APPLICATION

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

Study field	*Management, Administration and Management of Real Property*
Title of the higher education institution	*Rēzeknes Tehnoloģiju akadēmija*
Registration code	*3146001444*
Legal address	*ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601*
Phone number	*28325368*
E-mail	*rta@rta.lv*

Self-evaluation report

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

Rēzekne Academy of Technologies

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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:

RTA was founded in 1993 under the name of Rezekne Higher Education Institution with the aim to develop culture, education and science in Latgale region and throughout Latvia. In 2016, Rēzekne Higher Education Institution changed its name to Rezekne Academy of Technologies, respecting its academic and scientific capacity development indexes, implementing the goal defined by its Constitution - to provide students with academic and professional higher education that is competitive in the European education space and complies with the level of scientific development and Latvian cultural traditions, by developing regional studies and research.

RTA vision in line with RTA operating and development strategy 2016-2023 (RTA Strategy) is to become an internationally competitive Academy of Technologies in the space of European higher education and science integrated with engineering, social sciences and humanities with motivated and creative students that are demanded in the labour market and an open, dynamic academic and scientific environment for sustainable development of the community.

RTA mission is to contribute to the transformation and growth of society and economy through education, research, science and innovation providing new products and technologies in the scientific fields and interdisciplinary fields represented by RTA both nationally and internationally.

The long-term goal set in the RTA Strategy is to strengthen RTA strategic role in Latgale region, in the system of Latvian and European higher education and scientific institutions, positioning itself as an academy of technologies focusing on the development, acquisition, research, popularization and application of multidisciplinary technological solutions.

In the academic year 2019/2020 RTA study process is implemented in 3 faculties, 14 study directions and 49 study programmes (see Table 1.1.) at all study levels - from first level professional higher education to doctoral study programmes.

Table 1.1.

Study directions implemented at RTA

Faculty of Engineering (FE)	Faculty of Economics and Management (FEM)	Faculty of Education, Languages and Design (FELD)

- "Architecture and Construction"
- "Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Management and Computer Science"
- "Mechanics and Metalworking, Heat Power Industry, Heat Engineering and Mechanical Engineering"
- "Production and processing"

· "Management, Administration and Real Estate Management"
· "Internal Security and Civil Defence"
· "Law"
· "Economics"
· "Information and Communication Sciences"

· "Social Welfare"
· "Arts"
· Education, Pedagogy and Sport"
· "Translation"
· "Language and Culture Studies, Native Language Studies and Language Programmes"

RTA study and research infrastructure are located in Rezekne at Atbrivosanas aleja 115. Some study programmes are implemented at RTA branches in Madona and Livani, which were established at the request of Madona and Livani municipality in order to support the preparation of qualitative workforce in accordance with regional development strategies. Since 2017 study programmes are not implemented in Madona, but Livani branch is implementing first level professional higher education study programme "Mechanical Engineering", which is in line with Livani county development strategy and is aimed at training and employment of specialists in local enterprises.

In 2015 RTA founded Eastern Latvia High School of Technologies, where the general secondary education programme is implemented in STEM fields in order to promote the purposeful and systematic preparation of students for studies in science, technology, engineering and mathematics.

Number of students at RTA from 2013 to 2019 show some degree of persistence (see Table 1.2.)

Table 1.2

The dynamics of the number of students at RTA 2014-2019

Study year	2014	2015	2016	2017	2018	2019	2020
Number of students	1851	1807	1876	1881	1753	1632	1650

According to the statistics data 2019 of the Ministry of Education and Science, RTA is the 6th largest higher education institution among 16 state universities and the 11th largest among 29 state and private education institutions.

RTA operates in accordance with the RTA strategy, strategy, which defines its main strategic objectives:

O1. To ensure purposeful, coherent and successive implementation of STEM and resource-intensive study direction geared towards the development, acquisition and application of innovative technologies in Latgale region by preparing specialists necessary for Latgale, Latvia and European economic growth, promoting the involvement of young specialists in science and research.

O2. To offer science-based, interdisciplinary study programmes focused on the acquisition, application and development of innovative technologies, attractive and modern study and research environment, preparing competitive professionals for regional, national and international job markets and enhancing study quality.

O3. To implement the principle of unity of pedagogical and research work, to develop the scientific research capacity of RTA academic staff, ensuring technological excellence and transfer for the development of business environment and national economy.

O4. To create a modern and sustainable RTA infrastructure complex and modern equipment particularly developing STEM and resource-intensive directions for fundamental and applied research, excellent study environment and innovation support.

O5. To develop the attractiveness of the region by involving academic staff and students of RTA in the social, cultural and economic life of Latgale, sustainable use of resources, preservation and circulation of the region's cultural and historical values.

Each objective has tasks and main short-term (until 2019) and long-term (until 2023) outcomes.

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.

In accordance with the RTA Constitution, RTA is an autonomous educational and scientific institution with self-governing rights. Its autonomy is expressed in the right to freely choose the types and forms of implementation of tasks set by RTA founder that are in compliance with the Law on Higher Education Institutions, as well as in responsibility for the quality of education provided by RTA, purposeful and rational use of financial and material resources, observance of the principles of democracy and the laws regulating the activities of higher education institutions.

RTA has the right to draft and adopt RTA Constitution, to form RTA staff, independently determine the content and forms of study programmes, student enrolment regulations, basic directions of scientific research work, RTA organizational and management structure, pay wage rates not lower than those set by the Cabinet of Ministers and to do other activities that do not contradict the principles and tasks set by the RTA founder and the Law on Higher Education Institutions. See the RTA management structure in Annex 2.

The main RTA institutions involved in the decision-making process are the Constitutional Assembly, the Senate, the Student Council, the Study Council, the Science Council, the Faculty Council, the Study and Direction Council. See Table 1.2.1 for their composition and description of their powers.

