skills	65%	30%	5%	0%
Please rate student’s sense of responsibility	82%	8%	10%	0%
Please rate student’s ability to work in a team	90%	10%	0%	0%

The survey also asks employees to reflect if student provided useful observations and insights about the organization and if student provided useful information and recommendations relevant to initiative (problem) he/she investigated. On 5-point Likert scale internship providers rated these

aspects on average as 4,7 and 4,8 thus indicating that the intern has been a valuable asset.

Alongside with the research described above, the programme faculty has been continuously cooperating with employers to understand how modern organizations have been transforming, what management skills are most important in the current situation and what competencies a modern manager should have in order to be demanded in the Latvian labour market. For example, together with representatives from Latvian Association of People Management, programme faculty participated in the working group dedicated to the implementation of People Analytics in Latvian organisations. This collaboration resulted in development of the study course “People analytics” and related methodological material.

The results of employer surveys are used for the enhancement of the study quality. Specifically, the following has been implemented:

- The cooperation with companies and organizations has been expanded; there have been organized seminars with business representatives and guest lectures with business representatives (e.g. Informal Insight series); companies have also been involved in offering master research topics.
- Teaching focuses more on interactive forms of study, including wider application of the case study method including problem solving tasks.
- Other aspects of the study process have been enhanced as well.

Another employer survey was conducted in fall 2019 and was more aimed at finding ways to ensure global competence of graduates. This survey aimed to 1) identify which skills and competencies of HE graduates are important for the companies when recruiting employees and 2) to find out employees opinion about activities that RISEBA should implement in order to increase the employability of the graduates.

The survey sent out to approximately 12 000 employers including RISEBA graduates. The employer sample was chosen based on RISEBA's cooperation with the companies – these were RISEBA corporate partners, suppliers, collaborative partners, sponsors, RISEBA graduates and others. The employer sample covered a variety of micro to large companies, from different fields of business and industries. These were companies that work with both local and international businesses, of whom majority already employed RISEBA graduates.

190 employers completed the survey. The respondents were from different sizes of companies: large – 34%; medium – 18%; small – 20% and micro – 28% giving a diverse perspective of employer perspectives. Furthermore, respondents also covered a wide variety of industries from tourism, entertainment, sales, education, banking, law, construction, IT, marketing and even included state and public administration.

32% of the respondents already had 1-3 RISEBA graduates working at their company; 12% had 3-6 RISEBA graduates working at their company; 3% had 6 or more graduates working at their company, while the remaining 53% either did not have such information or did not have any RISEBA graduates working at their company.

Employers were asked to evaluate the importance of skills and competencies of HE graduates for their company when recruiting employees. Figure below shows the importance of eight skills on 5-point Likert scale where 1-not important; 5-important.

The highest importance was given to such skills and competencies as transversal skills, emotional intelligence, adaptive thinking, collaboration building and networking skills. This shows the skills and competencies that should be considered in preparation of internationalised curriculums.

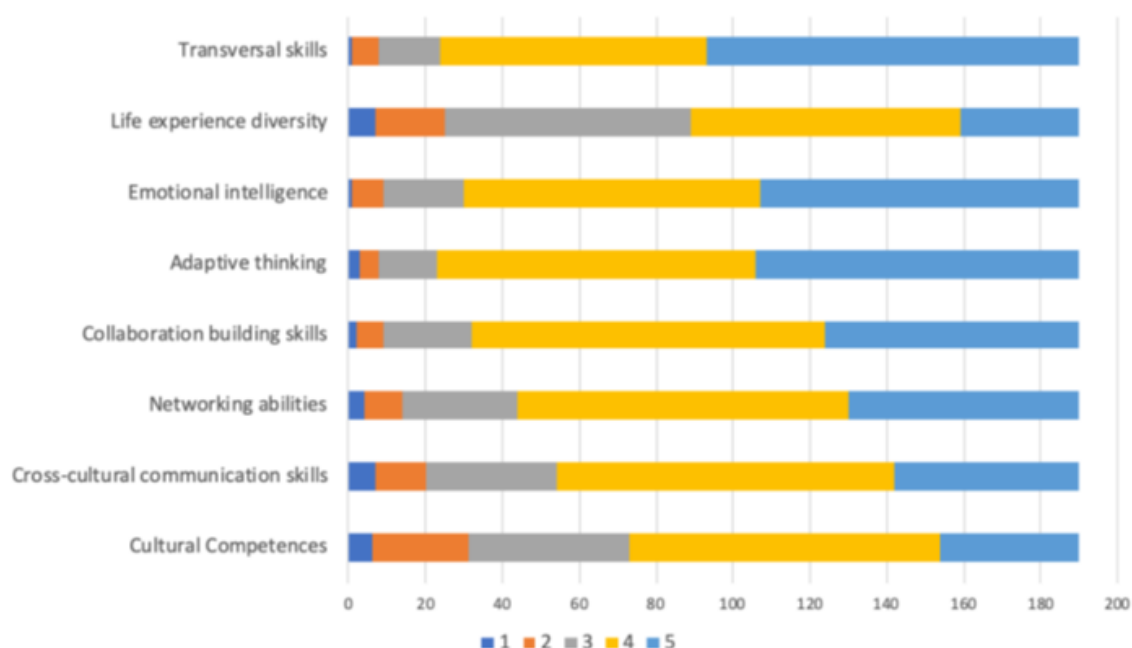


Figure 2.5. Evaluation of skills and competencies for graduates as employees (n=190)

Employers were asked to choose activities that RISEBA should implemented in order to increase the employability of their graduates. The activities and elements recognised as most important were internships abroad-53%, collaborations with international partners-52%, foreign language studies-50%, foreign professors and guest lecturers-44% as well as short study abroad programmes-43% (see Figure 2.5.). Other internationalisation activities and elements evaluated highly by the employers were: study abroad semesters, intercultural training and internationalisation of the curriculum.

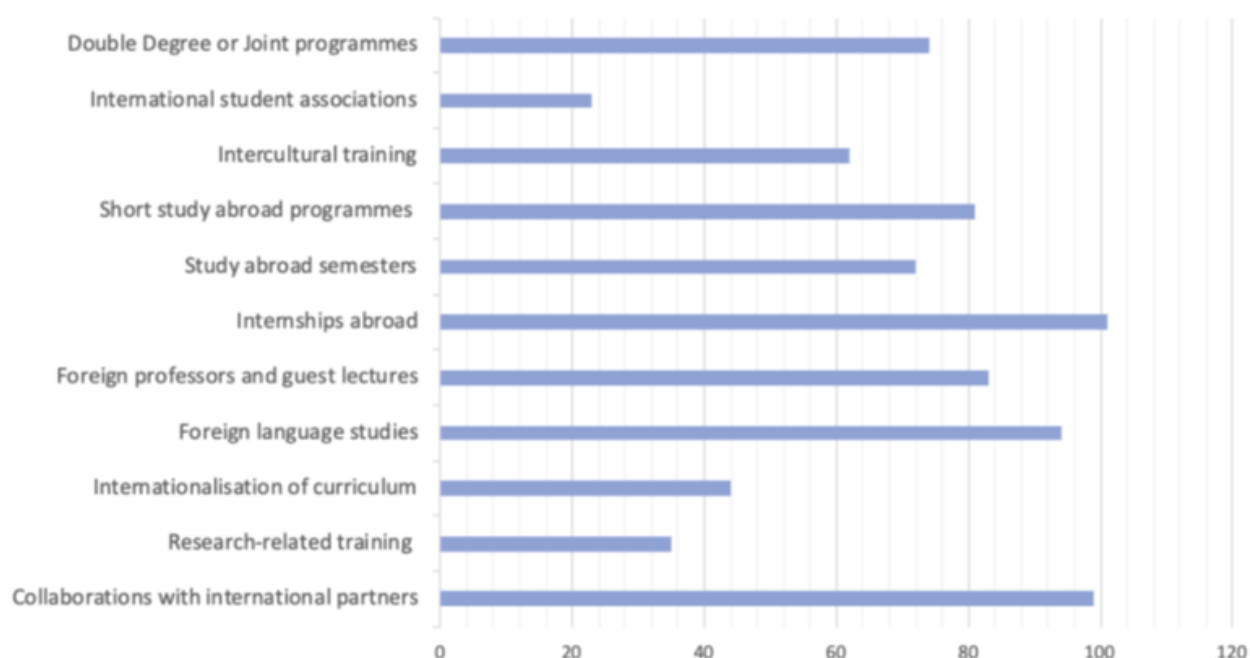


Figure 2.6. Internationalisation activities and elements evaluated by employers (n=190)

Employers were also asked which experiences they consider important and valuable for recent graduates as employees at their companies. The most valued experiences were international work experience-55%, studies in English-46%, other foreign language studies-44% and internship experience abroad-36%.

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.

Students may make use of various types of cooperation:

- ERASMUS+ programme – an exchange programme for the best students that allows them to spend one or two semesters studying at a university in European Union country and to receive a grant. RISEBA has concluded cooperation agreements with 77 universities in various countries, including 30 universities in EU states. More information is available at: <https://www.riseba.lv/lv/studentiem/starptautiskas-iespejas/partneraugstskolas>
- ERASMUS+ programme – professional internship abroad, in any EU Member State and a bursary;
- Participation in events organised by academic partners (Latvian or foreign): conferences, seminars, projects, creative workshops, summer schools, etc.

During his/her mobility period in a foreign university, the student should choose study courses that are as similar to courses offered by RISEBA in his/her programme as possible. The chosen study courses should be approved by the Programme director. Any study courses completed according to the assessment criteria of the respective academic partner are considered equal to the respective semester or annual courses of RISEBA and are entered in the documentation of academic attainment. Courses completed during the mobility period are recognized if their value in credit points and content are in line with the content and scope of the respective study course at RISEBA.

Some of the programme's students take advantage of the opportunities offered by the Erasmus+ programme and study in other countries during the semester (Table 2.7).

Table 2.7.

Incoming and outgoing mobility statistics for the programme's students for the period from 2013-2020

Mobility type	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total
Incoming	0	7	7	7	7	1	0	29
Outgoing	4	2	5	4	0	2	1	18

All incoming students were from Kazakhstan. Outgoing – to Germany (2), France (2), Sweden (1), Belgium (3), Cyprus (3), Estonia (1), Spain (2), Portugal (2), Finland (1) and Austria (2).

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.

Since the university was founded, RISEBA has significantly expanded facilities used for academic purposes. In October 2017, the total area of premises was 11350.61 m². The learning process takes place in three RISEBA buildings in Riga - at Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, a part of Riga creative quarter). The building at Durbes Street 4 is adapted for people with special needs. Generally, the programme is delivered at Meža Street 3 or Meža Street 1/6, but occasionally the students are offered guest lectures or university events are organised at Durbes Street 4 (courses, seminars and guest lectures, the Christmas party, Career days, graduation parties, the Introductory week, LR Accounting Forum, etc.). For information about RISBA infrastructure see Table 3.1.

Table 3.1.

RISEBA infrastructure used by students and faculty of the “Business management” programme in 2019

Meža Street 3, Riga	Meža Street 1/6, Riga	Durbes Street 4, Riga
18 teaching rooms (668 seats)	13 teaching rooms (480 seats)	9 teaching rooms (263 seats)
3 computer classrooms (85 seats) + 75 laptops (2 mobile computer classrooms)	Creative Business Incubator	3 teaching rooms (video editing studio/ computer classrooms) (59 seats)
Copy Centre		2 video editing workrooms (5 seats)
Premises of the Student Council		Photo studio (30 seats)
1 conference room		Sound recording studio (10 seats)
		Video studio (50-60 seats)

All auditoriums are fitted with equipment for visual presentation. Powerful stationary video projectors are installed in the auditoriums, and additional monitors are installed in the largest auditoriums to ensure better visibility from the back rows.

Generally, 344 computers with a Windows operating system, including 75 laptops, and 92 Apple

computers are used for learning purposes in auditoriums, computer classrooms and editing rooms of RISEBA. To meet the requirements of the learning process, 309 computerised workspaces have been duly equipped, 268 of these workspaces are directly available to students. Computers have Intel Core processors with MS Windows and MS Office software or Apple MacOS X software. Laptops and powerful WIFI hardware ensure that auditoriums can be quickly transformed into computer classrooms, allowing to dynamically plan learning processes. One computer classroom at Meža Street 3 and all computer classrooms at Durbes Street 4 are equipped with high performance computers, which quickly process audiovisual materials and can be used for training. Computer hardware is regularly monitored and gradually updated. Under the programme, the following courses are taught in computer rooms: "Office Software for Business", "Business data processing technologies", part of the study course "Marketing Research", namely, "Information systems in business", "Record keeping and business correspondence", as well as other study courses that are delivered by means of computers at faculty's request.

All RISEBA computers are connected to the local computer network and the Internet. A wireless Internet connection (WiFi) is available in the premises of the university. The speed of Internet connection is 200 Mbps (Meža Street 3 and Meža Street 1/6), 200 Mbps (Durbes Street 4) and 50 Mbps (Mihoelsa Street 47).

RISEBA has 12 multifunctional network printers with scanners. Four of these are colour printers. Employees and students have access to a copy centre to print or bind handouts, coursework, etc.

To prepare and demonstrate multimedia presentations and teaching materials, as well as to visualise data, various multimedia technical capacities are used: conference auditoriums with LCD and laser projectors, screens and sound equipment; 5 portable projectors; and 5 laptops that can be used together with the portable projectors without any additional stationary hardware.

Lectures can be recorded at the university by means of stationary equipment in 4 auditoriums – 3 auditoriums at Meža Street 3 and Meža Street 1, b.6, where the recording capacities are based on RISEBA subscription to Panopto video recording, management and broadcasting systems, and in 1 auditorium at the H2O6 Architecture and Media Centre (Durbes Street 4), where the recording capacities are based on Blackmagicdesign and video broadcasting system Thomson Video Networks VS7000. In addition, it is possible to record lectures with a portable multi-camera equipment system (Live GV Director Nonlinear Live Production System), which allows to record and broadcast with 8 cameras (Sony FS700 series cameras with special SLOW MOTION functionality and 4K video format).

In 2011, RISEBA introduced the ERP system HansaWorld Enterprise (HW), which is widely used for managing financial resources of businesses. RISEBA has signed a contract with the HW supplier to customize the system to the requirements of the university's business and academic processes and to receive maintenance support. In April 2013, RISEBA introduced a web-based portal for student grades. HW is integrated with the e-learning platform MOODLE. As a result, personal data of students and data from the study programme and courses are regularly synchronised between both systems. In 2019 the respective contracts were signed, and introduction of a new accounting system Horizon and Unimetis academic administration system was started. At the same time, transition to the latest version of the MOODLE is also being planned. The new systems will be fully functional from the 2020/2021 academic year, but some processes will be operational even sooner, e.g. admission of new students. The new systems will improve RISEBA's accounting, both in terms of financial accounts and academic processes, and allow to provide better services to students.

The administration of the university has also invested resources in the business simulation game INTOPIA that is offered to students of the "Business Management" programme and other undergraduate programmes. On this interactive platform, students can manage an international

business during a virtual two year operating period, receive their company's balance sheet after each operating quarter, as well as a profit and loss calculation for the purposes of financial analysis.

RISEBA has also signed a contract to use the EDUS record keeping programme for the study process from 2018.

RISEBA has signed a contract to use MS Office educational for academic and administrative processes and for private use by students and the faculty.

For several years, RISEBA has used the IBM SPSS (*Statistical Package for the Social Sciences*) software package for statistical data analysis. IBM SPSS is installed in computer classrooms. In total, 38 user licences are available to the faculty and students.

During the learning process and writing the final theses, students of the "Business Management" programme use the SPSS software. It is also used during "Marketing studies", "Quantitative methods in business" and "Research methodology" courses. To carry out research, students and the faculty have access to 1 Smart PLS and 5 NVIVO licences.

During the learning process, RISEBA students extensively use e-platform Webropol (on subscription by RISEBA). RISEBA has signed a contract for the use of online Webropol by an unlimited number of users.

In 2013, together with four other Latvian universities, RISEBA signed a contract for the development and use of a joint anti-plagiarism platform and launched it in 2014.

Currently, 25 Latvian universities and colleges are members of the joint anti-plagiarism platform.

In 2013, RISEBA introduced a new e-platform DreamApply, which is used to receive, store and process data of foreign and local applicants. With the introduction of the new academic administration system Unimetis, this process will be available from the new system.

Once a year, an audit of material resources is conducted and the need to update and supplement them for the coming year is determined. Medium-term plans for the development of IT infrastructure are also updated. Maintenance is conducted on regular basis, and software versions, computer network anti-virus software and firewalls are also updated regularly.

The total area of the library is 453 m², including a reading room with 32 seats for readers, as well as computers with internet access in the computer room. RISEBA has two interlinked associations: one at RISEBA Architecture and Media Centre H2O 6 in Riga (Durbes Street 4) and a second at RISEBA branch in Daugavpils (Mihoelsa Street 47). In 2010, RISEBA joined the National Catalogue of Electronic Union of Libraries of National Importance. In 2016, RISEBA library received a national accreditation from the Ministry of Culture of the Republic of Latvia. It offers the following electronic resources: ***[Emerald](#)***; ***[EBSCOhost](#)***; ***[Leta](#)***; ***[Nozare](#)***; ***[WOS](#)***.

Use of databases is very important for learning in the "Business Management" programme, as students are encouraged to independently study the latest studies and their conclusions. Likewise, to defend one's course papers or bachelor's (qualification) thesis, the list of used publications and sources has to include sources and research papers in foreign languages.

The library offers sources in English (60%), Latvian (15%), Russian and other languages (25%). Library's collection is regularly updated and supplemented, including for the purposes of the "Business management" programme. Every year each study programme receives at least EUR 500 for the purchase of new learning materials. A request for the required learning materials is submitted by the relevant faculty member, which is then approved by the programme director and head of the department. The budget allocated by the university for acquisition of various resources often exceeds the demand, as electronic resources are increasingly used during the academic

process. In September 2019, several new resources were purchased for the “Business management” programme, for example:

- Document management, Introduction to document management, Personnel management and socionics
- Whitman, Michael E., Principles of information security / Michael E. Whitman, Ph.D., CISM, CISSP, Herbert J. Mattord, Ph.D., CISM, CISSP, Kennesaw State University. Sixth Edition. Australia: Cengage Learning, [2018] xx, 728 pages; 24 cm ISBN 9781337102063 (bound).
- Dodson, Ian, The art of digital marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns / Ian Dodson. Hoboken, New Jersey: Wiley, 2016. viii, 385 pages: illustrations ; 26 cm ISBN 9781119265702 (hardback) (bound).
- Nixon, Robin Learning PHP, MySQL & JavaScript: with jQuery, CSS & HTML5 / Robin Nixon. 5th ed. Sebastopol, CA: O'Reilly Media , 2018. xxvii, 797 [2] pp., illustrations; 23 cm. ISBN 9781491978917

For information about resources available from the library see Table 3.2 (since the collection of RISEBA library mostly consists of business and economics resources, almost all of them can be used by students of the “Business management” programme).

Table 3.2.

Resources of RISEBA library in 2015-2020

Academic year	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
No. of titles	6871	6702	6803	6956	6986
No. of publications	25312	23016	23259	23781	23800
Book, journal and database acquisition costs (EUR)	42940	25379	20348	19702	41919 (planned budget)

The library has signed an agreement with Harvard Business Publishing. The faculty can order various information resources (situation analyses, online courses, simulations, videos, etc.) to teach various courses. This opportunity is regularly used by the faculty of the “Business management” programme, for example, Andrejs Čirjevskis and Tatjana Vasiljeva.

RISEBA library has established cooperation with renowned global and domestic publishers and orders books from them.

- In the United Kingdom: *Pearson Education Ltd, McGrawHill Publishing Company, ITPS, Marston Book Services Ltd, Thomson Publishing Service, ECCH, etc.*
- In Latvia: *Zvaigzne ABC, Jumava. Biznesa Partneri, Vaidelote, Rasa ABC, LU, BA „Turība”, Kamene, Merkūrijs Lat, etc.*
- In Russia: *Питер, Юнити – Дана, Финансы и статистика, Инфра-М, Вильямс, Дело, Юристъ, etc.*
- In France: *Hachette Langue Étrangère, Clé Internationale, Ehancerel Edition bilingue, Didier, Foucher*

This cooperation benefits the students of “Business management” programme as they need to use

various sources in foreign languages.

Since a large share of RISEBA income is generated by tuition fees, the university keeps track of the commercial viability of groups, including by not starting student groups with an insufficient number of students.

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

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

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

The study programme is developed by attracting professionals with a doctoral degree and/or significant experience in the sector (Table 4.1). Compared with 2013, the total number of faculty members has fallen from 81 to 52, which is due to the fact that studies are no longer being conducted at the Daugavpils branch and admission of students in Russian has been suspended.

Table 4.1.

Academic personnel in the study programme “Business Management”

Lecturers involved in the implementation of the study programme “Business Management”	Main workplace to which academic personnel have been elected	
	2013	2020
Faculty	42	33
incl. doctors of sciences	21	28
Visiting lecturers	39	19
incl. doctors of sciences	8	4
Total number of faculty	81	52

As at 2020, out of 33 elected faculty members, 28 (85%) have doctoral degrees (Table 4.2). Several lecturers with Master’s degrees are currently studying in the doctoral programme.

Table 4.2.

Breakdown on RISEBA's elected and recruited lecturers in the study programme (2020)

Lecturers involved in the implementation of the study programme "Business Management"	Employment place of primary election of the academic staff members		
	RISEBA	Not RISEBA lecturers	Total
Lecturers with a doctoral degree	28	4	32 (62%)
Lecturers with a Master's degree	5	15	20 (38%)
With a Bachelor's degree	0	0	0 (0%)
incl. professors and associate professors	12	2	14 (27%)
Academic staff members, total	33	19	52 (100%)

The breakdown depicted in Table 4.2 shows that of the total number of academic personnel, 63% are RISEBA academic personnel, while the rest, i.e. 37%, are recruited. Faculty members, who have been elected to other higher education institutions, are also involved in the study programme. In Tables 4.3 and 4.4, all faculty members involved in the programme are shown together with their academic degrees, positions and the study courses they teach.

Table 4.3

Programme faculty members (faculty) and study courses (2020)

No.	Surname, name	Academic degree	Position	Study courses
Business Department				
1	Blumberga Solveiga	Dr.psych.	Assoc.Prof.	Social Psychology, Marketing Communication Management, Leadership and Organisational Behaviour
2	Bolēvics Valters	Dr.sc.administr.	Docent	An Introduction to Logistics, Logistics Centre Management, Inventory Management
3	Burakovs Georgijs	Dr.sc.ing.	Docent	Project Management Fundamentals, Transportation Organisation, Transport Systems
4	Čirjevskis Andrejs	Dr.oec.	Professor	Financial Governance, Strategic Management
5	Graurs Igors	Dr.phil., Mg.oec.	Docent	Social and Applied Ecology
6	Kreituss Ilmārs	Dr.chem.	Professor	The Role of Banks in Business, Electronic Trading and Payment Systems
7	Kurovs Boriss	Dr.oec.	Docent	Business Modelling, Qualification (Bachelor's) Thesis

8	Kurovs Jevgenijs	Dr.oec.	Docent	Business Modelling, Ethics and Social Responsibility, Course Work in Business 3
9	Petrovs Anatolijs	Dr.oec.	Docent	Human Resource Management, Production and Service Provision Process Management
10	Rika Nadežda	Mg.oec.	lecturer	Strategic Management, Course Work in Business 3
11	Rutka Lūcija	Dr.psych., Mg.hrm., Mg.math.	Professor	Ethics and Social Responsibility, Qualification (Bachelor's) Thesis
12	Slūka Inese	Mg.sc.soc	lecturer	Project Management Fundamentals, Course Work in Business 3
13	Tauriņa Žanete	Dr.sc.administr.	Docent	Management
14	Vasiljeva Tatjana	Dr.oec.	Professor	Innovation Management, Information Security Solutions, Research Internship
15	Velinov Emil	Dr.oec.	Assoc.Prof.	Diversity Management
16	Vīra Raina	Dr.paed.	Docent	Management, Human Resource Management, Ethics and Social Responsibility
17	Zakriževska-Belogrudova Maija	Dr.psych., Mg.sc.sal., Mg.sc.administr.	Professor	Personality Growth and Team Building, Psychological Aspects of Group Leadership, Stress and Burn Out Management, Business Coaching
Economics and Finance Department				
18	Brence Ieva	Dr.sc.administr.	Assoc.Prof.	Marketing Research, Research Methodology, Simulation Game "INTOPIA, Course Work in Business 1-2, Internship in Business 1-2
19	Fedotovs Aleksandrs	Dr.oec.	Docent	Microeconomics, Macroeconomics, International Business Global Sustainability and the World Economy
20	Godmanis Ivars	Dr.phys.	Docent	Business Modelling, Risk and Quality Management
21	Jēkabsone Inga	Dr.sc.adminitr.	Docent	Business, Quantitative Methods in Business
22	Kaže Valters	Dr.oec.	Assoc.Prof.	Marketing, Company Image Management, Digital Marketing, Sales Management, International Marketing
23	Konovalova Natālija	Dr.oec.	Assoc.Prof.	The Role of Banks in Business, Internship in Business 1-2, Insurance, Course Work in Business 2
24	Limanskis Andrejs	Dr.oec.	Assoc.Prof.	The Financial and Tax System

25	Mašošiņš Jurijs	Dr.jur.	Docent	Business Legislation, Intellectual Property Protection, International Commercial Law and Transport Law
26	Pančenko Ērika	Dr.sc.ing.	Docent	Investments, Simulation Game "INTOPIA™"
27	Pēce Rasa	Mg.oec.	lecturer	Accounting, Financial Accounting, Management Accounting, Financial Governance
28	Skrūžkalne Iluta	Dr.oec.	Docent	Marketing, Internet Marketing Methods, Digital Marketing
29	Spiridonovs Jurijs	Dr.oec.	Assoc.Prof.	The Financial and Tax System, Course Work in Business 1

Information Technology and Mathematics Department

30	Misiņa Sigita	Dr.sc.ing.	lecturer	Practical Office Software, Business Data Processing Technology, Information Systems in Business, Electronic Trading and Payment Systems
31	Treiguts Egmonts	Mg.phys.	lecturer	Mathematical Statistics

Language Department

32	Lebedeva Jekaterina	Dr.philol.	Docent	French Language
33	Romanova Ingūna	Mg.paed.	Lecturer	Civil Protection, Business Communication in English 1-4

Table 4.4

Programme faculty members (visiting) and study courses (2020)

No.	Surname, name	Academic degree	Position	Organisation representative	Study courses
1	Atstāja Dzintra	Dr.oec.	Visiting professor	BA School of Business and Finance	Global Sustainability and the World Economy
2	Buiķis Māris	Dr.math.	Visiting professor	Riga Technical University	Higher Mathematics, Quantitative Methods in Business
3	Cīrule Iveta	Dr.sc.administr.	Visiting lecturer	SIA "Biorganik"	Business, Internship in a Business Incubator, Social Entrepreneurship
4	Čerkovskis Edgars	Mg.sc.soc.	Guest lecturer	EKA University of Applied Sciences	Creative Economics and Business, International Business

5	Dombrovskis Valērijs	Mg.psych.	Guest lecturer	Prison Management	Civil Protection
6	Grinčuks Maksims	MBA, Mg.Phil.	Guest lecturer	ISMA University of Applied Sciences Turība University	Microeconomics, Macroeconomics
7	Hofmane Anete	Mg.psych., Mg.sc.administr.	Visiting lecturer	Director of the RISEBA "Business Psychology" study programme	Personality Growth and Team Building, Diversity Management
8	Ivanova Tatjana	Dr.oec.	Guest lecturer	RISEBA visiting lecturer	Accounting, Financial Accounting, Management Accounting
9	Javaitis Ivars	Mg.phys.	Guest lecturer	SIA "KEMEK Engineering"	Practical Office Software, Business Data Processing Technology
10	Kevišs-Petuško Jans	Mg.sc.soc.	Guest lecturer	Ministry of Foreign Affairs of the Republic of Latvia, EU Coordination and Policy Department	An Introduction to International Politics
11	Kopeikins Mihails	hum.zin. Ma. in art	Visiting professor	Baltic International Academy	Computer Graphics and Graphic Packages
12	Lāce Alisa	Mg.oec.	Visiting lecturer	AS "Transporta un sakaru institūts"	An Introduction to Logistics, Risk and Quality Management, Inventory Management
13	Miķelsone Elīna	MBA	Visiting lecturer	Institute of Ideas and Innovations	Production and Service Provision Process Management, Innovation Management
14	Pjalkovska Biruta	Mg.sc.educ.	Visiting lecturer	RISEBA visiting lecturer	Higher Mathematics
15	Reine-Vītiņa Agnese	Mg.jur.	Visiting lecturer	A/S Swedbank	Business Legislation

16	Skvorcovs Aleksandrs	Mg.oec.	Guest lecturer	Director of the RISEBA "Business Management" programme	Development of Study Skills, Business, Strategic Management, Development of Management Decisions in Business
17	Seļivanova Jevgeņija	Mg.phil.	Visiting lecturer	University of Latvia	Business Communication in English 1-4
18	Sviridovs Andrejs	Mg.oec.	Guest lecturer	AS "Rīgas Satiksme"	Management, Production and Service Provision Process Management
19	Titareva Tatjana	Mg.oec.	Visiting lecturer	RISEBA visiting lecturer	Business on the Internet, International Marketing, Social Network Marketing

Lecturers in the programme collaborate in producing and improving the study course's contents and in ensuring its mutual connection through their involvement in the work of the Programme Board or individually. Faculty members, who represent the business community, host students for internships and propose subjects for Bachelor's thesis studies.

All lecturers of the study courses have the relevant formal or informal education, publications, as well as professional development certificates. Accordingly, academic personnel represent the disciplines of management, economics, management, as well as logistics and marketing and by sharing their experience with students, other lecturers and the Programme Board, they help to attain the objectives specified in the study programme and share their academic knowledge and the experience of their professional activity.

In comparison to the report submitted in 2013, currently the following faculty members are linked to the study programme, who have been elected to academic positions:

1. Bolēvics Valtērs, Dr.sc.administr., Docent;
2. Graurs Igors, Dr.phil., Mg.oec., Docent;
3. Kurovs Jevgeņijs, Dr.oec., Docent;
4. Rutka Lūcija, Dr.psych., Mg.hrm., Mg.math., Professor;
5. Tauriņa Žanete, Dr.sc.administr., Docent;
6. Velinov Emil, Assoc. Prof.;
7. Jēkabsons Inga, Dr.sc.administr., Docent;
8. Skrūzkalne Iluta, Dr.oec., Docent;
9. Misiņa Sigita, Dr.sc.ing., Lecturer;
10. Ļebedeva Jekaterina, Dr.philol., Docent.

Likewise, several guest lecturers have been recruited to the programme.

1. The study course "Higher Mathematics" is taught by Dr.math. Māris Buiķis;
2. "Business Legislation" is taught in a few groups by AS "Swedbank" attorney Mg.jur. Agnese Reine-Vītiņa;
3. The "Civil Protection" course is taught by a representative of the Republic of Latvia's Prison Administration Mg.psych. Valērijs Dombrovskis;
4. In a few groups, the study courses "Personality Growth and Team Building", "Diversity Management" are taught by Mg.psych., Mg.sc.administr. Anete Hofmane, Director of the

RISEBA Bachelor's programme "Business Psychology";

5. In a few groups, "Microeconomics" and "Macroeconomics" are taught by ISMA University of Applied Sciences guest lecturer, MBA, Mg.Phil., Maksims Grinčuks;
6. In a few groups, the study course "Global Sustainability and the World Economy" is taught by BA School of Business and Finance guest lecturer, Dr.oec. Dzintra Atstāja;
7. In a few groups, the following study courses: "Development of Study Skills", "Business" and "Strategic Management" are taught by Mg.oec. Aleksandrs Skvorcovs, RISEBA doctoral programme "Business Management" doctoral student and Director of the RISEBA programmes "Business Management" and "Business in the Digital Environment";
8. The free choice study course "An Introduction to International Politics" is taught by a representative of the Republic of Latvia's Ministry of Foreign Affairs and the Coordination and Policy Department, Mg.sc.soc. Jans Kevišs-Petuško;
9. The specialisation "Business in the Digital Environment" study course "Computer Graphics and Graphic Packages" is taught by Baltic International Academy guest lecturer Mihails Kopeikins;
10. In a few groups, specialisation "Logistics" study courses "An Introduction to Logistics", "Risk and Quality Management", "Inventory Management" in taught by a guest lecturer from the Transport and Telecommunication Institute Mg.oec. Alisa Lāce;
11. In a few groups, the study courses "Production and Service Provision Process Management", "Innovation Management" are taught by the Board Chair of the Institute of Ideas and Innovations, RTU guest lecturer, and RISEBA doctoral programme "Business Management" doctoral student MBA Elīna Miķelsone;
12. In a few groups, the study courses "Management, Production and Service Provision Process Management" are taught by a representative of Rīgas Satiksme Mg.oec. Andrejs Sviridovs;
13. In a few groups in the specialisations "Business Management" and "Marketing Management" study courses "Business on the Internet, International Marketing, Social Network Marketing" are taught by RISEBA doctoral programme "Business Management" doctoral student Mg.oec. Tatjana Titareva.

To ensure better learning outcomes, the faculty also invites industry professionals to some of their lectures (a payment is planned for this activity for the respective member of the faculty and industry professional).

Changes in the teaching staff during the reporting period have had a significant positive effect on the quality of studies.

To improve the quality of studies, students are also offered an opportunity to attend lectures in English: in the Bachelor's programme, the study course "Business Communication in English 1-4" is taught in English (for four semesters, worth a total of 11 credit points). Under the auspices of optional choice study courses, students can attend the "French Language" study course taught by RISEBA Language Department Docent Dr.philol. Jekaterina Ļebedeva.

RISEBA takes great care in ensuring that the qualifications of the faculty and the offered courses have a positive impact on the academic quality. After each course, the students complete an assessment concerning the course, which is forwarded to the faculty. If there are any problems with the delivery of the course, the students can raise their concerns with the administration of the university even during the course. We not only strive to ensure that there are no complaints about the faculty (by verifying the teaching quality before the course), but also that students are very satisfied with the faculty.

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.

All faculty members meet the requirements prescribed in the laws and regulations of the Republic of Latvia. Likewise, before entering into cooperation with faculty members, working conditions and RISEBA internal procedural rules using the "RISEBA Guest Lecturers' Handbook" are discussed. If a faculty member is teaching a study course for the first time, a compulsory condition is an open class, which is attended by the programme's administration and/or the programme's senior faculty members.

Prior to the teaching of the study course, the content of the study course to be taught and the expected study results are agreed upon with faculty members. Course descriptions prepared by faculty members are reviewed and approved by the programme director, a process that entails discussion of the themes to be taught during the study course and the expected study results. Course materials are posted on the e-riseba platform, which are reviewed by the programme director, as well as the quality management group.

Qualification of RISEBA faculty is monitored according to the Academic personnel policy of the university. It provides for careful selection of the personnel, regular training and improvement of qualifications. RISEBA has prepared and implemented the following personnel policy:

- Ensure that all courses are taught by qualified, scientifically and methodologically proficient lecturers with good teaching and organisational skills that use modern training methods in their teaching practices;
- The faculty shall consist of highly qualified members with good scientific and professional competences; and the majority of faculty members shall hold a PhD;
- Invite foreign experts and teachers from other universities to participate in the implementation of the programme depending on the specificities of the programme/direction;
- Invite industry professionals, experts and specialists (for the respective programme) depending on the specificities of the programme/direction;
- The faculty shall be able to work in an international environment and to communicate in at least three languages: Latvian, English and Russian/French/German/Spanish;
- Some faculty members shall be industry experts in Latvia and internationally;
- The university shall have a favourable and creative environment for professional development of the faculty.

Pursuant to the personnel policy, RISEBA encourages the faculty to improve their knowledge during various training activities or to top up their qualifications.

Pursuant to the academic personnel policy of the university, the faculty have to undergo the annual performance evaluation, during which the results of their scientific and research activity, as well as their teaching and organisational achievements are assessed.

All employees, both the faculty and administrative personnel of RISEBA are subject to the competence model developed by the university. This model determines the set of competences that applies to candidate selection and assessment, as well as decisions concerning wages.

At RISEBA, personnel management is based on the Performance Management System that allows to systematically plan, assess and improve general and individual performance and determine commensurate wages, taking into consideration the interests and strategic objectives of the university.

The quality of academic personnel is assessed by regularly carrying out student surveys and having systematic peer reviews or attending lectures. The respective procedure is described in the Attendance Procedural Rules for Academic Personnel. Results of both of these exercises are taken into account during the annual performance evaluation of the faculty.

To ensure that advanced and interactive teaching methods are used, the university regularly organizes seminars and training courses. Once per month, a methodological seminar takes place, where the focus is on innovative teaching methods.

To stimulate the faculty to improve their qualifications, elections to academic positions take place in addition to the annual performance evaluation pursuant the law. Members of the faculty are elected to academic positions for a period of six years. Elections serve as an important motivator to maintain excellent performance. This allows the university management to assess the quality of academic personnel, as well as to improve and renew it to offer new development possibilities.

RISEBA has the required faculty to implement programmes, namely, to deliver lectures, seminars, practical classes and other pedagogical and research activities in the Latvian, English and Russian languages. It is also planned to implement academic programmes by inviting guest lecturers: business experts from the business environment.

Members of RISEBA faculty regularly participate in international scientific conferences and publish various scientific articles, including in cooperation with students. To participate in scientific conferences in Latvia and other countries, each member of the faculty has a pre-determined budget depending on his/her academic position. Additional financing is granted to those members of the faculty, whose articles have been published in SCOPUS or ThomsonReuters databases.

Academic personnel involved in the implementation of the RISEBA programme, with the right to act as an expert of the Latvian Council of Science, are listed in Table 3.5.

Table 3.5

Faculty members involved in the programme - LCS experts

Name	Surname	Science branch(es)
Solveiga	Blumberga	Social sciences - Psychology
Ieva	Brence	Social sciences - Economics and Entrepreneurship
Andrejs	Čirjevskis	Social sciences - Economics and Entrepreneurship
Ilmārs	Kreituss	Social sciences - Economics and Entrepreneurship
Jurijs	Spiridonovs	Social sciences - Economics and Entrepreneurship
Tatjana	Vasiljeva	Social sciences - Economics and Entrepreneurship
Maija	Zakriževska-Belogrudova	Social sciences - Psychology

Faculty members upgrade their qualifications. For example, during the reporting period, faculty members Andrejs Čirjevskis, Ieva Brence, Anete Hofmane, Ilmārs Kreituss, Tatjana Vasiljeva, Jurijs Spiridonovs and others have improved their English language skills by completing a Business English – Cambridge course, and passing an examination, which confirms that the level of their English knowledge is at least B2.

Faculty members also attended the professional improvement programme "University Didactics: Contemporary Theories and Practice", obtaining a certificate.

Ieva Brence, Andrejs Čirjevskis, Aleksandrs Skvorcovs, Anete Hofmane, Tatjana Titareva, Iveta Cīrule and others have increased their teaching qualifications at the CEEMAN ([IMTA - International Management Teachers Academy](#)) summer school at Bled, Slovenia. Ilmārs Kreituss and Tatjana Vasiljeva have upgraded their knowledge in [EDAMA](#) international consortium courses for doctoral thesis tutors.

Several members of the faculty have taught courses abroad, for example, Ilmārs Kreituss - BBA INSEEC Ecole de Commerce Europeenne Bordo and Lyon, France, Ieva Brence - Kedge Business School, France, Ieva Brence - Ostbayerische Technische Hochschule (OTH) Regensburg in Germany, etc.

Similarly, faculty members including Rasa Pēce, Aleksandrs Skvorcovs, Tatjana Titareva, Anete Hofmane, Tatjana Ivanova and others also improve their qualifications in domestic seminars and courses, because one of RISEBA's priorities is highly qualified academic personnel, who keep track of the latest industry trends.

To increase the qualifications of faculty members, on average once a month RISEBA organised methodological seminars on current issues (e.g. defining expected study results and their application in study courses, application of interactive teaching methods, inter-culture communication and the differences between various cultures, etc.). Visiting faculty members are also invited to methodological seminars.

Raising the qualifications of faculty members also significantly supports the attainment of the study programme's results, because, after returning from training and seminars, faculty members share their latest findings with the programme's administration and other faculty members during departmental meetings, and improve the content of the study course they teach (Table 3.6).

Table 3.6

Mobility of faculty members of the “Business Management” study programme

2014			
Tatjana Vasiljeva	07.05.2014. - 10.05.2014.	Lappeenranta (Finland)	Participated in the EFMD Doctoral Programme conference that took place at Lappeenranta University
Ilmārs Kreituss	16.12.2014. - 19.12.2014.	Budapest (Hungary)	Represented RISEBA University at a "QS University Rankings: Emerging Europe and Central Asia 2014 Conference" (<i>QS Emerging Europe and Central Asia Rankings Launch</i>) event
Solveiga Blumberga	08.06.2014. - 20.06.2014.	Bled (Slovenia)	In 2014, Solveiga Blumberga participated in IMTA (International Management Teachers Academy) training, in order to master the teaching methodology: Leadership, Change Management, Business and Society

2015			
Ilmārs Kreituss	01.12.2015. - 05.12.2015.	Zagreb (Croatia)	Attended the AACSB seminar "Business Accreditation Seminar"
2016			
Inese Slūka	16.07.2016. - 27.07.2016.	Boston (USA)	Participated in the "EFER European Entrepreneurship Colloquim" (EEC 2016)
2017			
Ieva Brence	09.06.2017. - 25.06.2017.	Bled (Slovenia)	Participated in the programme "International Management Teachers Academy program - IMTA", which is organised by the international CEEMAN association, under the auspices of the project Lead4Skills
Nadežda Rika	09.06.2017. - 25.06.2017.	Bled (Slovenia)	Participated in the programme "International Management Teachers Academy program - IMTA", which is organised by the international CEEMAN association, under the auspices of the project Lead4Skills
Ieva Brence	25.10.2017. - 28.10.2017.	Warsaw (Poland)	Participate in CFA University's Baltic Summit and CFA Investment Summit, with the goal of developing cooperation with the CFA Institute and introducing CFA training into RISEBA study programmes and listeners' courses
Lūcija Rutka	03.12.2017. - 08.12.2017.	Bled (Slovenia)	Attended the seminar "EdTech – Seminar on Digital Technologies in Teaching and Learning", which was organised by the international CEEMAN association.
Aleksandrs Skvircovs	03.12.2017. - 08.12.2017.	Bled (Slovenia)	Attended the seminar "EdTech – Seminar on Digital Technologies in Teaching and Learning", which was organised by the international CEEMAN association.
Solveiga Blumberga	12.03.2018.-16.03.2018.	Barcelona (Spain)	Training "Emotional Intelligence: Identify, Harness & Manage Emotions"
2018			
Tatjana Vasiljeva	05.02.2018. - 09.02.2018.	Zagreb (Croatia)	Participated in the training seminar "Case Study Workshop", which is organised by the project partners University of Zagreb, Faculty of Economics and Business, within the framework of the Lead4Skills project.
Boriss Kurovs	06.02.2018. - 13.02.2018.	Las Vegas (ASV)	Took part in the AACSB Dean's Conference "Leading New Imperatives and Possibilities".
Jevgenijs Kurovs	16.06.2018. - 29.06.2018.	Bled (Slovenia)	Participated in the training programme "International Management Teachers Academy program - IMTA", which is organised by the international CEEMAN association.

Anete Hofmane	16.06.2018. - 29.06.2018.	Bled (Slovenia)	Participated in the training programme "International Management Teachers Academy program - IMTA", which is organised by the international CEEMAN association.
Maija Zakriževska-Belogrudova	07.12.2018. - 10.12.2018.	Mainz (Germany)	Participated in the international ANSE (Association of National Organisations for Supervision in Europe) Network conference "Teaching Supervision & Coaching".
Lūcija Rutka	22.03.2018. - 23.03.2018.	Athens (Greece)	Participated in the international seminar "AACSB Business Accreditation Seminar"
2019			
Inese Slūka	03.02.2019. - 07.02.2019.	Kiev (Ukraine)	Attended Lean Kanban University School, in order to participate in first and second level certified Kanban courses;
Lūcija Rutka	25.03.2019. - 14.04.2019.	Malta (Spain)	Attended BELS English School, St.Paul's Bay intensive English language courses General English Mini Intensive (90 hours)
Maija Zakriževska-Belogrudova	25.08.2019. - 31.08.2019.	Bolzano (Italy)	Participated in the international ANSE-organised summer university "Bridging: Connecting Worlds through Supervision and Coaching"
Anatolijs Petrovs	28.09.2019. - 02.10.2019.	Moscow (Russian Federation)	Participated in the Managers' Association and Russian Media Holding Company "RBK" (РосБизнесКонсалтинг) organised forum "The Future of Management Professions"
Valters Kaže	15.06.2019. - 29.06.2019.	Bled (Slovenia)	Enhanced his qualifications as a lecturer by attending the CEEMAN organised International Management Teachers Academy.

Faculty members participated in a study programme board meeting, where the expected programme results, the mutual connection between study courses and the necessary changes, as well as the potential overlaps between study courses are discussed. After each course, students fill in a questionnaire about the respective member of the faculty, assessing the teaching quality and other criteria (see more information in part two). All members of the faculty receive information about the assessment of their courses, which is discussed during their annual performance evaluation. If the result is below four points (the courses are assessed on a scale of 1 – 5, where 1 is very poor, and 5 is outstanding), in-depth discussions are held with the respective member of the faculty about a need to make changes in the course. In the event that the quality of the teaching of the course does not improve, the issue of the replacement of the faculty member will be discussed.

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.

Faculty members regularly engage in the implementation of scientific research and practical projects. The most noteworthy examples are:

- In 2018, project financed by the European Social Fund, procurement of State Education Quality Service "Procurement of Methodological Support Tool Expert Services", development of 3 methodological tools: "Consulting Guidelines for Teachers", volume 250 pages, "Recommendations for Behaviour and Cooperation in the Classroom", volume 250 pages, "Parenting Recommendations," volume 250 pages. Duties: expert, head of 3 working groups.
- In 2018, the Latvian School of Public Administration project "Data Analysis" was completed. More than 700 officials from 22 public authorities attended both modules of the training. Project Manager Tatjana Vasiljeva, personnel involved in the project: Ieva Brence and several invited experts.
- Project "Public Service" of the Latvian School of Public Administration started in 2018 and continued in 2019. The training material and methodologies developed within the project for testing accessibility and determining possible disproportionate burden have been approved by the Ministry of Environmental Protection and Regional Development and the Guidelines for Assessing the Impact of Compliance with the Accessibility Requirements for Websites of Institutions and Justifying the Disproportionate Burden developed by the Ministry of Environmental Protection and Regional Development are based on this material. The project is led by Tatjana Vasiljeva.
- In April 2019, Erasmus+ scientific and research project Erasmus+ HEIFYE (Higher education institutions for youth entrepreneurship) was completed. In the framework of this project, an international study was carried out. Six countries participated in the project: Armenia, Belarus, Georgia, Latvia, Moldova and Ukraine; a range of publications were prepared, incl. articles that were published in the annual international scientific journal "Journal of Business Management" Vol. 18. Project Manager Ilmārs Kreituss.
- 2017 Leading Researcher in the joint research project "Migrants in Society - Challenges in Education" of the Science Technology Program of the Ministry of Education and Science of the Republic of Latvia and the Ministry of Education of Ukraine, contract no. LV-UA/2016/4LU, reg. no. ZD2016/20315

- 2016-2017 - expert in the ERASMUS+ project (UK, Sweden, Egypt, Latvia) project "International Diploma for School Teachers in eSTEM Education". Cooperation for innovation and the exchange of good practices – Capacity Building in the Field of Higher Education). University of Latvia contract No. A76-DL/948. Responsible for development of the programme psychological module, developing and conducting the teacher training programme.
- 2015-2017 - Leading Researcher, since 2017 Expert in the National Research Program "Innovative Solutions for Social Telerehabilitation in Latvian Schools in the Context of Inclusive Education" (VPP INOSOCITEREHI) Project No.1 "Acquisition of Conceptual Results, Approbation and Implementation of Innovations in Determining the Consequences of Equilibrium Coordination Challenges in Educated Pupils with Various Health and Development Challenges in the Context of Promotion of Inclusive Educational Process and Inclusive Society", Contract No. 8.1.2., University of Latvia registration no. ZD2014/29872, telerehabilitation.lv
- Responsible for development of theoretic section of project materials, devising methodological materials for teachers and conducting courses.
- In 2016-2017, the CEEMAN project "Lead4Skills" was implemented, in which the project aim was to identify job market developmental trends in EU states and the opportunities for higher education institutions to adapt to them. Project participant I.Brence)
- In 2015, a State Employment Agency project was implemented under the auspices of the European Union fund action programme "Growth and Employment" Specific Support Goal 7.2.1 "To facilitate the employment of young people not engaged in employment, education or training under the auspices of the Youth Guarantee" 1st selection round "Implementation of active job market policy in facilitating the employment of young people out of work", whose goal was to provide consultations in the development of business plans (project participant I.Brence, of 15 people consulted, 12 obtained funding for the development of a business plan).

For the development of research, RISEBA has established scientific research directions, including:

- Finance, including upgrading tax policy; attracting investment; bank management and operation; European business and economics for start-up acceleration and financing (I.Kreituss, I.Brence, E.Brēķis, I.Godmanis, etc.)
- Strategic Management, including strategic personnel management; business modelling, dynamic capabilities, value innovations and real option theory; psychology and supervision in business (A.Čirjevskis)

Publications indexed in scientific databases (WOS/Scopus) is a priority for RISEBA. Most important papers of RISEBA faculty published in various journals (indexed in WOS/SCOPUS), and monograph sections include the following:

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2. Cirjevskis, A. and Felker, Y. (2018). Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. Book series: *Advances in Social and Behavioral Sciences*, pp. 3-15. ISBN 978-981-11-9269-2; ISSN 2339-5133.
3. Cirjevskis, A. (2018). Exploring Acquisition Based Dynamic Capabilities and Reinvention of Business Models in M&A process: Decision Making Pattern. Book series: *Advances in Education Research*, pp. 3-12. ISBN: 978-1-61275-557-1; ISSN: 2160-1070
4. Cirjevskis, A. (2018). How Do Firms Design Their Dynamic Capabilities Through the Use of Merger and Acquisition? Book series: *Advances in Education Sciences*. Vol. 18, pp. 137-143.
5. Bhattacharyya, S. S., Polajeva, T. and Cirjevskis, A. (2018). International business in

transitional and emerging economies: A perspective of Latvia, Lithuania and Estonia with India. South Asian Journal of Business and Management Cases. Vol. 7 (2), pp. 144-155. DOI:10.1177/227797791877464

6. Čirjevskis, A. (2019). The Role of Dynamic Capabilities as Drivers of Business Model Innovation in Mergers and Acquisitions of Technology-Advanced Firms. Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc502003
7. Čirjevskis, A. (2019). What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc5020036,
8. Spiridonovs, J., Arefjevs, I. and Tocolovska, N. (2018). Private Financing Alternatives for Infrastructure of State Owned Enterprises. European Business Studies. Vol. 12, pp. 162-171 <https://dx.doi.org/10.5755/J01.EIS.0.12.20858>
9. Vasiljeva, T. and Novinkina, J. (2019). Is robotics a solution for banking business process reengineering and automation? Open Access journal "Journal of electronic banking"

During the period from 2013.-2020, faculty members in the programme "Business Management" have actively worked in science, preparing over 197 research papers, as well as actively taking part in academic conferences.

The obtained information is used in the study process - the teaching staff improved the descriptions of the study courses, the quality of tests and examination procedures.

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2014, Aleksandrs Fedotovs, Oksana Sakaloša, 10 years of the EU eastern expansion: Farewell to illusions, Innovation Institute, Zagreb, Croatia

2016, Aleksandrs Fedotovs, Oksana Sakaloša International Integration: From a Dream to a Political Dogma, Springer International Publishing

2017, Aleksandrs Fedotovs, Oksana Sakaloša Demography and flexibility: The two vital issues for European Union, Eurasia Business and Economics Society, 144-151, DOI: 10.12955/cbup.2013.27

2018, Aleksandrs Fedotovs, Oksana Sakaloša Changeover to euro in Latvia: expectations and outcomes, Proceedings of the 11th International Conference /European Entrepreneurship Forum 2017, "Eurozone: Evolution or Revolution?", Volume 5, 172 - 181, 0.1016/S2212-5671(13)00023-3, <https://www.sciencedirect.com/science/article/pii/S2212567113000233?via%3Dihub>

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2016, Andrejs Čirjevsks, Sustainability in information and communication technologies' industry: innovative ambidexterity and dynamic capabilities perspective, Journal of Security and Sustainability Issues, 6 (2)

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

Cooperation between the programme's faculty members is encouraged, using both formal and informal mechanisms.

Before the start of each semester, study course descriptions are posted on the e-riseba platform, where faculty members can compare their course to others taught within the programme. Moreover, the courses are reviewed and revised by the programme director, ensuring that they do not overlap.

Board meetings of the academic programme are organised twice per year. Lead members of the faculty participate in the meeting, and students and industry representatives are also invited. The programme board approves changes to the structure of study courses, the mutual connection, and discuss the work of faculty members. Thus, for example, at the suggestion of the Programme Board, implementation of study courses has begun that emphasise the operational specifics of start-ups to a greater extent, e.g. Business Modelling, Internship in the RISEBA Creative Incubator, etc.

Once per month, department meetings take place, during which the most important developments are discussed.

Both academic personnel and visiting faculty members are regularly invited to participate in methodological seminars organised by RISEBA. For example, during the 2019 autumn semester – a seminar on the options for using Moodle within the study process, as well as a seminar on inter-cultural communication issues.

Courses are delivered by aligning them with other undergraduate programmes, and in some cases by combining student groups to encourage better interaction during the learning process. Thus, for example, during the first academic year the following study courses are delivered together with the "Start-Up Acceleration and Finance" programme: Higher Mathematics, Microeconomics, Macroeconomics, etc.

In the process of the program implementation, close cooperation of the teaching staff takes place, which is manifested in the following activities:

- Discussion of the results of the final theses and reviews in the department meetings twice a year, discussing the evaluation criteria and the possibilities of improving the quality of the final theses.
- Mutual observation of lessons, discussion of strengths and weaknesses after them.
- Reports on business trips to monthly department meetings, where teachers share the latest experience in research, project work, professional field and application of psychological pedagogical approaches in work with students.
- Joint attendance of methodological seminars once a month or 8 hours of study in one day per semester, which takes place in an interactive way, where teachers share experiences and discuss the latest scientific and professional trends, as well as psychological pedagogical techniques and methods for improving the study process. For example: 1) 2018/19. the

university had declared a year of digitization, where the teaching staff participated in seminars on digitization trends in Latvia and in the world, discussed the possibilities of introducing the latest achievements in the study process; 2) 02.11.2018. an 8-hour methodological seminar "Qualitative and quantitative research methods in student works" took place; u.c.

- Cooperation in projects where teachers use the gained experience in the study process. For example, the RISEBA and the Education Quality State Service project "Support for Reducing Early School Leaving" (since 2018), within which RISEBA teachers use the experience gained in creating a supportive learning environment and promoting teacher competence in the study process.
- Joint study tours, where teachers together with students get acquainted with current events in the field, are used in the analysis of practical cases in the classroom. Usually several lecturers take part in such excursions.
- At least once a year, the teaching staff participates in a joint educational excursion, where closer acquaintance takes place, positive emotions and mutual cooperation are promoted. In May 2019, an excursion to Georgia took place, where faculty and university staff visited the University of Tbilisi and historical sites.

At the time of submitting the self-assessment report, 52 lecturers per 449 students are involved in the program.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (Table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_BUV_EN.docx	1_Statistika par studējošajiem_BUV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_Atbilstība valsts izglītības standartam_BUV_EN.doc	2_pielikums_Studiju programmas atbilstība valsts izglītības standartam_LV.doc
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_pielikums_EN_Studiju programmā iegūstamās kvalifikācijas atbilstība profesiju standartam Uzņēmuma vadītājs vadītāja vietnieks.doc	3_pielikums Studiju programmā iegūstamās kvalifikācijas atbilstība profesiju standartam_LV.doc
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_pielikums_EN_Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai_EN.doc	4_Studiju kursu kartējums_BUV.doc
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums_EN_Studiju programmas plāni.doc	5_Studiju programmas plāns_BUV.doc
Descriptions of the study courses/ modules	6_pielikums_BUV_EN.zip	6_pielikums_BUV_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_pielikums_diploma paraugs_EN_labots.doc	7_pielikums Par studiju programmas apgusanu izsniedzama diploma paraugs_LV.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_Vienošanās par studiju turpināšanu_BUV_EN.zip	8_Vienošanās par sadarbību ar citu akreditētu augstskolu_BUV.zip
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	9_Garantija par zaudējumu kompensāciju_BUV_EN.pdf	9_Garantija par zaudējumu kompensāciju_BUV.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.	10_Apliecinājums par svešvalodu prasmi_BNUV_EN.pdf	10_Apliecinājums par svešvalodu prasmi_BUV.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	11_Studiju pielikums_EN.zip	11_Studiju pielikums_LV.zip
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.		

Strategic Business Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Strategic Business Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Jevgenijs</i>
Surname of the study programme director	<i>Kurovs</i>
E-mail of the study programme director	<i>jevgenijs.kurovs@riseba.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	<i>26478976</i>
Goal of the study programme	<i>To develop efficient 21st century managers capable of running organisations in a dynamic and challenging environment. The specific aim of the programme is to develop the master's students' knowledge and skills in business and management based on the students' previously acquired transferable skills, thus enhancing the applicability of their previous education and their career prospects.</i>
Tasks of the study programme	<i>To provide future managers with a strategic view of the organisation and fundamental knowledge of key business functions, as well as provide a clear understanding of how these functions are integrated into successful 21st century organisations. The programme helps develop entrepreneurial qualities and skills, prepares students to be efficient, creative, critical and analytical leaders capable of managing change processes within organisations.</i>

Results of the study programme	<p>Knowledge: <i>MSV-Z1: Can demonstrate in-depth knowledge and understanding of business, in conformity with the theoretical fundamentals, latest discoveries and studies in the field of business.</i> <i>MSV-Z2: Can demonstrate advanced knowledge for creative problem solving, re-search and organisation of management processes in the company in difficult or unpredictable circumstances, including in co-operation with other management areas.</i></p> <p>Skills: <i>MSV-P1: Able to use theory, methods and approaches for problem solving and business development independent, in order to perform the professional functions of a highly qualified business manager.</i> <i>MSV-P2: Can present in a well-argued manner, explain and discuss complex or systemic management and business aspects</i> <i>MSV-P3: Able to collaborate, manage a team in challenging and unpredictable conditions, undertake responsibility for its results, plan, analyse and assess the results, thus fostering development and the generation of new knowledge and the development of a company.</i></p> <p>Competences: <i>MSV-K1: Able to select appropriate research approaches, critically analyse complicated academic and professional problems in management, making and justifying decisions to solve complex management problems.</i> <i>MSV-K2: Can integrate knowledge from different areas, contribute to development of professional business management, demonstrating understanding and responsibility and assessing the possible impact on the organisation, environment and society.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

Study programme forms

Full time studies - 1 years, 1 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>42</i>

Admission requirements (in English)	<i>Previous education: • obtained bachelor's degree in management science, economics or finance, or a 2nd level higher professional qualification in management science, economics or finance; • obtained bachelor's degree in management science, economics or finance by completing a study programme of at least 4 years; • obtained bachelor's or master's degree in other social sciences or related science disciplines: mathematics, computer science, information technology or engineering and at least 2 years' practical work experience in business or economics. • For studies in English (distance learning): IELTS score 5.5+, TOEFL 59+ or equivalent Applicants who do not have internationally recognised test score will be requested to pass RISEBA English language test Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management science</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>42</i>
Admission requirements (in English)	<i>Previous education: • obtained bachelor's degree in management science, economics or finance, or a 2nd level higher professional qualification in management science, economics or finance; • obtained bachelor's degree in management science, economics or finance by completing a study programme of at least 4 years; • obtained bachelor's or master's degree in other social sciences or related science disciplines: mathematics, computer science, information technology or engineering and at least 2 years' practical work experience in business or economics. • For studies in English (distance learning): IELTS score 5.5+, TOEFL 59+ or equivalent Applicants who do not have internationally recognised test score will be requested to pass RISEBA English language test Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional master's degree in management science</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Parameters of the study programme “Strategic Business Management”

Name of the study programme	Strategic Business Management	
Name of the study programme in English	Strategic Business Management	
Code of the programme according to the Classification of Latvian Education	47345	
Type and level of the programme	Professional Master's study programme	
Qualification to be acquired (EQF/NQF)	European Qualifications Framework (EQF) and Latvian Qualifications Framework (LQF) Level 7	
Code of the profession in the Classification of Occupations		
Scope of the programme (CP, ECTS)	42 CP (63 ECTS)	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	1 year and 1 month	Latvian
full-time studies	-	
full-time studies (distance learning)	-	
part-time studies	-	
part-time studies	-	
part-time studies (distance learning) (To be opened in September 2020)	1 year and 6 months	English

Place of implementation	<i>Rīga, Meža iela 3, RISEBA</i>
Study Programme Director	<i>Jevgenijs Kurovs Dr.oec.</i>
Admission requirements	<p>Previous education:</p> <ul style="list-style-type: none"> · obtained bachelor's degree in management science, economics or finance, or a 2nd level higher professional qualification in management science, economics or finance; · obtained bachelor's degree in management science, economics or finance by completing a study programme of at least 4 years; · obtained bachelor's or master's degree in other social sciences or related science disciplines: mathematics, computer science, information technology or engineering and at least 2 years' practical work experience in business or economics; · For studies in English (distance learning): IELTS score 5.5+, TOEFL 59+ or equivalent <p>Applicants who do not have internationally recognised test score will be requested to pass RISEBA English language test</p> <p>Admission is conducted in accordance with the ADMISSION TERMS AND CONDITIONS, which are annually approved by the Senate.</p>
Degree or professional qualification, or degree and professional qualification to be awarded	<i>Professional master's degree in management science - Master of Social Sciences in Management Science (Mg.soc.)</i>
Aim of the study programme	<i>To develop efficient 21st century managers capable of running organisations in a dynamic and challenging environment. The specific aim of the programme is to develop the master's students' knowledge and skills in business and management based on the students' previously acquired transferable skills, thus enhancing the applicability of their previous education and their career prospects.</i>

Tasks of the programme

To provide future managers with a strategic view of the organisation and fundamental knowledge of key business functions, as well as provide a clear understanding of how these functions are integrated into successful 21st century organisations. The programme helps develop entrepreneurial qualities and skills, prepares students to be efficient, creative, critical and analytical leaders capable of managing change processes within organisations.

Academic results to be achieved

Knowledge:

MSV-Z1: Can demonstrate in-depth knowledge and understanding of business, in conformity with the theoretical fundamentals, latest discoveries and studies in the field of business.

MSV-Z2: Can demonstrate advanced knowledge for creative problem solving, research and organisation of management processes in the company in difficult or unpredictable circumstances, including in cooperation with other management areas.

Skills:

MSV-P1: Able to use theory, methods and approaches for problem solving and business development independent, in order to perform the professional functions of a highly qualified business manager.

MSV-P2: Can present in a well-argued manner, explain and discuss complex or systemic management and business aspects

MSV-P3: Able to collaborate, manage a team in challenging and unpredictable conditions, undertake responsibility for its results, plan, analyse and assess the results, thus fostering development and the generation of new knowledge and the development of a company.

Competences:

MSV-K1: Able to select appropriate research approaches, critically analyse complicated academic and professional problems in management, making and justifying decisions to solve complex management problems.

MSV-K2: Can integrate knowledge from different areas, contribute to development of professional business management, demonstrating understanding and responsibility and assessing the possible impact on the organisation, environment and society.

Final examination to be taken at the end of the programme

Master Thesis

Comparing the changes in programme between 2015 and 2019, the following changes and clarifications took place:

New course: the existing course “Business Models” 1 CP was replaced with “Risk Management” 1 CP.

Clarifications, combinations and corrections in the study course titles:

- Study course “Conducting Negotiations” 1 CP title was clarified as “Conducting Negotiations and Conflict Resolution” 1 CP.
- Study course “Corporate Governance and Business Sustainability” 1 CP was clarified as “Corporate Social Responsibility and Sustainability” 1 CP.
- Study course “Innovation and Protection of Intellectual Property” 2 CP title was clarified as “Innovation and Organisation Development” 2 CP.
- Study course “Psychology of Managing Diversity” 1 CP title was clarified as “Managing Diversity” 1 CP.
- In the academic year 2018/2019, last Russian language group graduated. (in October 2019).
- In the new academic year 2019/2020, in September 2019, only Latvian language group students were admitted for postgraduate studies in ‘Strategic business management’.

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.

In the academic year 2017/2018, a Russian language group was admitted for the first time in the Master's Programme “Strategic Business Management”. Thus, there were two groups in the Master's Programme in Strategic Business Management. The total number of students in the academic year 2017/2018 was 19. The situation was similar in the academic year of 2018/2019, with two groups and a total number of students reaching 25 Master's programme students. In the academic year 2019/2020, the situation changed due to the amendments to the law on education - there was no possibility to enrol students in Russian language groups, so only one group remained with Latvian as the learning language. Number of students 10. This is also the main explanation for the decrease in the number of students in the academic year 2019/2020. The source from which studies are funded is 100% private funding; during the existence of this programme, there were several students from abroad. Since 2015, only full-time studies students have been admitted to the study programme.

The academic year 2018/2019 was the richest in terms of student numbers, with 25 students enrolled in two groups: 8 students in the Latvian language group and 17 students in the Russian language group. In 2018/2019, 19 full-time students, i.e., 5 students from the Latvian group and 14 students from the Russian group, graduated from the programme. The high number of students in the group can be explained by the fact that this was the last year of admission to the Russian language group. Many students took the last opportunity and applied for studies in Russian.

Student drop-outs. During the 2018/2019, 6 students were expelled from the programme “Strategic Business Management”. The main reasons for dropping out are as follows: In 100% of cases, failure to resume studies after a break.

In the academic year 2019/2020, the programme was implemented in Latvian only, funding sources are comprised of 100% private funding; the programme does not have any students from abroad.

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 objectives and tasks of the professional higher education Master's study programme "Strategic Business Management" define its content. The study programme consists of 12 courses, professional internship and Master Thesis.

The study programme provides for one internship, which is carried out in the form of a project or research in a business organisation or company, or in the form of business simulation. The aim of the internship is to develop professional skills to be able to solve practical problems by executing and analysing an individual project related to the strategic management of an organisation or business unit.

Acquisition of knowledge within the study programme incorporates theories, instruments, practical examples, lectures, group assignments, interactive discussions and lectures by visiting faculty representing the business field. Learning in the programme mainly takes place in work groups and through self-learning, which is a significant part of learning in all the programme's courses. This requires intensive weekly reading on the part of students, in order to prepare for each lecture. Therefore the learning style is participation, and the student group is comparable to a society in which students seek opportunities for their ideas, discuss and participate in them. Computer and other simulations, as well as role playing and video lessons are integral part of the teaching process.

The study programme includes specialized, individually selected areas of science: participation in methodological and professional seminars, as well as scientific conferences, such as RISEBA in cooperation with the Association of International Innovative Pharmaceuticals Producers (SiFFA), International Student Research and Artistic Creation Conference "Changing World - in Search for New Solutions - 2019", RISEBA 12th Annual Baltic Business Management Conference ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", which took place on 21-23 February 2019 in Riga, RISEBA Architecture and Media Center H₂O6. Both learning and teaching aim towards practical studies. Theories and models are learned and taught through practical application in business management practical projects and examples, and analysis of organisational and corporate management, as well as global business issues. Also the Master Thesis is related to actual business management issues. Students write their thesis in collaboration with a business organisation thus combining academic and practical research.

The study programme "Strategic Business Management" is short and intense. Therefore, the requirements for admission to the study programme "Strategic Business Management" are as follows: (1) a bachelor's degree in management science, economics or finance, or a 2nd level higher professional qualification in management science, economics or finance; 2) a bachelor's degree in management science, economics or finance by completing a study programme of at least 4 years; 3) a bachelor's or master's degree in other social sciences or related science disciplines: mathematics, computer science, information technology or engineering and at least 2 years' practical work experience in business or economics.

Accordingly, the attainable degree, programme objectives, tasks and anticipated results of the study programme "Strategic Business Management", as well as admission terms and conditions are mutually connected and based on the occupational standard for management sciences.

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 content of the Master's study programme "Strategic Business Management" is updated every year according to the trends in the sector, labour market and the field of science. Compliance with job market trends and the requirements of the professional field is ensured by the recruitment of management professionals to teach study courses.

Compliance with scientific requirements is ensured by lecturers' participation in international academic conferences and publication of research in academic journals, consequently, the study course is being supplemented in accordance with the latest developments in science. Students are involved in the performance of research work. For example, studies conducted under the auspices of Master Theses are presented at both academic and industry professional conferences.

A Programme Committee has also been established for the study programme, which includes representatives of the university, faculty members, students, alumni and employers. Study results are reviewed and proposed changes to the study programme are approved at meetings of the Programme Committee.

The professional expertise offered by the programme could be of interest to a wide range of persons who work or intend to work as senior and mid-level managers, administrators, HR and project managers in organisations and companies in both public and private sectors, as well as individuals planning to start their own businesses.

„Every industry need good specialists”, as the [Ministry of Economics](#) has pointed out (MoE). The Ministry of Economics (MoE) states: “Due to the medium- and long-term restructuring of the Latvian economy, changes in the demand for labour force by occupational groups are expected to happen. Demand for highly qualified professionals will grow rapidly... **Business and management professionals** as well as legal and social science specialists will be in demand. However, it should be taken into account that the large number of students in these disciplines will also create competition in the labour market.

In almost any field, a suitably qualified and knowledgeable specialist will always be in demand and adequately paid. At the same time, it should be pointed out that today the changes in the structure of the economy are very closely linked to global processes and can occur at a relatively rapid pace. This means that the workforce must also be flexible and able to adapt. Therefore, the ability of an individual not only to advance in a particular profession, but also to be able to acquire a variety of interdisciplinary skills, thus gaining significant competitive advantage in the labour market, is crucial to the labour market. ”

The demand for highly qualified employees was further confirmed by Ilze Bruņeniece, Sales Manager at CV Online, who said there was a demand in the labour market for outstanding professionals with comprehensive knowledge and creative spirit.

The most sought after professions today were sales specialists, sales representatives, **company, department and branch managers**, transport and logistics specialists, financial analysts, accountants, insurance specialists, and marketing specialists. In the future, the most promising professions could be information technology specialists, sales and marketing specialists, **managers**, financial specialists, transport and logistics specialists, engineering specialists, medical and pharmaceutical workers, and manufacturing workers.

The professional Master's programme "Strategic Business Management" focuses on developing transferable skills such as communication skills, technology management skills, leadership skills and an understanding of globalization processes. This suggests that graduates of the programme will be well integrated into the labour market or become employers themselves.

After graduating the master's study program, **Professional Master's degree in management science** is awarded. The program does not provide for the award of a professional qualification.

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 study program "Strategic Business Management" consists of 5 study modules, for which a module description has been developed, which determines:

- 1) the study results to be achieved as a result of the acquisition of the study module;
- 2) study work time planning;
- 3) study courses included in the study module.

Special attention is paid to the development of the student's personality and improvement of leadership skills. Study courses are the conceptual plan of the study program is summarized in Table 2.1.

Table 2.1

Conceptual plan of professional higher education master's study program "Strategic Business Management" by study modules

<i>Study module</i>	Latvian CP	ECTC
<i>Business strategy and models</i>	4	6
<i>Effective leadership skills</i>	4	6
<i>Globalization, markets and finance</i>	4	6

<i>Personnel, information and knowledge management</i>	4	6
<i>Practical projects and research</i>	6	9
<i>Master's Thesis</i>	20	30
<i>Total credit points</i>	42	63

The content of the study program was developed in the following logical order:

- Actuality of specialist training and development of a specialist model;
- Defining the area of professional competencies;
- Identification of knowledge and skills required for the performance of professional functions;
- Determining the goals and tasks of the study program;
- Development of a set of study courses in accordance with the goals and tasks of the program, which are aimed at acquiring the necessary knowledge and skills, i. creation of the curriculum structure;
- Identifying the circle of persons who would be interested in the given program.

The modules of the study program are designed to cover all the basic functions of a business enterprise, thus providing students (potential managers) with a strategic view of the organization and its management.

The **goal** of the professional higher education master's study program "Strategic Business Management" is to develop effective leaders of the 21st century who are able to lead organizations in dynamic and complex environmental conditions. The specific goal of the program is to develop master's level knowledge and skills in the field of business and management based on the previously acquired transformable skills of students, thus increasing the applicability of their previously acquired education and future career prospects.

The **objectives** of the program are to provide future leaders with a strategic view of the organization and fundamental knowledge of key business functions, as well as a clear understanding of how these functions are integrated into successful 21st century organizations. The program helps to develop entrepreneurial qualities and skills, prepares students for effective, creative and critical and analytical thinking leaders who are able to manage change processes in organizations.

The specialist model described below provides a basis for determining the knowledge, skills and competencies that a specialist must have to successfully perform their professional functions. The professional master's study program "Strategic Business Management" envisages that as a result of its successful graduation the graduate has achieved the following study results:

- Has mastered the theories used in business management and understands their application in research and practice [knowledge];
- Has mastered the theoretical principles of scientific research methodology [knowledge];
- Is able to identify and substantiate the aspects of business management necessary for research, choose appropriate research approaches, obtain and analyze data. Able to carry out independent research activities, performing all stages of research [skills];
- Is able to independently choose and apply in practice the most appropriate methodology and solutions for the prevention of complex organizational management problems [skills];
- Able to make evidence-based decisions in management science and practice, as well as understand their necessity, evaluate the perspective impact on the organization, set goals for

further action, justify the formulation of proposals for organizational management, structural and organizational changes [skills, competencies];

- Has mastered and is able to apply in practice current leadership and change management skills [skills, competencies];
- Is able to substantiate, argue and defend his / her opinion, engage in debate, as well as work in a group to develop a collective solution, taking into account the ethical aspects of professional activity [skills];
- Is able to acquire new knowledge and follow the development of the field of management after graduation and creatively apply it in research and practice, promoting the development of the field [skills, competencies];
- Is able to work in local and international scientific projects in the management of companies and organizations, if necessary, establishing cooperation with professionals from other fields and integrating knowledge of various fields in solving research problems [competencies];
- Demonstrates the ability to independently formulate and analyze current problems in business management, compile scientific literature, develop a conceptual model, choose the most appropriate way to obtain the data needed to solve the problem, process data, summarize the obtained information, analyze it, provide their assessment and present results in the form of an academic text [knowledge, skills, competences].

Achievement of study results is ensured by the study subjects included in the study program, for which measurable results are defined, which are achieved by successfully mastering the specific study subject.

The aims and tasks of the professional higher education master's study program "Strategic Business Management" determine its content. The study program consists of modules (each of which has a compulsory part and compulsory elective courses), professional practice and a master's thesis.

The study program envisages one practice, which is implemented in the form of a practical project or research in one of the organizations or companies in the field of business, or in the form of business simulation. The aim of the internship is the development of professional skills for solving practical problems by executing and analyzing an individual project in connection with the strategic management of an organization or business unit.

The content of study courses stems from the study course's objectives and attainable results, which in turn emanate from the study programme's objective and attainable results. The link is obvious in the study programme's mapping. Each study course ensures the attainment of 2 to 4 of the programme's attainable results. There are several study courses that correspond to each expected result of the programme.

Study courses are arranged in a certain order to ensure the sequential and logical acquisition of knowledge, as well as practical application thereof.

Before writing a Master Thesis, students acquire the relevant knowledge in the course "Research Methodology", complete their professional internship in the field of business, and then complete their Master Theses.

The professional higher education master's study program "Strategic Business Management" consists of study modules, which in turn include 2 to 4 study courses, as shown in 2.2. table.

Table 2.2

Planning of study modules and study courses of the professional higher education master's study program "Strategic Business Management"

Module name	Course	Part	CP	ECTC	CP Total
Business strategies and models	Business Competitiveness and Strategic Management in an International Environment	A	2	3	4
	Risk Management	A	1	1.5	
	Funding for Strategic Decision Making	B	1	1.5	
Effective leadership skills	Modern Management Psychology	A	2	3	4
	Conducting Negotiations and Conflict Resolution	C	1	1.5	
	Corporate Social Responsibility and Sustainability	A	1	1.5	
Personnel, information and knowledge management	Personnel and Change Management	B	2	3	4
	Innovation and Organisation Development	B	2	1,5	
Globalization, markets and finance	Globalization Processes and Marketing	B	1	1,5	4
	Financial Markets and Institutions	B	2	3	
	Diversity Management	C	1	1,5	
Practical projects and research (6CP)	Internship "Research in Business"	A	6	9	6
Master's Thesis		A	20	30	20
					42

Specific objectives are defined for the study modules, from which the objectives of the individual courses follow.

Business strategy and models

The main goal of the module is to provide future business leaders with knowledge on how to use the favourable opportunities of the external environment based on the management of company's resources and competencies, achieve and maintain the company's competitive advantages through dynamic capabilities, value innovation and business model innovation. Within the module, master students will develop knowledge and skills about corporate financial management using financial planning techniques, as well as improve skills in identifying business ideas and skills in developing new forms of competitive business.

Effective leadership skills

The main goal of the module is to provide master students with the social knowledge and skills that a modern business manager needs. To form an understanding of the principles of organizational and business psychology, socio-psychological regularities of the behavior of managers and employees and their impact on the efficiency of work organization. To provide business students with an understanding of sustainable business and corporate social responsibility, their impact on competitiveness, the environment, society. Gives students the opportunity to gain knowledge and experience in the management of particularly complex business negotiations, to get acquainted with various art methods and techniques, which are oriented to the creative research and activation of the processes taking place in the organization.

Personnel, information and knowledge management

The main goal of the module is to provide knowledge about the strategic aspects of personnel and change management processes in organizations, to introduce change management theories, concepts, and tools. This versatile module is designed with a future view of the organization, it will provide knowledge about the role of innovation and intellectual property in business, as well as practical experience in the evaluation and analysis of the company's innovation management and intellectual property. Within the module, master students will gain knowledge about the latest trends in the management and administration of enterprise information systems (IS) and information technology.

Globalization, markets and finance

Globalization processes and markets bring both threats and opportunities to business. The aim of the module is to create students' interest and in-depth understanding of global market trends, cultural diversity and financial flows, including international marketing management and information analysis, financial market structure, structure and operation, financial institutions and their interactions.

Practical projects and research

The module includes internships dedicated to research work. Its main task is to develop students' individual skills and supplement their knowledge in business and scientific research, which would lead to the development of high-level master's theses, to provide students with an in-depth idea of evaluation of research results and their application in business. Gives students the opportunity to acquire knowledge and practical skills in the preparation of project applications - in the search for opportunities, formulation of project ideas, goals, work tasks and indicators to be achieved, project team creation and management, project application preparation and implementation.

Study modules include a compulsory or limited elective part and also a free elective part. As the program is based on students' prior knowledge and transformable skills, limited choice depends on the skills they have acquired at previous levels of education.

Taking into account the fact that the students of the program have accumulated practical work experience in business companies and / or they work in such companies during their studies, the program envisages practical projects and practice in the amount of 6 CP. It should be noted that the program is practically oriented and many courses, as a final work, provide for the analysis and evaluation of a specific organization in accordance with the specifics of the course.

Acquisition of knowledge in the study program includes theories, tools, practical examples, lectures, group assignments, interactive discussions and lectures by guest lecturers representing the field of business. Learning within the program takes place mainly in work groups and through self-study, which is an essential part of all learning courses in the program. It requires students to read intensively each week to prepare for each lecture. Therefore, learning style is participatory, and a group of students is like a society in which students look for opportunities to discuss, discuss and share their ideas. Computer and other simulations, as well as role-playing and video learning, are an integral part of the learning process.

The study program includes specialized individually selected fields of science: participation in methodological and professional seminars, as well as scientific conferences. Learning and teaching are focused on practical studies. Theories and models are mastered and taught, applied in practice in practical projects and applications of business management and in the analysis of organizational and corporate management and global business problems. The master's thesis is also related to real business management issues. Students write work in collaboration with a business organization

combining academic and practical research.

The methodological support of each study module and the courses included in it is systematized in the “Course (subject) set”, which is available to students on the RISEBA e-learning portal MOODLE. The set includes:

- a description of the course, including topics and expected results;
- calendar and methodological plan of the course;
- list of recommended literature;
- learning materials;
- students' independent work plan (list of topics);
- homework, tests and tests;
- variants of written examination tasks.

In addition, the methodological support of the study courses includes (available for each student MOODLE):

- methodological instructions on how to complete and design tests, independent study papers and master's theses;
- methodological instructions for study courses and practices;
- teaching aids (or in the library);
- consultation schedules of academic staff;
- computerized study aids.

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

The knowledge, skills and competences identified in each study course are assessed through a series of tests in accordance with the principles of student-centred education, which are as follows:

- The faculty members are familiar with the testing and examination methods that are most appropriate for the course;
- Students are notified on assessment criteria and methods at the beginning of the respective study course;
- Assessment should be consistent, fair, and suitable for all students. It should be carried out according to the RISEBA approved procedures.
- Assessment allows the students to demonstrate to what extent they have achieved the expected learning outcomes. The students receive feedback and advice in the course of learning process;
- More than one examiner is also invited in certain courses.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was developed in accordance with Cabinet Regulations No. 512 of 26 August 2014 "Regulations regarding the State Standard for Second Level Professional Higher Education":

- Transparent assessment principle – in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the master's thesis after he or she has mastered all the programme content.
- Possible assessment review principle – the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study By-law approved by the Senate stipulates that if the student wants to improve his or her final grade, he or she must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- The principle of diversity of types of test is used in the assessment process – various types of tests are used to assess the acquisition of the programme. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests specified in the course programmes or description (tests, homework, essays, presentations, independent projects, group work, etc.). The requirements depend on the specificities of the study course and its organisational process, as well as study forms. Examinations at RISEBA are organised both in writing and verbally, while for distance learning students - electronically. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except for cases when the examination deadline has been extended.

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of each test corresponds to the content of the programme of the relevant study course and the requirements for skills and knowledge stipulated in the occupational standard.

At RISEBA, these outcomes are graded against two indicators:

- Qualitative assessment – grade on a 10 point system;
- Quantitative assessment – number of credit points depending on the scope and importance of a study course.

Studies are based on student autonomy while providing tutor guidance and support. The description of each study course contains the amount and content of the students' independent work, as well as methods of its evaluation. Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, along with an explanation of assessments. Students receive an explanation of the assessment, and, if necessary, advice on how to improve their work. Assessment of internships and Master's theses is conducted by several examiners; assessment takes place using approved procedures, and is justly and consistently applied to all students.

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

The Master's study programme "Strategic Business Management" provides for one internship of 6 CP, which is intended for full-time students. Internship tasks and requirements are regulated by the "Professional Work Internship Requirements in the Master's study programme "Strategic Business Management"".

The internship's objectives and tasks are specified in the internship rules, which students are introduced at the commencement of their studies. Internship tasks are related to the expected results of the programme (see Programme Map) and ensure their attainment. During the internship, students use knowledge and skills that have acquired during the academic year in a professional environment.

In conformity with the rules regarding the implementation of the internship, trilateral agreements are concluded between RISEBA, the student and the organisation providing the internship. At the conclusion of the internship, students prepare an internship report, which includes an internship diary and which is signed by the internship manager on behalf of the organisation. Students defend their internship before a commission and it is assessed by a representative of the organisation and at least two faculty members.

The objective of the internship is: to reinforce in practice the theoretical knowledge acquired in the field of entrepreneurship, in accordance with the relevant company's operating field and specifics.

Either independently or with the support of RISEBA, the student chooses an internship place, concludes the trilateral cooperation agreement and carries out the internship assignments for six weeks.

To obtain an internship assessment, the student submits a report, which includes the assessment from the internship manager (representative of the internship host undertaking), an internship diary, as well as defending the internship within a set deadline, in accordance with the study schedule.

In parallel with the six-week internship, a course is taught: Internship 'Business Research'. RISEBA professor Iveta Ludviga, supports students with all the necessary information and study materials on how to best collect the data obtained during the internship, analyze them and draw conclusions from the results. After the internship period, students are assigned to defend the internship. What is a concurrent study course: Internship 'Research in Business' final test. After which master students can use the obtained data in their Master's Thesis.

The internship in English is intended for students from abroad. Students have the opportunity to do an internship, individually in their own country, or to take advantage of the opportunities offered by the ERASMUS + program.