Table1.2.1.tabula. **Main RTA bodies involved in RTA decision-making process**

RTA decision-making bodies	Structure of the institution	Power of the institution

Constitutional Assembly	39 representatives of academic staff, 9 general staff and 12 students.	Adopts and amends the regulations of the RTA Constitutional Assembly and accordingly adopts and amends the RTA Constitution, elects RTA Senate, approves or amends RTA Senate regulations, revokes RTA Senate members, elects and dismisses RTA Rector, hears RTA Rector's report, elects RTA Academic Arbitration court, approves its regulations, as well as considers other issues of RTA in accordance with the regulations of RTA Constitutional Assembly.
Senate	19 representatives of academic staff members, 1 general staff member and 5 students	Approves the rules and regulations governing all areas of RTA.
Student Council	21 student representatives - 7 from each faculty.	Represents RTA students' interests in the study, science and culture issues participates in the work of RTA institutions (Constitutional Assembly, Senate, Academic Arbitration Court, Faculty Council, Scholarship Commission, Credit Granting Commission, Study Program Self-Evaluation Preparation Working Group), develops and implements projects related to students' interests.
Study Council	Vice-Rector for Studies and Science, Head of the Study Department, Deans, one Head of the Faculty, Deputy Rector for Cooperation and Development, Head of the Lifelong Learning Centre, Head of the Academic Direction of the Student Council	Analyses the study system and determines its improvement and development directions. Evaluates academic and professional study programmes and controls their content and quality. Analyses study budget projects and their implementation. Researches and introduces Latvian and foreign experience in the field of higher education.

Science council	RTA Rector, Vice-Rector for Studies and Science, Deans of Faculties, Heads of Institutes, Project Coordinator, Head of Science Department and Head of Library, Academic Director of the Student Council	By assessing the scientific potential of RTA, the material and financial resources to be used for research, the interests of the research community and individual scientists, it identifies the main directions of research and, through the opportunities available to RTA, facilitates the involvement of scientific and academic staff.
Faculty Council	The Dean of the Faculty, the professors and associate professors elected by the Faculty and RTA, the heads of study directions of the respective faculty, the student representatives, whose proportion in the Council shall not be less than 20% of the composition of this Council.	Defines the basic directions and principles of the development of studies, scientific activities and material and technical base in the faculty. Develops the faculty development concept and controls its implementation. Elects the Dean and heads of the structural units of the faculty. Approves study plans. Approves changes to the content of the study programme if they do not exceed 20% of the content of accredited study programme. Approves and controls the financial estimates of the faculty. Evaluates and directs study field self-evaluation reports, licensing / accreditation materials for approval to the Study Council. Decides on the organizational issues of the faculty scientific and academic conferences. Approves the proposals of the study directions regarding the composition of state and final examination commissions and time of these examinations.
Study Direction Council (SDC)	Directors of the study programmes and modules	SDC plans, coordinates and promotes scientific activities, the development of SD studies and scientific infrastructure, the activities of SDC in the study, research and other projects for the development of the study direction. SDC decides on the main issues of SD study, methodological, scientific and organizational activities, development of study programmes/modules, making significant changes in the study programmes, organization of internships, methodological and organizational provision and management of study research, regular, final and state examinations, planning, preparation and publishing of scientific literature, ensuring self-assessment of SV, co-operation with employers, Latvian and foreign institutions in the field of studies and research, promotion of SD and study programmes in society.

List of RTA laws and regulations, see Annex 1.

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.

RTA quality management system is maintained based on the priorities in higher education set forth in the European Higher Education Standards and Guidelines for Quality Assurance and the Higher Education Act. Quality processes at RTA are monitored by a quality management system specialist who is responsible for analysing, developing, implementing and maintaining the RTA quality management system.

RTA's Quality Management System (QMS) has been developed in line with the Excellence model taking into account the Standards and Guidelines for the Quality Assurance in Higher Education Area elaborated by the European Foundation for Quality Management (EFQM) and ISO9000: 2015 standard recommendations. RTA quality policy is aimed at RTA mission, sustainable development and achievement of strategic goals by providing high-quality study process and scientific work that meets standards and regulatory requirements. RTA has approved QMS implementation plan till 2020, which is available on the RTA website. RTA has developed and implemented all procedures related to study quality management, supervision and improvement. Since 2005 there is a **study quality management system** (available on RTA website) in RTA that covers all major areas of study work: compliance of study process with RTA development strategy, academic staff, study program, study process, infrastructure, financing, etc. quality aspects.

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
		RTA Quality Manual RTA study quality management system

2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		Regulations on academic and professional studies and study programmes at RTA, Annual self-evaluation system of RTA study directions and study programmes Expert councils of RTA study fields have been established
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
		There has been developed study quality system based on learning outcomes, Regulations on study course exams and tests, Regulations on state and final examinations. Available on RTA website, in RTA Student Manual
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		RTA human resource development plan, academic personnel development guidelines, regulations on RTA lecturer procedure for evaluation of academic staff quality, professional development programme in higher education didactics or innovation in higher
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
		Student surveys, Annual study program self-evaluation reports, RTA annual reports
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
		Annual study direction self-evaluation reports, RTA study direction expert councils

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

1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The study programmes corresponding to the study direction **Management, Administration and Real Estate Management** (hereinafter – Study direction) have been implemented at RTA since 1993. The creation of the programmes was determined by the goal defined in the strategy of the Rēzekne Higher Education Institution (now RTA) to develop culture, science and education in the Latgale region and Latvia in general.