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 master's studies, a **master's thesis** must be prepared and defended. Students choose the subject of their Master's thesis in accordance with the "Study Work Development Rules" drawn up by RISEBA. Students are offered the chance to choose a Master's thesis from a list of

subjects approved by the faculty. Students also have the opportunity to propose their own Master's thesis subject, based on their knowledge and professional skills and/or the interests of a specific organisation. If necessary, the student can consult the programme director or faculty members in the relevant field regarding the relevance of the Master's thesis subject or its compatibility with the study programme's requirements and choice of scientific tutor. The selection of a Master's thesis subject is conditional on the subject being related to the improvement of an undertaking or business.

Students may attempt to pass final examinations, if:

- They have completed the study courses included in the programme;
- Their internship report has been presented and assessed;
- All financial liabilities under the study contract have been met.

If the study programme is successfully completed and a pass grade has been received during the final examinations (lowest successful assessment: 4 points), students are awarded a professional Master's degree in management science.

In conformity with the programme's requirements, the subjects of students' final theses must be related to management science. Every year, a State Examination Commission assesses the compatibility of subjects with the programme and subjects are approved as compliant.

Graduation work grades usually range from 7 (good) to 9 (excellent). The composition of the State Examination Commission traditionally includes representatives from organisations (corporate world or public sector), who also noted the high quality of Master's theses in 2018 and their correspondence to the latest developments within the industry.

Table 2.1.

Examples of Master's theses defended in June of the 2018/2019 academic year

No.	Subject of the Master Thesis
1.	Improving the quality of service in the company X.
2.	Evaluation of the efficiency of company "CCC Baltija" in the Baltic States and possibilities for its improvement
3.	Development of business models for further restaurant development
4.	Human resource management in the company SIA "Taraka"
5.	Strategic decisions of Latvian real estate companies in the changing market conditions.

6.	Relationship between business agility and innovation ability in a pharmaceutical industry
7.	Personnel training as a key factor in staff efficiency in the example of company "CCC Digital Services Riga"
8.	Evaluation of commercial bank credit policy implementation and improvement possibilities (example of AS Swedbank)
9.	Impact of language restrictions on teaching in the Latvian higher education sector
10.	Marketing strategy for a new tourism product in the context of overtourism in Europe
11.	Business development through strategic alliances and collaboration
12.	Development of business strategy and competitive advantage depending on the field of activity of a company
13.	Innovation environment as a tool for long-term development of the company "WMT Baltic SIA" in European market
14.	Personnel promotion strategy for IT company partners
15.	Human resource management strategy as a part of Uzbekistan Airways strategic development
16.	Real estate investments in Latvia Real estate investments in Latvia

17.	Ethical problems of neuromarketing research in the commercial company SIA "ESTOTY"
18.	Raising loyalty of ELT employees as a factor in the strategic personnel management
19.	Commercial bank resource management problems and ways to resolve them in the case of Ipoteka Bank

It should be noted that the choice of study topics differs from year to year, and is determined by each student's area of interest and area of activity.

Students' Master Theses received high grades. In the academic year 2018/2019, 10% of students received grade 6 (almost good) for their Master Theses, 47% received 7 (good), 26% received grade 8 (very good), 10% received 9 (excellent), and one student received a grade of 5 (satisfactory). The recommendations of the State Examination Commission, as well as the students' recommendations for the improvement of the study process are taken into consideration in the improvement of the quality of Master Theses. Representatives of other institutions of higher education, RISEBA and professional environment are a part of the State Examination Commission.

After each defence of the master's thesis, the commission evaluates the topicality of the final thesis topics in the field and compliance with the study program. If there are any reprimands or recommendations, they are taken into account in the defence of next year's master's thesis. The best works are awarded with a letter of commendation and directed to participate in various scientific conferences. Students are encouraged to choose innovative topics so that the results of the research can be applied in practice later.

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

In the course of study process, students are surveyed on a regular basis in order to assess the contents and quality of the study course, and various administrative criteria. Surveys are conducted at the conclusion of each study course. The respondents are all the students studying in the programme.

During the 2018/2019 academic year, an assessment was conducted of 2 study courses (Latvian and Russian language groups). All study courses were assessed according to 11 criteria on a 5 point scale, where 5 equates to - I fully agree, 4 - I'm more inclined to agree, 3 - I cannot say, 2 - I'm more inclined to disagree, and 1 - I completely disagree. Overall, the assessment can be considered to be positive both in terms of study content, and in particular in relation to the assessment of faculty members (see Figure 6).

As one can see in the image, study courses are rated quite highly. In particular, students appreciate the fact that during classes they are free to ask questions and take part in discussions. Lectures

usually start and end on time. Moreover, students are always informed about course, contents, requirements and assessment criteria.

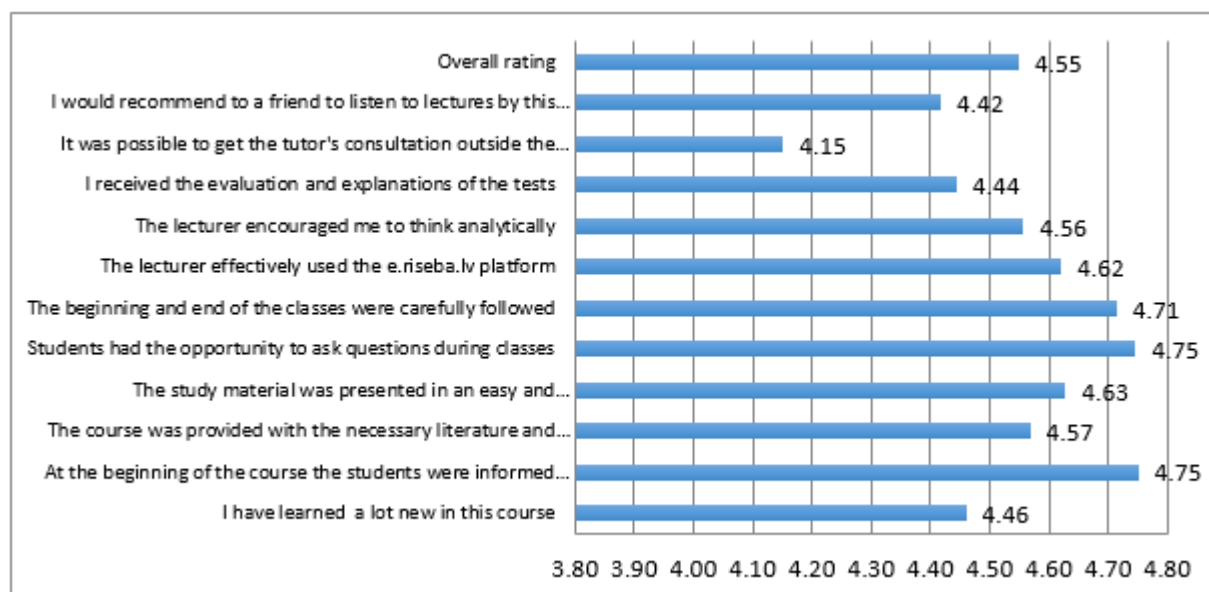


figure 2.1. Evaluation of Master's study programme "Strategic Business Management" in 2018/2019 (2 study courses, Latvian and Russian language groups)

In general, the quality of study courses is evaluated as good and the assessment of courses should be continued, thus ensuring a continuous improvement of study quality. The involvement of students in completing the survey should be improved, as the number of respondents who completed the survey is relatively low.

The alumni survey is carried out once in two years. During the academic year 2017/2018, study courses were assessed according to 15 criteria on a 4-point scale, where 1 corresponds to - completely disagree, while 4 corresponds to - completely agree.

Survey respondents were 76 programme alumni (67 Latvian and 8 Russian language students). The alumni who filled in the form included those who graduated less than 3 years ago - 11%, and those who graduated 4 to 10 years ago - 58%, while those who graduated more than 10 years ago - 31%.

The highest indicators in favour of the selection of the study programme in the opinion of alumni were as follows - interest in the chosen study direction - 65.79% and the study timetable applied - 65.47%.

The assessment of alumni was positive (see Figure 8). The highest assessment was for the attitude towards students and the study environment at the university, the quality of the study programme, the management of the study programme and the professionalism of faculty members.

The lowest assessment was for the adequacy of library resources and opportunities to continue studies at the next level. It should be taken into that most of those who completed the survey graduated from the programme over four years ago. The criteria below have been improved both by supplementing the library's resources and by granting the graduates access to doctoral studies in Business Administration.

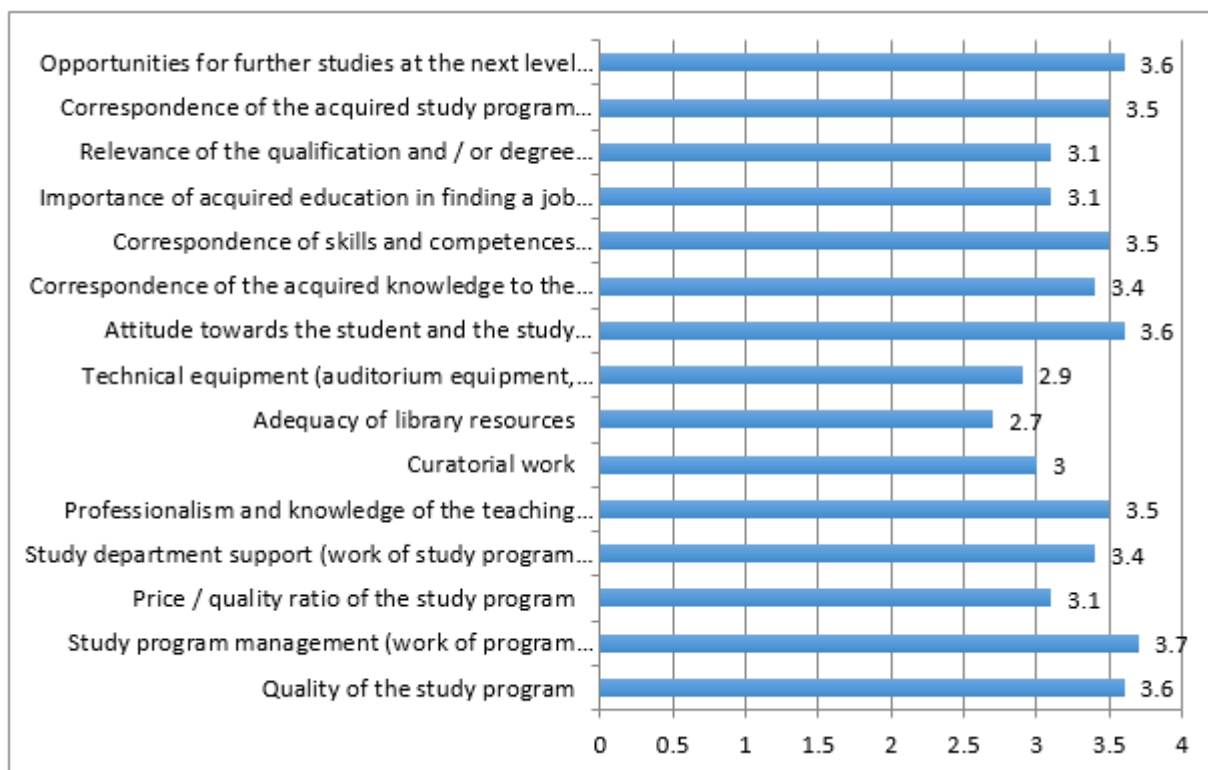


Figure 2.2. Study programme "Strategic Business Management" alumni survey results

93% of respondents are employed, which testifies to the quality of the programme, knowledge provided and the need for skills in the job market. 61% of alumni work in this profession, whereas the rest work in other fields. This indicates the applicability of business management knowledge in many sectors.

91% of respondents (programme alumni) would recommend the programme to their friends, relatives and acquaintances. 68% stated that they would like to collaborate with the university in future, with the main forms of cooperation including continuing studies in the doctoral programme, offering internship opportunities to students and sharing their experience by conducting guest lectures or seminars.

The master's study program 'Strategic Business Management' is a relatively new program, and the number of graduates is not so large. Nevertheless, a survey of employers is currently being conducted and the results will be compiled in the near future. In addition, other studies related to employers' priorities are considered. One of them is the study conducted by CEEMAN: 'Management and Leadership Development Needs in Dynamically Changing Societies', in which RISEBA professor Iveta Ludviga also participated. The study surveyed 852 executives and leaders from 158 companies. 34 companies were also from Latvia. Such research is a very useful and valuable in developing the content of the study course, with an emphasis on the knowledge, skills and competences that are most in demand in the present and future labour market.

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.

Students and alumni of the RISEBA University programme "Strategic Business Management" are

offered several opportunities to study or undertake internships abroad. More extensive study opportunities are offered within the Erasmus+ programme. Internships can also be completed under the auspices of the Erasmus+ programme, obtaining the relevant grant. Such internship opportunities are also offered to students who have recently graduated from RISEBA University.

RISEBA has concluded cooperation agreements within the framework of Erasmus+ lifelong learning programme with over 105 partner universities in Erasmus+ programme countries and partner countries. Students may choose the universities they are interested in depending on the study programme. In order for mobility to be accepted and for study courses taken at the partner university to be recognised, they must conform to the study programme in terms of their content. The Erasmus+ period will only be academically recognised if all the necessary documents are submitted to the RISEBA Erasmus+ coordinator and the information specified therein complies.

Outgoing mobility activity on the part of students in the Master's study programme "Strategic Business Management" is very low, which is due to the fact that practically all students have jobs and cannot spend a semester outside the country. The duration of studies is also only 1.1 years, therefore, students choose to study here in Latvia. During academic year 2017/2018, in the second semester, one student took the opportunity to spend a semester at a partner university. Gatis Kreitus went to a partner university Montpellier Business School, France.

There are opportunities for inbound mobility. The main limitation is the requirement that the student has knowledge of Latvian language, a sufficient level to be able to meet all study requirements. When the program offered studies in Russian, one student from Kazakhstan took advantage of the incoming mobility opportunities. Studying in Latvia for one semester.

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

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

The study programme "Strategic Business Management" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base, the assessment of which can be found in Part II, Section 3, Sub-sections 3.1-3.3.

Study, research and information base

Study course materials for the study programme "Strategic Business Management" are provided via the E-RISEBA platform, where each course's lecturer posts the materials required for the study course. Each study course's methodological teaching materials, presentations, research papers and other materials required for the study course are available on E-RISEBA.

The RISEBA Library provides the university's students and employees with the literature required

for the study process, access to [information search system and databases](#).

Students in the study programme "Strategic Business Management" are encouraged to use in the study process and for Master Thesis research the following electronic databases: EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarian sciences and art, etc.), **Emerald** (business administration information, Greenleaf Publishing PRMEC (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), LETA and Nozare.lv. All the databases subscribed to are also available remotely for use outside the university's premises. All students and faculty members in the study direction are sent access codes to use databases outside the library.

Financial base

Tuition fees are the main source of financing the study process in the study programme "Strategic Business Management". The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fees during the 2019/2020 Tuition fees by study form (EUR annually)

Study form	Tuition fee amount for the programme in Latvian
Full-time studies (1.1 years) (42CP)	EUR 2700
Part-time studies (distance learning) (1.5 years) (42CP)	EUR 4500

(The tuition fee indicated covers the entire study programme)

RISEBA offers the following tuition fee payment options:

- For the entire programme;
- For the whole academic year;
- For one semester;
- For a month, in accordance with the payment schedule specified in the agreement, precisely complying with payment deadlines and payable sums.

Tuition fees may be covered from the following funding sources:

- Student's personal funds;
- Personal funds of a student's parents or other relatives;
- Financing from the student's employer;
- A study credit with a guarantee made on behalf of the State;
- Commercial loan;

Overall, the technical and material, study and scientific resources available to students correspond to the conditions for the implementation of the programme and make it possible to attain study results.

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

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

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

During the reporting period, several changes have occurred in the composition of the faculty members in the study programme “Strategic Business Management”:

- In the academic year 2019/2020, two changes have taken place: 1) in teaching of the study course “Personnel and Change Management” Dr.psych. Lūcija Rutka was involved, and Dr.psych. Maija Zakriževska-Belogrudova replace a lecturer with Master’s Degree. Accordingly, the number of lecturers with a doctoral degree has increased. 2) Kristiāna Lapiņa, lecturer in the study course “Conducting Negotiations and Conflict Resolution”, was replaced by the visiting lecturer Daniels Pavļuts.
- During the reporting period, the academic staff in the course “Globalization Processes and Marketing” has been replaced: Marina Pļaviņa has terminated her employment relationship with RISEBA, and the visiting lecturer Zaiga Oborenko is currently teaching the course.
- Also, after the Programme Board meeting, the course “Business Models” was replaced by the course “Risk Management” in accordance with the students' wishes. The lecturer has remained the same - Dr.phys. Ivars Godmanis.

Overall, these changes have had a positive impact on the composition of faculty members, because there has been an increase in the proportion of PhD holders in the programme. The new faculty members introduced new ideas in the study process and content, as a new simulation game was used as an example in the study process. The changes have been appreciated by the students, which can be seen in their feedback.

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

The programme’s study courses are taught with the involvement of 13 lecturers, including 5 professors, 1 associate professor.

8 lecturers of the Master's study programme “Strategic Business Management” have doctoral degree, while 5 have master's degree. 10 of the faculty members are elected, while 3 of them represent the professional environment.

Teacher qualifications are a very important aspect that is receiving a lot of attention from the management side. Every year, the teaching staff is evaluated, in which three basic criteria are evaluated: 1) Criteria of scientific and artistic qualification 2) Criteria of pedagogical qualification 3) Criteria of organizational competence. Below each criterion, there are several points. Points are awarded for each criterion met. It is important to make such an assessment, because the lecturer has to follow the latest trends and current events, participate in various research projects and academic conferences in the areas that are taught and discussed in the study process.

All faculty members possess knowledge and professional experience related the relevant subject taught in management sciences. A balance is maintained between faculty members representing the professional and academic environments in the study programme, thus forming a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and offering both academic and practical knowledge. Additional lecturers from RISEBA and the business community are recruited to oversee internships and master's theses. For example, Iveta Cīrule is the Board Member of SIA "BIORGANIC", Viktors Turlais - Head of Sector for printing and visual communication products in SIA "Antalis", Elīna Miķelsone is the Chairman of the Board in the Idea Innovation Institute, while Polina Naidenko is the International Relations Specialist in Begin Group Berlin.

Table 4.1.

Academic personnel employed giving lectures in the programme "Strategic Business Management" in 2019/2020

	Lecturer	Academic degree	Principal workplace	Study course
1	Solveiga Blumberga	Dr.psych.	RISEBA, Associate Professor	Modern Management Psychology
2	Andrejs Čirjevskis	Dr.oec.	RISEBA Professor	Business Competitiveness and Strategic Management in an International Environment
3	Ivars Godmanis	Dr.phys.	RISEBA, Director of the Master's study programme "Big Data Analytics", docent	Risk Management

4	Solveiga Blumberga	Dr.psych.	RISEBA, Associate Professor	Corporate Social Responsibility and Sustainability
5	Zaiga Oborenko	Mg.soc.	Visiting lecturer	Globalization Processes and Marketing
6	Ilmārs Kreituss	Dr.chem.	RISEBA, Professor	Financial Markets and Institutions
7	Lūcija Rutka	Dr.psych.	RISEBA, Professor	Personnel and Change Management
	Maija Zakriževska- Belogradova	Dr.psych.	RISEBA, Professor	
8	Iveta Cīrule	Dr.sc.administr.	SIA "BIOORGANIC" Board Member	Innovation and Organisation Development
9	Rasa Pēce	Mg.oec.	RISEBA, lecturer	Funding for Strategic Decision Making
10	Anete Hofmane	Mg.psych. Mg.sc.administr.	Director of the Bachelor's study programme "Business Psychology"	Managing Diversity
11	Daniels Pavļuts	MPA (Master of Public Administration)	Chairman of the Board of the political party "Kustībai PAR!"	Conducting Negotiations and Conflict Resolution
12	Iveta Ludviga	Dr.sc.administr.	RISEBA, Professor	Internship "Research in Business"

13	Valērijs Dombrovskis	Mg.psych	RISEBA, lecturer	Civil Protection
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Additional lecturers from RISEBA and the business community are recruited to oversee internships and master's theses.

Accordingly, the academic personnel involved in the programme "Strategic Business Management" forms a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge.

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 academic personnel in the study programme "Strategic Business Management" is involved in scientific research, which is confirmed by their participation in academic conferences and their papers, as well as participation in international projects.

As an example, one can mention the following research papers that were published during the 2018/2019 academic year:

1. Ergle D., Ludviga I., (2018) Use of gamification in human resource management: impact on engagement and satisfaction, Proceedings form 10th International Scientific Conference "Business and Management 2018" Vilnius, LITHUANIA, pp.409-417
2. Sennikova I., Ludviga I., Dubinska E., (2018) Management and Leadership Development Needs: The Case of Latvia, in Business and Society Making Management Education: Relevant

- for the 21st Century, ed. Purg D., Bracek-Lalic A., Pope J., pp.87-114. (indexed in SCOPUS)
3. Ludviga I., (2019) Organisational Design, Internal Collaboration and Performance: an Empirical Assessment in Latvia, Proceedings of the International Scientific Conference "SOCIETY. INTEGRATION. EDUCATION", Volume VI, May 24th -25th, 2019. 351-364
 4. Veide M., Rutka L., Kreituss I. (2019) People's with special needs understanding of the quality of life and the meaning of learning.// INTED2019 Proceedings.- Valencia: IATED Academy, pp.4549-4556. ISBN 9788409086191, ISSN 2340-1079. Indexed in Web of Science, EBSCO databases.
 5. Blumberga S., Belavska A. (2019) Technologies. Improvement of Customer Service Specialist Training During Merger of Commercial Banks (Spain, Palma, Mallorca), The11th International Conference - EDU LEARN19 International Conference of Education and New Learning, ISSN 2340-1117 (p. 2794.-2799). Conference paper collection. Submitted for indexing to - Web of Science.
 6. Blumberga, S. Mangule R. (2019) Workplace Stress Among Personnel of Publishing Company, Coping and Working Ability. (REEP). (Jelgava, Latvia). ISSN 1691-5887. (p. 11. - 20). Collection of conference articles. Submitted for indexing to - Web of Science.
 7. Blumberga S., Sakovica A. (2018) Improvement of Personnel recruitment System for High Stress Working Environment. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (p. 523-530). Submitted for indexing to - Web of Science.
 8. Blumberga S., Luka - Indane A. (2018) Opportunities for Improvement of Socialisation and On-boarding of New Employees in a Company. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (p. 729-737). Submitted for indexing to - Web of Science.
 9. Blumberga S., Reboka A. (2018) Role of personnel management marketing in recruitment in a web-based personnel recruitment company. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN2367-5659 (p. 833-840). Submitted for indexing to - Web of Science.
 10. Zakrizevska, M.; Kronberga, S. (2018). Opportunities to Promote an Awareness of Supervision and Coaching in Latvia. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Vol. 18, p. 747-754, DOI: 10.5593/sgemsocial2018/1.5/S05.093, ISBN 978-619-7408-65-2, ISSN 2367-5659 EBSCO database.

The programme's lectures are highly active in participating in international academic conferences. As examples of participation in international academic conferences, one can mention the following academic presentations given by the programme's faculty members during the 2018/2019 academic year:

- Ludviga I.: Workplace Expectations versus reality: Are Millennials so Different?", report at the 26th EBES Conference, Prague, Czech Republic, 24-26 October 2018
- Ludviga I: "Empirical Evidence Against Generational theory", presentation at the 12th annual international academic Baltic business management conference ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", which took place from 21-23 February 2019 in Riga
- Ludviga I; What Drives Value of Automated Performance Management Systems: Empirical Assessment", report at the international academic conference "Eastern Academy of Management International 2019", which took place from 18-20 June 2019 in Dubrovnik, Croatia
- Rutka L: 13th annual International Technology, Education and Development Conference (INTED2019), IATED, Valencia (Spain): "People's with special needs understanding of the quality of life and the meaning of learning".

- Blumberga S.: 2019. – Athens, Greece, 17-19.07. NORDSCI 2019 Conference on Social Sciences. Presentation subject – Remote Work – Advantages and Disadvantages on the Example in IT Organization.
- Blumberga S.: 2019. Spain, Palma, Mallorca, 1-3.07. Participation in the 11th International Conference - EDULEARN19 International Conference of Education and New Learning Technologies. Presentation topic: Improvement of Customer Service Specialist Training During Merger of Commercial Banks.
- Blumberga S.: 2019. Riga, Latvia, 21.-22.02. Participation in the International Conference - the 12th Annual Scientific Baltic Business Management Conference - Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level. Presentation topic: Corporate Social Responsibility of Business Entities and Their Motivation for Charity Via a Portal of a Charity Organization.
- Blumberga S.: 2018. – Helsinki, Finland, 17. – 19.07. NORDSCI Conference on Social Science. Presentation topic - Work Values of Y and Z Generations and Their Adaptation in New Workplaces in the Services Sector in Latvia.
- Rutka L: 13th annual International Technology, Education and Development Conference (INTED2019), IATED, Valencia (Spain): "People's with special needs understanding of the quality of life and the meaning of learning".
- Cirjevskis, A. and Felker, Y. (2018). Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. Book series: Advances in Social and Behavioral Sciences, pp. 3-15. ISBN 978-981-11-9269-2; ISSN 2339-5133.
- Cirjevskis, A. (2018). Exploring Acquisition Based Dynamic Capabilities and Reinvention of Business Models in M&A process: Decision Making Pattern. Book series: Advances in Education Research, pp. 3-12. ISBN: 978-1-61275-557-1; ISSN: 2160-1070
- Cirjevskis, A. (2018). How Do Firms Design Their Dynamic Capabilities Through the Use of Merger and Acquisition? Book series: Advances in Education Sciences. Vol. 18, pp. 137-143.
- Cirjevskis, A. (2019). The Role of Dynamic Capabilities as Drivers of Business Model Innovation in Mergers and Acquisitions of Technology-Advanced Firms. Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc5020036
- Cirjevskis, A. (2019). What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? Journal of Open Innovation: Technology, Market, and Complexity Technology. DOI: doi.org/10.3390/joitmc5020036

Study programme lecturers regularly enhance their qualifications by participating in international seminars and training, and use the acquired knowledge to improve study courses. For example:

- In 2019, Maija Zakriževska-Belogrudova participated in the international ANSE-organised summer university "Bridging: Connecting Worlds through Supervision and Coaching" in Italy. The acquired knowledge is used in teaching the study course "Social and Communication Psychology";
- In 2018, Solveiga Blumberga participated in the teaching seminar "Emotional Intelligence: Identify, Harness and Manage Emotions" in Barcelona, Spain. The acquired knowledge is used in teaching the study course "Management Psychology, Ethics and Social Responsibility";
- In 2017, the programme's lecturer Iveta Ludviga attended the seminar "PLS-SEM Using SmartPLS 3" at the Northern Institute of Technology, Hamburg, Germany. The acquired knowledge is used in teaching the study course "Human Resource Analytics and Research Methodology";
- In 2017, Lūcija Rutka attended the seminar "EdTech – Seminar on Digital Technologies in Teaching and Learning", which was organised by the international CEEMAN association in Slovenia. The acquired knowledge is used in teaching the study course "Open Innovation and

Creativity in Professional Work”;

- In 2014, Solveiga Blumberga participated in IMTA (International Management Teachers Academy) 2014 training in Slovenia, in order to master the teaching methodology: Leadership, Change Management, Business and Society. The acquired knowledge is used in teaching the study course “Management Psychology, Ethics and Social Responsibility”.

In the academic year of 2018/2019, Iveta Cīrule, a lecturer of the programme, defended her Doctoral Thesis on “The Impact of Higher Education Business Incubators on the Performance of New Entrepreneurs”. The results of the study were presented at international academic conferences and are used in teaching the study course “Innovation and Organisation Development”.

Based on the aforementioned information, one can conclude that the academic personnel in the programme "Strategic Business Management" are highly qualified and enhance their knowledge independently and apply it in the study process. Accordingly, the study course content are regularly updated and correspond to the latest trends in the field of human resource management, as well as in the science related to it.

The latest information and knowledge gained from participation in various conferences and projects are also used in the development and improvement of the study course. Giving students an insight into the latest trends in the industry from first-hand. It is important that the resources used in the studies are relevant and practically applicable.

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).

In the process of implementing the programme, close collaboration between faculty members occurs, which is manifested in the following activities:

- Discussion of final thesis results and quality of reviews at departmental meetings twice a year, at which assessment criteria and ways in which to improve the quality of final theses are also discussed.
- Mutual attendance of classes, and subsequent discussion of strengths and weaknesses.
- Reports on academic trips at monthly departmental meetings, where faculty members share their latest experience in research, project work, in their professional field and application of a psychological teaching approach in work with students.
- A joint visit to methodological seminars once a month or 8 hours of training one day a semester, which takes place interactively, where faculty members share their experience and discuss the latest academic and professional trends, as well as psychological teaching approaches and methods for improving the study process. For example: 1) 2018/2019 was declared to be the Digitalization Year at the university, where faculty members took part in seminars on digitalization trends both in Latvia and globally, discussed the possibilities for introducing the latest achievements into the study process; 2) on 02.11.2018, an 8-hour methodological seminar “Qualitative and Quantitative Research Methods in Students’ Theses” took place; etc.
- Collaboration in projects, where the experience obtained by faculty members is used in the study process. For example, the RISEBA and State Education Quality Service project “Support

in Reducing Premature Suspension of Studies” (since 2018), under the auspices of which the experience acquired by RISEBA faculty members of forming an appropriate teaching environment and boosting an educator’s competence is used in the study process.

- Joint teaching excursions, where faculty members and students are introduced to the latest developments in the industry, which are used in analysis of practical cases in classes in the auditorium. Usually, several faculty members participate in such excursions.
- At least once a year, faculty members participate in a joint educational excursion, where they get to know one another better, and positive emotions and mutual cooperation are nurtured. In May 2019, an excursion to Georgia took place, where faculty members and academic personnel visited Tbilisi University and historic sites.
- Faculty members, who represent the business community, accommodate students for internships, propose subjects for master’s thesis studies, as well as engage in reviewing master’s theses and participate in master’s thesis defence commissions.

The ratio of students to faculty members under the auspices of the study programme at the time of the submission of self-assessment report is 12/10 or one faculty member per 1.2 students.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_MSV_EN.docx	1_Statistika par studējošajiem_MSV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_Atbalstība valsts izglītības standartam_MSV_EN.docx	2_Atbalstība valsts izglītības standartam_MSV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3_pielikums_kartējums_EN.docx	3_pielikums_kartējums_LV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	4_pielikums_Studiju progr.plāns_EN.docx	4_pielikums_Studiju progr.plāns_LV.docx
Descriptions of the study courses/ modules	5_Kursa apraksti_EN.zip	5_Kursa apraksti_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	6_Diploma paraugs_EN.doc	6_Diploma paraugs_MSV.doc
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	7_Vienošānās ar citu augstskolu izglīt.nodrošin_EN.docx	7_Sadarbibas līgums ar TSI par studiju turpināšanu_MSV.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	8_Garantija par zaudējumu kompensāciju_EN.pdf	8_Garantija par zaudējumu kompensāciju_MSV.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	9_Studiju līguma paraugs_MSV_EN.pdf	9_Studiju līguma paraugs_MSV.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.		

Health Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Health Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Iveta</i>
Surname of the study programme director	<i>Ludviga</i>
E-mail of the study programme director	<i>iveta.ludviga@riseba.lv</i>
Title of the study programme director	<i>Dr.sc.admin.</i>
Phone of the study programme director	<i>29244831</i>
Goal of the study programme	<i>To prepare highly qualified specialists for work as a professional manager in the health sector with fundamental theoretical and practical knowledge and skills in health management and health economics, strategic human resource management and in ensuring an organisation's sustainable development, as well as theoretical knowledge and practical skills in the scientific research field of health management.</i>
Tasks of the study programme	<i>1. To educate students, ensuring the attainment of the Level 5 professional qualification Company and Institution CEO in the Field of Health Care, as well as bolstering their competitiveness in changing socio-economic conditions and in the international job market; 2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Latvian educational classification.</i>

Results of the study programme	<p><i>MVV-Z1: Has learned theories used in health management and the industry's latest discoveries and understands their application in research and in practice in health care sector and institution management.</i></p> <p><i>MVV-P2: Able to independently choose the most appropriate methodology and set of types of solutions and use them in practice to rectify health management problems; and able to use currently relevant leadership and change management skills in practice.</i></p> <p><i>MVV-P3: Able to justify, argue and defend his opinion, engage in debates, as well as being able to work in domestic and international scientific projects in health management; if necessary, forming collaborations with professionals in other sectors and integrating knowledge from various fields in solving problems.</i></p> <p><i>MVV-P4: Able to acquire new knowledge as well as keep track of the development of health management after the completion of their studies and use this creatively in research and practice, facilitating the development of the sector; as well as to work towards the development of a collective solution in a group.</i></p> <p><i>MVV-K5: Able to make evidence-based decisions in health management science and practice, as well as to understand their necessity, assessing the prospective impact on the field of health management, setting goals for further action, justifying the formulation of proposals for legislation and changes of a structural and organisational nature.</i></p> <p><i>MVV-K6: Able to identify and justify aspects of health management required for research, choose appropriate research approaches, and obtain and analyse data. Able to conduct independent research activity, completing all stages of a study, observing the ethical aspects of professional activity.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

Study programme forms

Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Health Management</i>
Qualification to be obtained (in english)	<i>Organisation executive</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 1 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic) For studies in English additional requirements: IELTS 6; TOEFL 500; or examination; RISEAB admission test (only for foreign applicants)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Health Management</i>
Qualification to be obtained (in english)	<i>Organisation executive</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Health Management</i>
Qualification to be obtained (in english)	<i>Organisation executive</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic) For studies in English additional requirements: IELTS 6; TOEFL 500; or examination; RISEAB admission test (only for foreign applicants)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Health Management</i>
Qualification to be obtained (in english)	<i>Organisation executive</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study programme "Health Management" parameters

Name of the study programme	Health Management	
Name of the study programme in English	Health Management	
Code of the study programme according to the Latvian classification of education	47345	
Type and level of the study programme	Professional master's programme	
Qualification to be acquired (EQF/NQF)	Level 7	
Code of the profession in the Classification of Occupations	1120	
Scope of the study programme (CP, ECTS)	60 or 80 CP	
Implementation form, type, duration (indicate months, if not in full years), and language		
full-time studies	1 year and 6 months Or 2 years	Latvian and English
full-time studies	-	
full-time studies (distance learning)	-	
part-time studies	-	
part-time studies	-	
part-time studies (distance learning)	-	
Implementation place	Meža Street 3, Riga	
Study Programme Director	Iveta Ludviga. Dr.sc.administr.	

Admission requirements	<i>Bachelor's degree (professional or academic); For studies in English additional requirements: IELTS 6; TOEFL 500; or examination; RISEAB admission test (only for foreign applicants)</i>
Degree or professional qualification, or degree and professional qualification to be awarded	Master's degree in Health Management and professional qualification: Organisation Manager
Aim of the study programme	To prepare highly qualified specialists for work as a professional manager in the health sector with fundamental theoretical and practical knowledge and skills in health management and health economics, strategic human resource management and in ensuring an organisation's sustainable development, as well as theoretical knowledge and practical skills in the scientific research field of health management.
Tasks of the study programme	1. To educate students, ensuring the attainment of the Level 5 professional qualification Company and Institution CEO in the Field of Health Care, as well as bolstering their competitiveness in changing socio-economic conditions and in the international job market; 2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Latvian educational classification.

Academic results to be achieved	<p>MVV-Z1: Has learned theories used in health management and the industry's latest discoveries and understands their application in research and in practice in health care sector and institution management.</p> <p>MVV-P2: Able to independently choose the most appropriate methodology and set of types of solutions and use them in practice to rectify health management problems; and able to use currently relevant leadership and change management skills in practice.</p> <p>MVV-P3: Able to justify, argue and defend his opinion, engage in debates, as well as being able to work in domestic and international scientific projects in health management; if necessary, forming collaborations with professionals in other sectors and integrating knowledge from various fields in solving problems.</p> <p>MVV-P4: Able to acquire new knowledge as well as keep track of the development of health management after the completion of their studies and use this creatively in research and practice, facilitating the development of the sector; as well as to work towards the development of a collective solution in a group.</p> <p>MVV-K5: Able to make evidence-based decisions in health management science and practice, as well as to understand their necessity, assessing the prospective impact on the field of health management, setting goals for further action, justifying the formulation of proposals for legislation and changes of a structural and organisational nature.</p> <p>MVV-K6: Able to identify and justify aspects of health management required for research, choose appropriate research approaches, and obtain and analyse data. Able to conduct independent research activity, completing all stages of a study, observing the ethical aspects of professional activity.</p>
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Depending on admission requirements, the duration of studies and study programme workload in the programme "Health Management" varies between Version 1 and Version 2.

Version 1

Workload in credit points	60
Study duration in years	1 year 6 months
Degree and/or qualification to be obtained	Master's degree in Health Management and professional qualification: Organisation Manager
Admission requirements	Level 2 professional higher education in the fields of economics, finance, management or medicine

Version 2

Workload in credit points	80
Study duration in years	2
Degree and/or qualification to be obtained	Master's degree in Health Management and professional qualification: Organisation Manager
Admission requirements	Academic Bachelor's degree in the fields of economics, finance, social science, management, public health or medicine.

For admission to the programme with teaching in English, additional requirements have been set (for both versions):

1) English language proficiency: IELTS or TOEFL certificate, or another internationally recognised certificate, which proves English language proficiency. If the student does not possess the relevant certificate, he or she must take an English language examination.

2) Motivation letter: Students in the study programme Health Management are assessed individually, taking into account their job experience, the academic and professional goals mentioned in the motivation letter, as well as their English language proficiency.

The following changes have been made to the "Health Management" programme:

Based on changes in the qualification structure of the entrepreneurship, finance, accounting and administration (wholesaling and retailing, business) sector and the introductory structure Level 7 standard "Organisation executive" approved at a meeting of the Professional Education and Employment Trilateral Cooperation Sub-Council on 18 September 2019, the professional qualification awarded under the programme has also been changed from "Company and Institution Manager" to "Organisation executive".

In Part A of the programme, the workload has been reduced by 1 CP to 23 CP and the workload in credit points of three courses has been changed:

1. "Strategic Human Resource Management" from 3 to 2 CP;
2. "Health Economics" from 4 to 3 CP;
3. "Business Finance Administration" from 2 to 3 CP.

The names and course contents of two study courses have been changed, adapting them to current trends in health management:

1. "Health Care System Design" 2 CP to "Health System Architecture" 2 CP.
2. "Marketing Management in Health Care" 2 CP to "Health Communication and Marketing" 2 CP.

In Part B of the programme (the 10 CP workload remains unchanged), two study courses have been changed:

1. The study courses "Leadership and Development of Effective Management Skills" 2 CP, and "Change Management" 2 CP have been removed from the programme;
2. The study course "Leadership and Change Management" 2 CP has been included in the course.

The programme's voluntary choice Part C Workload C has been increased to 7 CP and the following changes have been made:

1. The name of the study course "Pharmaceutical Economics and Policy" 2 CP has been changed to "Pharmaceutical Policy and Management" 2 CP;
2. The name of the study course "Business Sustainability and Management Ethics" 1 CP has been changed to "Business Ethics and Sustainability" 1 CP;
3. The study course "Civil Protection" 2 CP has been included in the programme;

The changes made give the programme added appeal in the eyes of potential students and make it more competitive, as well as improving the prospects of alumni in the job market.

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

During the 2018/2019 academic year, the Master's study programme "Health Management" was implemented in both Latvian and English. The study funding sources of students whose main university is RISEBA are 100% private funding. The study funding sources of students whose main university is RSU are both State (10 State-financed study places) and private funding.

During the 2018/2019 academic year, the total number of students in the programme "Health Management" was 61, of whom 55 studies in Latvian and 6 in English. The English language group consisted of foreign students from India (2), Ukraine (1), Azerbaijan (1), and Belarus (1).

During the 2018/2019 academic year, 33 students were admitted to the programme, all of them to the full-time study studies programme, 27 in the Latvian language group and 6 in the English language group.

In 2018/2019, 29 full-time students graduated from the programme:

During the 2018/2019 academic year, 5 students admitted to the RISEBA programme "Health Management" were expelled.

Drop-out reasons are as follows:

- 60% (3) – visa application to enter Latvia declined;
- 40% (2) – failure to resume studies after a break.

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

The professional higher education Master's study programme "Health Management" jointly implemented by RISEBA and RSU has been developed in accordance with the Republic of Latvia's Law on Higher Education Institutions, and in conformity with the Republic of Latvia's education classification (Code 47345), Level 2 professional higher education State standard and the Republic of Latvia's Classification of Occupations. The Master's professional study programme "Health Management" ensures the attainment of Master's degree in Health Management and the professional qualification of an Organisation Manager.

The objective of the programme is to prepare highly qualified specialists for work as a professional manager in the health sector with fundamental theoretical and practical knowledge and skills in health management and health economics, strategic human resource management and in ensuring an organisation's sustainable development, as well as theoretical knowledge and practical skills in the scientific research field of health management. During the implementation and development of the programme, the principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed. In other words, a professional Master's degree in Health Management nurtures a body of knowledge, skills and attitudes, which facilitates the performance of highly qualified health care institution management functions and provides the opportunity for further studies in doctoral study programmes.

The attainable results in the study programme "Health Management" are formulated as knowledge, skills and competences and conform to the requirements of the Organisation executive's professional standard. The knowledge, skills and competences to be attained in the study programme apply to the Level 5 professional qualification level (5.PQL) and conform to Level 7 (7.LQL) of the Latvian Qualifications Framework, which is stipulated in the Organisation executive's standard. The Profession Standard was agreed on at the meeting of the Tripartite Cooperation Subcommittee on Professional Education and Employment, which took place on 18 September 2019 (Protocol no. 6). The Standard is published on the home page of the National Centre for Education ([see here](#), the source is only in Latvian language).

Development of managerial skills and competences included in the study programme are directly applicable to enhancing the competences of an *organisation manager* such as the ability to develop an organisational culture corresponding to the organisation's strategy; the ability to manage oneself and others in the attainment of the organisation's objectives, effectively collaborating in a team; the ability to manage changes within an organisation; the ability to manage crisis situations within an organisation; the ability to collaborate with functional managers and employees,

organising the rational and coordinated functioning of structural units, the ability to manage and nurture oneself and others, to choose an appropriate management style and thus improve the result of work performance, which is relevant in all fields of activity, both in the public and municipal sector, as well as in the work of non-governmental organisations.