The location of higher education institutions (HEIs) in the regions with the aim to promote regional development since the middle of the 20th century has been recognised as an important regional policy tool in central Europe and the world, with special emphasis on the positive impact of HEIs on demographic, economic, infrastructural, cultural, educational and social, and other processes.[1] Recent EC reports and strategic documents also emphasise the important role of HEIs as regional development and innovation centres,[2] which is especially important on the Latvian scale in promoting the development of the national economy of Latgale region. In accordance with OECD data[3] Latgale is the region that demonstrates the lowest economic stability in Latvia. Data from the Central Statistical Bureau of Latvia also show that Latgale region falls significantly behind other regions of Latvia in terms of GDP per capita.[4]

In such circumstances, it is especially important to train such high-level specialists in marketing and business administration who can become leaders in the field of tourism, marketing, commercial management, actively participate in business development, and create new jobs. The **special significance and, to a certain extent, uniqueness of the programmes** corresponding to the RTA study direction is substantiated by the Klein and Woodell scheme,[5] which evaluates the impact of HEIs on regional development according to three criteria: human capital (*talent*) development, research and innovation achievements and established cooperation networks in a specific area.

In accordance with AIC data,[6] study programmes corresponding to this study direction are implemented in Latvia by at least 26 higher education institutions, 20 of which are located in or near Rīga, 6 are located in the regions (RTA and DU in Latgale, ViA in Vidzeme, LiepU and VeA in Kurzeme, and LLU in Zemgale). Of 132 study programmes corresponding to the study direction, 36 are implemented in the regions: 6 in Latgale region, 5 in Vidzeme region, 11 in Kurzeme region, and 7 in Zemgale region. In Latgale region, two management science programmes are implemented by DU, and 7 are implemented by RTA. In the academic year 2018/2019, RTA designed and the Ministry of Education and Science (MES) coordinated a study programme development consolidation plan, which resulted in the optimisation of three Bachelor's and two Master's programmes at RTA, creating the system of study programmes corresponding to the study direction presented in Figure 1.1.1. RTA programmes are designed to ensure the continuity of studies, to certify a locally grounded and globally competent education system in an international education environment, to provide an opportunity to choose academic and professional studies.
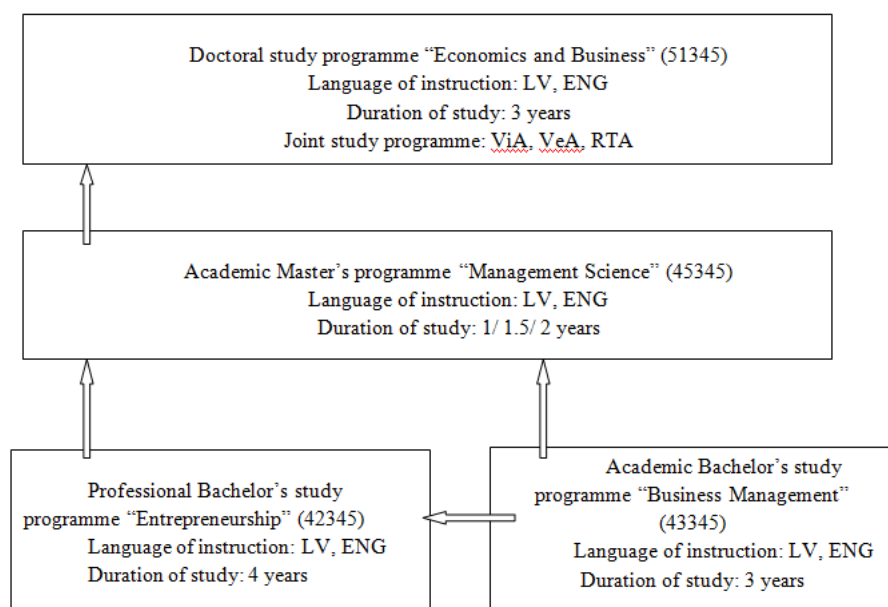
Figure 1.1.1. The system of study programmes corresponding to the study direction at RTA.

All the programmes implemented at RTA can be acquired both in Latvian and English. The Doctoral study programme "Economics and Business" has been created in consortium with ViA and VeA; whereas the academic Bachelor's study programme "Business Management" is implemented through active cooperation with Utena University *(Utenos kolegija)* in Lithuania.

When designing study programmes, they were compared with other study programmes corresponding to their EQF level in Latvia and abroad. **Foreign higher education institutions have been selected for comparison according to two criteria**: firstly, countries that demonstrate high development of national economy; secondly, countries with which cooperation currently exists or is planned to be intensified in the future.

After evaluating the most important economic indicators (GDP, economic growth, innovation potential, etc.), higher education institutions in Great Britain (University of Portsmouth[1], Oxford Brookes University[2]; University of Strathclyde, Glasgow[3], Cambridge College[4]), Estonia (University of Tartu[5]) and Austria (School of Entrepreneurship[6]). were selected for comparison with the **academic Bachelor's study programme "Business Management"**. When designing the programme, several study programme creation principles at foreign higher education institutions were taken into account. Firstly, RTA Bachelor's programme, similar to the majority of the programmes evaluated, contains modules: Management, Entrepreneurship and Innovation, Marketing, Accounting and Finance, Economics and Law, Social and Communication Skills, Scientific Methods. Secondly, the selection of courses in the module is also comparable to other higher education institutions. The following specialisation modules have been included in RTA Bachelor's programme: Innovation and Technology Management, Hospitality Management, Introduction to Creative Industries.

Professional Bachelor's study programme "Entrepreneurship" has been compared with the Bachelor's programme "Entrepreneurship and Team Leadership"**[7]**) in Finland (Tampere University of Applied Sciences (TAMK)) and Bachelor's programme "Business and Entrepreneurship"**[8]**) in Lithuania (Kaunas University of Technology (KTU)). RTA and KTU have concluded a cooperation agreement in the Erasmus+ mobility programme. Similar to RTA, the duration of entrepreneurship programmes at KTU is also 4 years or 8 semesters. The basic courses of the study programme at KTU and their succession is similar to the structure of the study programme at RTA; both programmes include modules and professional practice; both programmes are also delivered in

English. Differences can be seen in the ECTS value of the courses, modules / specialisations offered, professional practice, and diploma project; however, the learning outcomes of the study programme analysed are similar. In the study programme, students receive basic knowledge and insight into the practice of entrepreneurship, develop their management skills, principles of social entrepreneurship and management. KTU students receive a Bachelor's degree in Business Management.