Admission requirements are determined in accordance with regulatory enactments: Articles 46 and 47 of the Law on Higher Education Institutions, as well as Cabinet Regulation No. 846 of 10 October 2006 "On Requirements, Criteria and Procedures for Admission to Study Programs". The duration and amount of studies in the CP programme "Health Management" is related to the previously acquired education and work experience:

- 60CP (1 year 6 months) with previously acquired 2nd level professional higher education in the field of economics, finance, management or medicine, as well as professional qualification and / or work experience in the position of a manager;
- 80CP (2 years) with a previous academic bachelor's degree in economics, finance, social sciences, management, public health or medicine, as well as in another field.

Admission takes place on a competitive basis and the following parameters are taken into account: the average mark of previously acquired education; professional experience in the field of management of health care organizations; motivation of the candidate (based on the submitted motivation letter); scientific and other professional activities.

Candidates who have not mastered the basics of economics within the framework of their previous education must acquire the missing basic knowledge of economics by completing an additional study course "Fundamentals of Economics" in the form of distance learning.

Accordingly, the attainable degree, professional qualification, programme objectives, tasks and anticipated results of the study programme "Health Management", as well as admission terms and conditions are mutually connected and based on the occupational standard for an Organisation executive. The professional master's study me "Health Management" fully complies with Cabinet Regulation No. 512 of August 26, 2014 on *Regulations on the National Standard of the Second Level Professional Higher Education*.

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 content of the Health Management programme meets modern academic and professional requirements and international standards. The program provides an opportunity to acquire theories and practices of organisation management, as well as to acquire and develop in-depth level the

organization and management skills of health care systems, find solutions and make decisions based on the acquired knowledge.

The program has been developed and is being implemented in close cooperation with industry-recognized professionals (Riga Stradiņš University, the Ministry of Health, the management of the largest hospital health centres), taking into account their recommendations and industry specifics.

Every year, the contents of study courses in the programme “Health Management” is updated in conformity with industry and job market requirements, using the information that is available in the publications of various international academic and practical associations, e.g. WHO (World Health Organisation), AOM (Academy of Management), SMS (Strategic Management Society), etc. as well as based on cooperation with health care companies.

The programme is also being developed in cooperation with international partners. In 2017, the programme was audited in collaboration with Professor Francesco Paolucci from the University of Newcastle, who, using his extensive experience in managing and implementing similar programmes in Europe and Australia, as well as knowledge of the European labour market, provided recommendations for programme design improvement and alignment to European level, specifically for EU-HEM (HElth Management) programmes. The audit report and results were discussed in the programme committee and with the students and as a result the following improvements were made: the topic “Health management systems in transition economy” was allocated a number of hours within the courses taught by RSU; within the introductory day of the program, at least 5 academic hours are devoted to the development of study skills and academic writing in the study process, so that students are prepared from the very beginning for research within the framework of study papers. The plan is to introduce specializations into the program (work is currently underway to develop 3 specializations: digital health; economic modelling in health care and entrepreneurship in the field of health care).

Compliance with the needs of the labour market is also assessed on the basis of co-operation with employers involved in various co-operation projects, management of scientific works and Internship and Master Thesis defence commissions.

Representatives of 16 health care and pharmacy related organizations participated in the 2019 employer survey, who assessed transversal skills as necessary and important skills in the contemporary labour market, such as communication skills, teamwork skills, customer service skills, problem-solving skills, learning skills and planning skills. and organizational skills. Based on these findings, the study course “Effective Development of Leadership Skills” was renewed in the study program “Health Management”.

Compatibility with the latest academic requirements is ensured by the lecturers’ participation at international academic conferences and publication of studies in academic journals, as well as their involvement in academic associations (e.g. the Academy of Management, Human Resource Management Division Health Management Division). The programme’s students are involved in the performance of research work. In order to ensure that the awarding of Master’s theses is based on accomplishments and insights in the management field and branch of science, every year the subjects for the recommended Master’s theses studies are updated in conformity with the information and experience provided by the programme’s management, faculty members and cooperation partners.

By collating the cooperation implemented under the auspices of the programme in the academic and professional realm, it is possible to ensure that the contents of the programme’s study courses are up to date and correspond to industry and job market requirements, and that the awarding of a Master’s degree is based on accomplishments and insights in the fields of management and

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 study programme has been developed in accordance with the requirements of the Cabinet of Ministers of the Republic of Latvia Regulations No. 512 of 26 August 2014 “Regulations on the second level professional higher education state standard” and the professional standard of the Organization manager (5th PKL). The study results of the program are formulated in accordance with the knowledge, skills and competencies specified for the 7th level studies of the European Qualifications Framework.

The aim, tasks and study results of the study programme - knowledge, skills and competences, are harmonized with the professional standard of the Organization Executive. The level of understanding and use of skills and attitudes, competences and professional knowledge specified in the standard has been transferred from the standard of professions to the intended results of the study programme. According to the professional description provided in the standard, the goal of the study program and tasks are formulated, which show how to achieve this goal.

The information included in study courses stems from the study course’s objectives and attainable results, which in turn emanate from the study programme’s objective and attainable results. The link is clear in the study programme’s mapping. Each study course ensures the attainment of 2 to 6 of the programme’s attainable results. Each of the programme’s attainable results conforms to at least several study courses, but on average they are 5 and more (maximum number - 15) courses. Internships and the Master’s thesis demonstrate attainment of the study programme’s expected results such as skills and competences.

The study courses included in the programme correspond to the aim and tasks of the program, as they provide the skills and attitudes, general and professional knowledge and competencies required for the fulfilment of the basic tasks and responsibilities of the professional activity, defined in the professional standard of the Organization executive. Descriptions of study courses and final work (Master Thesis) have been developed in accordance with the requirements of regulatory enactments; the content is topical, mutually complementary, corresponds to the goals of the program and ensures the achievement of study results, as well as corresponds to the needs of the field and scientific trends.

In the implementation and development of the study programme, the principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed to as great an extent as possible. In other words, a professional Master's degree in Health Management nurtures a body of knowledge, skills and attitudes, which facilitates the performance of highly qualified health care institution management functions and provides the opportunity for further studies in doctoral study programmes.

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

The study programme “Health Management” is implemented by RISEBA together with Riga Stradiņš University (RSU). Each of the higher education institutions implements half of the program: the distribution of credit points is 50% / 50%, the internships and master's theses are supervised by the lecturers of both higher education institutions, as well as cooperation partners from the business environment. A specific distribution of study courses around higher education institutions is shown in the appendix - in the study programme plan. In general, RISEBA is in charge of study courses that are more related to the management of organizations, while RSU is in charge of study courses related to the organization and management of health care systems. Supervisors of students' master's theses are lecturers of both universities according to the topic of the thesis.

Various study methods are used in the study programme, including lectures, practical activities, seminars, discussions, simulations, masterclasses, skill development exercises, excursions, open lectures given by experienced professionals and guest lectures by foreign and domestic specialists, etc.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was devised in accordance with LR Cabinet Regulations No.512 of 26 August 2014 "Regulations regarding the Level Two Professional Higher Education State Standard", and complies with the following principles:

- transparent assessment principle – in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the Master Thesis after he or she has mastered all the programme's contents.
- possible assessment review principle - the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study by-law approved by the Senate stipulates that – if the student wants to improve his final grade, he must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests specified in the course programmes or description (tests, homework, essays, presentations, independent projects, group work, etc.). The requirements depend on the specificities of the study course and its organisational process. At RISEBA, exams are both oral and written. After completion of a course, the final grade serves as an assessment of student's performance during the

entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of each test corresponds with the content of the programme of the relevant study course and the requirements for skills and knowledge stipulated in the Occupational Standard.

At RISEBA, these outcomes are graded against two indicators:

- qualitative assessment - grade on a 10 point system;
- Quantitative: number of credit points depending on the scope and importance of a study course.

The number of required credit points is indicated in the study plan. To determine if the student's workload is in line with the plan, a quantitative evaluation in credit points is conducted every semester and every academic year – 1 credit point equals 40 academic hours.

Implementation of the study process is based on **student-centric education principles**. For example:

- The diversity of students' requirements is met during the study process by devising various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods and receive the university's support in improving their skills in this realm.
- Study courses are completed through a process of collaboration between students and faculty members, where various teaching methods are used corresponding to the situation:
 - monologue - lectures and demonstrations;
 - dialogue - constructive conversations, discussions, simulation games and creative methods ("Brainstorm", "Thinking Caps", "Power of a Leader", etc.);
 - research methods – literature studies, teaching excursions, seminars, projects, situation analysis, problem assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods.
- Various forms of work are employed – group including group work, individual work and independent work.
- In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.
- Studies are based on the student's independence, at the same time providing the lecturer's leadership and support – each study course's description specifies students' independent workload and the contents, as well as its assessment methods.
- Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, and are discussed during the first class. Study course descriptions also include an explanation of assessments. Students receive a feedback loop and an explanation of the assessment, and, if necessary, advice on how to improve their work.
- The diversity of students is taken into account and, in individual cases, circumstantial comprises are made to help students such as the extension of deadlines for submission of work and consultations.
- Assessment should be consistent, fair, and applicable for all students. It should be carried out according to the approved procedures.

- Assessment of attained study results is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators. Assessment of internships and Master's theses is conducted by several examiners.
- If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing students' appeals. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary – the study department head or Vice Rector for Studies.

Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meeting, Methodological Council meetings, in addition to which methodological seminars, excursions and various classes are organised for faculty members.

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

The programme provides for one or two internships, depending on prior education and job experience in organisation management:

- Students in 80 CP programmes are required to do two internships: an internship worth 6 CP (6 weeks) and worth 20 CP (20 weeks);
- Students in 60 CP programmes are required to do only one internship worth 6 CP (6 weeks).

The objectives and tasks of the internship are stipulated in the internship's rules, but are agreed upon with the programme's management individually and are adapted to the interests of the student and to the requirements of the internship organisation. Students are introduced to internship goals and assignments upon commencing their studies and are available on E-RISEBA and on the RSU portal. Internship tasks are related to the study programme's expected results (see Programme map) and ensure their attainment. In light of the programme's international direction, the internship place could also be with a company overseas.

In light of the programme's international direction, the internship place could also be with a company overseas. Students who study in English also have an internship in English. Most English-speaking students do their internships in their home country. If students want, they can also do an internship in English in Latvia - in international companies or companies where the working language is English. For example, in the representative office of the World Health Organization in Latvia, SIA "Latvian American Eye Center", etc.

In conformity with the rules regarding the implementation of the internship, trilateral agreements are concluded between RSU or RISEBA, the student and the organisation providing the internship. At the conclusion of the internship, students prepare an internship report, which includes an internship diary and which is signed by the internship manager on behalf of the organisation. Students defend their internship before a commission and it is assessed by a representative of the organisation and at least two faculty members.

Study programme internships are included in the internship provision cooperation agreements of

RSU and the biggest medical institutions. Individual cooperation agreements have been concluded with the NGO "Veselības ekonomikas asociācija" and the NGO "Starptautisko inovatīvo farmaceitisko firmu asociācija", which draw on the expertise of their members for the provision of internships and provide the opportunity to develop internship projects with work in related companies, concluding an individual agreement for each project between the university and the respective company.

Internship and job offers can be found on the **RISEBA University homepage**, which are regularly updated in collaboration with employers.

RISEBA University students are also provided with support for the commencement and further development of their careers, facilitation of their employment and resolution of career planning issues. For example, before studying job advertisements, students are invited to take a training course "Start Strong: How to Start and Develop Your Career". The course was devised to foster youth employment and, thanks to the support of the US Embassy and RISEBA University, it has also been available on the internet since 23 September 2015. Anyone interested is invited to undergo this training free of charge and without registration.

Students are offered **career choice tests** and advice on how to compile a CV and motivation letter.

To support the development of students' careers, RISEBA has created a multi-year cycle of events "**RISEBA Career Days**". Under the auspices of Career Days, guest lectures, masterclasses, seminars and the RISEBA Career Day are organised, providing students with job and internship opportunities and encouraging company representatives, industry professionals and experts to engage in closer cooperation.

"Health Management" programme students also have access to international internships under the auspices of the ERASMUS+ programme.

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 Master's studies, a **Master's thesis** should be prepared and defended. At the start of the 1st semester (60 CP programme) or the start of the 2nd semester (80 CP programme) of their second academic year, students must choose the subject for their Master's thesis. A list of Master's thesis subjects is devised, in accordance with the programme's attainable goals and results, as well as the profile of faculty members' competences and recommendations of cooperation partners. The development and layout of the Master's thesis is regulated by the "Study Paper Preparation Rules".

Students may attempt to pass final examinations, if:

- They have completed the study courses included in the programme;
- internship reports have been assessed positively;
- All financial liabilities under the study contract have been met.

In conformity with the programme's requirements, the subjects of students' final theses must be related to the health system or organisation management. Every year, a State Examination Commission assesses the compatibility of subjects to the programme and subjects are deemed to be compliant.

The relevance of subjects to the industry, including in the job market, is testified to by the fact that students' studies are presented at professional and academic conferences. Examples of Master's theses defended during the 2018/2019 academic year are shown in Table 1.

Table 2.1.

Examples of Master's theses defended in January and May of the 2018/2019 academic year

No.	Name, surname	Master's thesis subject
1.	Evija Bērziņa-Andračņikova	Assessments of the Results of the Introduction of a Surgical Patients' Safety Sheet at a Multi-Profile Hospital
2.	Inna Budovska	Factors Influencing the Competitiveness of Latvian Medicine Producers in the Domestic Market
3.	Marija Čeha	Analysis of the Market for Genetic Medicines in Latvia. Options for Improving the Availability of Medicines.
4.	Iveta Daude	Availability of the Medical In-Vitro Fertilisation Service in Latvia
5.	Kitija Irbe	Introduction of Monitoring of the Satisfaction of the Hospital's Rehabilitation Clinic Out-Patients
6.	Katrīna Kalteniece	SIA "LIORA S.I." Business Development Opportunities after the Takeover of the Company
7.	Dmitrijs Mašļakovs	Decisive Criteria and Factors in the Decision-Making Process regarding Inclusion of Medicines in the List of Refundable Medicines in Latvia
8.	Meldra Pickaine	Upgrading of Quality Processes at Rīga Stradiņš University's Medical Education Technology Centre in Conformity with Accreditation Standards
9.	Krišjānis Ritovs	Availability of Renal Replacement Therapy Services in Latvia and Factors Influencing This
10.	Edīte Domaševa	Increasing the Satisfaction of Expectant Mothers with Antenatal Care at Company "X"

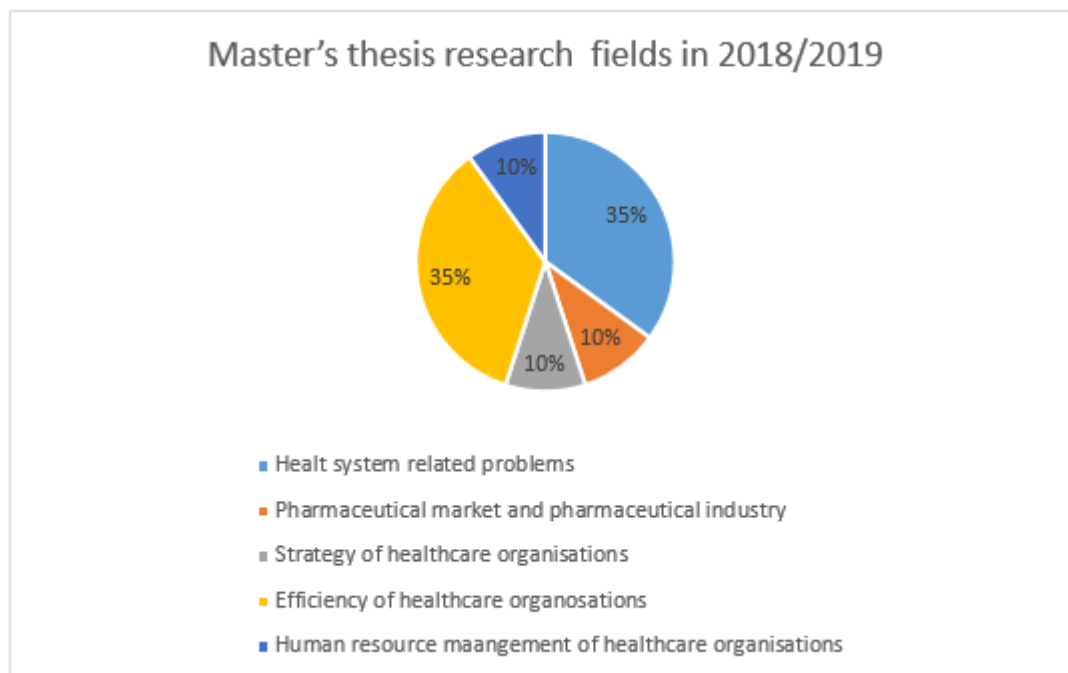
11.	Evija Siliņa	Introduction of a Health Care Quality and Patient Safety System at the VSIA "Piejūras slimnīca" Psychiatric Clinic
12.	Dagnija Vilnīte	Assessment of the Attraction of Patients and Measures to be Taken at Company "X"
13.	Normunds Vaivads	An Assessment of the Organisation of Health Care in the National Armed Forces
14.	Inese Zārdiņa	The Link between Employee Engagement with Organisational Preparedness for Changes in Organisation "X"
15.	Baiba Strautmane	Availability of the Palliative Care Service in Latvia and Satisfaction of Inhabitants with the Services Provided by the State
16.	Gita Veinberga	Determining Factors in the Participation of General Practitioners in the Colorectal Cancer Screening Programme
17.	Kārlis Baltacis	An Assessment of the Sports Medicine System
18.	Svetlana Čui	Cost Efficiency Analysis as a Financial Resource Planning Instrument in Renal Replacement Therapy at a Medical Institution
19.	Albīna Kovaļska	Upgrading of the Client Service Process of Company "X" Using Quality Assurance Methods
20.	Evija Kvante	Engagement and Loyalty of Health Sector Public Administration Bodies Depending on Specific and Organisational Work Factors
21.	Maija Leitāne	Assessment of the Operational Efficiency of Health Promotion Centre "X"
22.	Elīna Millere	Patient Empowerment in Primary Health Care in Connection with Individual Factors and those Characterising Consultation
23.	Rasa Ozoliņa	The Artificial Respiration Provision System during the Pre-Hospital Era within the Territory of Latvia

24.	Jekaterina Pukinska	The Development Strategy of Private Clinic "X", an Assessment thereof and Options for Upgrading it.
25.	Aļona Sapegina	Establishment of a Patient Safety System at Health Centre "X"
26.	Liene Smāne	Research into a Patient-Centric Health Care Model and Management Options at the Children's Clinical University Hospital
27.	Anastasija Solodunova	Compliance with the European Regulation for the Implementation of Environmental Accessibility and Universal Design in Public Construction Projects in Latvia Co-Financed with European Union (ES) Funds
28.	Diāna Umbraška	Patient Safety Under the Influence of Culture
29.	Linda Zaharova	The Influence of Health Care Professionals on Facilitation of Systemic Changes in the Management of Oncological Care

The breakdown by study field of Master's thesis subjects defended by students in the "Health Management" programme is shown in Figures 2.1 and 2.2.



2.1. figure. Breakdown of Master's thesis subjects by study direction defended by "Health Management" programme students during the 2017/2018 academic year



2.2. figure. Breakdown of Master's thesis subjects by study direction defended by "Health Management" programme students during the 2018/2019 academic year

The process of developing master's theses is organized in cooperation between both universities - RSU and RISEBA. A joint commission for the defence of master's theses is being formed, in which representatives of both universities participate. The defence of master's theses takes place alternately - one year at RISEBA, the second year at RSU.

A complex approach is used in the evaluation of the master's thesis. The evaluation of the developed master's thesis takes place in the Final Examination Commission, where the master's student defends the master's thesis. The master's thesis is reviewed and evaluated with a mark before the defence. The members of the commission shall take into account the following criteria: 1) Formulation of the aim and objectives of the work; 2) Scope and depth of literature analysis, ability to use references; 3) Research methodology and quality; 4) Quality of data analysis; 5) Application of concepts, models and theories; 6) Conclusions and recommendations; 7) Compliance of the formatting of the work with the methodological instructions; 8) Originality of the Thesis. The overall evaluation of the master's thesis is formed by summarizing (calculating average) the marks posted by each member of the commission and voting on it. The Chair of the Commission shall have the casting vote in disputes. The grades of the final theses of the programme's students usually range from 7 (good) to 9 (outstanding).

The composition of the State Examination Commission traditionally includes representatives from organisations (corporate world or public sector) and the biggest Latvian health care institutions, who also noted the high quality of Master's theses in 2019 and their correspondence to the latest developments within the industry. These recommendations have been taken into account when compiling the list of master's thesis topics and supervisors for the next year and integrated into the study course "Research Methodology".

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.

Participation of students in the survey is organised after each study course and regarding the programme as a whole. Survey results are analysed at the level of each university and at inter-university level. At university level, study survey results are discussed by the programme head, department head, office manager and the lecturer.

At inter-university level (RSU and RISEBA), results are discussed by the heads of both programmes and the support personnel involved. If necessary, both university management teams are involved in resolving important inter-university competence issues. The most important issues are discussed at a meeting of the Programme Board (now the programme's Quality Board). As a result of such discussions, proposals are divided according to their nature: 1) related to organisational aspects; 2) related to the contents of the programme; 3) matters of a psychological nature.

In the course of studies, during each study course and at its conclusion, the course lecturer is recommended to discuss the vital issues related to the course and its assessment verbally, in order to provide a feedback loop as quickly as possible and based on the essence of the matter at hand, in the event that students have any questions or queries. At the start of the study year, students are informed about communication means and options in relation to organisational matters. Matters that are related to more extensive changes that need to be made (e.g. matters related to study content), are usually resolved in the course of the implementation of the next programme. Active discussions take place regarding matters related to the most important information about the study process, which students require regarding the organisation of their work at the start of the academic year at RSU and RISEBA. The sending of any information to students is coordinated between the universities on matters such as the organisation, arrangement and defence of internships, and the preparation of defence of a Master's thesis. An information exchange process has been devised and those responsible for the exchange of information and data pertinent to students have been designated.

Assessment of the study courses taught at RISEBA is conducted separately. The RISEBA students' survey is comprised of three parts. In the first part, each student's assessment of the contents of each specific study course is ascertained with the help of five questions. In the second part, each student's assessment of the work of the specific faculty member is ascertained with the help of six questions. The third part is dedicated to students' recommendations in free form on how to improve the teaching process of the specific study course.

A collation of the assessments of students regarding study courses, which have already been completed, is shown in Figure 2.3 (on 5-point Likert scale).

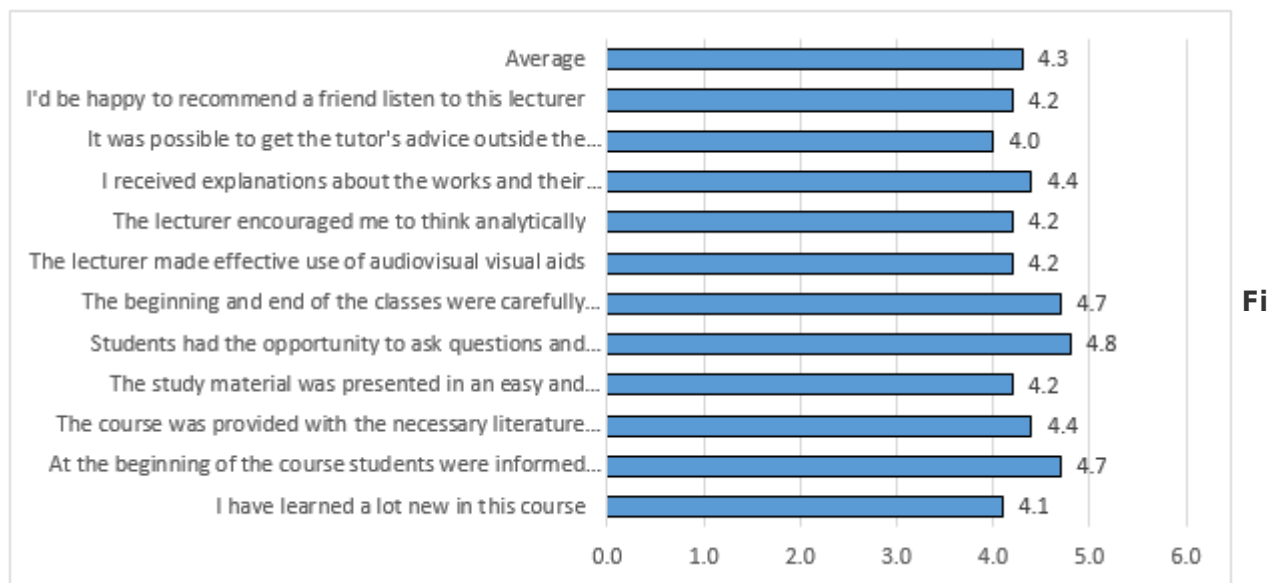


Figure 2.3. Study programme "Health Management" study course assessment during the 2018/2019 academic year

Collating information about the programme's study courses and lecturers, the overall assessment is above average (4.3), which testifies to the high quality of the programme. Students' comments in relation to lecturers and the contents of study courses testify to a high overall level of teaching. Overall, students are very satisfied with the composition of lecturers in the programme and highly appreciate the diversity and professional experience of lecturers. In particular, students appreciate the contribution to the programme of foreign lecturers and professionals.

"Health Management" programme alumni are regularly surveyed, in order to find out their opinions about the programme, its lecturers, the impact of taking the programme on professional growth and how alumni can make a contribution to the teaching process by sharing their experience and acquired knowledge. Analysing surveys of the programme's alumni (see figure 2.4. below; evaluation using 4-point Likert scale), one can conclude that alumni are very satisfied with their education. They state that it gives them a better understanding of the international business world, opens up broader opportunities in the job market, as well as in their work for their companies, where it helps them to better identify and appreciate their company's problems and find optimal solutions.

In the 2019 *Eduniversal Best Masters Ranking*, the "Health Management" programme is ranked among 100 global Health Management programmes (56th place) and feedback from alumni was taken into account in reaching this assessment.

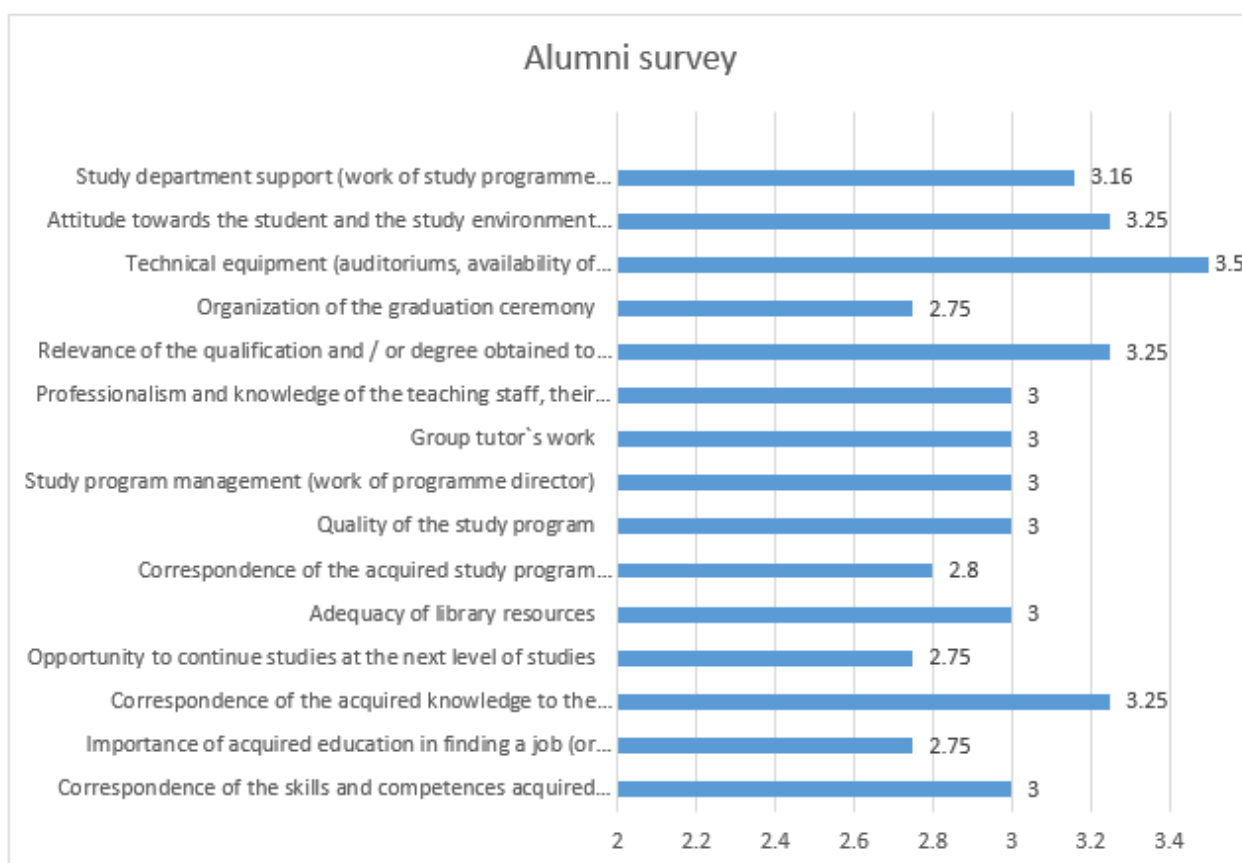


Figure 2.4. Alumni survey results

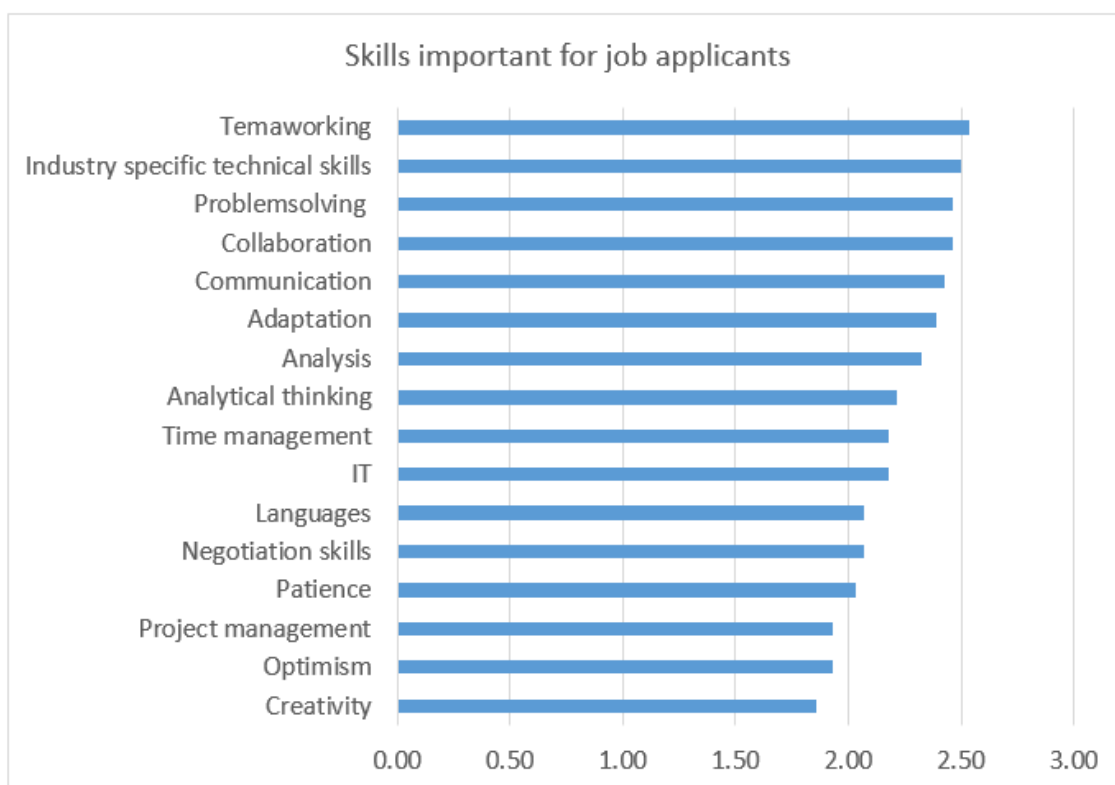
Overall, alumni noted that they would recommend the programme to their friends, colleagues and other interested persons. Programme alumni will be invited participate in presentations which are intended for potential students. Some alumni participate in lectures as visiting professors, as well as making their contribution to the Programme Board, which in turn is vital to the development of the programme and makes it possible to upgrade the study process and improve the quality of studies.

RISEBA conducts *employers' surveys* regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership. Moreover, the results revealed what are the skills employers are looking for when evaluating the job applicants – see figure below.



Figure

2.5. Skills important for job applicants

Another survey of employers was conducted in the autumn of 2019, and the aim of this survey was 1) to determine which skills and competencies of higher education graduates are important for companies when hiring employees, and 2) to find out employees' opinions on activities that RISEBA should take to increase graduates' employment opportunities.

The survey was sent to about 12,000 employers. The survey was completed by 190 employers. The respondents were from companies of different sizes: large - 34%; on average - 18%; small - 20% and micro - 28%, providing a diverse perspective of employers. In addition, respondents also covered a wide range of branches from tourism, entertainment, sales, education, banking, law, construction, IT, marketing and even government and public administration. 47% of respondents employed from 1 to 6 RISEBA graduates, but the rest either did not have such information or their company did not have RISEBA graduates.

Employers were asked to assess the importance of the skills and competences of higher education graduates in their company when recruiting staff. Skills and competences such as transversal skills, emotional intelligence, adaptive thinking, collaborative and collaborative skills were given the most importance.

Employers were invited to choose the activities that RISEBA should implement in order to increase the prospects of graduates in the labour market. The activities that were recognized as the most important were internships abroad - 53%, cooperation with international partners - 52%, learning foreign languages - 50%, attracting foreign professors and guest lecturers - 44%, as well as short studies abroad - 43% and establishment of joint programs - 35%. Other internationalization activities and elements that were highly valued by employers were: semesters abroad, intercultural training and curriculum internationalization.

The results of surveys of students, graduates and employers are analysed at the level of each university and in inter-university meetings. At the university level, the results of the study questionnaire are discussed between the head of the program, the head of the department, the head of the office and the lecturer.

At the inter-university level (RSU and RISEBA), the results are discussed between the managers of the programme and the administrators. If necessary, university management is involved in solving important issues of inter-university competence. The most important issues are discussed in the program committee (now the program quality committee). As a result of the, the proposals are divided according to their nature: 1) related to organizational aspects; 2) related to the content of the program; 3) issues of a psychological nature.

An example of using survey results to improve the content and quality of studies is:

- in order to improve students' teamwork and problem solving skills, lecturers are recommended to pay special attention to group work using case analysis, which includes problem solving;
- in order to ensure the development of students' personalities, in the study program "Health Management" in 2019 the study course "Development of Effective Management Skills" was included;
- in the context of the organizational aspects of the program, the choice of master's thesis topics and supervisors was moved earlier (from September to May) so that students could start working on the topic during the internship and have more time to obtain data and exhibit.

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.

Students and alumni of the RISEBA University programme "Health Management" are offered opportunities to study or undertake internships abroad. More extensive study opportunities are offered under the auspices of the Erasmus+ programme. Internships can also be undergone under the auspices of the Erasmus+ programme, receiving a grant accordingly. Such internship opportunities are also offered to students who have recently graduated from RISEBA University.

RISEBA has concluded mutual cooperation agreements under the auspices of the Erasmus+ lifelong learning programme with over 130 partner universities in Erasmus+ programme countries and partner countries. Students are entitled to choose the universities they are interested in, depending on the study programme. In order for mobility to be accepted and for study courses taken at the partner university to be recognised, they must conform to the study programme in terms of their contents. The Erasmus+ period will only be academically recognised if all the necessary documents are submitted to the RISEBA Erasmus+ coordinator and the information specified therein tallies.

There was no outgoing mobility among students in the Master's study programme "Health Management" during the 2018/2019 academic year. Currently (2019./2020. Academic year) one student is having ERASMSU+ exchange in KEDGE Business School, France.

Inbound mobility has not been implemented so far either. Currently, work is underway to establish cooperation with similar foreign programs in order to develop student mobility.

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

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

The study programme "Health Management" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base, the assessment of which can be found in Part II, Section 3, Sub-sections 3.1-3.3. In addition, students in the study programme "Health Management" uses the RSU study base.

Study programme "Health Management" study, science and research base

Study course materials for the study programme "Health Management" taught at RISEBA are provided via the E-RISEBA platform, where each course's lecturer posts the materials required for the study course. Each study course's methodological teaching materials, presentations, research papers and other materials required for the study course are available on E-RISEBA.

The RISEBA Library provides the university's students and employees with the literature required for the study process, [access to information search system and databases](#).

In addition to the study and science base described in Sections 3.1-3.3 of the direction's report, students in the study programme "Health Management" are encouraged to use resources provided by professional organisations in the study process and for Master's thesis research, .e.g. ([WHO](#)), [LPVA](#), [smarthR](#), and [SHRM](#).

Financial base

Tuition fees are the main source of financing with which to fund the study process in the study programme "Health Management". The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fees during the 2018/2019 academic year by study form (EUR annually)

Study form	Tuition fee amount for the programme		
	in Latvian	in English	
	LR citizens and permanent residents, EU citizens	LR citizens and permanent residents, EU citizens	Foreigners, who are not EU citizens.
Full-time evening department for people with a basic professional education (1 year 6 months)	EUR 3,000.00	EUR 4,500.00	EUR 6,150.00

Full-time evening department for people with a basic academic education (2 years)	EUR 4,000.00	EUR 6,000.00	EUR 8,200.00
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RISEBA offers the following tuition fee payment options:

- for the entire programme;
- for the whole academic year;
- for one semester;
- for a month, in accordance with the payment schedule specified in the agreement, precisely complying with payment deadlines and payable sums.

Tuition fees may be covered from the following funding sources:

- a student's personal funds;
- the personal funds of a student's parents or other relatives;
- financing from the student's employer;
- a study credit with a guarantee made on behalf of the State;
- commercial loan;
-

Table 3.2.

Percentage breakdown of "Health Management" programme costs

No.	Cost item	MHM
1	Faculty salaries (incl. taxes)	44.6%
2	Remuneration for freelance faculty	12.2%
3	Premises rental (incl. repairs and management)	3.5%
4	Utility charges	6.0%
5	Business trips, qualification top-up	5.0%
6	Depreciation of fixed and intangible assets	10.8%
7	Low value and rapidly depreciable inventory	0.5%
8	Copy expenditures for the study process	0.2%
9	Internet services	0.7%
10	Computer hardware maintenance	0.2%
11	Student internship costs	1.2%
12	Research costs	2.3%
13	Accreditation costs	6.1%

14	Study process provision expenditures	0.6%
15	Student Council expenditures	3.6%
16	Repair costs	0.8%
17	Conference and seminar expenditures	0.6%
18	Other costs related to the academic process	1.3%

Judged overall, the technical and material, study and scientific resources available to students correspond to the conditions for the implementation of the study programme and make it possible to attain study results.

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

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

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

During the reporting period, only two changes have occurred in the composition of the faculty members in the study programme "Health Management":

- During the 2018/2019 academic year, one change has occurred - in the study course "Health Communication and Marketing", a new lecturer was recruited in the person of Dr.oec. Valters Kaže, who replaced a lecturer with an MBA degree, Poļina Naidenko. Accordingly, the number of lecturers with a doctoral degree has increased.
- During the reporting period, in the study course "Project Management in Health Care", there has been a change in teaching faculty member: the study course is now taught by Mg.soc. Inese Slūka, replacing Mg.soc. Ivars Runģis.

Judged overall, the changes have had a positive impact on the composition of faculty members, because there has been an increase in the proportion of PhD holders in the programme. The attraction of Inese Sluka to the programme has a positive impact on the quality of studies, which is proved by the students' high evaluation of this study course - it was recognized as 100% modern and topical, the students highly appreciated the creative teaching style. Dr.oec. Valter Kaze (teaches in the program in English) has extensive professional experience in marketing management, which he passes on to students. The students' feedback has also improved about the course taught by V. Kaze - the students have assessed it as interesting and diverse. Thus, the

quality of study courses has also improved.

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

The breakdown of the programme by study course between the universities is as follows:

RSU taught courses: 8 (worth 18 CP, including free choice courses);

RISEBA taught courses 9 (worth 19 CP; including free choice courses).

Composition of academic personnel – study courses taught at RISEBA are overseen by 13 lecturers, of which there are 7 (54%) with a doctoral degree. In turn, there are 3 lecturers from the business world; and 3 from the world of academia. The RSU Health Management lecturers' group consists of 7- 8 lecturers whose composition is subject to change. The programme's study courses are taught with the involvement of 8 lecturers, for whom RISEBA is their main place of work, including 3 professors and 2 associate professors.

Accordingly, the academic personnel involved in the programme forms a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge. Additional lecturers from both RSU and RISEBA and the business community are recruited to oversee internships and Master's theses.

Lecturers in the programme collaborate in producing and improving the study course's contents and in ensuring its mutual connection through their involvement in the work of the Programme Board or individually. Faculty members, who represent the business community, accommodate students for internships, propose subjects for Master's thesis studies.

Table 4.1.

Academic personnel employed giving lectures in the programme "Health Management" in 2018/2019

No.	Lecturer	Academic degree	Main job	Study course
1	Andrejs Cirjevskis	Dr.oec.	RISEBA, Professor	Business Management and Strategy in the Organisation of Health Care (LV; ENG) Corporate Financial Management (ENG)
2	Irina Sennikova	Dr.oec.	RISEBA, Professor	Leadership and Change Management (ENG)

3	Iveta Ludviga	Dr.sc.administr.	RISEBA, Professor	Research Methodology (LV; ENG)
4	Solveiga Blumberga	Dr.psych.	RISEBA, Associate Professor	Ethics, Corporate Social Responsibility and Sustainability (LV)
5	Valters Kaže	Dr.oec.	RISEBA, Associate Professor; SIA "Ex Novo" Board Member	Health Communication and Marketing (ENG)
6	Anita Gaile	Dr.sc.administr.	RISEBA, lecturer SIA "INTU" Board Member	Leadership and Change Management (LV) Strategic Management of Human Resources (ENG)
7	Inese Slūka	Mg.soc.	RISEBA, lecturer	Project Management (LV)
8	Jūlija Žakemo	Mg.vad.	RISEBA, lecturer	Ethics, Corporate Social Responsibility and Sustainability (ENG)
9	Rasa Pēce	Mg.oec.	RISEBA, lecturer	Corporate Financial Management (LV)
10	Vita Savicka	Mg.pol.; Mg.soc.	SIA "Baltic Communication Partners" Managing Director	Health Communication and Marketing (LV)
11	Agita Kalviņa	Mg.phil.	Latvian School of Public Administration; Director	Leadership and Change Management (LV) Strategic Management of Human Resources (ENG)
12	Gundega Dambe	Mg.soc.	Latvian Red Cross, Head of Human Resources	Strategic Management of Human Resources (LV)
13	Yiannis Polychronakis	PhD	University of Salford (UK)	Project Management (ENG)

Thus, the academic personnel of the programme "Health Management" fully comply with the requirements of the Law on Higher Education Institutions, because a total of five professors and associate professors, who have been elected to academic positions at RISEBA, participate in the implementation of the compulsory part and the restricted choice section of study programmes.

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 academic personnel in the study programme “Health Management” is involved in scientific research, which is confirmed by their participation in academic conferences and their research papers, as well as participation in international projects.

As an example, one can mention the following research papers that were published during the 2018/2019 academic year:

- **Čirjevskis, A.** (2019). What Dynamic Managerial Capabilities Are Needed for Greater Strategic Alliance Performance? *Journal of Open Innovation Technol. Mark. Complex.* 2019, 5, 36.
- Strautmane, B., Behmane, D., **Ludviga, ,** (2019). [Palliative care in Latvia: Availability and the role of the family doctor](#), SHS Web of Conference Proceedings.
- **Gaile, A.,** [Baumane-Vitolina, I.,](#) [Sumilo, E.,](#) [Skiltere, D.](#) and [Flores, R.](#) (2019). Values and career behaviours of entrepreneurs and employees, *International Journal of Entrepreneurial Behavior & Research*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJEBR-06-2019-0369>; ABS 2*
- Litsiou K., **Polychronakis Y.,** Karami A., Nikolopoulos K., (2019). Relative performance of judgmental methods for forecasting the success of megaproject, *International Journal of Forecasting*, DOI: [1016/j.ijforecast.2019.05.018](https://doi.org/10.1016/j.ijforecast.2019.05.018)
- **Čirjevskis, A.** and Felker, Y. (2018). Dynamic Managerial Capabilities of Strategic Alliance Directors in IT Industry: Content Analysis of Executive Job Adverts. *Book series: Advances in Social and Behavioral Sciences*, pp. 3-15. ISBN 978-981-11-9269-2; ISSN 2339-5133.
- **Ludviga I., Sluka I.,** (2018). Cultural Diversity in Project Management: How Project Success is Perceived in Different Cultures, *The International Journal of Organizational Diversity*, Common Ground Publishing, pp.1-15.

- Ergle D., **Ludviga I.**, (2018). Use of gamification in human resource management: impact on engagement and satisfaction, Proceedings form 10th International Scientific Conference "Business and Management 2018" Vilnius, LITHUANIA, pp.409-417
- **Sennikova I.**, Ludviga I., Dubinska E., (2018). Management and Leadership Development Needs: The Case of Latvia, in Business and Society Making Management Education: Relevant for the 21st Century, ed. Purg D., Bracek-Lalic A., Pope J., pp.87-114.
- **Ludviga I.**, (2019). Organisational Design, Internal Collaboration and Performance: an Empirical Assessment in Latvia, Proceedings of the International Scientific Conference "SOCIETY. INTEGRATION. EDUCATION", Volume VI, May 24th -25th, 2019. 351-364.
- **Blumberga, S.** Mangule R. (2019). Workplace Stress Among Personnel of Publishing Company, Coping and Working Ability. (REEP). (Jelgava, Latvia). ISSN 1691-5887. (pages 11. – 20). Collection of conference articles. Submitted for indexing to - Web of Science.
- **Blumberga S.**, Sakovica A. (2018). Improvement of Personnel recruitment System for High Stress Working Environment. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (pages 523-530). Submitted for indexing to - Web of Science.
- **Blumberga S.**, Luka – Indane A. (2018). Opportunities for Improvement of Socialisation and On-boarding of New Employees in a Company. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (pages 729-737). Submitted for indexing to - Web of Science.
- **Ludviga I.**, Tambora I., (2017). Development of an Assessment tool for Rehabilitation Service Quality: an Application to the Rehabilitation Sector in Latvia, International Journal of Recent Scientific Research, Vol. 8, Issue, 10, pp. 20540-20547, <http://dx.doi.org/10.24327/ijrsr.2017.0810.0912>
- **Sluka I**, Ludviga I., (2017). Project Managers` Competencies and Team Performance Factors in Virtual Multicultural Project Teams: the Gecco Project Case, Proceedings from 30th IPMA World Congress "BREAKTHROUGH COMPETENCES FOR MANAGING CHANGE", Astana, Kazakhstan, 5-7 September 2017, pp.294-302.

Overall, during the past six years every member of academic personnel at RISEBA has published papers in peer-reviewed journals, including international publications. Some examples of older publications in international journals are as follows:

- Škapars, R., G Bolinskis, G., **Kaže, V.**, 2014. [Consumer social values behind the grey economy](#), Intelektinė ekonomika, 2011, t. 5, No. 3 (11)
- Bulatova (**Žakemo**), J. 2016. "Morality as an Index of Mental Health of the Organisation: Building a Model of Healthy Leadership." In: *Understanding Ethics and Responsibilities in a Globalising World*. C.C.de Arruda, B.Rok (Editors). The International Society of Business, Economics, and Ethics Book Series. Springer International Publishing.
- Bulatova (**Žakemo**), J. 2015. "The Impact of Leadership on Organisational Innovativeness mediated by Organisational trust: a Latvian perspective." In: *Organizaciju Etika, Novatoriskumas ir Darniosios Inovacijos. Mokslo monografija*. R.Pucetaite, A.Novelskaite, R.Pucinaite (Editors). Vilnius: Akademine Leidyba.

As examples of participation in international academic conferences, one can mention the following academic presentations in conferences given by the programme's faculty members during the 2018/2019 academic year:

- Gaile A.: Values and career behaviours of entrepreneurs and employees, report in the scientific conference 2019 INEKA (Innovation, Entrepreneurship, Knowledge Academy) Verona, 2019, June 11-13, 2019, Verona, Italy. The presentation was marked as one of the best presentations at conference.
- Ludviga I.: Workplace Expectations versus reality: Are Millennials so Different?", report at the

26th EBES Conference, Prague, Czech Republic, 24-26 October 2018

- Ludviga I.: "Empirical Evidence Against Generational theory", presentation at the 12th annual international academic Baltic business management conference ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", which took place from 21-23 February 2019 in Riga
- Ludviga I.: What Drives Value of Automated Performance Management Systems: Empirical Assessment", report at the international academic conference "Eastern Academy of Management International 2019", which took place from 18-20 June 2019 at Dubrovnik, Croatia
- Kalviņa A.: Participation in the panel discussion at the Academy of Management Annual Meeting in Boston, USA from 9-13 August 2019, subject: "European Human Resource Management Programme: Experience as the source of learning and development".
- Cirjevskis, A.: Bridging Dynamic Capabilities and Business Models Perspectives: Antecedents and Consequences of Technology Related M&A", SOITMC & DEMI of the UNINA 2018 Conference. How to respond to the 4th Industrial Revolution? – Open Innovation and Cyber Physics from Manufacturing to Service Industry. June 26 – 29, 2018, University of Naples Federico II, Naples, Italy.
- Cirjevskis, A.: Presentation: Consolidation Strategies of Automotive Electronics Industries: Combining Dynamic Capabilities and Business Models in Pursuing Innovation. Strategic Management Society (USA) Special Conference in "Sharing Strategies for the Connected World", Oslo, Norway, 07-09.06.2018.
- Blumberga S.: 2019. Riga, Latvia, 21.-22.02. Participation in the International Conference - the 12th Annual Scientific Baltic Business Management Conference - Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level. Presentation subject: Corporate Social Responsibility of Business Entities and Their Motivation for Charity Via a Portal of a Charity Organization.
- Blumberga S.: 2018. – Helsinki, Finland, 17. – 19.07. NORDSCI Conference on Social Science. Presentation subject - Work Values of Y and Z Generations and Their Adaptation in New Workplaces in the Services Sector in Latvia.
- Žakemo J.: 29. International academic conference EBES (European Business Economics Society), Lisbon, 10.-12. 10. 2019, "The effect of leader-member exchange on organizational innovativeness and the mediating role of trust in business sector organisations" · Žakemo J.: EBEN (European Business Ethics Network) international research conference, 26-29.09.2019., Roskilde, Jūlija Žakemo "LMX"

The following international scientific projects were implemented in a field corresponding to the contents of the study programme (the projects were completed during the 2018/2019 academic year):

- Project "ENJOY GENERATION Z! – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z"; Grant agreement No. 2018-1-PL01-KA204-050761
- CEEMAN study "Management and Leadership Development Needs in Dynamically Changing Societies"

Currently, a project that has been launched and implemented is the NAWA (Polish National Agency for Academic Exchange) project "IAP 4 GenZ – The International Academic Partnership for Generation Z", whose objective is to evaluate the needs of Generation Z in the job market and to prepare a motivation model. This project is being implemented in collaboration with Instituto Politecnico Do Porto (Portugal), WSB University in Toruń and University of Warmia and Mazury in Olsztyn (Poland) and Masaryk University (Czech Republic).

The programme's students were also involved in the implementation of research projects.

During the 2018/2019 academic year, programme lecturer Anita Gaile defended her doctoral thesis on the subject "Interaction of an Individual's Career Conduct and Individual Values and their Impact on a Subjectively Successful Career". The results of the study were presented at international academic conferences.

The topics of the scientific work of the faculty members are related to the study courses they teach and the conclusions of the research work are used to improve the content of the study courses. Scientific publications of the faculty members are indicated in the course descriptions as recommended supplementary literature if the topic of the publication corresponds to the content of the course.

Study programme lecturers regularly enhance their qualifications by participating in international seminars and training, and use the acquired knowledge to improve study courses. For example:

- In 2019, Valters Kaže enhanced his qualifications as a lecturer by attending the CEEMAN organised International Management Teachers Academy at Bled, Slovenia;
- In 2019, Inese Slūka attended Lean Kanban University School, in order to participate in first and second level Kanban courses in Kiev, Ukraine;
- In 2018, Irina Senņikova took part in the AACSB Dean's Conference "Leading New Imperatives and Possibilities", USA;
- In 2018, Solveiga Blumberga participated in the teaching seminar "Emotional Intelligence: Identify, Harness and Manage Emotions" in Barcelona, Spain. The acquired knowledge is used in teaching the study course "Management Psychology, Ethics and Social Responsibility";
- In 2017, the programme's lecturer Iveta Ludviga attended the seminar "PLS-SEM Using SmartPLS 3" at the Northern Institute of Technology, Hamburg, Germany. The acquired knowledge is used in teaching the study course "Human Resource Analytics and Research Methodology";
- In 2017, Jūlija Žakemo attended the Gaidar Forum-2017 "Russia and the World" in Moscow, Russia;
- In 2015, Agita Kalviņa visited LUIS Business School (Italy), where she participated in devising the event and teaching plan for the project "Master Programme in European Human Resource Management" for 2015, which was implemented in collaboration with partner universities. The project is implemented every year as an international internship "European Human Resource Management" (EHRM);

In 2014, Solveiga Blumberga participated in IMTA (International Management Teachers Academy) 2014 training in Slovenia, in order to master the teaching methodology: Leadership, Change Management, Business and Society. The acquired knowledge is used in teaching the study course "Management Psychology, Ethics and Social Responsibility".

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).

Lecturers in the programme "Health Management" collaborate in producing and improving the

study course's contents and in ensuring its mutual connection through their involvement in the work of the Programme Board or individually. Under the auspices of the study Programme Board, the programme's faculty members collaborate in developing and providing the programme. For example, during the 2018/2019 academic year, all the programme's faculty members were involved in mapping the programme and in improving the formulation of expected results.

Faculty members, who represent the business community, accommodate students for internships, propose subjects for Master's thesis studies, as well as engage in reviewing Master's theses and participate in Master's thesis defence commissions.

In the process of implementing the programme, close collaboration between faculty members occurs, which is also manifested in the following Business Department activities:

- Discussion of final thesis results and quality of reviews at departmental meetings twice a year, at which assessment criteria and ways in which to improve the quality of final theses are also discussed.
- Mutual attendance of classes, and subsequent discussion of strengths and weaknesses.
- Reports on academic trips at monthly departmental meetings, where faculty members share their latest experience in research, project work, in their professional field and application of a psychological teaching approach in work with students.
- A joint visit to methodological seminars once a month or 8 hours of training one day a semester, which takes place interactively, where faculty members share their experience and discuss the latest academic and professional trends, as well as psychological teaching approaches and methods for improving the study process. For example, 2018/2019 at the university was announced as the Digitalization Year, where faculty members took part in seminars about digitalization trends in Latvia and globally, discussed the possibilities for introducing the latest accomplishment to the study process; an 8 hour methodological seminar "Qualitative and Quantitative Research Methods in Students' Theses" took place on 02.11.2018; etc.
- Collaboration in projects, where the experience obtained by faculty members is used in the study process. For example, the RISEBA University and State Education Quality Service project "Support in Reducing Premature Suspension of Studies" (since 2018), under the auspices of which the experience acquired by RISEBA faculty members of forming an appropriate teaching environment and boosting an educator's competence is used in the study process.
- Joint teaching excursions, where faculty members and students are introduced to the latest developments in the industry, which are used in analysis of practical cases in classes in the auditorium. Usually, several faculty members participate in such excursions.
- At least once a year, faculty members participate in a joint educational excursion, where they get to know one another better, and positive emotions and mutual cooperation are nurtured. In May 2019, an excursion to Georgia took place, where faculty members and academic personnel visited Tbilisi University and historic sites.

The ratio of students to faculty members under the auspices of the study programme at the time of the submission of self-assessment report is 61/13 or one faculty member per 4.7 students. However, it should be noted that the number of RSU lecturers is approximately the same. Therefore, in reality there is 1 faculty member per 2.5 students in the "Health Management" programme.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)	1_pielikums_MVV_EN_lab.docx	1_Kopīgās programmas atbilstība_MVV.docx
Statistics on the students over the reporting period	2_Statistika par studējošajiem_MVV_ENG.docx	2_Statistika par studējošajiem_MVV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3_Atļaušana valsts izglītības standartam_MVV_ENG.docx	3_Atļaušana valsts izglītības standartam_MVV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4_Kvalifikācijas atbilstība prof.sandartam_MVV_ENG.docx	4_Kvalifikācijas atbilstība prof.sandartam_MVV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Studiju kursu kartējums_MVV_ENG.docx	5_Studiju kursu kartējums_MVV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6_pielikums_MVV_Plan_EN_lab.docx	6_pielikums_Studiju programmas Plāns_LV.docx
Descriptions of the study courses/ modules	7_Kursu apraksti_ENG_MVV.zip	7_pielikums_Kursu_apraksti_LV_MVV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	8_pielikums_DiplomaParaug_EN.doc	8_DiplomaParaug_MVV_LV.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	9_Vienošāns ar citu akreditētu augstskolu par studiju turpināšanu_MVV_RSU_ENG.docx	9_RSU_RISEBA vienošanās par studiju turpināšanu_MVV.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	10_garantija par zaudējumu kompensāciju_MVV_ENG.pdf	10_garantija par zaudējumu kompensāciju_MVV.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.	11_Apliecinājums par svešvalodu zināšanām_MVV_ENG.pdf	11_Apliecinājums par svešvalodu zināšanām_MVV.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	12_Studiju līgumi_MVV_ENG.zip	12_Studiju līgumi_MVV.zip
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.		

Project Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Project Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Inese</i>
Surname of the study programme director	<i>Slūka</i>
E-mail of the study programme director	<i>inese.sluka@riseba.lv</i>
Title of the study programme director	<i>Mg.sc.soc</i>
Phone of the study programme director	<i>25773358</i>
Goal of the study programme	<i>To develop students' in-depth theoretical knowledge of project management and management, ensuring their application in practice, preparing competent project managers for practical, innovative and research work in the projects of various organisations.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To develop analytical and integrated understanding of management disciplines and project management in various sectors and organisations.</i> <i>2. To develop a project manager's professional competences in accordance with the requirements stipulated in the guidelines of international project management organisations.</i> <i>3. To develop knowledge and skills in the application of various project management methodologies, tools, technologies, the latest scientific research, thus facilitating the independent performance of scientific research and preparation of publications.</i> <i>4. To refine students' skills at working independently and in a team, communicating and collaborating, systematically and creatively applying theoretical knowledge and experience, proactively resolving complex project implementation problems and making justified decisions.</i> <i>5. To implement collaboration with other universities, institutions, organisations and employers, recruiting experienced and professional faculty members and visiting faculty from the industry for implementation of the programme.</i> <i>6. To foster the development of students' professional skills in class and during professional internships.</i>

Results of the study programme	<p><i>Knowledge</i></p> <p><i>MPR-Z1: Able to demonstrate in-depth knowledge in project management in line with the theoretical and practical aspects of the project management sector, as well as with the latest findings.</i></p> <p><i>MPR-Z2: Able to demonstrate knowledge for creative problem-solving, research and introduction of project management in organisations in complicated and unpredictable circumstances, including interacting with other management fields.</i></p> <p><i>Skills</i></p> <p><i>MPR-P3: Able to independently apply project management theory, methods, tools and problem-solving skills to perform the professional duties of a highly qualified project manager.</i></p> <p><i>MPR-P4: Able to work in a team, gather and analyse the results of collaborative work, taking responsibility for them, as well as to communicate and hold reasoned discussions on complex or systematic project management issues, to present and explain professional matters to various stakeholders.</i></p> <p><i>MPR-P5: Able to perform analysis and research, and create new approaches in project management, independently and purposefully continuing to develop project management and improve the project manager's professional competences.</i></p> <p><i>Competences</i></p> <p><i>MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.</i></p> <p><i>MPR-K7: Able to integrate knowledge and practical skills from various fields, provide input for the development of new project management methods, solutions and approaches, taking into account the ethical aspects of project management and its environmental and social impact.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

Study programme forms

Full time studies - 1 years, 6 months - latvian

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

Admission requirements (in English)	<i>Previous education: • Holds a professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification. These students take the programme worth 60 CP (including taking an internship worth 6 CP). • Holds an academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or holds an academic or professional degree in other branches of science (not social or other related fields) - these students take the programme worth 80 CP (including taking an internship worth 26 CP). Admission takes place in accordance with the ADMISSION TERMS AND CONDITIONS, which are approved every year by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Project Management</i>
Qualification to be obtained (in english)	<i>Project Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Previous education: • Holds a professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification. These students take the programme worth 60 CP (including taking an internship worth 6 CP). • Holds an academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or holds an academic or professional degree in other branches of science (not social or other related fields) - these students take the programme worth 80 CP (including taking an internship worth 26 CP). Admission takes place in accordance with the ADMISSION TERMS AND CONDITIONS, which are approved every year by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Project Management</i>
Qualification to be obtained (in english)	<i>Project Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: • Holds a professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification. These students take the programme worth 60 CP (including taking an internship worth 6 CP). • Holds an academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or holds an academic or professional degree in other branches of science (not social or other related fields) - these students take the programme worth 80 CP (including taking an internship worth 26 CP). Admission takes place in accordance with the ADMISSION TERMS AND CONDITIONS, which are approved every year by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Project Management</i>
Qualification to be obtained (in english)	<i>Project Manager</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

Part time studies - 2 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previous education: • Holds a professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification. These students take the programme worth 60 CP (including taking an internship worth 6 CP). • Holds an academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or holds an academic or professional degree in other branches of science (not social or other related fields) - these students take the programme worth 80 CP (including taking an internship worth 26 CP). Admission takes place in accordance with the ADMISSION TERMS AND CONDITIONS, which are approved every year by the Senate.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Project Management</i>

Qualification to be obtained (in english)	<i>Project Manager</i>
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Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study programme "Project Management" parameters

Name of the study programme	Project Management
Name of the study programme in English	Project Management
Code of the study programme according to the Latvian classification of education	47375
Scientific area of the study programme (applicable to doctoral programmes)	<i>Not applicable</i>
Type and level of the study programme	Professional Master's study programme
Qualification to be acquired (EQF/NQF)	<i>Level 7</i>
Code of the profession in the Classification of Occupations	2422 01 "Project Manager/Director"
Scope of the study programme (CP, ECTS)	60 CP (90 ECTS) and 80 CP (120 ECTS)
Implementation form, type, duration (indicate months, if not in full years), and language	
full-time studies	1 year and 6 months /2 years Latvian

full-time studies	-	-
full-time studies (distance learning)	-	-
part-time studies	2 years/ 2,5 years	Latvian
part-time studies	-	-
part-time studies (distance learning)	-	-
Implementation place	<i>Meža Street 3, Riga</i>	
Study Programme Director	Inese Slūka, Mg.sc.soc.	
Admission requirements	<p>Previous education:</p> <ul style="list-style-type: none"> · Holds a professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification. These students take the programme worth 60 CP (including taking an internship worth 6 CP). · Holds an academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or holds an academic or professional degree in other branches of science (not social or other related fields) - these students take the programme worth 80 CP (including taking an internship worth 26 CP). <p>Admission takes place in accordance with the ADMISSION TERMS AND CONDITIONS, which are approved every year by the Senate.</p>	
Degree or professional qualification, or degree and professional qualification to be awarded	Professional Master's degree in Project Management and a Project Manager's qualification	

Aim of the study programme	To develop students' in-depth theoretical knowledge of project management and management, ensuring their application in practice, preparing competent project managers for practical, innovative and research work in the projects of various organisations.
Tasks of the study programme	<ol style="list-style-type: none"> 1. To develop analytical and integrated understanding of management disciplines and project management in various sectors and organisations. 2. To develop a project manager's professional competences in accordance with the requirements stipulated in the guidelines of international project management organisations. 3. To develop knowledge and skills in the application of various project management methodologies, tools, technologies, the latest scientific research, thus facilitating the independent performance of scientific research and preparation of publications. 4. To refine students' skills at working independently and in a team, communicating and collaborating, systematically and creatively applying theoretical knowledge and experience, proactively resolving complex project implementation problems and making justified decisions. 5. To implement collaboration with other universities, institutions, organisations and employers, recruiting experienced and professional faculty members and visiting faculty from the industry for implementation of the programme. 6. To foster the development of students' professional skills in class and during professional internships.

Knowledge

MPR-Z1: Able to demonstrate in-depth knowledge in project management in line with the theoretical and practical aspects of the project management sector, as well as with the latest findings.

MPR-Z2: Able to demonstrate knowledge for creative problem-solving, research and introduction of project management in organisations in complicated and unpredictable circumstances, including interacting with other management fields.

Skills

MPR-P3: Able to independently apply project management theory, methods, tools and problem-solving skills to perform the professional duties of a highly qualified project manager.

MPR-P4: Able to work in a team, gather and analyse the results of collaborative work, taking responsibility for them, as well as to communicate and hold reasoned discussions on complex or systematic project management issues, to present and explain professional matters to various stakeholders.

MPR-P5: Able to perform analysis and research, and create new approaches in project management, independently and purposefully continuing to develop project management and improve the project manager's professional competences.

Competences

MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.

MPR-K7: Able to integrate knowledge and practical skills from various fields, provide input for the development of new project management methods, solutions and approaches, taking into account the ethical aspects of project management and its environmental and social impact.

The description of the study programme in terms of study duration and workload for the 60 CP programme is as follows:

Workload in credit points	60 CP
Study duration in years	1.5 years full time /2 years part time
Degree and/or qualification to be obtained	professional Master's degree in Project Management and a Project Manager's qualification
Admission requirements	A professional Bachelor's degree or the equivalent professional higher education in management, entrepreneurship, economics, finance or a related field and a previously attained Level 5 professional qualification.

The description of the study programme in terms of study duration and workload for the 80 CP programme is as follows:

Workload in credit points	80 CP
Study duration in years	2 years full time/ 2,5 years part time
Degree and/or qualification to be obtained	professional Master's degree in Project Management and a Project Manager's qualification
Admission requirements	An academic Bachelor's degree in management, entrepreneurship, economics, finance or a related field or an academic or professional degree in other branches of science (not social or other related fields).

Changes made to the Master's study programme "Project Management" during the reporting period are as follows:

- The workload of Part A of the programme has been reduced from 22 CP to 21 CP**, because the name, workload and contents of the study course "*Project Essence and Standards*" (2 CP) have been changed, creating a study course "*Project Management Methodologies*" (1 CP). Changes in the study course "*Project Essence and Standards*" were made, because individual subjects overlapped with subjects in the study course "*Project Management Processes*", in addition to which the contents of the course had to be updated in conformity with international organisations' latest guidelines and standards.
- In Part A of the programme, several study courses titles have been revised and course contents have been adapted:**
 - The name of the study course "*Project Human Resource Management*" has been changed to "*Project Team Management*". In the context of project human resource management, the subjects of the previous course have been left in the new course, augmenting it with project team management aspects, as well as work environment and protection standards.
 - The name of the study course "*Project Legal Provision and Supply Management*" has been

changed to *“Project Procurement and Contract Management”*. The name of the new study course has been simplified in accordance with the terminology of the *PMBOK Guide (A Guide to the Project Management Body of Knowledge)* un ICB4 (*Individual Competence Baseline 4th ed*).

3. **The workload of Part B of the programme has been reduced from 12 CP to 11 CP**, because the title, workload and contents of the study course *“Project Record Keeping and Terminology”* (2 CP) has been changed, creating a study course *“Project Documentation and Information Environment”* (1 CP). In the new study course, attention is more focused on document management in the context of project management, record keeping requirements are incorporated in a more concentrated manner, including personal data security issues.

4. **In Part B of the programme, several study courses titles have been revised and course contents have been adapted:**

- The title of the study course *“Innovations and Creativity”* has been revised to *“Open Innovation and Creativity in Professional Work”*, which reflects more precise contents in the context of open innovation, providing for the use of external sources for the internal development of projects.
- The title of the study course *“IT System Project Management”* has been changed to *“Project Management Tools”*, in addition to which the study course’s contents have been adapted, emphasising not only project management systems, but also various online, communication and team management tools to use in project management.
- The title of the study course *“Project Management Psychology and Leadership”* has been revised to *“Management Psychology and Social Responsibility”*, incorporating subjects about public interests as one of the major interested parties in projects.
- The name of the study course *“International Project Management”* has been changed to *“Project Management in an International Environment”*, including by upgrading the contents of the study course and also including inter-culture communication and cooperation issues therein, which are incorporated within the project manager’s occupational standard as one of the realms of knowledge.

5. **Two new Part C study courses have been included in the programme:**

- The study course *“Contemporary Trends in Project Management”*, which is included in the Project Manager’s occupational standard as one of the realms of knowledge, in addition to which this subject is significant in the context of Master’s theses studies and the ability to find the latest information.
- The programme has been augmented with the inclusion of the study course *“Project Manager Personality Growth”*, because the Project Manager’s occupational standard includes realms of knowledge such as professional career growth and its significance, learning strategies and self-assessment principles.

6. **The internship type and contents for the 80 CP programme have been changed:**

- The workload and contents of the internship *“Project Internship within a Company”* (20 CP) have been reduced, and it has been renamed as the internship *“Project Management Environment”* (16 CP). The internship incorporates the use of internationally recognised project research tools such as determination of the level of project management maturity and analysis of project management processes and project manager’s competences.
- Two internships *“Simulation 1”* and *Simulation 2”* have been included, under the auspices of which the student participates in a simulation game, afterwards identifying and analysing problems within an organisation in relation to the issues reviewed during the course of the

simulation game.

No changes are made in the study programme forms (full-time, part-time).

The changes made have reinforced the programme's compliance with international guidelines, the occupational standard, as well as improving its appeal to potential students by providing greater prospects and competitiveness in the job market.

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

Student number dynamics, language and funding sources

During the 2018/2019 academic year, the Master's study programme "Project Management" was implemented in Latvian only. The studies of all students are financed by private funding.

During 2018/2019, there were 46 students in the Master's study programme "Project Management", which is six students less than during the 2017/2018 academic year (see Figure 1.1. in Annex 1).

Overall, during the past four years, the number of students has tended to decline, which is attributable to the demographic situation. Moreover, understanding in society of what the duties of a project manager entail is not unequivocal. By augmenting the official title of any specialist with "project manager" creates the impression that anybody can be a project manager and with any positional duties. Thus, the impression is generated of project management as a simplified profession, which can also be attained at course level, creating a situation in which there is less demand for Master's studies.

This reduces the value of Master's studies. Moreover, the offering of short courses on the market is sufficient to attain fundamental knowledge at a lower level.

From the 2015/2016 academic year onwards, the reduction in the number of students is related to the opening of the Project Manager's qualification under the Master's programme "International Business", as a result of which several students have chosen to study in this programme.

A vital precondition for maintaining the number of students is the quality of the study programme, therefore every year the contents of the study programme's courses are upgraded, in conformity with feedback from students and the latest trends in project management.

Number of admitted students

During the 2018/2019 academic year, 16 students were admitted to full-time studies (see Figure 1.2 in Annex 1), which is 10 students less than during the previous academic year.

During the past four years, the number of admitted students has varied. The biggest number of admitted students was 26 students in the 2017/2018 academic year and 16 students during the 2018/2019 academic year. The number of admitted students is also dictated by the offering of other Master's study programmes at the university, and the activity of professional organisations in project management, and the overall teaching offering on the market. The reduction in the number of admitted students during the past academic year is related to the implementation of the State Education Development Agency project "Improvement of the Professional Competence of Employed

Persons”, under the auspices of which, with co-financing from EU funds, it is possible to acquire project management knowledge in various courses.

Number of students who received Master’s degrees

During the 2018/2019 academic year, the professional Master's degree in Project Management and the professional qualification "Project Manager" were awarded to 11 students (see Figure 1.3 in Annex 1). The total number of students to receive Master’s degrees during the past four academic years has fallen, which is attributable to a reduction in the total number of admitted students.

Student drop-outs

During the 2018/2019 academic year, 13 students dropped out, which is three students less than in the previous academic year (see Figure 1.4 in Annex 1). The main reason for dropping out is the failure to return after a study break, which amounts to about 90% every year. Essentially, these are students who have taken the study programme in full, but have not prepared a Master’s thesis. The remaining 10% consists of students, who have been expelled for failing to fulfil the study plan.

In order to reduce student drop-outs, during the past two academic years discussions and consultations have been commenced with students about the selection of a Master’s thesis subject during the introductory lecture, and during the preparation of the Master’s thesis support activities are organised, thus motivating students to write their Master’s thesis, and discuss any questions and queries they have.

Students in exchange programmes

Students are provided with the opportunity to participate in international exchange projects under the auspices of the ERASMUS programme, as well as in other cooperation activities. Upon heading to a partner university, students choose courses equivalent to those provided for in the Master’s study programme "Project Management". In both the 2017/2018 and 2018/2019 academic years, one student embarked on an exchange under the auspices of the ERASMUS programme, who studied Project Management in Portugal at ISCTE-IUL (University Institute of Lisbon). Students choose this university due to its compatibility with the 2nd semester courses in the RISEBA Master's study programme “Project Management”.

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 RISEBA professional higher education Master’s study programme "Project Management" has been devised in accordance with the Republic of Latvia’s Law on Higher Education Institutions, in conformity with the Level 2 professional higher education State standard and the Republic of Latvia’s Occupations’ Classification.

The Master's study programme “Project Management” has been devised in accordance with the principles of the Bologna declaration, developing it under the auspices of Latvia’s higher education system, in order that the attained degree and diploma are recognised not only in Latvia, but also in the European job market, and are useful for further education in other European countries.

The attainable professional Master’s degree in Project Management and Project Manager’s

qualification are important not only at domestic, but also international level. The contents of the programme have been devised based not only on the Project Manager's occupational standard in Latvia, but also taking into account the latest project management developments globally – i.e., international project manager's competence guidelines (*ICB4 -Individual Competence Baseline for Project, Programme and Portfolio Management; PMBOK - A Guide to the Project Management Body of Knowledge; Prince2 - Projects in Controlled Environments*).

In order to attain the study programme's objective "to develop students' in-depth theoretical knowledge of project management and management, ensuring their application in practice, preparing competent project managers for practical, innovative and research work in the projects of various organisations", the study programme's courses have been devised in a certain sequence. During the reporting period, organising meetings with faculty members and regularly collating the feedback provided by students, the best course sequence plan has been devised, in order to attain knowledge gradually by increasing the level of complexity.

During the implementation and development of the programme, the principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed. In other words, a professional Master's degree in Project Management nurtures a body of knowledge, skills and attitudes, which facilitates the performance of highly qualified entrepreneurial management functions and provides the opportunity for further studies in doctoral study programmes. All study courses facilitate the attainment of three or more programme results.

The Master's study programme "Project Management" welcomes students with both a profiling and non-profiling education, which is specified in the admission terms and conditions, thus ensuring the use of project management principles in various sectors. In order for students with a differing prior educations to attain all the study results and the study objective at the same level, various internship workloads are provided for in the programme. Professional internships are planned after the 1st semester, in order to develop practical skills gradually.

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.

Project management is used to manage strategic changes within an organisation and to attain business goals. As specified in a KPMG study, the total project success metric is still low, taking costs, time, the operating field and satisfaction of interested parties into account.^[1] This indicates a need for the Master's study programme "Project Management", in order to provide the knowledge required in the job market for the implementation of successful projects.

According to the State Employment Agency report "An Overview of the Unemployment Situation

Nationally", during the past two years, during the past two years, the profession of "project manager" is the eighth most in demand by employers among high qualification occupations.[2] This indicates that there is a demand for the occupation of project manager and that there is a need for a Master's study programme. Project managers with corresponding professional knowledge and skills are required at various companies in Latvia and abroad.

Internationally, employment prospects for alumni are much wider. The Project Management Institute forecasts that in the period up to 2020, 15.7 million jobs will be created in seven sectors[3], which will have a very significant impact on the profession's development. These seven sectors are construction, information technology, manufacturing, finance and insurance, business services, oil and gas, and utility services. Analysing job advertisements in Latvia, the most offers in project management are in the construction, information technology and business service sectors.

The contents of the Master's study programme "Project Management" have been devised without focusing on a specific sector, but providing knowledge and skills for a wide range of tools and methods, in order to manage a project in any sector professionally.

The contents of the study programme also conform to the sector's requirements at international level. Every year, study courses are updated in accordance with the guidelines of international project management organisations (*Project Management Institute, International Project Management association, Axelos*).

RISEBA is a member of the Latvian National Project Management Association (hereinafter – LNPMA) and, by participating in the association's events, receives the latest information about the requirements of the job market. Collaboration with the LNPMA has turned out to be very productive, because the association provides student internship places and organises events for members, where students can present the results of their Master's thesis studies. In addition, it organises various project management events (the conference Baltic PM Days, Project Management Championship for secondary school pupils and experience exchange events at businesses in Latvia), with the involvement of students.

RISEBA Master's study programme "Project Management" students also take part in competitions organised by the International Project Management Association. A significant indicators that testifies to the high quality of the study programme is the III place obtained by students in the 2019 competition Global eCollaboration Competition (GeCCo), which involves resolving project management situations in an international team with participants from various cultures in a remote environment.

Programme Director I.Slūka regularly attends the *International Project Management Association World Congress*, which takes place once every two years in various countries around the world. The congress provides the latest information about current job market trends and scientific innovations to include in study courses, because the congress includes sessions with both practitioners and scientists.

In 2019, a cooperation agreement was concluded with the NGO "Agile Latvia", which provides students with internship places and information about events organised by the organisation.

Inclusion of practical experience in study content, as well as compliance with job market trends is ensured by the recruitment of business professionals to teach study courses. For example: the faculty member responsible for the course "Project Management Tools" Vladimirs Ivanovs is a project management expert with international experience and an Agile coach, who consults international companies on the introduction of Agile methods. The faculty member responsible for the course "Team Management" is Gunta Špīse, who has over 10 years of experience in team and human resource management, including with major organisations such as Ernst & Young. The

faculty member responsible for the course “Project Management in an International Environment” is Tatjana Titareva, who has over 10 years of experience in international project management and multicultural communication matters.

As a result of the study programme, students acquire a professional Master’s degree in Project Management and the qualification of a project manager, therefore important prerequisites are the practical experience of faculty members and examples from the work environment. This is fulfilled, because 57% of faculty members are from a professional environment. Moreover, every year at least 3-4 contracts are signed with visiting professors, who participate in lectures with practical presentations, e.g. Project Financing Options with Altum programmes, the operating principles of a project banking platform, and a safe work environment, etc.

Internships are compulsory for all students. After an internship, employers provide feedback about students by assessing seven criteria: attitude towards fulfilment of duties, level of knowledge, communication skills, initiative, sense of compatibility, ability to improve and overall readiness for the job market. The average assessment of 98% of employers for these criteria is “very good”, whereas 2% offered an assessment of “good”, which testifies to the compatibility of the programme’s results to the requirements of the job market.

Five programme faculty members are LCS experts. 48% of faculty members are elected academic personnel, who mostly work in an academic environment, thus ensuring the incorporation of scientific trends in the study programme’s course, including 43% with doctoral degrees. One area in which the programme could potentially develop is through an increase in academic personnel, because 19% of faculty members are studying in the doctoral programme (see Part IV of the report – Faculty Members).

The compliance of the study programme to academic requirements is ensured by the participation of faculty members in international academic and professional conferences, as well as publication of studies in academic journals, including together with students (see Part IV of the report – Faculty Members).

The scientific achievements of students are demonstrated by the scientific articles prepared with the faculty members (see Part IV of the report – Faculty Members) as well student’s participation in the scientific conferences. Liga Svecnikova gained 3rd place at the RISEBA student scientific conference in 2016 and Sintija Placina participated in the 10th Annual Scientific Baltic Business Management Conference ASBBMC 2017 with the scientific presentation “Challenges of Agile project management working in distributed teams: a case study”.

A Programme Committee has also been established for the study programme, which includes representatives of the university, faculty members, students, alumni and employers. Study results are reviewed and proposed changes to the study programme are approved at meetings of the Programme Committee.

Compliance of the study programme “Project Management” to industry and job market requirements is also confirmed by the career trajectories of alumni, because, according to a survey of alumni conducted by RISEBA, all programme alumni are employed, in addition to which one alumnus has chosen to continue his studies in the doctoral study programme. Bearing in mind that project management is practical, alumni prefer to choose to continue the professional development, attaining an international project manager’s certificate or enhancing their knowledge in professional development courses. Such results are nurtured by the body of knowledge, skills and competences to be acquired in the programme.

For the career development of students and alumni, since 2018 RISEBA organises Career Days. In April, students are offered guest lectures by representatives of many industries on important issues

related to career development, including project management, which are offered by the programme's cooperation partners and employers such as the head of the "Project Bank" platform and the Treasury, etc.

[1] KPMG, AIPM and IPMA Project Management Survey 2019, "The Future of Project Management: Global Outlook 2019"

[2] State Employment Agency report "An Overview of the Unemployment Situation Nationally", January 2016, June 2016, January 2017

[3] Project Management institute (PMI), Talent Gap Report - Project management between 2010+2020, 2013

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 contents, objective and expected results of study courses are devised in accordance with the objective, tasks and attainable results of the study programme "Project Management".

The objective of the study programme is to develop students' in-depth theoretical knowledge of project management and management, ensuring their application in practice, preparing competent project managers for practical, innovative and research work in the projects of various organisations.

The following attainable results have been set for the study programme:

Knowledge

MPR-Z1: Able to demonstrate in-depth knowledge in project management in line with the theoretical and practical aspects of the project management sector, as well as with the latest findings.

MPR-Z2: Able to demonstrate knowledge for creative problem-solving, research and introduction of project management in organisations in complicated and unpredictable circumstances, including interacting with other management fields.

Skills

MPR-P3: Able to independently apply project management theory, methods, tools and problem-solving skills to perform the professional duties of a highly qualified project manager.

MPR-P4: Able to work in a team, gather and analyse the results of collaborative work, taking responsibility for them, as well as to communicate and hold reasoned discussions on complex or systematic project management issues, to present and explain professional matters to various stakeholders.

MPR-P5: Able to perform analysis and research, and create new approaches in project management, independently and purposefully continuing to develop project management and improve the project manager's professional competences.

Competences

MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.

MPR-K7: Able to integrate knowledge and practical skills from various fields, provide input for the development of new project management methods, solutions and approaches, taking into account the ethical aspects of project management and its environmental and social impact.

Each study course ensures the attainment of 2 to 4 programme results. They can be viewed in transparent form in the programme mapping (see Annex 4). RISEBA has developed "Student Mapping Methodological Materials", which stipulated principles, models, stages and methods for mapping the programme. The methodological material emphasises the necessity to link each programme's results to the requirement of the Latvian Qualification Framework (LQF) and European Higher Education Qualification Framework (EQF), which is also specified in the mapping materials for the study programme "Project Management".

Before devising a study course description, each faculty member receives a programme mapping summary from the Programme Director, in order to define study results appropriate for the study course, include the relevant skills and attitudes in the contents, as well as the professional knowledge and competences that are indicated in the Project Manager's occupational standard.

In 2018/2019, study course description forms were upgraded, thus providing each faculty member with a clear link between the study programme and course results. All study course descriptions are enclosed in Annex 6. Based on the results of the study course, faculty members plan appropriate methods for testing knowledge, skills and competences. Study course descriptions are posted on the e.riseba platform, thus ensuring their availability to all faculty members, in order to prevent subjects overlapping.

Study courses are planned in a certain order (see study plan in Annex 5), in order to ensure the orderly and logical acquisition of knowledge. The initial study courses planned in the programme are intended to nurture understanding of general project management principles, as well as psychology, innovations and information management. Subsequent study courses develop in-depth knowledge of project planning, management, supervision and monitoring.

The Master's study programme "Project Management" complies with Cabinet Regulation No. 512 "Regulations on the State Standard for Second Level Professional Higher Education" of 26 August 2014 and the criteria set out therein (see Annex 2).

Alumni of the Master's study programme "Project Management" obtain a professional Master's degree in project management and the qualification of a project manager. The programme and its expected results conform to the Project Manager's occupational standard (see Annex 3), in addition to which the connection between the study programme and results can be seen in the study programme mapping, which is enclosed in Annex 4.