Bachelor's degree studies at TAMK, similarly to RTA, are professionally oriented, focused on cooperation with the entrepreneurship sector. The duration of full-time studies at TAMK is 3.5 years, and the credit value is 210 ECTS (140 credits). The duration of study at RTA is 4 years, 160 credits (240 ECTS). RTA and TAMK both provide bilingual education – both in English and in the state language. The structure of the study programme at TAMK is similar to that in Latvia – theoretical and professional studies (150 ECTS), elective courses (15 ECTS), professional practice (30 ECTS), and a Bachelor's project (15 ECTS). In the Bachelor's project, students are required to demonstrate their theoretical knowledge and practical skills and design recommendations for the development of the field. At the end of their studies, TAMK students receive a Bachelor's degree in Business Management. Graduates of the Bachelor's programme can continue their studies in a Master's programme.

Academic Master's study programme "Management Science" has been compared with Oxford Brookes University Master's study programme "Business Management and Entrepreneurship"[9] and Erasmus University Rotterdam Master's programme "Master in Management"[10]. The duration and credit value of studies in these programmes is different: 1 year (60 ECTS) at Erasmus University Rotterdam; 2 years (120 ECTS) at Oxford Brookes University. Depending on previous education, RTA offers an opportunity to receive a Master's degree in 1 year (60 ECTS), 1.5 years (90 ECTS), or 2 years (120 ECTS). The curricula of all study programmes will cover courses that involve in-depth acquisition of theoretical knowledge and development of research skills. The curriculum of each study programme is a little different, even though it is based on such chrestomathic disciplines of entrepreneurship and economics as strategic management, marketing management, financial management, business psychology, etc. RTA and Oxford Brookes University also offer elective modules that allow focusing on a specialty, as well as a professional practice in a company. At Erasmus University Rotterdam, considering the credit value of the study programme, this opportunity is limited to one elective course with the value of 1 ECTS credit. All programmes also include designing a Master's project.

Doctoral study programme "Economics and Business" was compared with Doctoral programmes "Business Administration" and "Economics" at Lund University in Sweden and Doctoral programme "Economics and Business Administration" at the University of Tartu in Estonia. Both universities rank high in the global higher education rankings (e.g., *The World University Rankings*) and are also geographically close to Latvian higher education institutions. The most significant differences in the programmes selected for comparison concern the admission rules and credit value of the programmes. At Estonian and Swedish higher education institutions, unlike Latvia, Doctoral students are enrolled for a vacancy announced for a specific research topic. For example, Lund University School of Economics and Management receives about 300 applications each year for 25 vacancies in six Doctoral programmes; the University of Tartu has a similar practice – Doctoral students are enrolled for specific research topics, such as, for example, the topics of 2019: Cultural Environment and Entrepreneurship; Changes in the Technological Effects of the Job Market; Organisational Culture: Management and Measurability in the Asian Context; Innovation Entrepreneurship Paradoxes: A Study of Small Countries; The Impact of Foreign Graduates on Estonian Economy; Senior Labour Market Behaviour; Local Government Input Budget: Challenges and Opportunities for the Growing and Developing Countries. The joint Doctoral

programme of RTA is designed with the credit value of 120 or 180 ECTS for full-time studies for the duration of three years; University of Tartu and Lund University require students to obtain 160 credits or 240 ECTS in four years. The difference in credits appears in the workload allocated to the Doctoral thesis.

[1] Business Management and Entrepreneurship BA. https://www.port.ac.uk/study/courses/ba-hons-business-management-and-entrepreneurship

[2] BBA Hons Business Administration. https://www.brookes.ac.uk/courses/undergraduate/business-and-management/

[3] BBA Hons Business Administration.

https://www.strath.ac.uk/courses/undergraduate/businessadministration/

[4] Management Studies. https://boston.cambridgecollege.edu/sites/default/files/program_pdfs/ug-bs-management_3.pdf

[5] Business Administration (BA). https://majandus.ut.ee/en/admissions/courses-and-people-0

[6] Business & Management | Bachelor. https://www.mci.edu/de/studium/bachelor/business-management

[7] Entrepreneurship and Team Leadership. https://www.tuni.fi/en/study-with-us/entrepreneurship-and-team-leadership#expander-trigger--field-degree-final-project

[8] Business and Entrepreneurship. https://uais.cr.ktu.lt/ktuis/STP_RPRT2.rprt1?p1=8098&m1=2020&l1=EN

[9]

[10]

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 **aims** of the study direction "Management, Administration and Real Estate Management" are defined on the basis of strategic planning documents of the EU and the Republic of Latvia: "Guidelines for the Development of Education for 2014-2020", "Europe 2020", "European Higher Education System Modernisation Programme", "Latvija 2030", "Latgale 2030", "RTA Operational and Development Strategy for 2016-2023", and other strategic planning documents. The RTA Strategy provides that RTA is going to become an internationally competitive University of Latgale in integrated engineering, social sciences and humanities in the European Higher Education and Science Area with motivated and creative students in demand on the job market and with an open and dynamic academic and scientific environment for sustainable development of society. The Strategy portrays RTA **as a regional development centre** where human resources and the infrastructure are concentrated, so that all subjects of the innovation system – education, science,

and entrepreneurship – could develop the **priority fields/disciplines in the region and the state, including Economics and Entrepreneurship.** The RTA Strategy provides for a set of measures related to the development of the study direction and corresponding study programmes: By 2019, the RTA Strategy provided for the evaluation and optimisation of social science study programmes in the field of Economics and Entrepreneurship by consolidating academic Bachelor's study programmes and creating on their basis a new academic Bachelor's study programme "Business Management" with modular content corresponding to the national economy development trends.