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.

In each study course, the knowledge, skills and competences to be attained defined, which facilitate attainment of the study programme's results. Tests are set by a faculty member in accordance with the study course's attainable results. Tests or assignments, in which students must demonstrate the knowledge they have acquired on the course, are most frequently used to assess knowledge. Practical, analytical and creative individual and group assignments are most commonly used for the assessment of skills, wherein the knowledge acquired by students must be applied in practice. In turn, students demonstrate their acquired competences by presenting, discussing and explaining the knowledge they have acquired in the study course in verbal and written form.

Acquisition of knowledge, consolidation of skills and competences within the study programme incorporates theories, practical examples, lectures, group assignments, interactive discussions and lectures by visiting professors representing the industry. During the course, various work groups are organised, because in project management it is extremely important to develop teamwork skills. Students must conduct intensive studies of literature, in order to prepare for each lecture. The learning style is participation and studying in the process of which students seek opportunities for their ideas, discuss and share them. Simulations, as well as role playing and video lessons are an integral part of the teaching process.

The Master's study programme "Project Management" is implemented by way of full-time studies, which also dictate the examination workload. In the 1 CP study course, the examination is compulsory, but the faculty member can also stipulate a test; in the 2CP course, there must be one test and examination, while in the 4 CP course, students must take three tests and an examination.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was devised in accordance with LR Cabinet Regulations No.512 of 26 August 2014 "Regulations regarding the Level Two Professional Higher Education State Standard":

- transparent assessment principle - in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, a set of requirements has been stipulated for assessment of the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the Master Thesis after he or she has mastered all the programme's contents. Study courses that the student has failed must be taken repeatedly.
- possible assessment review principle - the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study by-law approved by the Senate stipulates that - if a student wants to improve his final grade, he must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the additional paid service price list.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme. In his or her study course, each lecturer tests students' knowledge, skills and competences, which are specified in the study course description (lectures, tests, presentations, independent assignments, situation analyses, group work, etc.). The final assessment is the total sum of the assessments of all the tests and the examination.

Test, examinations, internships and Master's theses are assessed with a grade according to a 10 point system. A student's knowledge is assessed in percentage terms from 1 to 100%. RISEBA study work assessment levels and criteria are described in Section 1.6. of the Business Direction Report.

Students receive a feedback regarding tests during the course, while the feedback regarding the examination varies. If the examination is verbal, then the student receives the information on the day of taking the examination, whereas if it is written, then the faculty member provides the feedback loop with 10 business days via the e.riseba platform.

Student-centric educational principles are taken into account in the implementation of the study process and are implemented as follows:

- Study course lecturers take into account and respect the diversity of students and the eclectic nature of their needs, using various programme implementation types, in accordance with students' capabilities. The diversity of students in the Master's study programme "Project Management" is not only manifested through the individuality of each student, but also in the fact that they are from various sectors, with varying experience and knowledge. Faculty members respect this diversity of students, attaining inter-disciplinary results as a consequence. Students can switch from this study programme to another, bringing the study courses into line with one another.
- Study courses are completed via a process of collaboration between students and faculty members, where various teaching methods are used in accordance with the situation: monologue - lectures and demonstrations; dialogue - constructive conversations, discussion, role-playing games, creative methods ("Brainstorms", "Thinking caps", etc.); research methods - literature studies, teaching excursions, seminars, projects, situation analysis and problematic assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods. Various forms of work are employed - group including group work, individual work and independent work.
- The independence of students is fostered by offering them study methods, where they can prepare and demonstrate their knowledge, skills and attitude individually or in a group. This principle is implemented, because contact hours make up 30% of the course's academic hours, thus enabling the student to receive guidance and support from the faculty member.
- In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed. Problems of an ethical nature in the Master's study programme "Project Management" have not been reviewed, which testifies to positive and creative collaboration with students.
- Appropriate procedures for resolving students' complaints exist at the university. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary - the study department head or Vice Rector for Studies. In the Master's study programme "Project Management", students initially resolve problems with the help of the Programme Director, thus promptly responding to issues that need to be resolved.
- Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings, in addition to which methodological seminars, excursions and various forms of training are regularly organised for faculty members. For example, in 2019 two teaching seminars were held focusing on the use of the moodle (e.riseba.lv) environment as part of the interactive study process. RISEBA also co-financed the participation of faculty members who require it in

the professional development course "University Didactics: Contemporary Theory and Practice". Likewise, the university also supports any other type of training for elected academic personnel in their field of activity. At the conclusion of the study course, the performance of each faculty member is assessed by students, who complete the study course assessment survey form.

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

In the Master's study programme "Project Management", one or four internships are envisaged, depending on the duration and type of study programme:

- Students in the **60 CP programme** are required to do only one internship worth 6 CP - the "Project Laboratory".
- **In the 80 CP programme**, students are required to undertake an internship worth 6 CP - in the form of "Project Laboratory", worth 2CP in the form of the internship "Simulation 1", worth 2 CP in the form of the internship "Simulation 2" and worth 16 CP in the form of the internship "Project Management Environment".

The internships "**Project Laboratory**" and "**Project Management Environment**" are implemented in accordance with a trilateral (university, students, internship organisation) internship agreement regarding the provision of an internship place.

Either independently or with the support of RISEBA, the student chooses an internship place, concludes the cooperation agreement and carries out the internship assignments. RISEBA offers students access to a student career support specialist, who can help them to find an appropriate internship place if needs be. In the majority of cases, the Programme Director can help a student to find an internship place, because she collaborates with professional organisations and industry professions, who offer internship places.

The internship place can be any company or organisation in which it is possible to analyse project management processes, prepare a project application or implement a project. An organisation in which project management is not clearly identifiable as one of the organisation's operating directions would not be appropriate as an internship place.

The internship agreement specifies two contact persons - the internship manager within the organisation and the internship manager at the university. At the university, the internship contact person is the Programme Director. The internship manager at the university provides the student with support in fulfilling the terms and conditions of the internship, preparation of the internship report or project, and consultation in theoretical matters that need to be applied in practice. The internship manager within the organisation is responsible for ensuring that the student performs content-based tasks related to project management.

Internship and assignments are defined in internship programmes, which are enclosed in the section together with course descriptions (see Annex 6).

To obtain an internship assessment, the student submits a report, which includes the assessment

from the internship manager (representative of the internship host organisation), an internship diary, as well as defending the internship within a set deadline, in accordance with the study schedule. For the presentation of the internship, a commission is convened consisting of two faculty members, who assess the internship according to the criteria specified in each internship description.

The goal of **the internship "Project Laboratory" (6 CP)** is to develop project management competences and skills in project management and/or in the development of project applications, in conformity with the relevant organisation's specifics and requirements, consolidating the team and organisational management work skills with the practical application of knowledge required for professional activity.

In the fulfilment of these internship tasks, the university supports students in the acquisition of practical skills, organising support activities. During the introductory class, the basic principles of project preparation are explained and information is provided about the sources, where funding can be sought for the implementation of project ideas. Students are given time to research ideas and funding possibilities. In the remaining classes, students' ideas are discussed, with the attendance of invited potential internship place providers, if needs be. Likewise, visiting faculty from various institutions administering project funding, e.g. Altum (www.altum.lv), Central Finance and Contracting Agency (www.cfla.lv) and Project bank (www.projektubanka.lv) are invited to participate in classes.

Students present internships before a commission convened by the university and the internship assessment is comprised of: 70% workload performed during the internship, contents and the Master's students contribution to its performance; 15% - internship presentation; 15% - quality of the completion of submitted internship documents.

During the internship, the following study programme results are attained:

MPR-Z1: Able to demonstrate in-depth knowledge in project management in line with the theoretical and practical aspects of the project management sector, as well as with the latest findings.

MPR-P5: Able to perform analysis and research, and create new approaches in project management, independently and purposefully continuing to develop project management and improve the project manager's professional competences.

MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.

The objective of **the internship "Project Management Environment" (16 CP)** is to reinforce the theoretical knowledge acquired in the realm of project management, in accordance with the relevant organisation's specifics and requirements, and to develop the project management competences required for professional activity.

During the internship, within the organisation with which the internship agreement has been concluded, students perform analysis of the project management environment, in conformity with the latest project management standards, methods and tools. During the internship, several analytical methods and tools are offered, of which students must use at least two. Upon starting an internship, students are provided with an introductory class during which the requirements of the internship are explained. During the internship performance period, students can receive consultations from the Programme Director on matters related to the performance of internship tasks.

Students present internships before a commission convened by the university and the internship assessment is comprised of: 60% of the workload carried out during the internship, contents and the Master's student's contribution to their implementation; 20% - internship presentation, its contents and means of presentation; 20% - quality, layout and compliance with internship requirements of submitted internship documents.

During the internship, the following study programme results are attained:

MPR-Z2: Able to demonstrate knowledge for creative problem-solving, research and introduction of project management in organisations in complicated and unpredictable circumstances, including interacting with other management fields.

MPR-P3: Able to independently apply project management theory, methods, tools and problem-solving skills to perform the professional duties of a highly qualified project manager.

MPR-P5: Able to perform analysis and research, and create new approaches in project management, independently and purposefully continuing to develop project management and improve the project manager's professional competences.

MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.

Internships "Simulation 1" and "Simulation 2" are conducted at the university in the form of simulation games, after which students conduct an individual analysis of the situation within the organisation or project and describe it, specifying which of the insights obtained during the simulation game are manifested within the organisation and how they should be resolved. The student submits the internship report to the internship manager.

The objective of the internship "Simulation" is to improve project managers' competences, understanding of team roles and cooperation, communication between employees at various levels, in resolving problematic situations related to their own behaviour and that of those arounds them, conducting analysis for the improvement of professional activity.

Under the auspices of *the internship "Simulation 1"*, a simulation game "Power of Leadership" is played, as part of which interns master operational principles in a team, decision making, whereas under the auspices of the internship *"Simulation 2"*, the simulation game "Challenge of Egypt" is played, as a result of which practical project management principles are mastered. The internship is assessed by the manager of the relevant simulation game.

During the "Simulation" internship, the following study programme results are attained:

MPR-Z2: Able to demonstrate knowledge for creative problem-solving, research and introduction of project management in organisations in complicated and unpredictable circumstances, including interacting with other management fields.

MPR-P4: Able to work in a team, gather and analyse the results of collaborative work, taking responsibility for them, as well as to communicate and hold reasoned discussions on complex or systematic project management issues, to present and explain professional matters to various stakeholders.

MPR-K6: Able to independently create and manage projects, perform critical analysis of complex professional problems and assess project alternatives and results, independently make reasoned decisions.

MPR-K7: Able to integrate knowledge and practical skills from various fields, provide input for the

development of new project management methods, solutions and approaches, taking into account the ethical aspects of project management and its environmental and social impact.

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 conclusion of the study programme, a **Master's thesis** should be prepared and defended. Students prepare their Master's thesis in accordance with the "Study Work Development Rules" drawn up by RISEBA. Students are offered a potential Master's thesis direction and list of tutors, which is approved in the Business Department.

The student can choose the Master's thesis subject, based on the interests and scientific novelty of the organisation subject to research. In selecting a subject, the student can consult the Programme Director and/or potential academic tutor about the relevance of the Master's thesis subject and the practical course of the study. The selection of a Master's thesis subject is conditional on the subject being related to project management.

Together with the academic tutor, the student formulates the subject and submission in a form that includes the Master's thesis preparation timeframe, and submits this to the Programme Director. The Programme Director approves it and submits it for registration and approval by the Business Department. If any of the approval stages has clarifications or comments, the student and the academic tutor are informed, in addition to which notes are made in the Master's thesis submission form regarding the required clarifications.

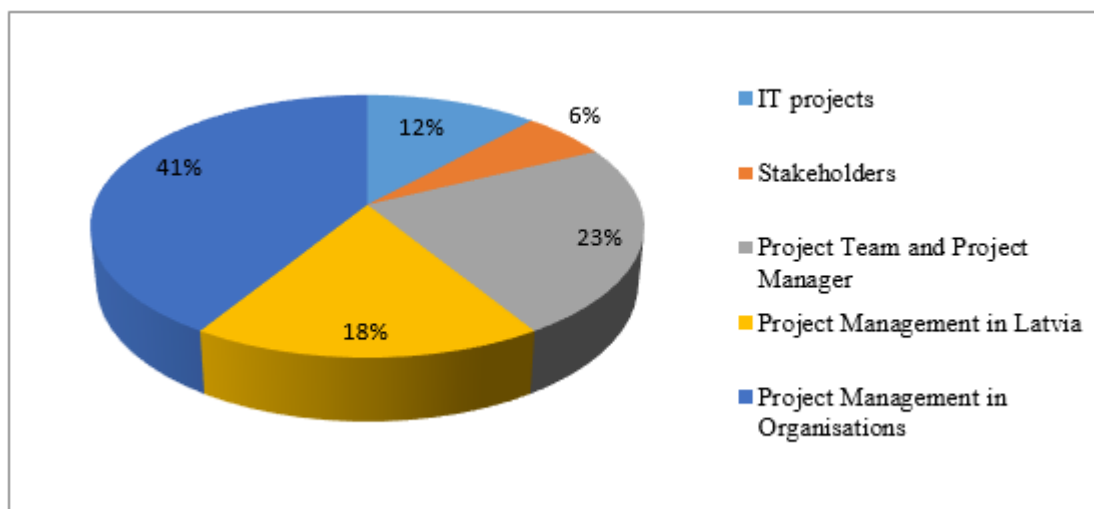
Students may attempt to pass final examinations, if:

- They have passed the study courses included in the programme;
- Their internship report has been presented and assessed;
- All financial liabilities under the study contract have been met.

To ensure the successful development of Master's theses, the following measures are implemented:

- In the study course "Contemporary Trends in Project Management", students must analyse the latest innovations in professional and academic papers and prepare an analysis of literature related to potential Master's thesis subjects.
- Students in the "Research Methodology" course must prepare a Master's thesis study idea application, justify their chosen research methods, as well as develop the first version of the survey form, and conduct data mining and analysis. The course faculty member's feedback and analysis of this thesis serve to provide a better understanding of the essence of the Master's thesis;
- In the middle of the development of the Master's thesis, a seminar is organised for all students, who are writing their Master's thesis during the relevant period. Students must present the study objective, assignments, conceptual model, research methods and subsequent plan. Obstacles are discussed during the development of the Master's thesis.
- Before submission of a Master's thesis, its pre-defence is compulsory. This pre-defence is attended by two commission members, who provide suggestions for the improvement of the Master's thesis. The pre-defence is organised for all the group. If the student is deemed to have failed the pre-defence, the pre-defence must be taken once again, submitting an improved version of the Master's thesis and the pre-defence to the Programme Director.

Analysing the 17 Master's thesis subjects presented during the 2018/2019 academic year (see Figure 2.1), it was concluded that the majority of Master's theses – 41% contained studies in organisations regarding various project management themes, with the goal of making proposals for improving the organisation's project management. The second most popular group of subjects (23%) was studies conducted by the project team or project manager within organisations. Human resources in project management is one of the most significant factors that justify the need for studies in this direction. The third group of subjects (18%) not only in this, but also in previous academic years is project management studies in Latvia, which incorporates the project manager's salary, differences in types of work, competences, etc.



Figure

2.1. Master's thesis subject directions during 2018/2019 academic year

It should be noted that every year the choice of Master's thesis subjects differs, which is dictated by students' interests, as well as faculty members' Master's thesis subject offering.

Of the Master's thesis subjects defended during the past two years, the most significant specified here are those Master's thesis subjects, which were assessed most highly and are related to current developments within the sector and in the job market:

- Project Managers' Salary in Latvia;
- UPB Group Company Project Managers' Cultural Intelligence;
- An Assessment of the Level of Project Management Maturity within the Biggest Organisations in Latvia;
- The Quality of Project Managers' Working Life, Work Stress and Overcoming it at IT Companies in Riga;
- Knowledge Sharing within the Project-Oriented Organisation Ltd "X";
- Factors Influencing Project Management at the State Revenue Service;
- An Activity-Based Study of the Bureau SJSC «State Real Estate» and Project Plan Development;
- An Assessment of the Competences of those Employed in Project Management in Direct Public Administration Bodies;
- The Importance of the Emotional Intelligence of Project Participants in Predicting Team Efficiency at Riga Stradiņš University;
- Agile Growth in the Information Technology Field in Latvia;
- Differences between the Professional Competences of Project Managers Employed in their Main Job and Outsourcing Project Managers in Latvia.

During the past two study years, an initiative has been implemented in collaboration with the Latvian National Project Management Association, presenting the best studies by students to the

association's members. The studies are innovative and contemporary, interesting for peers, which generates discussions about how these results can be applied within businesses, as well as stimulating ideas for further studies.

If the study programme is successfully completed and a pass grade has been received during the final examinations (lowest successful assessment: 4 points), students are awarded a professional Master's degree in project management and the qualification of a project manager. Master's theses are judged by a State Examination Commission comprised of five members, including representatives of RISEBA University, other academic institutions and the professional community.

Assessments of students' Master's theses are on a scale from 6-10 points, which differs every academic year. During the 2018/2019 academic years, the Master's theses developed were of very good quality, i.e., 47% of Master's theses received the assessment 8 (very good); 24% of Master's theses received the assessment 9 (exemplary), 18% received the assessment 7 (good); 6% of Master's theses received the assessment 10 (outstanding) and 6% received the assessment 6 (almost good).

The State Examination Commission is entitled to and may put forward Master's theses that are of very high quality for recognition. Overall, during each presentation, of which there are two each academic year, about two Master's theses are nominated for awards.

After each presentation, the State Examination Commission also provides a joint assessment of the relevance of Master's thesis subject and their compliance with the study programme, as well as recommendations for the improvement of Master's theses. Among the recommendations were to pay more attention to the by-law for the development of study theses, development of specific proposals supported by financial data, and development of the use of academic language. Every year, the recommendations of the State Examination Commission are different, because those made in previous years have been implemented, thus improving the quality of the development of Master's theses.

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.

At the conclusion of each study course, students are surveyed, in order to assess the contents and quality of the study course, and the course implementation criteria. The respondents are all the students studying in the programme.

During the 2018/2019 academic year, an assessment was conducted of 16 study courses. All study courses were assessed according to 11 criteria on a 5 point scale, where 5 equates to - I fully agree, 4 - I'm more inclined to agree, 3 - I cannot say, 2 - I'm more inclined to disagree, and 1 - I completely disagree.

The average assessment of study courses on a five point scale was 4.25 (see Figure 2.2), which has remained at the same level as during the previous academic year.

Students rated the fact that classes started and ended on time, the opportunity to participate in discussions, and the requirements of the course contents most highly.

Judging from the study course assessment surveys, it is clear that an explanation should be provided regarding test results and assessments. Since an examination is the final activity at the

conclusion of each course, if it is verbal, the student receives a feedback on the day of the examination. In turn, if the examination is written, then the faculty member can provide the feedback loop in writing via the e.riseba platform. During the 2018/2019 academic year, two study courses received a low assessment (under 3), which also affected the programme's average assessment. Discussions have been held with the faculty members responsible for these courses and a solution has been found as to how improve the provision of a feedback loop.

The second lowest metric is the availability of faculty members' consultations outside classes, which has also been resolved individually with each faculty member. An easy and understandable exposition of teaching matter received a lower assessment in two study courses, whose contents included legal matters and procedures for their implementation. Discussions have been held with the faculty member concerned, in order to change the ways in which information is presented along with the final examinations.

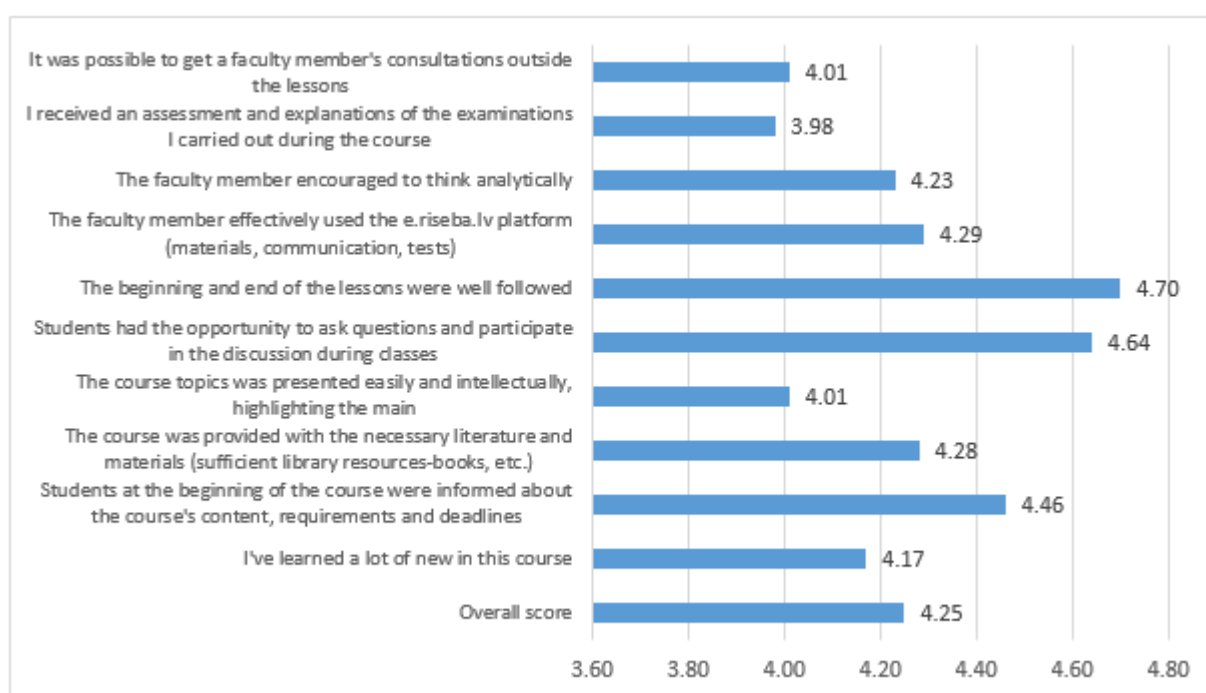


figure 2.2. Study course assessment during the 2018/2019 academic year (16 study courses)

Assessment of study courses must continue to be conducted, in order to ensure a continual improvement in the quality of studies. Assessing the process of organising student surveys, it should be noted that respondents were more active during the 1st semester of the academic year, whereas during the 2nd semester, student activity was lower, because of the greater study workload. It should be pointed out that in percentage terms, the number of respondents has increased. 50%-75% of this year's students filled in the study course assessment survey form.

The **alumni survey** is conducted once every two years, i.e, the previous one was conducted during the 2017/2018 academic year. The study programme "Project Management" was assessed according to 15 criteria on a 4 point scale, where "1" is I completely disagree, and "4" is I completely agree.

The respondents in the survey were 20 programme alumni. The alumni who filled in the form included those who graduated less than 3 years ago - 43%, and those who graduated 4 to 10 years ago - 57%.

The highest factors in selection of a programme in the opinion of alumni were - interest in the chosen study direction (contents) - 95.24%, career growth opportunities - 38.1% and professional

and knowledgeable faculty members (industry specialists) – 28.57%.

The results of the survey show that 70% of alumni work in the profession. In most cases, alumni work in Latvia, but there also those who work in Canada, the United Kingdom and Italy. 90% of respondents are paid employees, 5% are employers and 5% work from home. All respondents were already working at the time of graduation.

The results of the survey showed alumni of the programme “Project Management” mostly work as mid-level managers (60%), while approximately one third perform basic work (35%), while 5% of alumni are senior level managers. (see Table 2.1).

Table 2.1.

Level of positions held by alumni of the study programme “Project Management”

Position held	Alumni answers in percentage terms
Senior level manager	5%
Mid-level manager	60%
Basic work performer	35%

In the survey, questions were also posed about the salary levels of alumni. Results show that the job remuneration of alumni is above the national average salary level. The majority of alumni receive remunerating ranging from EUR 1,001 to 1,500 (see Table 2.2).

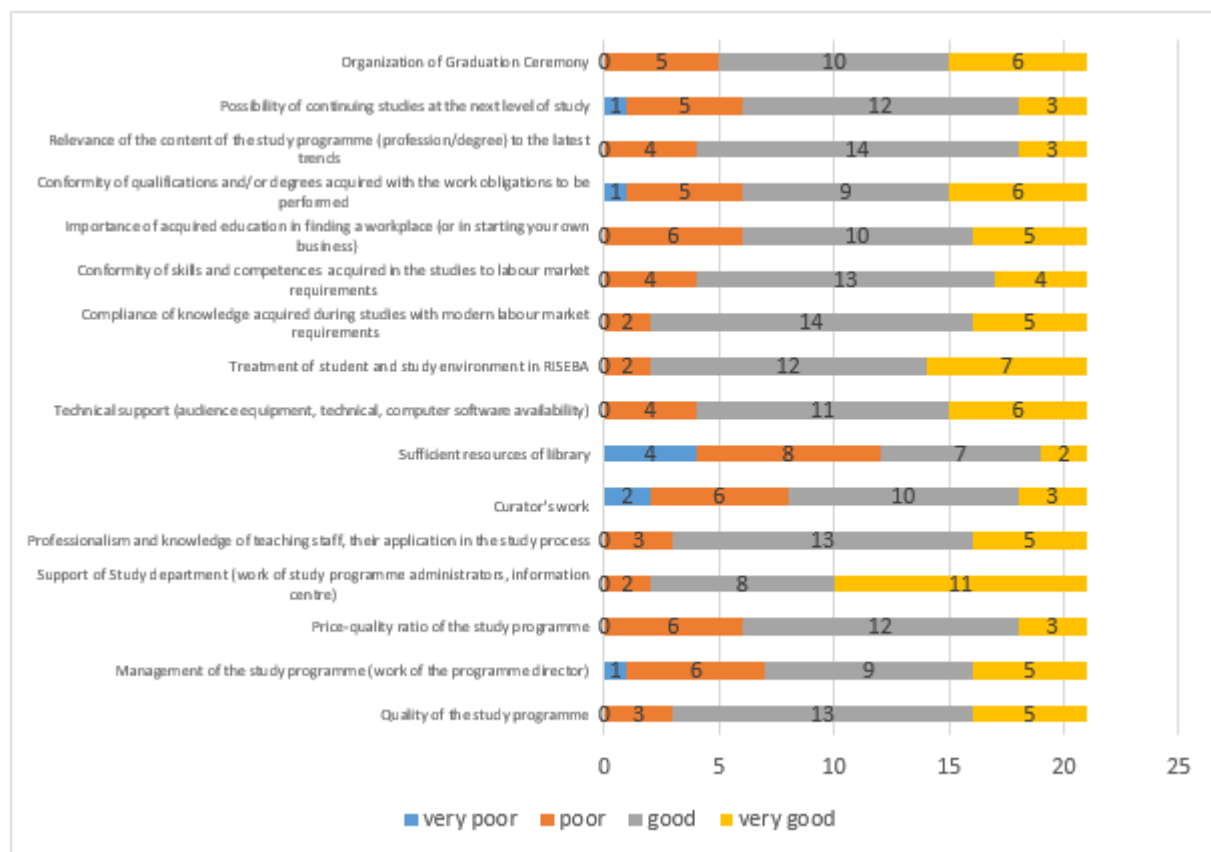
Table 2.2.

Gross job remuneration level of alumni

Current gross job salary size	Alumni answers in percentage terms
up to EUR 430	0%
from EUR 430 to EUR 850	5.26%
from EUR 851 to EUR 1,000	15.79%
from EUR 1,001 to EUR 1,500	47.37%
from EUR 1,501 to EUR 2,000	21.05%
EUR 2,001 and over	10.53%

The assessment of alumni was positive (see Figure 2.3). The highest assessment was for the compatibility of the knowledge acquired during the study period to the requirements of the contemporary job market, the attitude towards students and the study environment at the university, as well as the support of the study department.

The lowest assessment was for the adequacy of library resources. It should be noted that over half of the respondents graduated from the programme over four years ago. Library resources have been significantly augmented during the past three academic years.



Fig

Figure 2.3. Study programme "Project Management" alumni survey results

The survey established that all respondents are employed, which testifies to the quality of the programme, knowledge provided and the need for skills in the job market. 70% of alumni work in this profession, whereas the rest work in other fields.

The breakdown of alumni jobs by sector varies. Alumni are employed by both public and private sector organisations. In the public sector, employers include institutions such as the State Revenue Service, VAS "Latvijas dzelzceļš", VAS "Nekustamie īpašumi", the Ministry of Environmental Protection and Regional Development and the Treasury, etc. Among companies, employers include: UPB grupa, SIA "Telemarket", A/S "Swedbank", A/S "SEB Banka" and Hill+Knowlton Strategies, etc.

Until the Student and Graduate Register from the State Education Information System is established and RISEBA does not receive information from it. RISEBA has entered in a contract of cooperation with the Central Statistical Bureau regarding the receipt of information free of charge for RISEBA alumni, according to the structure of the higher education programmes and the profiles of students. Each year RISEBA receives data on the employment of alumni, professions, industries, etc. and uses it in the development of programmes. According to data from the CSB for January 2019, alumni employment is 100%, indicating a high quality of study and the need for skills in the labour market.

No alumni have approached the university with a request to help them find a job, which means that students can do this independently with the knowledge and skills they have acquired on the

programme.

90% of respondents (programme alumni) would recommend the programme to their friends, relatives and acquaintances. 76% pointed out that they would like to collaborate with the university in future and the main areas of collaboration include continuing their studies in the doctoral study programme and conducting studies for the requirements of their company, in order to improve its business results. The NGO "RISEBA Alumni Association" has been founded for this purpose. From 2019, it employs a specialist who is responsible for communication with alumni, and maintains an alumni database. This will make it possible to keep track of the progress of alumni more effectively, including by fulfilling the desire of alumni to engage in the life of the university.

RISEBA conducts **employers' surveys** regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled "Management and Leadership Development Needs in Dynamically Changing Societies" organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership.

The results revealed what are the skills employers are looking for when evaluating the job applicants – see figure below.

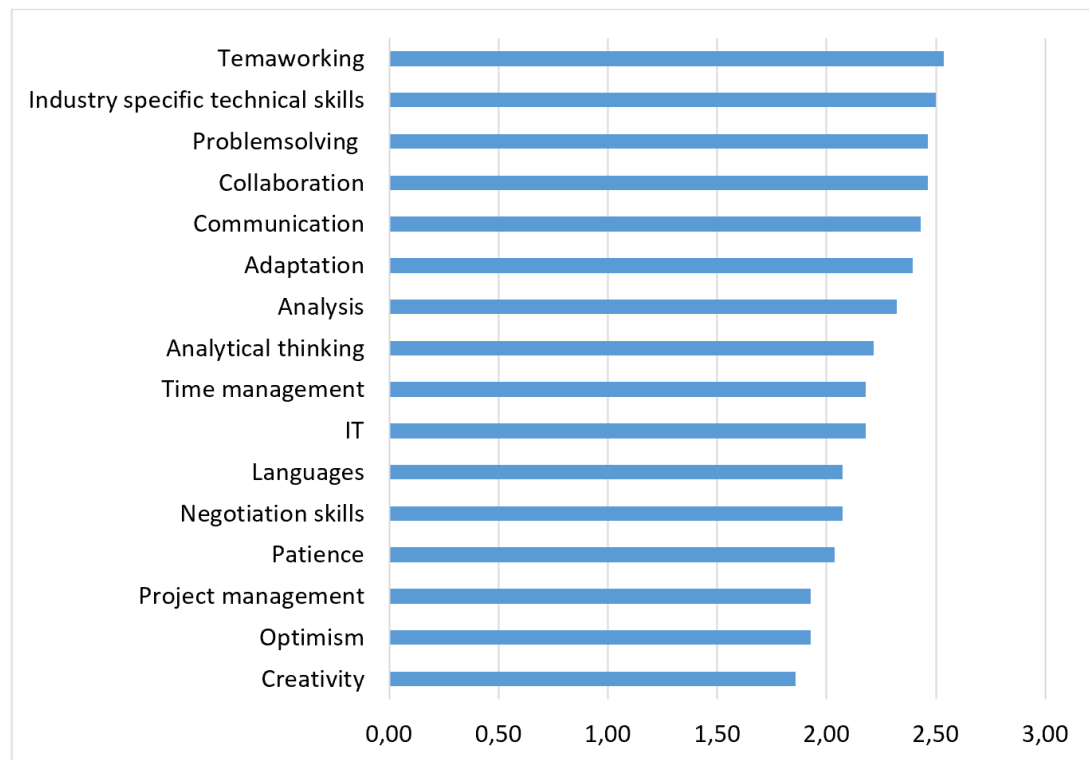


Figure 2.4.

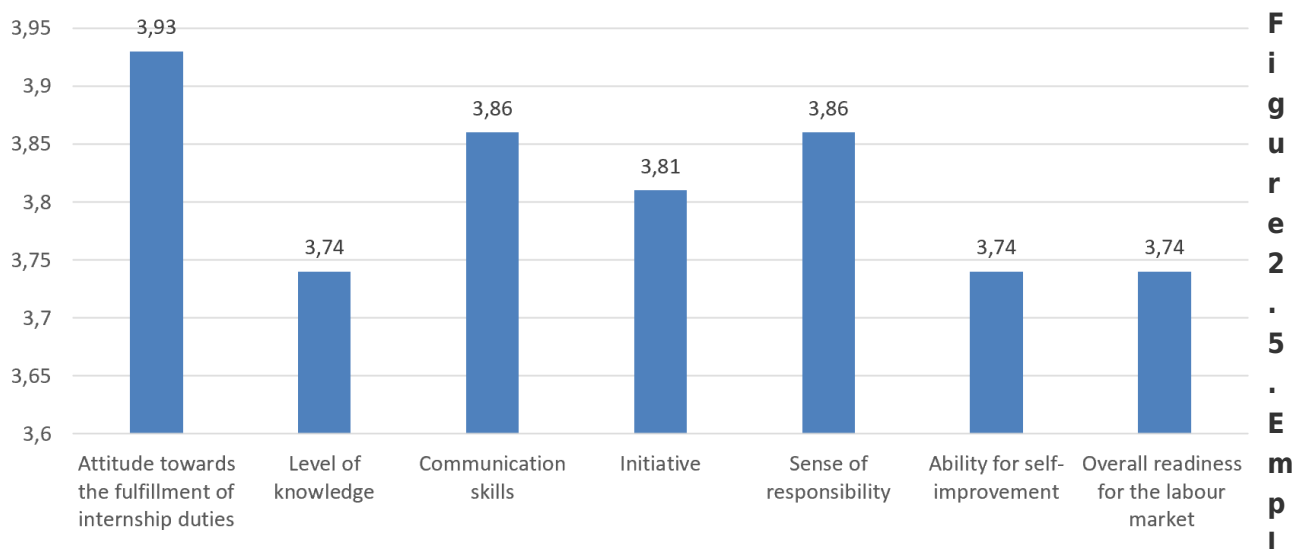
Skills important for job applicants

The results of this research were discussed in the Programme committee and with the lecturers and used to improve programme to the skills important for the employers. Since teamworking is the most important skill, nearly every course in the study programme includes group works for the development of team skills. The study programme courses also increasingly includes analytical tasks, problem-solving with a variety of case studies, simulation games that develop practical experience with abstract concepts showing the result.

Another method of receiving feedback from employers is Internship evaluation forms. Employers which provide places for internships for master programme “Project management” students are asked to provide evaluation of the student’s performance during the internship using a specially developed evaluation form. On 4-point Likert scale internship providers rated various aspects of student’s performance. The Internship evaluation forms also asks employees to reflect if student provided useful observations and insights about the organization, as well as employers comment on what competencies the student should develop further.

The figure 2.5. shows the average evaluation of the performance of students in internship by employers. No employers have rated students' performance below 3 points, which is a very good indicator. Students' sense of responsibility, attitude towards the fulfillment of internship duties, and overall readiness for the labor market are highly valued.

Employers' assessments also point to aspects of the programme development. They suggest to include more practical tasks and illustrate differences among the public, private and non-governmental sectors. Overall, evaluation are very good. Average assessments – level of knowledge, ability for self-improvement and overall readiness for the labour market have been assessed below in the context of the specific business scope of the internship organisation. Employers have identified the need for specific expertise in the field of organization, which cannot be included in the study programme and can only be learned in each individual experience. In addition, the internship is one of the stages of studies in which practical experience and readiness for the labour market are improved.



Employers' average evaluation of students' performance (n = 43)

Alongside with the research described above, the programme faculty has been continuously cooperating with employers to understand how modern organizations have been transforming, what management skills are most important in the current situation and what competencies a modern manager should have in order to be demanded in the labour market.

The results of employer surveys are used for the enhancement of the study quality. Specifically, the following has been implemented:

- The cooperation with companies and organizations has been expanded; there have been organized seminars and guest lectures with representatives from different organisations (e.g. Informal Insight series); organizations have also been involved in offering master research topics.
- Studies focus more on interactive methods, including wider application of the case study method including problem solving tasks in organisations.
- According to the recommendations of employers, other aspects of the study process and the content of the program have also been improved.

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.

Students are provided with the opportunity to participate in international exchange projects under the auspices of the ERASMUS programme, as well as in other cooperation activities. During the reporting period, there have been no incoming mobilities, because the Master's study programme "Project Management" is implemented in Latvian.

In turn, outgoing mobilities have been exercised, i.e., during the past three academic years, one student a year has attended ISCTE-IUL (University Institute of Lisbon) in Portugal. This university offers studies in project management, therefore study courses are available that conform to the contents of courses in the RISEBA Master's study programme "Project Management", thus ensuring recognition of the courses completed there. Students visiting a partner university harmonise their study programme with the Director of the RISEBA Master's study programme "Project Management". Compliance of the contents of a course for recognition is assessed in accordance

with the study course descriptions and assessment system submitted by the partner university.

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.

Tuition fees are the main source of financing with which to fund the study process in the study programme "Project Management". The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fees during the 2018/2019 academic year (EUR)

Study form	Tuition fee amount for the programme
Full-time evening department for people with a basic professional education (1.5 years)	EUR 3,300
Full-time evening department for people with a basic academic education (2 years)	EUR 4,400

Tuition fees are financial security that is used for implementation of the study process, research and development. In addition, financing is secured for EU co-financed projects, i.e. ERASMUS+ study exchange trips, which students in the Master's study programme "Project Management" take advantage of.

The percentage breakdown of costs per student in the Master's study programme "Project Management" is shown in Table 3.2.

Table 3.2.

Percentage breakdown of costs in the Master's study programme "Project Management"

As Table 2.2 shows, the biggest costs are made up of job remuneration for faculty members' salaries, as well as fixed assess and wear and tear of intangible assets. The table includes direct and overhead costs, but does not include administration and marketing costs, costs not related to economic activity or project costs.

Every year, funds are allocated to faculty members' trips, which are related to the study process,

science and research, as well as raising their qualifications. For publications in high-ranking collections of conference proceedings and/or academic journals, which are indexed in Web of Science or Scopus, elected academic personnel receive remuneration.

Funding is allocated in the budget for buying literature and subscribing to electronic databases and publications, which are available to both faculty members and students. For more information about the provisioning of the library, see the study direction report.

Various literary sources are bought for implementation of the Master's study programme "Project Management" of which the following are the most significant:

- Sankaran, N.Drouin, R. Muller, 2017. Cambridge Handbook of Organizational Project Management
- R.Kerzner, 2017. Project Management: A Systems Approach to Planning, Scheduling, and Controlling 12th Edition
- Henmarij, 2017. Better Practices of Project Management Based on IPMA competences – 4th revised edition
- Richard D.Lewis, 2006. When Cultures Collide, 3rd Edition: Leading Across Cultures 3rd Edition
- PMI, 2017. Guide to the Project Management Body of Knowledge (PMBOK guide) & Agile practice guide.
- PMI, 2016. Governance of Portfolios, Programs, and Projects: A Practice Guide
- PMI, 2007. Project Manager Competency Development Framework – Second Edition

The RISEBA Library provides students with access to various types of information – books, press publications, databases and the best Master's theses. The library is located at Meža Street 3. Its working hours are 10.00 to 18.00 on weekdays, and 10.00-15.00 on Saturdays. A reading room and computer room are available in the library.

The library provides access to scientific databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC), as well as to various paid information sources like Leta.lv and Nozare.lv, which are also available for remote use outside the university's premises. The list of various freely accessible resources posted on the university's homepage is useful to students.

Faculty members also take advantage of the opportunity offered by RISEBA to order situation analyses from the *Harvard Business Publishing* database.

The university also provides several computer classes, which students use for work with MS Project software, IBM SPSS (Statistical Package for the Social Sciences) for data analysis, as well as to master various project management tools based online. Depending on the type of study and necessity, students also use NVIVO software for interview analysis. In the study process, RISEBA students widely use the e-platform Webropol to create, obtain and process survey forms. RISEBA has signed a contract for the use of Webropol in web form by an unlimited number of users. For more information about the material, technical and information technology hardware provided for studies, see the study direction report.

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

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

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

During the 2018/2019 academic year, the Master's study programme "Project Management" was taught by 22 faculty members (see Table 4.2), whereas in 2013, courses on the study programme were taught by 18 faculty members. Bearing in mind that changes have been made to the study programme, with the inclusion of 1 CP workload courses, the study programme now has more faculty members.

Comparing the changes in the composition of the programme's faculty members, the composition of faculty members has improved, i.e., 1) the number of academic personnel has increased; 2) the number of professors has increased; 3) two members of visiting faculty hold doctoral degrees (see Table 4.1).

Table 4.1.

Changes in the composition of faculty members of the "Project Management" programme

	2013	2019	incl. with a PhD in 2019
Professors	1	4	4
Associate professors	2	1	1
Assistant professors	2	2	2
Lecturers	2	2	-
Visiting faculty	11	13	2
Total	18	22	

Compared with the previous accreditation period, the changes are as follows:

- The following faculty members have been recruited to teach the programme: Barba Girgensone, Gunta Spise, Iveta Cirule, Lucija Rutka, Maris Krastins, Astra Spalvena, Liga Neilande, Tatjana Titareva, Ilvija Boreiko, Viktors Turlais, Maija Zakrizevska-Belogrudova and Valerijs Dombrovskis.
- Study courses are no longer taught by the following faculty members: Egmonts Treiguts, Gundega Lapina, Marija Vaciete, Ivars Linde, Ivars Rungis, Inga Doveika, Dace Gaile and Aivars Kalnins.

The composition of faculty members, significantly improve the quality of the study programme. All the faculty members involved have practical experience in the sector. Changes in project management occur every year. Therefore, it is vital that visiting faculty members follow the latest trends and have practical experience in the industry. By attracting new faculty members to teach courses, this principle is adhered to.