- RTA academic staff are involved in the evaluation of strategic industry problems and decision-making by participating in the work of the Expert Council for Entrepreneurship, Finance, Accounting, and Administration.
- Complex measures aimed at the development of the entrepreneurial initiative have been implemented in the education process at RTA: an Entrepreneurship module in all professional study programmes; problem-based learning.
- In science, such disciplines as innovative approaches and methods in the study of Entrepreneurship and Economics, as well as innovative solutions in Economics and Entrepreneurship education, have been identified as a priority.
- Ensure technological excellence and transfer of innovations to strengthen the economic and management processes and the entrepreneurial environment in Latgale region and Latvia in general.

The aims of the study direction are defined in the Study direction Development Strategy for 2016-2023. These correspond to regional development, the job market requirements, i.e. to training competitive specialists at the regional, national and international level, as well as national economy and social development trends. The goals of the study direction are defined **through brainstorming and SWOT analysis,** with the engagement of the stakeholders in the development of the study direction: students, the teaching staff, representatives of administration, and employers.

Aims

- Prepare high-level management specialists in accordance with the requirements of the job market, competitive not only in Latvia, but also internationally.
- Contribute significantly to the economic development of Latgale region using the scientific potential of teachers and students, as well as opportunities for cooperation with municipalities of Latgale region.

Vision

On the scale of Latgale region

The study direction is widely recognised in the region; its graduates are leading specialists in the field of tourism and marketing; commercial management specialists are actively involved in business development, are successful, and create new jobs.

Cooperation with municipal governments creates new opportunities for the improvement of study programmes, as well as scientific research and practical economic development of Latgale region. The academic field is becoming more and more attractive for young people in the region, who are already involved in joint projects of RTA and municipal governments in secondary school, which are being developed in the framework of municipality specialisation.

Internationally

Graduates of the study direction are competitive on the international market; they get involved in the operation of international companies, are finding new opportunities for cooperation with foreign partners, promoting the prosperity of Latvia and the return of its citizens to their homeland.

Mission

Prepare high-level management specialists in accordance with the requirements of the job market, competitive not only in Latvia, but also internationally, by constantly improving the professional and methodological skills of the teaching staff while cooperating with Latvian and foreign higher education institutions and employers.

Cooperate actively with the local governments of the region, making a significant contribution to the economic development of Latgale region, using the scientific potential of teachers and students in the field of tourism and business development.

Strategic objectives

- Strengthening the scientific capacity of the academic staff;
- Developing new competitive study programmes in cooperation with foreign higher education institutions and employers;
- Developing new specialisations corresponding to the demand of the job market in 2nd level professional Bachelor's study programme "Entrepreneurship";
- Delivering study programmes in English, thus attracting foreign teachers and students both from the EU and other countries of the world;
- Improving the English language skills of the teaching staff to ensure full-fledged implementation of studies in English;
- Developing distance learning in the online environment;
- Expanding the information base, also by subscribing to international citation databases;
- Expanding the academic methodological base; creating new textbooks and methodological materials;
- Involvement in scientific research projects aimed at the development of Latgale region;
- Improving the material and technical base.

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.

The SWOT analysis was reviewed and discussed at the meeting of the council of the study direction "Management, Administration and Real Estate Management".

Strengths of the study direction "Management, administration and real estate management":

- The study direction meets the requirements of the education standard and profession standards;

- The study programme is in line with the RTA strategy, which enables the purposeful use of the academy's intellectual and material resources;
- The succession of programmes in the study direction ensures studies at all levels of education, from Bachelor's to Doctoral studies;
- The study direction programmes are delivered in Latvian and English;
- Leading specialists working in the companies and institutions of the branch are attracted for the implementation of the study programmes of the specialty;
- A high proportion of academic staff with a doctoral degree, which ensures the implementation of high-quality scientific research in the study programmes;
- Joint Council of professors in the field of business and economics has been established (RTA, Vidzeme University of Applied Sciences, Ventspils University of Applied Sciences);
- Developed cooperation with employers, regional governments, industry companies;
- The content of study programmes is improved in accordance with the employers' recommendations;
- Employers support students by providing professional practice;
- Successful cooperation between lecturers and students is being developed in the study direction;
- Students have the opportunity to engage in practical problem solving process by testing theoretical knowledge in practice in some study courses using the Problem Based Learning (PBL) method;
- The scientific journal "Latgale National Economy Research" is published, available at freely accessible journals.rta.lv
- International scientific conference "Environment. Technology. Resources "(held once every 2 years), in which the lecturers of the study direction actively participate and publish scientific articles in the conference proceedings (including in the SCOPUS database);
- RTA organizes international annual scientific conference "Society. Integration. Education", in which the lecturers of the study direction actively participate and publish scientific articles in the conference proceedings (including in the Web of Science database);
- RTA FEM organizes annual international scientific and practical conference of students and lecturers "Individual. Society. State.", where students present their research results (study papers, diploma papers, master's theses); since 2018, conference proceedings are freely available at journals.rta.lv
- Guest lectures by leading specialists in the field are provided (Bank of Latvia, Swedbank, Altum, etc.), as well as industry representatives are also invited to classes to share their experiences;
- Students are involved in Latvian and international projects, scientific research and other activities that promote student qualification in Latvia and abroad;
- Students and academic staff actively use the opportunities offered by ERASMUS+ mobility, incl. postgraduate professional practice and online Erasmus activitys;
- Students study intensively the English language under the guidance of a foreign lecturer in order to ensure acquisition of professional English language corresponding to modern requirements;
- Close cooperation with foreign higher education institutions in the implementation of study programmes, for example: Siauliai University; Utena University of Applied Sciences; University of Applied Sciences, Worms; Bialystok University of Technologies, etc.;
- The material and technical equipment fully meets the requirements of the study programmes and modern technologies and is constantly being improved;
- The library that has been properly equipped to provide remote access to library resources.
- The Research Institute for Business and Social Processes has been created at the Faculty, which ensures the synergy of academic and research work.