It is positive that more academic personnel are involved in running the study programme, who are also academic personnel elected at RISEBA, thus ensuring the independence of the study programme and the employment of academic personnel.

A list of faculty members involved in the teaching of the study programme is shown in Table 4.2.

Table 4.2.

Faculty members involved in teaching the "Project Management" programme

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
1	Agris Olmanis	Mg.oec.	Visiting faculty	Over 20 years of experience in running structural fund projects and providing consultations on project management, as well as in giving project management lectures	Project Management Processes (4CP)
2	Gunta Špīse	Mg.hrm.	Visiting faculty	Over 10 years of experience in human resource and team management, including in major organisations like Ernst & Young	Project Team Management (2 CP)
3	Rasa Pēce	Mg.oec.	RISEBA lecturer	Practical experience in accounting and financial matters, over 10 years of experience giving lectures.	Finance and Project Cost Management (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
4	Inese Slūka	Mg.proj.mgmt.	RISEBA Programme Director, lecturer	Over 12 years of experience in domestic and international project management, jury member in inter-cultural project international competitions. Member of the IPMA and PMI project management associations. Studying in the doctoral programme	Project Management Methodologies (1 CP), Contemporary Trends in Project Management (1 CP), "Project Laboratory" internship (6 CP)
5	Māris Krastiņš	Mg.sc.soc.	Visiting faculty	Over five years of practical experience in risk management and in research work related to risk management.	Project Risk Management (2 CP)
6	Raina Vīra	Dr.paed.	Assistant Professor	Over 10 years of experience in projects, as well as experience in conducting quality-related studies and conducting classes.	Project Quality and Change Management (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
7	Viktors Turlais	Mg.sc.soc.	Visiting faculty	SIA "Antalis" Sector Manager, over 10 years of experience in strategic planning. Studying in the doctoral programme	Strategic Management (2 CP)
8	Andrejs Čirjevskis	Dr.oec.	Professor	Over 25 years of experience in giving lectures on strategic management, research (a total of over 50 research papers), PMP project management certificate holder.	Strategic Management (2 CP)
9	Astra Spalvēna	Dr.art.	Assistant Professor	Over 20 years of experience working with information (advertising, public relations, journalism), plus experience in project management	Project Communication Management (2 CP)
10	Ilvija Boreiko	Mg.sc.soc.	Visiting faculty	Over 15 years of experience in project management, including departmental project management, including the project programme and portfolio management	Programme and Portfolio Management (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
11	Arnis Leikarts	D.Phil. Strategy, Programme and Project Management	Visiting faculty	Over 10 years of experience in programme and portfolio management in the position of head of structural units for various organisations, doctoral degree	Programme and Portfolio Management (2 CP)
12	Iveta Ludviga	Dr.sc.administr.	RISEBA Programme Director, Professor	Over five years of experience in conducting business analytics and research method courses, plus business administration and project management experience. Author of over 25 research papers.	Research Methodology (2 CP)
13	Iveta Cīrule	Dr.sc.administr.	Visiting faculty	Social entrepreneurship and start-up expert, SIA Biorganik CEO, over five years of experience in running a business incubator	Open Innovation and Creativity in Professional Work (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
14	Lūcija Rutka	Dr.psych	RISEBA Business Department Head, Professor	Over 20 years of experience in education management, including in relation to psychology, plus experience implementing various projects.	Open Innovation and Creativity in Professional Work (2 CP); Project Manager Personality Growth (1 CP)
15	Barba Girgensone	Mg.sc.soc.	Visiting faculty	Over 15 years experience in project management. Experience as a lawyer working on labour protection and data security issues.	Project Documentation and Information Environment (1 CP)
16	Tatjana Titareva	Mg.sc.soc.	Visiting faculty	Over 12 years of experience working on international projects, plus 10 years of experience in conducting inter-cultural communication training	Project Management in an International Environment (2 CP)
17	Solveiga Blumberga	Dr.psych	RISEBA, Associate Professor	Over 15 years of experience running psychology and management psychology study courses, author of over 30 research papers.	Management Psychology and Social Responsibility (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
18	Vladimirs Ivanovs	Mg.sc.soc.	Visiting faculty	Agile coach, over 20 years of experience in IT project management, use and application of various project management tool, including in an international environment.	Project Management Tools (2 CP)
19	Līga Neilande	Mg.iur.	Visiting faculty	Over 10 years of experience working as a lawyer on procurement projects.	Project Procurement and Contract Management (2 CP)
20	Mareks Zeltiņš	Mg.oec.	Visiting faculty	Over 10 years of experience managing EU structural funds, plus experience introducing and leading various project management and business games in Latvia.	Internship "Simulation 2" (2 CP)
21	Maija Zakriževska-Belogrudova	Dr.psych	RISEBA Professor	Over 15 years of experience in psychology, including in supervision and consulting. Experience in conducting various classes, performing studies, as a result of which she has prepared over 20 research papers.	Internship "Simulation 1" (2 CP)

	Faculty member	Academic degree	Academic position	Experience	Study course and scope in CP
22	Valerijs Dombrovskis	Mg.psych.	Visiting faculty	More than 5 years of experience in crisis management and prevention, and as a psychologist, group leadership, psychological counselling, research and evaluation. 5 years of experience as a manager (Deputy Head of Addiction Center at the Olaine Prison).	Civil protection (1 CP)

Since the previous accreditation, the study programme has been upgraded, providing competent faculty members, who are experienced and knowledgeable in the course subject they teach. More detailed information about faculty members' education, additional knowledge and experience is available in the faculty members' CVs, which are enclosed together with the direction report.

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.

Of 22 faculty members teaching the study programme's courses, nine hold doctoral degrees. As Table 4.1 shows, four are professors, one is an associate professor, two are assistant professors, and there are 13 visiting faculty members.

A priority in the selection of faculty members for the programme is professional knowledge and academic or practical experience in the industry. Also important is an academic degree, but a restriction in project management is the existence of professionals with a doctoral degree in sciences. It should be added that four faculty members currently teaching courses in the programme - are studying in the doctoral programme, which could potentially result in an increase

in the number of faculty members with a doctoral degree in future.

Faculty members involved in the implementation of the programme and their experience are shown in Table 2. As the table shows, all faculty members have practical experience of subject being taught in the course, which facilitates the provision of quality programme content. For example, Ilvija Boreiko runs a project portfolio and programmes for a company, Līga Neilande is a lawyer and works on project procurements, Tatjana Titareva works and manages international projects and Vladimirs Ivanovs consults businesses globally on the use of various project management approaches. After each course, students fill in a course assessment, which is a basis for continued cooperation or severing ties with faculty members.

As we can see in Part 2 of the report, during the 2018/2019 academic year, on a scale of 1-5, students have given faculty members a rating of 4.25, which is a very good assessment. Overall, the assessment of the programme's faculty members has never been lower than 4. In addition to the numerical assessment of the course, students also offer suggestions for the improvement of the course. If a course has a low assessment, the reasons for such a quality assessment are discussed, as well as potential improvements to the study course.

In selecting a faculty member, the primary consideration is his or her qualifications. After this, the course contents are discussed and harmonised. A faculty member is required to prepare a description of the study course, the expected results and tests, in conformity with the programme's expected results and the occupational standard. When the course description has been approved by the Programme Director, it will also be approved by the Department Head. Course descriptions are available on the e.riseba platform, thus ensuring that they are also available to other faculty members.

Qualification of RISEBA faculty is monitored according to the Academic personnel policy of the university. It provides for careful selection of the personnel, regular training and improvement of qualifications. RISEBA has prepared and implemented the following personnel policy:

- Ensure that all courses are taught by qualified, scientifically and methodologically proficient lecturers with good teaching and organisational skills that use modern training methods in their teaching practices;
- The faculty shall consist of highly qualified members with good scientific and professional competences; and the majority of faculty members shall hold a PhD;
- Invite foreign experts and teachers from other universities to participate in the implementation of the programme depending on the specificities of the programme/direction;
- Invite industry professionals, experts and specialists (for the respective programme) depending on the specificities of the programme/direction;
- The faculty shall be able to work in an international environment and to communicate in at least three languages: Latvian, English and Russian/French/German/Spanish;
- Some faculty members shall be industry experts in Latvia and internationally;
- The university shall have a favourable and creative environment for professional development of the faculty.

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.

RISEBA elected academic personnel are provided with financial support to attend academic conferences, as well as to publish research papers. In conformity with RISEBA's terms and conditions, during the past five years every faculty member must have at least three research papers in peer-reviewed journals.

The most important research papers published by academic personnel, which are indexed in WOS and SCOPUS databases and are used in the teaching of study courses are listed below:

- **Cirule, I.**, Kuznecova, J., Lukjanska, R., 2017. The development of social entrepreneurship in Latvia: the role of municipalities. International Journal of Business and Globalisation (Indexed: Scopus)
- **Ludviga I., Sluka I.**, Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures. International Journal of Diversity in Organizations, Communities and Nations (Indexed: Scopus)
- Veide M., **Rutka L.**, Understanding of the quality of life and the meaning of learning of palliative ward patients.// INTED2019 Proceedings.- Valencia: IATED Academy, 2019. pp.4571-4578. ISBN 9788409086191; ISSN 2340-1079. (Indexed Web of Science, EBSCO)
- **Rutka L.**, Rudzite M., Romanova I., 2017. Visual Creativity in the Learning Environment.// Journal of Business Management, No.13, ISSN 1691-5348, Riga: School of Business and Finance, RISEBA University of Business, Arts and Technology, p. 110 – 126. (Indexed EBSCO, COPERNICUS).
- Andersone R., Kestere I., **Rutka L.**, National minority education: historical experience and contemporary issues of Latvia. // Naukovi zapyski, Series pedagogical and historical sciences Issue CXXVII, National Pedagogical Dragomanov university: p.254. – 275. <http://enpuir.npu.edu.ua/handle/123456789/12095>
- Latkovska E., **Rutka L.**, Assessment of student teachers' professional activity during practicums using the validpack instrument //The teacher of the 21st Century: quality education for quality teaching / ed.: Linda Daniela, Ineta Lūka, Lūcija Rutka, Irēna Žogla. ISSN 9781443856126, Cambridge Scholars, P.146 – 161.
- **Cirule I.**, Grama S., Adela M., **Ludviga I.** et al., 2017. Open innovation strategies and business incubation service impact on the success of incubation. Book Series: Economic

Science for Rural Development Issue: 44 Pages: 36-43 (Indexed: Web of Science).

- **Ludviga I.**, Ergle D., 2017. An Investigation Into Gamification as Employee Training Tool: Engagement and Game Components. 3rd International Conference on Lifelong Education and Leadership for All (ICLEL). Pages: 1128-1137 (Indexed: Web of Science).
- **Ludviga I.**, Sennikova I., 2016. Organisational change: generational differences in reaction and commitment. Book Series: Business and Management-Spausdinta Article Number: UNSP bm.2016.10 (Indexed: Web of Science).
- **Vira, R.**, Theory of constraints and employees training system. Book Series: International Multidisciplinary Scientific Conferences on Social Sciences and Arts Pages: 1213-1220 (Indexed: Web of Science).
- **Zakrizevska M.**, Attitude Towards Supervision in Business Education of Supervisor Training in Latvia. INTERNATIONAL JOURNAL OF PSYCHOLOGY Volume: 51 Special Issue: SI Supplement: 1 Pages: 1104-1104 (Indexed: Web of Science).
- **Zakrizevska M.**, Business Students and Employers Attitude Towards Supervision. Book Series: Rural Environment Education Personality Issue: 9 Pages: 283-291 (Indexed: Web of Science).
- **Zakrizevska M.**, Larins , 2014. National stereotypes and possibilities to influence them in a multicultural organisation. Book Series: International Multidisciplinary Scientific Conferences on Social Sciences and Arts Pages: 249-256 291 (Indexed: Web of Science).
- **Cirjevskis A.**, Exploring Competence Based Synergetic Move in Merger and Acquisition Strategies in Technological Domains. (SSR-SSI 2017) Book Series: Advances in Social and Behavioral Sciences Volume: 17 Pages: 19-25. (Indexed: Web of Science).
- Schonberger, M., **Cirjevskis A.**, Evaluation of Interrelationships between Critical Success Factors of IT/IS Projects in the Healthcare Sector. Sustainable economic growth education excellence and innovation management through vision 2020, Vol I-VII Pages: 331-+ (Indexed: Web of Science).
- **Cirjevskis A.**, Exploring Interrelations between Innovative Ambidexterity and Dynamic Capabilities in ICT Industry: Bridging Two Perspectives. Book Series: Advances in Education Research Volume: 94 Pages: 3-10 (Indexed: Web of Science).
- **Cirjevskis A.**, Exploring Dynamic Capabilities, Business Model and Customer Value Proposition in Information and Communication Technology Industry. Book Series: Advances in Social and Behavioral Sciences Volume: 10 Pages: 135-142 (Indexed: Web of Science).
- **Dombrovskis, V.**, Hofmane, A. 2017. Model for individuals meaning of life. The Second Narrative Criminology Symposium collection of papers (June 15-16).

The referred to research papers are used for teaching study courses as examples with which to explain theory, as significant research results, as good examples of scientific research, which points to the high quality provision of study course content.

The study programme's faculty members also regularly participate in academic conferences, as well as augment their qualifications at various domestic and international seminars, in order to improve study courses. For example:

- In February 2019, I.Sluka participated in courses at Kanban University and received the Kanban professional (KPM Foundation I) and Kanban system design (KPM II) certificate. This knowledge is used to devise the contents of Contemporary Trends course.
- In September 2015, I.Ludviga attended a seminar on structural equivalence modelling (Zagreb, Croatia). In November 2017, she attended the seminar "PLS-SEM Using SmartPLS 3" in Hamburg, Germany and uses this knowledge to devise the contents of the course on Study Methods.
- In 2019, I.Sluka and A.Cirjevskis received professional top-up diplomas in the programme

“University Didactics: Contemporary Theory and Practice”, which they took part in to improve their teaching competence in their work with students.

- In March 2018, S. Blumberga and M. Zakriževska-Belogrudova participated in an ERASMUS+ lecturers' mobility teaching seminar "Emotional Intelligence: Identify, Harness & Manage Emotions" in Barcelona, Spain. The knowledge acquired is used in teaching management psychology courses, as well as in conducting the "Simulation 1" internship.
- In 2017, Lucija Rutka attended the seminar "EdTech – Seminar on Digital Technologies in Teaching and Learning" in Slovenia, which was organised by the international CEEMAN association in Slovenia. The acquired knowledge is used in teaching the study course “Open Innovation and Creativity in Professional Work”.

In addition to academic personnel, visiting faculty members also attend various academic and professional conferences, such as:

- Vladimirs Ivanovs was one of the speakers at the Agile Rock Conference in Kiev in September 2019; at the Agile Days Riga 2019 Conference in Riga in June 2019; and at the 13th Microsoft Kyiv Project Conference in Kiev in April 2019, etc.
- Viktors Turlais presented the results of the scientific study “Evaluation of Intercultural Competency in Organizational Culture: Analysis of the Example of Latvija” at the academic conference “Human Potential Development” in Klaipeda, Lithuania in May 2015 (see CV for other conferences).

The results of the Master's study programme "Project Management" student's researches have also been published in collaboration with faculty members, including:

- I. Sluka, O. Geide, L. Svecnikova 2017. ANALYSIS OF PROJECT MANAGER COMPETENCIES IN JOB POSTINGS IN LATVIA. Project Management Development – Practice and Perspectives, ISSN 2256-0513, e-ISSN 2501-0263. (indexed: EBSCO);
- Blumberga S., Bagata L., 2016. Personnel Work Life Quality and Job Satisfaction at State Holding Company. SGEM2016 Conference Proceedings, ISBN 978-619-7105-70-4 / ISSN 2367-5659, Book 1 Vol. 1, 267-274 pp, DOI: 10.5593/SGEMSOCIAL2016/B11/S01.035 (Indexed: Web of Science).

Faculty member are also involved in implementation of projects of a scientific and practical nature, the results of which are used in the study process. The most noteworthy examples are:

- the Polish National Agency for Academic Exchange (NAWA) project “IAP 4 GenZ – The International Academic Partnership for Generation Z” from January 2019, where **Ludviga** performed the duties of a project manager and expert, while **I. Sluka** fulfilled the duties of a project coordinator and expert.
- In the Erasmus+ KA02 project “ENJOY GENERATION Z -stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z”, which was implemented in 2018 and 2019, **Ludviga** performed the duties of a project manager.
- The “Erasmus for young Entrepreneurs” project “Project Business Opportunities for European Young Entrepreneurs” (Biz4EYE) was implemented from 2015-2017, under the auspices of which young entrepreneurs had the opportunity to embark on an experience exchange trip hosted by an entrepreneur in an EU state for 1-6 months. The concluding stage of the project was led by **Sluka**.

Five programme faculty members – Lūcija Rutka (Social science, Educational science branches), Maija Zakriževska-Belogrudova (Social Sciences-Psychology), Solveiga Blumberga (Social Sciences-Psychology), Andrejs Čirjevskis (Social Sciences – Economics and Entrepreneurship) and Iveta Ludviga (Social Sciences – Economics and Entrepreneurship) are Latvian Council of Science experts

in the aforementioned fields.

More information about the academic, teaching and practical experience of faculty members can be found in their CVs.

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).

Implementation of study programmes is characterised by close collaboration between faculty members, which is described in more detail in Clause 4.6 of the Business Direction Report. In addition to these aspects of cooperation between faculty members, as and when necessary, under the auspices of the Master's study programme "Project Management", meetings for faculty members are organised, where the sequence of study courses is discussed, along with mutual cooperation, etc.

In order to attain the programme's results, faculty members are involved in formulating study course results, linking them to the programme's results. Based on the results of study course, the Programme Director performs programme mapping and coordinates this with all faculty members, thus ensuring the mutual connection of study courses and programme results.

Programme board meetings are organised twice a year, which are attended by the programme's leading faculty members, and to which students and industry representatives are invited. The programme board approves changes to the structure of study courses, the mutual connection, and discuss the work of faculty members.

Cooperation between faculty members is also facilitated by the availability of study course descriptions on e.riseba, which provides every faculty member with an insight into other course subjects, results and examinations. Since all course descriptions are approved by the Programme Director, this provides a feedback loop in instances, when faculty members must meet individually and discuss issues related to course content.

The study programme director is the key contact person for cooperation with students and faculty members, in order to resolve problematic situations or in the course of joint work on the development of the study programme, supporting each useful initiative as far as possible. The Programme Director always provides timely and appropriate communication with faculty members regarding questions and queries.

The ratio of the number of students and faculty members during the 2018/2019 was 2.09 (46 students/ 22 faculty members).

Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is assessed as outstanding.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par stādējošiem_MPR_EN.pdf	1_Statistika par studējošiem_MPR.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	2_Atbalstība valsts izglītības standartam_MPR_EN.pdf	2_Atbalstība valsts izglītības standartam_MPR.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_Kvalifikācijas atbilstība profes.standartam_MPR_EN.pdf	3_Kvalifikācijas atbilstība profes. standartam_MPR.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	4_pielikums_kartējums ENG.pdf	4.pielikums_kartējums LV.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums_ programmas plāns_EN.pdf	5.pielikums_programmas plāns-LV.pdf
Descriptions of the study courses/ modules	6_pielikums_Course descriptions_EN.7z	6.pielikums_kursa apraksti_LV.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_Diploma paraugs_MPR_EN.pdf	7_Diploma paraugs_MPR.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	8_Vienošanās ar citu akreditētu augstskolu par studiju programmas īstenošanu_MPR_EN.pdf	8_Vienošanās ar citu akreditētu augstskolu par studijas programmas īstenošanu_MPR.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	9_Garantija par zaudējumu kompensāciju_MPR_EN.pdf	9_Garantija par zaudējumu kompensāciju_MPR.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	10_Studiju līguma paraugs_MPR_EN.pdf	10_Studiju līguma paraugs_MPR.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.		

Human Resource Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Human Resource Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Iveta</i>
Surname of the study programme director	<i>Ludviga</i>
E-mail of the study programme director	<i>iveta.ludviga@riseba.lv</i>
Title of the study programme director	<i>Dr.sc.admin.</i>
Phone of the study programme director	<i>29244831</i>
Goal of the study programme	<i>To develop students' in-depth knowledge of economic and human resource management matters, ensure practical application of theoretical insights, prepare educated and qualified human resource managers for practical, innovative and research work in public and private organisations in Latvia or overseas.</i>
Tasks of the study programme	<i>1. To educate students, ensuring the attainment of the Level 5 professional qualification "Human Resource Manager", as well as bolstering their competitiveness in changing socio-economic conditions and in the international job market;</i> <i>2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Latvian educational classification.</i>

Results of the study programme	<p><i>MPV-Z1 Able to demonstrate in-depth knowledge and understanding of the functions of human resources management in line with the theoretical and practical approach of human resources management and the latest findings.</i></p> <p><i>MPV-Z2 Able to demonstrate sufficient knowledge for creative problem-solving, critical analysis and research, including in the context of human resources interaction with other management areas and in complicated and unpredictable circumstances.</i></p> <p><i>MPV-P3 Able to independently apply theory, methods and problem-solving skills to perform the professional duties of a highly qualified human resources manager.</i></p> <p><i>MPV-P4 Able to provide arguments when explaining or discussing complex or systematic aspects of human resources management with both specialists and non-specialists.</i></p> <p><i>MPV-K5 Able to independently formulate and critically analyse complex professional and scientific problems, perform analysis through application of theory and methods, make and substantiate decisions in human resources and, if necessary, perform additional analysis.</i></p> <p><i>MPV-K6 Able to integrate knowledge of various fields, provide input for the development of new knowledge and research and professional methods, to demonstrate understanding and ethical responsibility for the potential environmental and social impact of scientific results or professional performance.</i></p> <p><i>MPV-K7 Able to independently organise own professional development and specialisation, to take responsibility for the results of the work performed by the organisation's staff or team, analyse it and make improvements, introduce innovations in human resources management.</i></p>
Final examination upon the completion of the study programme	<i>Master Thesis</i>

Study programme forms

Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Human Resource Management</i>
Qualification to be obtained (in english)	<i>Organisation Executive</i>

Places of implementation

Place name	City	Address
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RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048
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Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor's degree (professional or academic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Human Resource Management</i>
Qualification to be obtained (in english)	<i>Organisation Executive</i>

Places of implementation

Place name	City	Address
RISEBA University of Applied Sciences	RĪGA	MEŽA IELA 3, KURZEMES RAJONS, RĪGA, LV-1048

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

Study programme "Human Resource Management" parameters

Name of the study programme	Human Resource Management
Name of the study programme in English	Human Resource Management
Code of the study programme according to the Latvian classification of education	47345
Type and level of the study programme	<i>Professional master's programme</i>
Qualification to be acquired (EQF/NQF)	<i>European Qualifications Framework (EQF) and Latvian Qualifications Framework (LQF) Level 7</i>
Code of the profession in the Classification of Occupations	2423 03
Scope of the study programme (CP, ECTS)	<i>60 CP (90 ECTC) or 80 CP (120 ECTC)</i>
Implementation form, type, duration (indicate months, if not in full years), and language	
full-time studies	<i>1 year and 6 months Latvian or 2 years</i>
full-time studies	-
full-time studies (distance learning)	-
part-time studies	-
part-time studies	-
part-time studies (distance learning)	-
Implementation place	<i>RISEBA, Meža Street 3, Riga</i>
Study Programme Director	<i>Iveta Ludviga, Dr.sc.administr.</i>

Admission requirements	<i>Bachelor's degree (professional or academic)</i>
Degree or professional qualification, or degree and professional qualification to be awarded	<i>professional Master's degree in Human Resource Management, Organisation Executive qualification</i>
Aim of the study programme	to develop students' in-depth knowledge of economic and human resource management matters, ensure practical application of theoretical insights, prepare educated and qualified human resource managers for practical, innovative and research work in public and private organisations in Latvia or overseas.
Tasks of the study programme	<ol style="list-style-type: none"> 1. To educate students, ensuring the attainment of the Level 5 professional qualification "Human Resource Manager", as well as bolstering their competitiveness in changing socio-economic conditions and in the international job market; 2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Latvian educational classification.

Academic results to be achieved

MPV-Z1 Able to demonstrate in-depth knowledge and understanding of the functions of human resources management in line with the theoretical and practical approach of human resources management and the latest findings.

MPV-Z2 Able to demonstrate sufficient knowledge for creative problem-solving, critical analysis and research, including in the context of human resources interaction with other management areas and in complicated and unpredictable circumstances.

MPV-P3 Able to independently apply theory, methods and problem-solving skills to perform the professional duties of a highly qualified organisation and human resources manager.

MPV-P4 Able to provide arguments when explaining or discussing complex or systematic aspects of human resources management with both specialists and non-specialists.

MPV-K5 Able to independently formulate and critically analyse complex professional and scientific problems, perform analysis through application of theory and methods, make and substantiate decisions in organisations and human resources and, if necessary, perform additional analysis.

MPV-K6 Able to integrate knowledge of various fields, provide input for the development of new knowledge and research and professional methods, to demonstrate understanding and ethical responsibility for the potential environmental and social impact of scientific results or professional performance.

MPV-K7 Able to independently organise own professional development and specialisation, to take responsibility for the results of the work performed by the organisation's staff or team, analyse it and make improvements, introduce innovations in human resources management.

Final examination to be taken at the end of the study programme

Master's thesis

Depending on admission requirements, the duration of studies and study programme workload in the programme "Human Resource Management" varies between Version 1 and Version 2.

Version 1

Workload in credit points	60
Study duration in years	1 year 6 months
Degree and/or qualification to be obtained	Master's degree in Human Resource Management and professional qualification: Organisation Executive
Admission requirements	professional Bachelor's education with a study duration of at least 4 years Level 5 professional qualification in management, entrepreneurship, economics, finances or a similar field and/or professional experience in human resource management

Version 2

Workload in credit points	80
Study duration in years	2 years
Degree and/or qualification to be obtained	Master's degree in Human Resource Management and professional qualification: Organisation Executive
Admission requirements	academic Bachelor's degree

Based on the changes in the qualification structure of the business, finance, accounting and administration (wholesale and retail trade, commercial sciences) sector and the Latvian Qualifications Framework Level 7 approved at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 18 September 2019 (Minutes No. 6), the professional qualification to be awarded in the master's study programme "Human Resource Management" is changed to "organization executive".

The following changes have been made in the "Human Resource Management" programme during the reporting period.

In Part A (the 22 CP workload remains unchanged) of the programme, the workload in credit points of three courses has been changed:

1. "Human Resource Management Functions I" from 1 to 2 CP;
2. "Human Resource Management Functions II" from 3.5 to 3 CP;
3. "Occupational Health and Safety" from 2 to 1.5 CP.

The name, workload in credit points and course contents of two study courses have been changed, adapting them to current trends in human resource management:

1. "Human Resource Strategic Planning" 4 CP to "Human Resource Strategy and Policy" 3 CP.
2. "Research Methods" 2 CP to "Human Resource Analytics" 3 CP.

In Part B of the programme (the 12 CP workload remains unchanged) two study courses have been

changed:

1. The study course "Trade Unions and Employers" 1 CP has been removed from the programme;
2. The workload in credit points of "Coaching, Mentoring and Supervision" has been changed from 1 CP to 2 CP.

The name and contents of Internships for the 2-year (80 CP) programme have been changed:

1. The internship "Human Resource Record Keeping" (6 CP) has been removed from the programme and replaced by the internship "Human Resource Management Functions" (6 CP);
2. The internship "Human Resource Management Functions" (20 CP) has been removed from the programme and replaced by the internship "Human Resource Consultation Projects" (20 CP).

Theses changes were made for the following reasons:

- in order to adapt the study programme to current trends in human resource management (e.g. through the addition of the human resource analytics and human resource policy issues);
- in order to adapt the study programme to the requirements of the market and employers (e.g. contents of the long internship for the 80CP group has been changed, placing greater emphasis on strategic human resource management);
- based on students' feedback and recommendations regarding the programme (e.g. to increase the CP amount for the course Coaching, Mentoring and Supervision).

The changes made give the programme added appeal in the eyes of potential students and make it more competitive, as well as improving the prospects of students and alumni in the job market.

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

During the 2018/2019 academic year, the Master's study programme "Human Resource Management" was implemented in *Latvian* only. The source from which studies are funded is *100% private funding*; in the programme, *there are no students from abroad*. Since 2014, only full-time studies students have been admitted to the study programme.

Students in the programme "Human Resource Management"

During the 2018/2019 academic years, 25 students were admitted to the Master's study programme "Human Resource Management" of whom 15 were students with a professional Bachelor's education in the 60 CP or 1.5 year programme and 10 were students with an academic Bachelor's education or without experience in human resource management in the 80 CP or 2 year programme. The number of students admitted compared with the 2017/2018 academic year has increased by 20%, and by 8% compared with 2016/2017.

During the 2018/2019 academic year, 19 students studied in the sophomore course, of whom 14 were students with a professional Bachelor's education in the 60 CP or 1.5 year programme and 5

were students with an academic Bachelor's education or without experience in human resource management in the 80 CP or 2 year programme.

Accordingly, the total number of students in the programme during the 2018/2019 academic year was 59. 15 students were on academic break, most of whom were on maternity or paternity leave.

From 2012 onwards, it has also been possible to obtain the RISEBA human resource manager's qualification in English in the Master's programme "International Business" with the specialization "Human Resource Manager", where the students are mostly from abroad. The number of students in Master's programme "International Business" with a specialization in human resource management is shown in this programme's report.

The main reasons for the fluctuations in the number of students are related to the price of programme – in the event of an increase in price of the programme, the number of first year students usually falls (e.g. in 2017), but subsequently returns to the previous level.

Demand for human resource managers in the Latvian market remains relatively high, because a growing number of organisations understand that employees and their successful management are one of the most important elements to ensure the successful attainment of business goals, regardless of whether you are working in workforce of 20, 200 or 2,000 people (Dienas Bizness, 2019) and thus set human resource management apart as a separate function and hire a human resource manager.

Statistical data regarding students over a 6 year period are enclosed in the annex in transparent form.

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.

Upon graduating from the professional Master's study programme "Human Resource Management", a student obtains a Master's degree in human resource management and the professional qualification "Organisation Executive". The study programme's objective is to develop students' in-depth knowledge of economic and human resource management matters, ensure practical application of theoretical insights, and prepare educated and qualified organisation executives with indepth knowledge in human resource management for practical, innovative and research work in public and private organisations in Latvia or overseas.

The Master's professional study programme "Human Resource Management" is geared to fundamental management skills working with human resources such as inter-personnel communication skills and organisational skills. The results to be attained in the study programme "Human Resource Management" conform to the standard requirements for organisation executive. The knowledge, skills and competences to be attained in the study programme apply to the Level 5 professional qualification level (5.PQL) and conform to Level 7 (7.LQL) of the Latvian Qualifications Framework, which is stipulated in the human resource manager's standard.

The development of human resource and management skills and competences included in the study programme are directly applicable to the following enhancement of the competences of a organisation executive: the ability to develop an organisation's human resource management

strategy, policy and goals within a dynamic economy in conformity with the organisation's goals; to analyse, assess and upgrade an organisation's human resource system; to plan and forecast an organisation's human resources, to provide an organisation with the necessary human resources; to develop and adapt job remuneration systems in accordance with an organisation's professional specifics, to encourage employee engagement, to develop and maintain a human resource management system within an organisation, organise and manage the work of an organisation's human resource structural unit; to keep track and oversee that the requirements of laws and regulations regulating legal labour relations are complied with in the organisation; to nurture positive image as an employer, consult the organisation's management and employees in legal labour relations matters.

Therefore, the admission requirements for the study programme "Human Resource Management" are as follows – a previously attained professional Bachelor's or academic Bachelor's education in the subject fields of management, economics and administration, or a previously attained professional Bachelor's or academic Bachelor's education in the subject fields of law or engineering, or an equivalent education, as well as in another field. At the time of admission, the candidate's professional experience in the realm of human resource management will be taken into account and the duration of studies set accordingly – 1.5 or 2 years. Candidates with a previously attained Bachelor's degree in another realm of science (e.g. philology) are offered the opportunity to attain their missing fundamental knowledge in the realm of management by taking an Introductory module via distance learning.

Accordingly, the attainable degree, professional qualification, programme objectives, tasks and anticipated results of the study programme "Human Resource Management", as well as admission terms and conditions are mutually connected and based on the occupational standard for human resource management.

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 Master's study programme "Human Resource Management" is devised and independently upgraded in collaboration with the Latvian Association for People Management (LAPM), thus ensuring that the programme corresponds to job market trends and requirements, and the required contacts are formed for providing internship places and attracting visiting faculty. The cooperation agreement between LAPM and RISEBA provides the opportunity to devise current applied study and Master's thesis subjects, and take various measures to improve and develop the study programme. In 2015, the long-standing cooperation agreement with the Latvian Association for People Management (LAPM) was augmented and renewed.

Every year, the study course contents of the programme “Human Resource Management” are updated in accordance with industry and job market requirements, also using the information that is available in the publication of international professional human resource management associations such as SHRM (Society of Human resource Management) and CIPD (Chartered Institute of Personnel Development).

The following can be mentioned as an example of the compatibility of the programme’s contents to industry and job market trends. As professional human resource management association smartHR has observed, during the past 20 years human resource management tasks have rapidly developed, also changing the skills required for the performance of this task ([see here](#)). In turn, according to a study conducted by ERDA in the summer of 2019, just 8.6% of Latvia’s human resource department managers are also board members, which means that currently there is limited understanding of the connection between business and human resource strategy and the opportunities it confers. The strategy is not restricted to human resource and salary planning, one of the most important strategic functions of human resource management is setting appropriate goals in all areas related to human resource management. Contemporary human resource management must be based on data - studies, metrics and estimates ([see here](#)). Similar trends are also mentioned in the 2018 Deloitte Global Human Capital Trends report. Based on these trends, in 2018 the title of the study course “Human Resource Strategy and Policy” was changed and its contents were upgraded, and the study course “Human Resource Analytics and Research Methodology” was increased by 1 CP and augmented with aspects of human analytics. In addition, the contents of several other study courses were also upgraded.

Collaboration with the university’s international partners under the auspices of the EHRM (European Human Resource Management Programme) project provides the opportunity to exchange information on an annual basis about current trends with both practitioners and academics in a European context. For example, under the auspices of the project, a practical human resource management industry conference “HR Day” is held every year in Belgium, which is attended by the programme’s faculty members and students, who are taking part in the EHRM internship project.

Compatibility with the latest academic requirements is ensured by the lecturers’ participation with talks at international academic conferences (examples are referred to in Section 4 of the report) and publication of studies academic journals, as well as their involvement in academic associations (e.g. the Academy of Management, Human Resource Management division). For example, in August 2019 at the Academy of Management’s annual international conference in Boston, the programmes lecturers I. Ludviga and A. Kalviņa presented a study, the “European Human Resource Management Programme: Experience as the Source of Learning and Development” which is based on experience and international cooperation.

Every year, studies in the human resource management field are discussed, planned and conducted in collaboration with the LAPM and study subjects related to globally relevant fields of human resource management are jointly chosen. The programme’s students are also involved in the performance of academic theses and studies conducted under the auspices of Master’s theses are presented at academic and industry professional conferences. Examples of studies, which have been developed in the context of Master’s theses prepared by the programme’s students in collaboration with the LAPM and presented at the annual human resource management practitioners’ conference “HR Personnel”, worth mentioning are:

- Anete Kočkina’s study “Organisation Design: Are We Ready for the Future?” in 2017;
- programme alumnus Anna Šteinerte’s study “Different Generations’ Expectations and Reality in the Job Market” in 2018.

In order to ensure that the awarding of Master’s theses is based on accomplishments and insights

in the human resource management field and branch of science, every year the recommended human resource management Master's theses studies are updated in conformity with the information and experience provided by the aforementioned professional associations and cooperation partners.

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 RISEBA professional Master's study programme "Human Resource Management" for obtaining a professional Master's degree in Human Resource Management and the qualification of a organisation executive conforms to LR Cabinet Regulations No.512 of 26 August 2014 – "Regulations Regarding a Level Two Professional Higher Education State Standard" (see Annex 3 to Part 2) and its study courses and their contents are devised in a single entity.

Selection of Master's programme "Human Resource Management" study courses, study course contents and workload, as well as the contents of internships are devised in accordance with the occupational standard for an organisation executive.

The objective of the relevant study course is formulated in the descriptions of study courses and the specific attainable results of the relevant study course are shown, specifying knowledge, competences and skills. Each study course description also specifies the programme's expected results, which apply to the specific study course (see study course descriptions). Information (the contents thereof) included in study courses stems from the study course's objectives and attainable results, which are defined based on the study programme's attainable results.

The connection between study courses and the programme's expected results is clearly visible in the study programme mapping (Annex 2 to Part 2). Each study course ensures the attainment of 2 to 4 of the programme's attainable results. Each of the programme's attainable results conforms to at least 1 study course, but on average they are 2 or more courses. Internships and the Master's thesis encompass attainment of all study programme attainable results.

The attainable results in the study courses of the programme "Human Resource Management" correspond to the body of knowledge required for the performance basic professional work tasks stipulated in the organisation executive occupational standard. The study course workload in credit points is sufficient and the study courses included in the programme will allow students to acquire the necessary professional, as well as general knowledge and competences required for the performance of basic professional work tasks.

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.

All the study courses included in the study programme are implemented in accordance with study course descriptions in the relevant course assessment system is specified, in accordance with RISEBA'S uniform assessment system. The assessment system used at RISEBA was devised in accordance with LR Cabinet Regulations No.512 of 26 August 2014 "Regulations regarding the Level Two Professional Higher Education State Standard", in accordance with the following principles:

- transparent assessment principle - in accordance with the set programme objectives and tasks, as well as the aims and tasks of the study courses, the university has stipulated a set of requirements for the attainment of study results. The set of requirements is specified in each study course description.
- mandatory assessment - at least a minimum pass grade should be received for each study course, that is for mastering all the programme's contents respectively. A student can only defend the Master Thesis after he or she has mastered all the programme's contents.
- possible assessment review principle - the university stipulates the procedure for reviewing the attained assessment. Clause 3.6 of the RISEBA Study by-law approved by the Senate stipulates that - if the student wants to improve his final grade, he must agree on a time with the relevant faculty member and programme director, and receive a certain form of order from the relevant study programme administrator in accordance with the Uniform Paid Service Price List.
- the principle of diversity of types of test is used in the assessment process - various types of tests are used to assess mastery of the programme. During their respective study courses, lecturers regularly test the knowledge of students by means of the types of tests specified in the course programmes or description (tests, homework, essays, presentations, independent projects, group work, etc.). The requirements depend on the specificities of the study course and its organisational process. At RISEBA, exams are both oral and written. After completion of a course, the final grade serves as an assessment of student's performance during the entire course, including participation and activity during classes, results of tests and independent projects, as well as the final exam. A course is considered completed, if all requirements of the programme are met before the end of the examination period, except cases when the examination deadline has been extended.

RISEBA study and knowledge assessment methods are objective and are applied consistently. The scope of each test corresponds with the content of the programme of the relevant study course and the requirements for skills and knowledge stipulated in the Occupational Standard.

At RISEBA, these outcomes are graded against two indicators:

- qualitative assessment - grade on a 10 point system;
- Quantitative: number of credit points depending on the scope and importance of a study course.

The number of required credit points is indicated in the study plan. To determine if the student's workload is in line with the plan, a quantitative evaluation in credit points is conducted every semester and every academic year - 1 credit point equals 40 academic hours.

Various study methods are used in the study programme, including lectures, practical activities, seminars, discussions, masterclasses, skill development exercises, excursions, open lectures given by experienced professionals and guest lectures by foreign and domestic specialists, etc.

Implementation of the study process is based on **student-centric education principles**. For example:

- The diversity of students' requirements is met during the study process by devising various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods. They all receive the university's support in improving their skills in this realm.
- Study courses are completed through a process of collaboration between students and faculty members, where various teaching methods are used corresponding to the situation:
 - monologue - lectures and demonstrations;
 - dialogue - constructive conversations, discussions, simulation games and creative methods ("Brainstorm", "Thinking Caps", "Power of a Leadership", "Lego Serious Play" etc.);
 - research methods - literature studies, teaching excursions, seminars, projects, situation analysis, problem assignments, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods.
- Various forms of work are employed - group work, individual work and independent work.
- In the mutual relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.
- Studies are based on the student's independence, at the same time providing the lecturer's leadership and support - each study course's description specifies students' independent workload and the contents, as well as its assessment methods.
- Each study course's assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, and are discussed during the first class. Study course descriptions also include an explanation of assessments. Students receive a feedback loop and an explanation of the assessment, and, if necessary, advice on how to improve their work.
- The diversity of students is taken into account and, in individual cases, circumstantial comprises are made to help students such as the extension of deadlines for submission of work and consultations.
- Assessment should be consistent, fair, and applicable for all students. It should be carried out according to the approved procedures.
- Assessment of attained study results is conducted by the faculty member, student (via self-assessment) and other students (mutual assessment). If the study course is taught by several faculty members, then the examination work will be assessed by several educators. Assessment of internships and Master's theses is conducted by several examiners.
- If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing students' appeals. The dispute resolution process is led by the Quality Department Head, engaging the assistance of the programme director and department head and, if necessary - the study department head or Vice Rector for Studies.

Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meeting, Methodological Council meetings, in addition to which methodological seminars, excursions and various classes are organised for faculty members.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of

the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The programme provides for **one or two internships**, depending on prior education and job experience in human resource management:

- students in the 80 CP programme are provided with an internship worth 6 CP in “Human Resource Management Functions” and worth 20 CP in “Human Resource Consultation Projects”
- students in the 60 CP programme are provided with only one internship worth 6 CP in “Human Resource Consultation Projects”

The internship’s objectives and tasks are specified in the internship rules, which students are introduced at the commencement of their studies. Internship tasks are related to the study programme’s expected results (see Programme map) and ensure their attainment. During the internship, students use knowledge and skills that have acquired during the academic year in a professional environment.

The internship “Human Resource Management Functions” is intended for students who have minimal or no job experience in human resource management. Under the auspices of this internship, students are introduced to all human resource management functions and their implementation within the internship company, analyse them and, based on the theoretical base acquired during their studies, prepare recommendations for improvement of the implementation of this function, if improvements are required.

The internship “Human Resource Consultation Projects” is intended for students with practical experience in human resource management. The content of this internship has been revised using the “Master in European Human Resource Management” (EHRM) as an example of best practice. Under the auspices of the internship, students resolve a problem related to human resource management in the internship company and conduct research. As a result of the internship, practitioners develop a human resource management process or human resource policy document.