Weaknesses of the study direction "Management, administration and real estate management"

- Insufficient visibility of RTA outside Latvia;
- Limited opportunities to attract financing from private sector companies, taking into account direction interests;
- Insufficient number of foreign students in study programmes.
- Narrow geographical representation of foreign lecturers employed in the study direction (mainly Lithuanian lecturers);
- Little engagement of the teaching staff in important scientific projects;
- No distance learning implemented.

Opportunities of the study direction "Management, administration and real estate management":

- To involve companies and organizations of the region in the implementation of study programmes (lectures, professional practice, researches), including enterprises founded by alumni;
- Academic staff develop their English language skills with the aim of achieving C1 level;
- Academic staff improve their professional experience through professional practice in the direction enterprises;
- Academic staff develop digital and leadership skills in line with the paradigm shift in the higher education space;
- Participation of lecturers and students in scientific conferences outside Latvia.
- Increasing the citation index of scientific articles of the academic staff;
- Inclusion of the scientific journal "Latgale National Economy Research" in quoted databases;
- Opportunities for lecturers and students to use ERASMUS + mobility;
- More active involvement of students in research;
- Develop e-learning and distance learning opportunities in study programmes corresponding to the scientific discipline;
- An opportunity to create joint study programmes with foreign partners, increasing the number of students;
- Participate in wider consortia for the development and implementation of scientific projects (especially Horizon);

Threats of the study direction "Management, administration and real estate management":

- Demographic trends (age structure and natural growth) in Latvia and Europe;
- Reduction of state-funded study places for study programmes;
- Lasting and unjustified reduction of the role of social science in society;
- Uneven socio-economic development of the territory of Latvia;
- Unpredictability of changes in higher education management and legislation;
- Adverse effects of the 2020 Covid-19 pandemic on maintaining and expanding the international student body.

To mitigate the effects of weaknesses:

- RTA International office participates in exhibitions offering higher education opportunities in Latvia;
- The international office of RTA regularly expands the geography of its foreign partners, including within the framework of the ERASMUS + programme;
- From 2019/2020 an increase in the number of ERASMUS + mobility (4) to facilitate the integration of academic staff into the higher education area and the visibility of RTA;
- Consolidating Bachelor's study programmes in Management and offering specialisations in accordance with employer recommendations and for the development of students' interests;
- To promote the involvement of a private sector, including the attraction of funding, it is planned to develop projects within the framework of ERASMUS +, such as strategic partnership projects. This will contribute to the development of the scientific and material-technical base and the possibility of attracting entrepreneurs as partners in these projects. The first such activity started in October 2019, in the framework of ERASMUS + project "Development and Implementation of Communication Competence Model for Improvement and Maintenance of Business Mentors' Network" for a total amount of EUR 159,000, where RTA is a leading partner and foreign partners are from Lithuania, Italy, Bulgaria, Poland and from private sector - Latvian Rural Advisory and Training Centre. Lecturers of the study direction (A.Zvaigzne, S.Murinska, I.Mietule, I.Kotāne) are involved in the implementation of the abovementioned project;
- Attracting Master students for research in the Research Institute for Business and Social Processes in order to promote the involvement of students in research;
- The Faculty of Economics and Management is one of the partners and organisers of the annual International Scientific Congress Society of Ambient Intelligence, which is an opportunity to promote the scientific capacity and international integration of academic staff and ensure that students can present their research and participate in business plan competitions in an international environment;
- Lecturers have the opportunity to engage in commissioned research, for example, the commissioned research has already been done for Rezeknes Satiksme Ltd., Rezekne City Council, Rezekne Partnership, etc., which facilitates attraction of additional financial resources and provision of students' practical research activities.

Development Plan of Study Direction "**"Management, administration and real estate management**" for 2019-2025 was approved at the study direction council meeting in 2019 October 31. (See Appendix 3. Development Plan of the Study Direction). It contains current events of the academic year 2019/2020 concerning the recruitment and planning of the academic staff, attracting foreign students and student mobility, research and involvement of students in research and other measures:

- Evaluating the ratio and usefulness of elected and non-elected staff in the implementation of study programmes ⇒ 55% of the teaching staff employed in the study direction are elected at RTA. The relatively large proportion of guest lecturers is also maintained because in 2020 RTA is going to start the implementation of the Doctoral study programme "Economics and Business", which employs teaching staff from partner higher education institutions – ViA and VeA.
- Evaluating the demand for student research topics and the learning outcomes in cooperation with employers ⇒ An Expert Council for the Study direction has been created where employers are involved and performance of the study direction and programme activities is evaluated annually.
- Creating a marketing laboratory ⇒ In the project LLI-184 "SalesLabs for Employability

Competencies Development", the applied research centre "SalesLab" has been created. The responsibilities of the Centre include preparing basic and applied research and providing services to solve issues related to economics and entrepreneurship, media and communication, and other social sciences, including interdisciplinary social sciences.

- Creating new competitive study programmes and improving existing study programmes in cooperation with other higher education institutions and employers ⇒ A joint Doctoral study programme has been created in cooperation with ViA and VeA. Cooperation with Utena University (Lithuania) has been implemented in the academic Bachelor's study programme "Business Management". Cooperation with Polotsk State University (Belarus) has been implemented in the academic Master's study programme "Management Science".
- Developing distance learning in the online environment ⇒ RTA has designed distance learning provisions and two experimental distance learning programmes, which are delivered through the RTA Centre for Lifelong Learning website. The RTA online course website (rta.lv) contains 116 courses in management sciences, which serve as a basis for further distance learning developments.
- Expanding the academic methodological base, creating new textbooks and methodological materials ⇒ E-books "Uzņēmuma finanšu analīze" *[Company Financial Analysis]* (I. Mietule, A.Jackinača) and "Statistiskās metodes ekonomikā" *[Statistical Methods in Economics]* (A.Pelšs) have been created and are available on books.rta.lv; more than 390 book titles were purchased in the reporting period, 40% being in English.
- Involvement in scientific research projects on the development of Latgale region ⇒ The following RTA grants have been implemented: "Riebiņu novada kultūras un dabas mantojuma saglabāšana un atjaunināšana" *[Preservation and Restoration of Cultural and Natural Heritage of Riebiņi Municipality]*13.15/5 (L. Litavniece), "Rēzeknes novada pašvaldības iestāžu zaļā iepirkuma izmantošanas iespējas pārtikas publiskajos iepirkumos" *[Green Procurement Opportunities of Rēzekne Municipality Institutions in Public Procurements of Food]* No.13.15/1 (A.Zvaigzne), "Rēzeknes novada tūrisma produktu izvērtējums (kvalitātes audits)" *[Rezekne Municipality Tourism Product Evaluation (Quality Audit)]* No.13.15/4 (L.Litavniece), etc.
- Improving the English language skills of the teaching staff in order to ensure full-fledged implementation of studies in English ⇒ Since 1 December 2018, RTA has started the special support objective project "RTA akadēmiskā personāla stiprināšana studiju virzienā [..] "Vadība, administrēšana un nekustamo īpašumu pārvaldība" *[Empowering the RTA academic staff in the study direction [..] "Management, Administration and Real Estate Management"]*, which resulted in the opportunity for the teaching staff of the study direction to improve their special skills, professional foreign language competence and to have professional practice in companies to ensure long-term cooperation with businesses and synergy in scientific research. The project also provides for attracting highly qualified foreign lecturers for the implementation of study programmes.
- Strengthening the scientific research capacity of the academic staff ⇒ In 2016, the Research Centre for Business and Social Processes was created at the Faculty of Economics and Management, which was renamed in 2018 to the Research Institute for Business and Social Processes. 26 researchers are employed at the Institute, and all of them are involved in the implementation of the study programmes of the study direction.

Aware of the threats defined for the study direction, RTA takes measures within its competence to reduce the impact of the threats.

In order to reduce the negative impact of demographic trends on the number of students, RTA offers not only basic study programs, but also higher level study programs and various lifelong learning programs, which provide opportunities not only for qualification improvement, but also for

lifelong retraining. Secondly, RTA has established its own secondary school, which specializes in STEM areas, stimulating interest of the secondary school students in continuing their studies at RTA already during secondary education acquisition. Thirdly, one of the tasks of RTA is active communication with secondary schools, offering a variety of events (Scientists' Night, Information Day, promotions, competitions, etc.) aimed at attracting secondary school students to study at RTA.

The reduction of budget places for the programs in the study direction to a certain extent results from the lasting and unjustified reduction of the role of social sciences in the society. RTA believes that for the economic development of Latgale region it is important to train exactly social science specialists in such fields as economics, business, law, etc. In order to strengthen its position, RTA actively cooperates with professional organizations of the industry, local governments, and ministries of other industries, completing the orders of industries. RTA is trying to compensate for a possible state budget funding by offering binding and competitive paid studies, including to foreign students.

Uneven socio-economic development of the territory of Latvia is manifested exactly in lower economic development indicators of Latgale region, which influences the choice of young people as regards study place and further career. RTA invests its intellectual, material and technical resources in the development of Latgale region: conducts commissioned research, cooperates with local entrepreneurs in a problem-based study process, cooperates with REUB (Rezekne Entrepreneurs Association) to promote entrepreneurship in the region and performs many other activities.

Regarding the change of the higher education management model and the adverse impact of the pandemic on maintaining and expanding the contingent of foreign students, RTA is analysing the current situation and preparing the action plan that will be in line with the current legislation and epidemiological situation.

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.

RTA study directions have been established in accordance with the list of study directions specified in the Cabinet of Ministers Regulations No.793 "Regulations on opening and accreditation of study directions" of 11 December 2018. The management of RTA study directions is regulated by the Regulations approved by the Senate "On study councils", "On study programme/ module/ specialization directors", "Study direction expert councils", "On faculty council". The most important collegial institutions involved in the management of the study direction are shown in Annex 4.

The study direction management structure established by RTA ensures essential RTA internal quality principles such as:

- **staff involvement** - all stakeholders involved in the implementation of the study direction - students, teaching staff, general staff, employers, graduates,

- **evidence-based process management** - each unit has clearly defined duties, rights and responsibilities,
- **continuous learning and improvement** - creating the conditions for knowledge sharing, innovation and development.

The most important role in the realization of the study direction is given to the RTA directors who form the Study direction council, which is chaired by the director of the study direction.

Director of the study programme:

- develops the study programme taking into account the demand of the relevant specialists in the labour market, which is substantiated by special surveys, statistical data and other supporting documents;
- prepares the study programme for review in collegial and advisory institutions of RTA;
- leads the process of developing a self-assessment of the programme;
- performs duties related to the realization of the study programme (preparation of study plans, coordination of study programme study results with study course study results, consultations with students and lecturers, popularization of study programme), etc. questions.

Head of the study direction:

- plans the work of the study direction council;
- organizes, leads and prepares the process of preparation of the self-assessment report, licensing and accreditation materials of the study direction, including the involvement of academic staff and students;
- organizes evaluation of the staff employed in the study programmes.