In conformity with the rules regarding the implementation of the internship, trilateral agreements are concluded between RISEBA, the student and the organisation providing the internship. At the conclusion of the internship, students prepare an internship report, which includes an internship diary which is signed by the internship manager on behalf of the organisation. Students defend their internship before a commission and it is assessed by a representative of the organisation and at least two faculty members.

Students in the Master's study programme “Human Resource Management” are offered support in finding an internship place by the university, and in collaboration with the Latvian Association of People Management (LAPM), as well as in collaboration with the programme’s alumni.

Internship and job offers can be found on the RISEBA University homepage, which are regularly updated in collaboration with employers. Students in the programme “Human Resource Management” also have access to job and internship offers that are published on the [Latvian Association of People Management’s homepage](#), and on the homepage of the [professional association smarth](#).

RISEBA University students are also provided with support for the commencement and

further development of their careers, facilitation of their employment and resolution of career planning issues. For example, before studying job advertisements, students are invited to take a training course "Start Strong: How to Start and Develop Your Career". The course was devised to foster youth employment and, thanks to the support of the US Embassy and RISEBA University, it has also been available on the internet since 23 September 2015. Anyone interested is invited to undergo this training free of charge and without registration.

Students are offered [career choice tests](#) and advice on how to compile a CV and motivation letter.

To support the development of students' careers, RISEBA has created a multi-year cycle of events "[RISEBA Career Days](#)". Under the auspices of Career Days, students are provided with the opportunity to address employers about possibilities to work at the companies they represent, guest lectures, masterclasses, seminars and the RISEBA Career Day are organised, encouraging closer cooperation between company representatives, industry professionals, experts and students.

"Human Resource Management" students also have access to international internships under the auspices of the ERASMUS+ programme. During the 2018/2019 academic year, for the fifth time students had the chance to participate in the international internship "Master in European Human Resource Management" (EHRM), which is organised in collaboration with Radboud University Nijmegen, Vlerick Leuven Gent Management School, Luiss Business School, E.M.LYON, the University of Bramben, as well as corporate partners in all the countries involved. This programme has been implemented for the past 27 years. During the 2018/2019 academic year, RISEBA organised the project for the fourth time and it is planned that in 2019/2020 the project will also be organised by RISEBA.

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 Master's studies, a **Master's thesis** should be prepared and defended. During the study internship, but no later than by the start of the 1st semester (60 CP programme) or the start of the 2nd semester (80 CP programme) of their second academic year, students must choose the subject for their Master's thesis. A list of Master's thesis subjects is devised, in accordance with the programme's attainable goals and results, as well as the profile of faculty members' competences. The development and layout of the Master's thesis is regulated by the "Study Paper Preparation Rules".

Students may attempt to pass final examinations, if:

- They have completed the study courses included in the programme;
- internship reports have been assessed;
- course work has been assessed;
- All financial liabilities under the study contract have been met.

In conformity with the programme's requirements, the subjects of students' final theses must be related to human resource management. Every year, a State Examination Commission assesses the compatibility of subjects to the programme and subjects are deemed to be compliant.

The relevance of subjects to the industry, including in the job market, is also testified to by the fact that studies conducted by second year students are already presented at the professional

conference "HR Personnel", which takes place in October and convenes a large number of industry professionals.

The grades of the final theses of the programme's students usually range from 7 (good) to 9 (outstanding). The composition of the State Examination Commission traditionally includes representatives from organisations (corporate world or public sector) and the Latvian Association for People Management (LAPM), who also noted the high quality of Master's theses in 2019 and their correspondence to the latest developments within the industry.

Table 2.1.

Examples of Master's theses defended in June of the 2018/2019 academic year

No.	Name, surname	Master's thesis subject	Grade
1.	Beļavska Ieva	Personality Traits related to Emotional Intelligence in Employees with Symptoms of Vegetative Nervous System Dystonia in Personnel Recruitment	8 (very good)
2.	Bērziņa Liene	Professional Deformation and Burnout at Work of the Medical Personnel of SIA Medicīnas sabiedrība "ARS"	8 (very good)
3.	Bērziņa Vineta	Requirements of Generations Z and Y in Attracting Personnel for the Latvian Job Market	8 (very good)
4.	Borisova Rūta	Use of Technology for Modernisation of Personnel Attraction and Recruitment Processes in the Latvian Job Market	9 (excellent)
5.	Burceva Rita	Supervision as a Developmental and Support Instrument for Teachers' Career Consultants	7 (good)
6.	Čakare Madara	Improvement of the Adaptation Process of SIA "X" Construction Department Employees	8 (very good)
7.	Degune Ilze	User of the JIRA System in Teamwork Flow Organisation and in Employee Evaluation at RIX Data Centre	7 (good)
8.	Dimze Sindija	Factors Influencing the Turnover of Employees at Semarah Hotels	8 (very good)
9.	Gudele Ilze	Differences in Involvement and Engagement between Production and Office Generation X and Y Personnel during the Changes at SIA Lofbergs Baltic	9 (excellent)
10.	Liepiņa Monta	Health Promotion and Health Communication at Latvian Car Dealer Businesses: Introduction and Assessment of Best Practice at SIA Autobrava	10 (outstanding)
11.	Locika Zane	Improvement of Competence-Based Human Resource Training at Company X	9 (excellent)
12.	Medne Marta	Analysis of the Employee Attract and Retention System at SIA "TIETO" and Development of Proposals	8 (very good)

A complex approach is used in the evaluation of the master's thesis. The evaluation of the developed master's thesis takes place in the Final Examination Commission, where the master's student defends the master's thesis. The master's thesis is reviewed and evaluated with a mark before the defence. The members of the commission shall take into account the following criteria: 1) Formulation of the aim and objectives of the work; 2) Scope and depth of literature analysis, ability to use references; 3) Research methodology and quality; 4) Quality of data analysis; 5) Application of concepts, models and theories; 6) Conclusions and recommendations; 7) Compliance of the formatting of the work with the methodological instructions; 8) Originality of the Thesis. The overall evaluation of the master's thesis is formed by summarizing (calculating average) the marks posted by each member of the commission and voting on it. The Chair of the Commission shall

have the casting vote in disputes. Graduation work (Master thesis) grades usually range from 7 (good) to 9 (excellent).

The composition of the State Examination Commission traditionally includes representatives of organizations (corporate environment or public sector) and the Latvian Association for People Management (LAPM) who also emphasized the high quality of master's theses in 2019 and their correspondence to the latest industry trends.

After the defence of the master's theses, the quality and topicality of the thesis is discussed. The members of the commission evaluate the relevance of the topics to the industry and actuality in the labour market, as well as suggest how the master's theses could be improved. These recommendations have been taken into account when compiling the list of master's thesis topics and supervisors for the next year and integrated into the study course "Human Resource Analytics and Research Method".

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.

During the course of the study process, students were regularly surveyed on the contents of their studies and faculty members. Surveys are conducted at the conclusion of each study course. The respondents are all the students studying in the programme. During the 2018/2019 academic year, 16 study courses were assessed according to 11 criteria on a 5-point scale, where 1 is I completely disagree, and 5 is I completely agree. Overall, the assessment can be considered to be positive both in terms of study content, and in particular in relation to the assessment of faculty members – the overall average assessment was 4.4 (see Figure 2.1).

As one can see in the image, study courses are rated quite highly. In particular, students appreciate the fact that during classes they are free to ask questions and take part in discussions. Lectures usually start and end on time. Moreover, students are always informed about course, contents, requirements and assessment criteria.

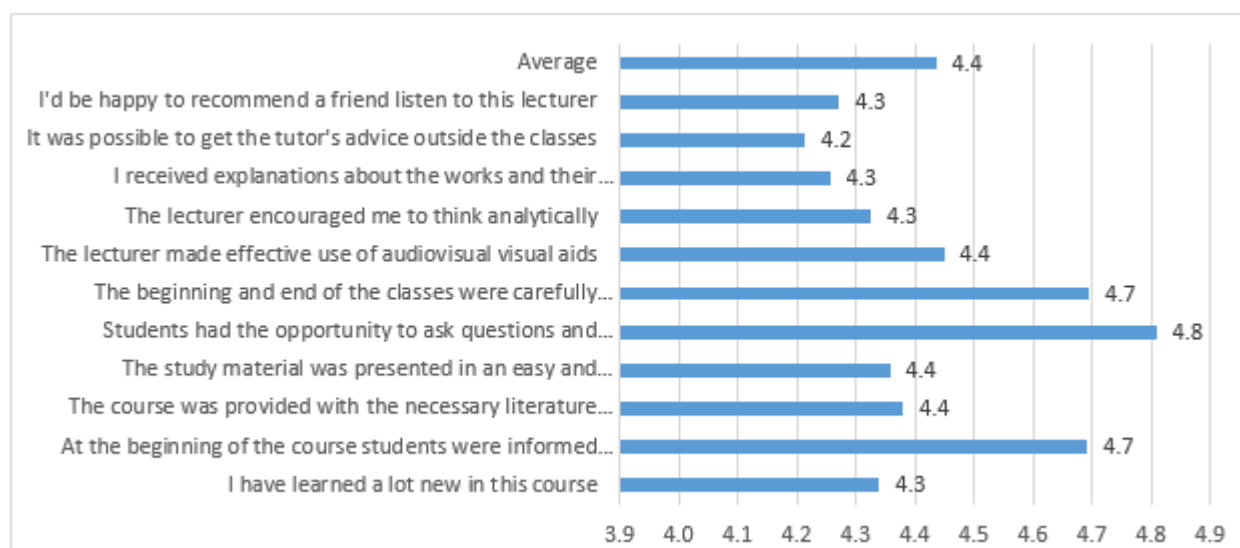


Figure 2.1. Study programme "Human Resource Management" study course assessment during the 2018/2019 academic year

Surveys of students also include open questions, where students make recommendations for improving the study course. For example, based on the opinion of students that the study course “Coaching, Mentoring and Supervision” is too short, its workload was increased from 1 to 1.5 and subsequently to 2 CP. Based on students’ written comments, the workload of the study course “Research Methodology” was changed from 2 to 3 CP, and the study course “Trade Unions and Employers” was removed from the programme, retaining individual subjects covered therein and moving them to other courses, while the CP scope for “Human Resource Management Functions” courses were increased from 4.5 to 5 CP.

A survey of alumni was conducted with the goal of assessing the study programme according to 15 criteria on a 4 point scale, where 1 is I completely disagree, and 4 is I completely agree. The survey’s respondents were programme alumni, who have graduated from the programme during the past 3 years - 38%, 4 to 10 years ago - 39% and over 10 years ago - 23%. Overall, the assessment can be considered to be positive both in terms of study content, and in particular in relation to the assessment of attitudes towards students (see Figure 2.2).

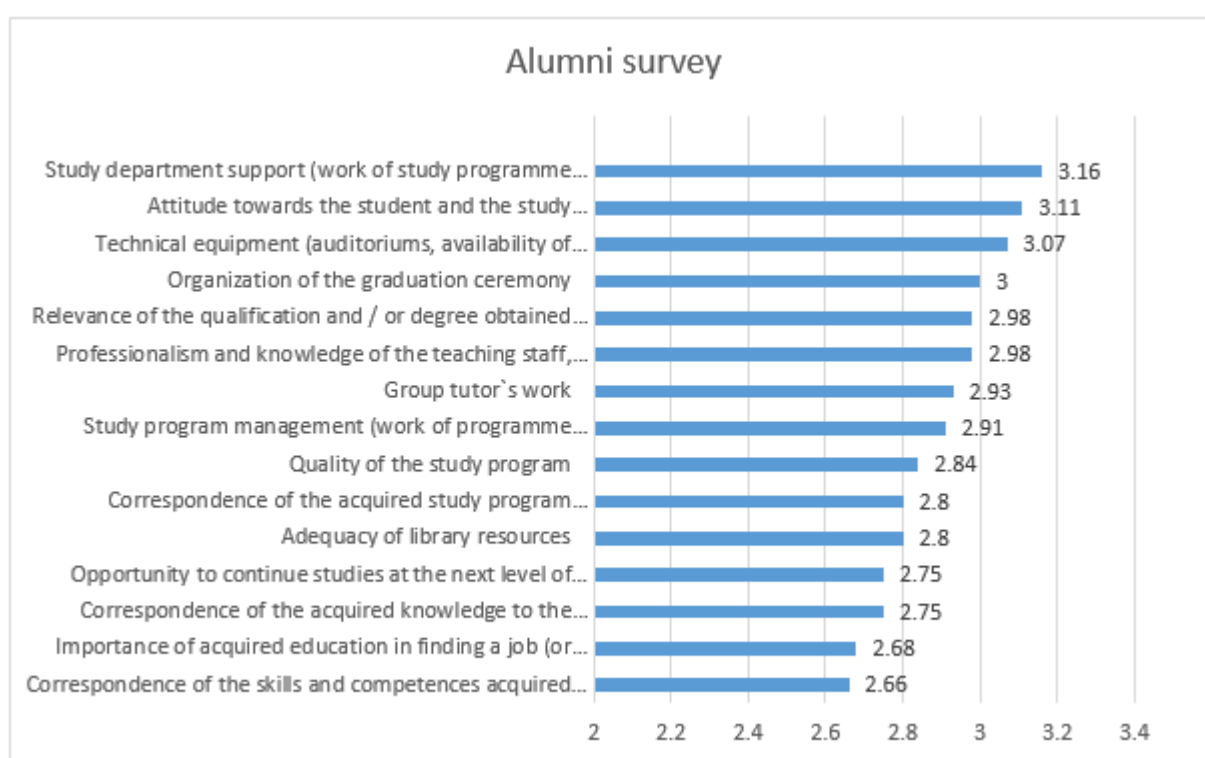


Figure 2.2. Study programme "Human Resource Management" alumni survey results

Collating the results of the survey, one can conclude that 85% of respondents (programme alumni) would recommend this study programme to friends, relatives and acquaintances. 70% stated that they would like to collaborate with the university in future and the main forms of cooperation include continuing studies, offering internship opportunities to students and sharing their experience conducting guest lectures or seminars.

RISEBA conducts *employers' surveys* regularly - at least once in three years. The latest wide-scale employers survey was carried out in 2017 as part of research project entitled “Management and Leadership Development Needs in Dynamically Changing Societies” organised by CEEMAN.

The aim of this research project was to gain an insight into what knowledge, skills and attitudes are required for the employees in order to succeed in the new job environment. The research took place in nine countries and was based on a survey of 852 managers and leaders from 158 companies.

RISEBA was project representative from Latvia and surveyed employers from 34 companies. Representatives of the following companies participated: PricewaterhouseCoopers SIA; WorkingDay Latvia; Circle K Business Centre; AS "Latvenergo"; SIA "Rietumu banka"; Air Baltic; Accenture; Maxima; AS SEB Banka; SIA "MERITI"; VAS "Latvijas autoceļu uzturētājs"; SIA, EVOLUTION LATVIA; Sabiedrības integrācijas centrs and others.

Employers stated that for them the most important criteria regarding the selection of education programmes are perceived quality of the programme content; reputation of the provider of the education and general awareness of the needs for learning output offered by the programme. As the most commonly used training areas the companies listed people skills; project management; customer service; communication and leadership. Moreover, the results revealed what are the skills employers are looking for when evaluating the job applicants – see figure below.

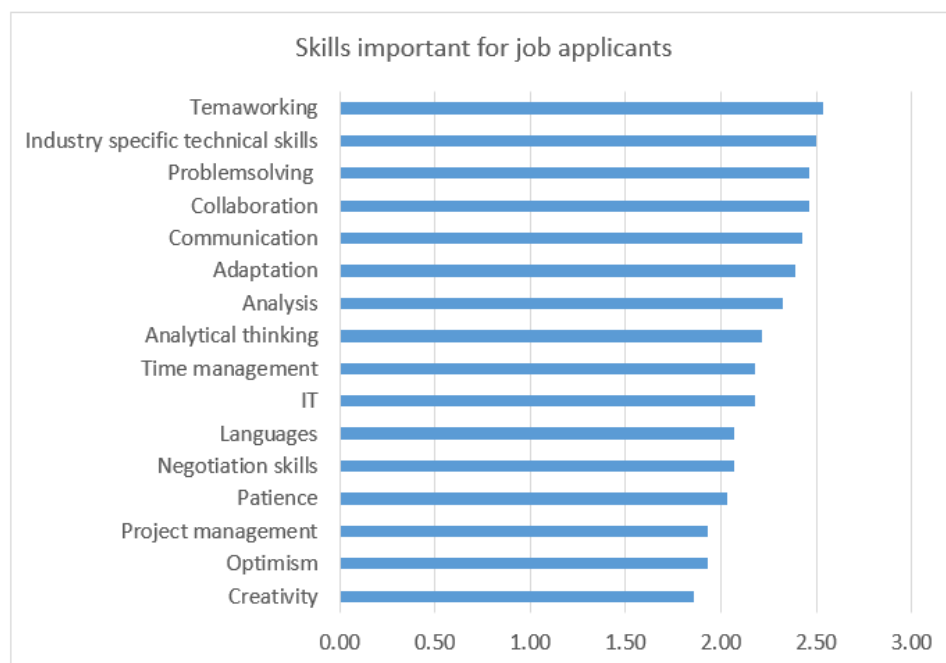


Figure 2.3. Skills

important for job applicants

Another survey of employers was conducted in the autumn of 2019, and the aim of this survey was 1) to determine which skills and competencies of higher education graduates are important for companies when hiring employees, and 2) to find out employees' opinions on activities that RISEBA should take to increase graduates' employment opportunities.

The survey was sent to about 12,000 employers. The survey was completed by 190 employers. The respondents were from companies of different sizes: large - 34%; on average - 18%; small - 20% and micro - 28%, providing a diverse perspective of employers. In addition, respondents also covered a wide range of branches from tourism, entertainment, sales, education, banking, law, construction, IT, marketing and even government and public administration. 47% of respondents employed from 1 to 6 RISEBA graduates, but the rest either did not have such information or their company did not have RISEBA graduates.

Employers were asked to assess the importance of the skills and competences of higher education graduates in their company when recruiting staff. Skills and competences such as transversal skills, emotional intelligence, adaptive thinking, collaborative and collaborative skills were given the most importance.

Employers were invited to choose the activities that RISEBA should implement in order to increase the prospects of graduates in the labour market. The activities that were recognized as the most

important were internships abroad - 53%, cooperation with international partners - 52%, learning foreign languages - 50%, attracting foreign professors and guest lecturers - 44%, as well as short studies abroad - 43% and establishment of joint programs - 35%. Other internationalization activities and elements that were highly valued by employers were: semesters abroad, intercultural training and curriculum internationalization.

In addition to the surveys described above, the faculty of the program constantly cooperates with employers to understand how modern organizations are being transformed, what management skills are most important in the current situation and what competencies a modern manager should have in order to be in demand in the Latvian labour market. For example, the programme director, together with representatives of the Latvian Personnel Management Association, participated in a working group dedicated to the implementation of personnel analytics in Latvian organizations. As a result of this cooperation, the methodological material of the topic "People Analysts" was developed and integrated into the study course "Human Resource Analytics".

Examples of using the results of employer surveys to improve the quality of studies include:

- Expanded cooperation with companies and organizations; seminars with business representatives and guest lectures with business representatives have been organized (for example, "Informal Insight" series); companies are also involved in offering master's research topics.
- Teaching focuses more on interactive forms of study, including the wider use of case study methods, including problem-solving tasks.
- Other aspects of the study process have also been improved.

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.

Students and alumni of the RISEBA University programme "Human Resource Management" are offered several opportunities to study or undertake internships abroad. More extensive study opportunities are offered under the auspices of the Erasmus+ programme, but the university also has several double degree cooperation agreements, under the auspices of which students obtain two diplomas. Internships can also undergone under the auspices of the Erasmus+ programme, receiving a grant accordingly. Such internship opportunities are also offered to students who have recently graduated from RISEBA University.

RISEBA has concluded mutual cooperation agreements under the auspices of the Erasmus+ lifelong learning programme with over 130 partner universities in Erasmus+ programme countries and partner countries. Students are entitled to choose the universities they are interested in, depending on the study programme. In order for mobility to be accepted and for study courses taken at the partner university to be recognised, they must conform to the study programme in terms of their content. The Erasmus+ period will only be academically recognised if all the necessary documents are submitted to the RISEBA Erasmus+ coordinator and the information specified therein tallies.

Outgoing mobility activity on the part of students in the Master's study programme "Human Resource Management" is very low, which is due to the fact that practically all students have jobs and cannot spend a semester outside the country. During the 2018/2019 academic year, the opportunity to spend a semester at a partner university was taken up by one student (Natalja

Manfelde, partner university: Nottingham Trent University, UK).

Incoming mobility in the programme is not implemented, because the programme is conducted in Latvian. Incoming ERASMUS+ and double diploma students study in the "International Business" programme with the qualification Human Resource Manager.

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

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

The study programme "Human Resource Management" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base, the assessment of which can be found in Part II, Section 3, Sub-sections 3.1-3.3.

Study, research and information base

Study course materials for the study programme "Human Resource Management" are provided via the E-RISEBA platform, where each course's lecturer posts the materials required for the study course. Each study course's methodological teaching materials, presentations, research papers and other materials required for the study course are available on E-RISEBA.

The RISEBA Library provides the university's students and employees with the literature required for the study process, [access to information search system and databases](#).

In addition to the resources provided by RISEBA (a detailed description of which can be found in the Direction report), students in the study programme "Human Resource Management" are encouraged to use resources offered by professional organisations in the study process and for Master's thesis research, e.g. [SHRM](#), [CIPD](#), [LPVA](#), [smarHR](#).

Financial base

Tuition fees are the main source of financing with which to fund the study process in the study programme "Human Resource Management". The amount of tuition fees and payment procedure for each academic year are decided and approved by the RISEBA Senate. (see the amount of tuition fees in Table 3.1).

Table 3.1.

Tuition fee amount during the 2018/2019 academic year according to study form (EUR)

Study form	Tuition fee amount for the programme in Latvian
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Full-time evening department for people with a basic professional education (1.5 years)	EUR 3600
Full-time evening department for people with a basic academic education (2 years)	EUR 4800

RISEBA offers the following tuition fee payment options:

- for the entire programme;
- for the whole academic year;
- for one semester;
- for a month, in accordance with the payment schedule specified in the agreement, precisely complying with payment deadlines and payable sums.

Tuition fees may be covered from the following funding sources:

- a student's personal funds;
- the personal funds of a student's parents or other relatives;
- financing from the student's employer;
- a study credit with a guarantee made on behalf of the State;
- commercial loan;
-

The percentage breakdown by cost item for the study programme "Human Resource Management" is shown in Table 3.2.

Table 3.2.

"Human Resource Management" programme cost breakdown

No.	Cost item	MHRM
1	Faculty salaries (incl. taxes)	30.3%
2	Remuneration for freelance faculty	8.3%
3	Premises rental (incl. repairs and management)	2.4%
4	Utility charges	4.1%
5	Business trips, qualification top-up	3.5%
6	Depreciation of fixed and intangible assets	25.9%
7	Low value and rapidly depreciable inventory	1.1%
8	Copying expenditures for the study process	0.4%
9	Internet services	1.6%
10	Computer hardware maintenance	0.4%
11	Student internship costs	2.9%

12	Research costs	1.6%
13	Accreditation costs	2.4%
14	Academic process costs	1.5%
15	Student Council expenditures	8.8%
16	Repair costs	0.5%
17	Conference and seminar costs	1.3%
18	Other costs related to the academic process	3.1%

Judged overall, the technical and material, study and scientific resources available to students correspond to the conditions for the implementation of the study programme and make it possible to attain study results.

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

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

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

During the reporting period, only two changes have occurred in the composition of the faculty members in the study programme "Human Resource Management":

- During the 2018/2019 academic year, one change occurred – with the hiring for the study course "Human Resource Strategy and Policy" of Dr.sc.administr. Anita Gaile, who replaced a lecturer with an MBA degree. Accordingly, the number of lecturers with a doctoral degree has increased – it now stands at 57% (previously 50%).
- During the reporting period, there has been a change in the faculty member teaching the study course "Open Innovation and Creativity in Professional Work", as a result of the termination of her employment relations with RISEBA by Dr. paed. Gundega Lapiņa, as a result of which the study course is now taught by Dr.psych. Lūcija Rutka.

Judged overall, the changes have had a positive impact on the composition of faculty members, because there has been an increase in the proportion of PhD holders in the programme. Students' feedback on the study course "Human Resource Strategy and Policy" has significantly improved

compared to the previous study year - on a five-point scale, the average score of the course according to 11 criteria is 4.8 (the previous assessment was 4.6). The students have assessed the lecturer as 'very knowledgeable', 'practical approach and good examples from the business environment'. Thus, it can be concluded that changes in the composition of lecturers have a positive effect on the quality of studies.

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

The programme's study courses are taught with the involvement of 14 lecturers, including 3 professors, 2 associate professors and 2 assistant professors. 57% of lecturers (8 in total) hold doctoral degrees.

In turn, the business community is represented by 7 lecturers. All faculty members possess knowledge and professional experience related the field of human resource management.

Table 4.1.

Academic personnel employed giving lectures in the programme "Human Resource Management" in 2018/2019

	Lecturer	Academic degree	Main job	Study course
1	Agita Kalviņa	Mg.phil.	Latvian School of Public Administration; Director	Human Resource Management Functions I; Human Resource Management Information Systems; Change Management and Leadership
2	Sandra Pallo-Enika	Mg.paed.	SIA "Komerzizglītības centrs"	Human Resource Management Functions II
3	Maija Zakriževska-Belogrudova	Dr.psych.	RISEBA Professor	Social and Communication Psychology
4	Gundega Dambe	Mg.soc.	Latvian Red Cross, Head of Human Resources	Human Resource Record Keeping

5	Henrijs Kaļķis	Dr.sc.administr.	RSU, Associate Professor	Occupational Health and Safety
6	Lūcija Rutka	Dr.psych.	RISEBA Professor	Open Innovation and Creativity in Professional Work
7	Iveta Cīrule	Dr.sc.administr.	SIA "BIORGANIC" Board Member	Open Innovation and Creativity in Professional Work
8	Liene Vancāne	Mg.hrm.; Mg.jur.	Latvenergo, Human Resource Manager	Labour Law
9	Solveiga Blumberga	Dr.psych.	RISEBA, Associate Professor	Management Psychology, Ethics and Social Responsibility; Business Psychology
10	Raina Vīra	Dr.paed.	RISEBA, lecturer	Quality Management
11	Agris Olmanis	Mg.soc.	"Agra Olmaņa projektu biroja" SIA Board Member	Project Management
12	Anita Gaile	Dr.sc.administr.	SIA "INTU" Board Member; RISEBA lecturer	Human Resource Strategy and Policy
13	Iveta Ludviga	Dr.sc.administr.	RISEBA, Professor	Human Resource Analytics and Research Methodology
14	Betija Putniņa	Mg.sc.soc.	SIA "Dia Logs", Partner	Coaching, Mentoring and Supervision

Additional lecturers from RISEBA, other universities and the business community are recruited to oversee internships and Master's theses.

Accordingly, the academic personnel involved in the programme "Human Resource Management" forms a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge. The lecturers involved in the programme carry out scientific research and apply the obtained experience and results in the education of students. RISEBA ensures the professional growth of its employees and stimulates them with competitive remuneration in Latvia. The qualification of the teaching staff involved in the study programme corresponds to the requirements of the study programme implementation.

The language skills of the lecturers employed by the programme meet the official language knowledge requirements passed by the Cabinet of Ministers on July 7, 2008 as Regulation No. 733 entitled *Regulations Regarding the Extent of the Knowledge of the Official Language, the*

Procedures for Examining the Proficiency in the Official Language for the Pursuit of Professional and Occupational Duties, for the Acquisition of the Permanent Residence Permit and of the Permanent European Union Resident Status and the State Fee for Examining the Proficiency in the Official Language. Latvian is native language for practically all faculty members of the programme “Human resource Management”.

Qualifications of the academic staff, recruited in the program, meet the program implementation requirements and relevant regulatory enactments, which ensures the achievement of the expected learning outcomes, study program aims and study course objectives.

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 academic personnel in the study programme “Human Resource Management” is involved in scientific research, which is confirmed by their participation in academic conferences and publications, as well as participation in international projects.

As an example, one can mention the following research papers that were published during the 2018/2019 academic year:

1. Gaile, A., Baumanė-Vitolina, I., Sumilo, E., Skiltere, D. and Flores, R. (2019), Values and career behaviours of entrepreneurs and employees, *International Journal of Entrepreneurial Behavior & Research*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJEBR-06-2019-0369>
2. Ergle D., Ludviga I., (2018) Use of gamification in human resource management: impact on engagement and satisfaction, *Proceedings from 10th International Scientific Conference*

"Business and Management 2018" Vilnius, LITHUANIA, pp.409-417

3. Sennikova I., Ludviga I., Dubinska E., (2018) Management and Leadership Development Needs: The Case of Latvia, in Business and Society Making Management Education: Relevant for the 21st Century, ed. Purg D., Bracek-Lalic A., Pope J., pp.87-114. (indexed in SCOPUS)
4. Ludviga I., (2019) Organisational Design, Internal Collaboration and Performance: an Empirical Assessment in Latvia, Proceedings of the International Scientific Conference "SOCIETY. INTEGRATION. EDUCATION", Volume VI, May 24th -25th, 2019. 351-364
5. Zakrizevska, M. Vira, R.. (2018). Loyalty to the Profession Depending on Seniority for Customer Service Consultants in the Bank. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Vol. 18, p. 625-632, DOI: 10.5593/sgemsocial2018/1.5/S05.093, ISBN 978-619-7408-65-2, ISSN 2367-5659 EBSCO database
6. Zakrizevska, M.; Kronberga, S. (2018). Opportunities to Promote an Awareness of Supervision and Coaching in Latvia. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Vol. 18, p. 747-754, DOI: 10.5593/sgemsocial2018/1.5/S05.093, ISBN 978-619-7408-65-2, ISSN 2367-5659 EBSCO database
7. Veide M., Rutka L., Kreituss I. (2019) People's with special needs understanding of the quality of life and the meaning of learning.// INTED2019 Proceedings.- Valencia: IATED Academy, pp.4549-4556.
ISBN 9788409086191; ISSN 2340-1079. Indexed in Web of Science, EBSCO databases.
8. Vira R. (2018) "Education of business leaders and society on environmental issues", XIX International Multidisciplinary Scientific GeoConference, SGEM 2019
9. Vira R. (2018) "Environmental education of young managers", XIX International Multidisciplinary Scientific GeoConference, SGEM 2019
10. Vira R. (2018) "Gamification in the context of organizational talent management", 5th International Multidisciplinary Scientific Conference SOCIAL SCIENCES & ARTS, SGEM 2018
11. Vira R., Kviese E. (2018) "Employees' engagement relation to work stress in "Alfa" ltd", 5th International Multidisciplinary Scientific Conference SOCIAL SCIENCES & ARTS, SGEM 2018
12. Blumberga S., Belavska A. (2019) Technologies. Improvement of Customer Service Specialist Training During Merger of Commercial Banks (Spain, Palma, Mallorca), The11th International Conference - EDU LEARN19 International Conference of Education and New Learning, ISSN 2340-1117 (2794.-2799.lpp.). Conference paper collection. Submitted for indexing to - Web of Science.
13. Blumberga, S. Mangule R. (2019) Workplace Stress Among Personnel of Publishing Company, Coping and Working Ability. (REEP). (Jelgava, Latvia). ISSN 1691-5887. (pages 11. - 20). Collection of conference articles. Submitted for indexing to - Web of Science.
14. Blumberga S., Sakovica A. (2018) Improvement of Personnel recruitment System for High Stress Working Environment. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (pages 523-530). Submitted for indexing to - Web of Science.
15. Blumberga S., Luka - Indane A. (2018) Opportunities for Improvement of Socialisation and On-boarding of New Employees in a Company. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN 2367-5659 (pages 729-737). Submitted for indexing to - Web of Science.
16. Blumberga S., Reboka A. (2018) Role of personnel management marketing in recruitment in a web-based personnel recruitment company. Conference paper collection. Bulgaria. SGEM Social Sciences and Arts. ISSN2367-5659(pages 833-840). Submitted for indexing to - Web of Science.

The programme's lectures are highly active in participating in international academic conferences.

As examples of participation in international academic conferences, one can mention the following academic presentations given by the programme's faculty members during the 2018/2019 academic year:

- Gaile A.: 2019 INEKA (Innovation, Entrepreneurship, Knowledge Academy) Verona, 2019, presentation, presentation subject "Values and career behaviours of entrepreneurs and employees", June 11-13, 2019, Verona, Italy. The research got the award as one of the best studies presented in conference.
- Ludviga I.: Workplace Expectations versus reality: Are Millennials so Different?", report at the 26th EBES Conference, Prague, Czech Republic, 24-26 October 2018
- Ludviga I.: "Empirical Evidence Against Generational theory", presentation at the 12th annual international academic Baltic business management conference ASBBMC 2019 "Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level", which took place from 21-23 February 2019 in Riga
- Ludviga I.: What Drives Value of Automated Performance Management Systems: Empirical Assessment", report at the international academic conference "Eastern Academy of Management International 2019", which took place from 18-20 June 2019 at Dubrovnik, Croatia
- Kalviņa A.: Participation in the panel discussion at the Academy of Management Annual Meeting in Boston, USA from 9-13 August 2019, subject: "European Human Resource Management Programme: Experience as the source of learning and development".
- Rutka L.: 13th annual International Technology, Education and Development Conference (INTED2019), IATED, Valencia (Spain): "People's with special needs understanding of the quality of life and the meaning of learning".
- Blumberga S.: 2019. – Athens, Greece, 17-19.07. NORDSCI 2019 Conference on Social Sciences. Presentation subject – Remote Work – Advantages and Disadvantages on the Example in IT Organization.
- Blumberga S.: 2019. Spain, Palma, Mallorca, 1-3.07. Participation in the – 11th International Conference - EDULEARN19 International Conference of Education and New Learning Technologies. Presentation subject: Improvement of Customer Service Specialist Training During Merger of Commercial Banks.
- Blumberga S.: 2019. Riga, Latvia, 21.-22.02. Participation in the International Conference - the 12th Annual Scientific Baltic Business Management Conference - Foreseeing Challenges and Opportunities for Organizations at the Macro and Micro Level. Presentation subject: Corporate Social Responsibility of Business Entities and Their Motivation for Charity Via a Portal of a Charity Organization.
- Blumberga S.: 2018. – Helsinki, Finland, 17. – 19.07. NORDSCI Conference on Social Science. Presentation subject - Work Values of Y and Z Generations and Their Adaptation in New Workplaces in the Services Sector in Latvia.

The following international scientific projects were implemented in a field corresponding to the contents of the study programme with the involvement of the programme's faculty members and students:

- Project "ENJOY GENERATION Z! – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z"; Grant agreement No. 2018-1-PL01-KA204-050761
- CEEMAN study "Management and Leadership Development Needs in Dynamically Changing Societies"

Currently, a project that has been launched and implemented is the NAWA (Polish National Agency for Academic Exchange) project "IAP 4 GenZ – The International Academic Partnership for

Generation Z”, whose objective is to evaluate the needs of Generation Z in the job market and to prepare a motivation model. This project is being implemented in collaboration with Instituto Politecnico Do Porto (Portugal), WSB University in Toruń and University of Warmia and Mazury in Olsztyn (Poland) and Masaryk University (Czech Republic). Programme students were recruited to implement the project by conducting studies in the context of their Master’s thesis.

Research projects are implemented in collaboration with the LAPM, which the programme’s students are also involved in. For example:

- at the practical human resource management conference “HR Personnel”, which took place in October 2018 in Latvia, a study was presented, which was drawn up in collaboration with the programme’s student Anna Šteinerte “Different Generations’ Expectations and Reality in the Latvian Job Market”;
- In turn, a study conducted by Anete Kočkina “Organisation Design – Are We Ready for the Future?” was presented in October 2017.

Study programme lecturers regularly enhance their qualifications by participating in international seminars and training, and use the acquired knowledge to improve study courses. For example:

- In 2019, Maija Zakriževska-Belogrudova participated in the international ANSE-organised summer university “Bridging: Connecting Worlds through Supervision and Coaching” in Italy. The acquired knowledge is used in teaching the study course “Social and Communication Psychology”;
- In 2018, Solveiga Blumberga participated in the teaching seminar “Emotional Intelligence: Identify, Harness and Manage Emotions” in Barcelona, Spain. The acquired knowledge is used in teaching the study course “Management Psychology, Ethics and Social Responsibility”;
- In 2018, Maija Zakriževska-Belogrudova took part in the international ANSE (Association of National Organisations for Supervision in Europe) Network conference “Teaching Supervision & Coaching” in Germany. The acquired knowledge is used in teaching the study course “Management Psychology, Ethics and Social Responsibility”;
- In 2017, the programme’s lecturer Iveta Ludviga attended the seminar “PLS-SEM Using SmartPLS 3” at the Northern Institute of Technology, Hamburg, Germany. The acquired knowledge is used in teaching the study course “Human Resource Analytics and Research Methodology”;
- In 2017, Lūcija Rutka attended the seminar “EdTech – Seminar on Digital Technologies in Teaching and Learning”, which was organised by the international CEEMAN association in Slovenia. The acquired knowledge is used in teaching the study course “Open Innovation and Creativity in Professional Work”;
- In 2015, Agita Kalviņa visited LUIS Business School (Italy), where she participated in devising the event and teaching plan for the project “Master Programme in European Human Resource Management” for 2015, which was implemented in collaboration with partner universities. The project is implemented every year as an international internship “European Human Resource Management” (EHRM);
- In 2014/2015, Henrijs Kalkis did an internship at Penn State University in the United States, where he received a certificate “Human Factors Engineering and Ergonomics”. The acquired knowledge is used in teaching the study course “Work Environment and Ergonomics”;
- In 2014, Solveiga Blumberga took part in training organised by IMTA (International Management Teachers Academy) in Slovenia, in order to learn teaching methodology related to the subjects of Leadership, Change Management, Business and Society. The acquired knowledge is used in teaching the study course “Management Psychology, Ethics and Social Responsibility”.

During the 2018/2019 academic year, programme lecturer Anita Gaile defended her doctoral thesis on the subject “Interaction of an Individual’s Career Conduct and Individual Values and their Impact on a Subjectively Successful Career”. The results of the study were presented at international academic conferences and are used in teaching the study course “Human Resource Strategy and Policy”.

Based on the aforementioned information, one can conclude that the academic personnel in the programme "Human Resource Management" are highly qualified and enhance their knowledge independently and apply it in the study process. Accordingly, the study course contents are regularly updated and correspond to the latest trends in the field of human resource management, as well as in the science related to it.

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).

Lecturers in the programme “Human Resource Management” collaborate in producing and improving the study course’s contents and in ensuring its mutual connection through their involvement in the work of the Programme Board or individually. For example, all faculty members are involved reformulating the programme’s expected results and in mapping the programme. The Programme Board is responsible for ensuring the quality of the programme. It meets regularly, at least once a semester, and discusses current trends in human resource management, the programme’s contents and students’ assessments of study courses, internship contents and the development of the programme. Professional industry representatives from the LAPM and elsewhere are involved in the Programme Board.

Faculty members, who represent the business community, accommodate students for internships, propose subjects for Master’s thesis studies, as well as engage in reviewing Master’s theses and participate in Master’s thesis defence commissions.

In the process of implementing the programme, close collaboration between faculty members occurs, which is also manifested in the following Business Department activities:

- Discussion of final thesis results and quality of reviews at departmental meetings twice a year, at which assessment criteria and ways in which to improve the quality of final theses are also discussed.
- Mutual attendance of classes, and subsequent discussion of strengths and weaknesses.
- Reports on academic trips at monthly departmental meetings, where faculty members share their latest experience in research, project work, in their professional field and application of a psychological teaching approach in work with students.
- A joint visit to methodological seminars once a month or 8 hours of training one day a semester, which takes place interactively, where faculty members share their experience and discuss the latest academic and professional trends, as well as psychological teaching approaches and methods for improving the study process. For example, 2018/2019 at the university was announced as the Digitalization Year, where faculty members took part in seminars about digitalization trends in Latvia and globally, discussed the possibilities for introducing the latest accomplishment to the study process; an 8 hour methodological

seminar “Qualitative and Quantitative Research Methods in Students’ Theses” took place on 02.11.2018; etc.

- Collaboration in projects, where the experience obtained by faculty members is used in the study process. For example, the RISEBA University and State Education Quality Service project “Support in Reducing Premature Suspension of Studies” (since 2018), under the auspices of which the experience acquired by RISEBA faculty members of forming an appropriate teaching environment and boosting an educator’s competence is used in the study process.
- Joint teaching excursions, where faculty members and students are introduced to the latest developments in the industry, which are used in analysis of practical cases in classes in the auditorium. Usually, several faculty members participate in such excursions.
- At least once a year, faculty members participate in a joint educational excursion, where they get to know one another better, and positive emotions and mutual cooperation are nurtured. In May 2019, an excursion to Georgia took place, where faculty members and academic personnel visited Tbilisi University and historic sites.

The ratio of students to faculty members under the auspices of the study programme at the time of the submission of self-assessment report is 59/14 or one faculty member per 4.2 students.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1_Statistika par studējošiem_MPV_EN.docx	1_Statistika par studējošiem_MPV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	2_pielikums_MPV(2.5)_EN_lab.docx	2_pielikums_MPV_IzglStand_LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3_pielikums_MPV_Compliance to professional satndart_EN.docx	3_pielikums_MPV_Profes.stand_LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4_pielikums_MPV_mapping_EN.docx	4_pielikums_MPV_Kartējums_LV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5_pielikums_MPV_Plan_EN.docx	5_pielikums_MPV_Plāns_LV.docx
Descriptions of the study courses/ modules	6_kursu apraksti_EN.zip	6_pielikums_Kursa paraksti_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	7_pielikums_MPV_Diploma_EN.doc	7_pielikums_MPV_Diploma_paraugs_LV.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	8_Apliecinājums par izglītības ieguvu citā studiju programmā_MPV_EN.pdf	8_Apliecinājums par izglītības ieguvu citā programmā_MPV.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	9_Garantija par zaudējumu kompensāciju_MPV_EN.pdf	9_Garantija par zaudējumu kompensāciju_MPV.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	10_pielikums_MPV_studiju_Ligumi_LV_ENG_OV_lab.doc	10_pielikums_Stud_ligums_PV80KP_LV.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		