Study direction council:

- decides on all major issues of studies, methodological, scientific and organizational activities in the direction of study, including the development of study programmes/ modules, substantial changes in study programmes, organization of professional practice, methodological and organizational provision of regular, final and state examinations; management, planning, preparation and publishing of methodological and scientific literature, provision of study direction and study programme self-evaluation, cooperation with employers, LV and foreign institutions in the field of study and research activities, popularization of study programmes in the society;
- plans, coordinates and promotes the development of scientific activities, studies and scientific infrastructure, activities in study, research, etc. projects for the development of the study direction. On 27 January 2015 RTA Senate approved the "Regulations on Study Councils at RHEI", which also introduced a new study administration model and established a study council, which includes all study program directors.

General meeting of the study direction:

- meet at least three times a study year: at the beginning of each semester and at the end of the study year;
- nominate and approve, by a majority of the members present, the composition of the study direction council;
- evaluate information on current study programme implementation measures and tasks;

- evaluate the report of the head of the study direction on the progress made during the semester and the study year;
- evaluate the academic staff reports on the workload.

In order to work efficiently in the study direction, RTA staff is supported by:

- **Study process specialists** of the Faculty of Economics and Management: responsible for record keeping and organizational aspects of the study process at the faculty level.
- **Study Department specialists** of the study process: are responsible for maintenance of study direction data in LAIS, VIIS, Moodle systems, Multirank, workload planning of academic staff, maintenance of lecture list, preparation of diplomas and diploma supplements, preparation of reports, preparation of references and preparation of other documents on study issues.
- **Personnel department specialists:** prepare personnel documentation (including employment agreements), carry out personnel briefings.
- **Employees of the Lifelong Learning Centre:** organize professional development courses in higher education didactics and innovation.
- **Library:** participates in the planning of study and scientific literature, ensures availability of electronic databases, is responsible for updating the content of the RTA institutional repository; maintains the publications database of RTA academic staff.
- Project Management and Technology Transfer **Contact Point**: supports the planning and implementation of training, scientific, infrastructure projects, custom research.
- **Financial Analyst:** plans financial resources for the direction of study and study programmes.
- **ICT Research Centre**: maintains the e-environment for the scientific journal "Latgale National Economy Research" and electronic open access databases *rta.lv, journals.rta.lv.*
- **Research Institute for Business and Social Processes**: ensures synergy of pedagogical and scientific work, plans and implements scientific projects in social sciences and related interdisciplinary fields, carries out research and practical support to strengthen scientific capacity of study directions, ensures publication of scientific journal "Latgale National Economy Research" in the e-environment.

Conceptually, the management system of the study direction and its corresponding study programmes is considered **as a well-considered system based on the principles of democracy**, oriented towards the harmonious work of the study direction that is provided with the necessary support in all basic issues of the study direction: study process record keeping, scientific work, financial planning, lifelong learning, etc. The **strengths of the management** model are: a detailed division of responsibilities between the parties involved in the management process that is outlined in the department regulations and job descriptions of the staff, the procedures developed for all aspects of the implementation process of the study direction and the respective study programmes.

Since the management model of the study direction and its corresponding study programmes cover a variety of activities aimed at the implementation and development of the study process, it implies the involvement of many departments and persons and poses several **threats** to effective management. First of all, there is the **objectively possible human factor** in the management, which can cause definite risks, such as inadequate provision of management of comprehensive processes to a management staff in their sphere, the coordination of lecturers' professional and academic activities, etc. factors.

RTA quality management policy provides several directions for mitigating management risks. These include staff consolidation, professional development activities, and the ability to resolve labor disputes in a collegial manner in accordance with the RTA Code of Ethics.

For the transparency of the management process and availability of management decisions, in 2019 RTA has launched the implementation of an **electronic internal document management system** focused on management quality risk prevention, consistent documentation management and operational control.

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.

Admission to study programmes at RTA is governed by the admission rules approved by the Senate, which are based on the Cabinet of Ministers Regulations No. 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes". Admission requirement to undergraduate programs is to have previously completed upper secondary education. Students are admitted to an open and equal competition based on the results of centralized exams. The RTA enrolment rules include three centralized exams with which candidates take part in the competition: Latvian, mathematics and foreign language. In order to select the most successful and most motivated students, RTA has defined additional points for winners of 1st, 2nd and 3rd place in Latvian National Olympiad in Mathematics, Russian, German and French, as well as graduates of the Eastern Latvia Technology High School and students who have successfully acquired Latvian Academy of Entrepreneurship and Management (LUMA) interest education programme "Be a leader".

Admission Regulations of Rezekne Academy of Technologies for 2021, Clause 2 of the Competition Procedure provides for that if an applicant who has acquired education before 2004 or abroad, a person with special needs who has received a doctor's exemption from taking centralized examinations, and a person who has been exempted from taking centralized examinations for special merits for the benefit of the State of Latvia, participates in the common competition. In these cases, the competition score consists of the following relationship:

(CE* + CE* + CE*) x 0.11 + I + Z1+Z2+.....Zn

CE * – annual mark in the subject in the document on secondary education, which is equated to the centralized examination;

I – entrance examination, if required by the admission requirements;

Z1....Zn – additional points specified in the admission requirements;

0.11 – coefficient

The coefficient of 0.11 is applied when determining the competition score in order to approximate as much as possible the value of the whole points of centralized examination and the grades equated to the centralized examination to ensure more equal competition conditions for those who have passed the centralized examinations and the persons specified in Clause 2 of these

Regulations.

Admission Regulations of Rezekne Academy of Technologies for 2021 define the requirements for admission of applicants to Rezekne Academy of Technology in study programs for foreigners in 2021.

Admission rules for each subsequent study year are approved by RTA in the Senate and published on the website by November 1 of the current year.

RTA statistical data show that there was a competition in the reporting period in all study programmes corresponding to the study direction, from 2 students for one place (in the academic Master's study programme "Management Science") up to 12.5 students for one place (in the professional Bachelor's study programme "Entrepreneurship"). For an overview of the competition ratios and the number of students enrolled, see Table 1.5.1.

Tab.1.5.1.

Competition ratios and the number of students enrolled in 1st year in the study programmes corresponding to study direction "Management, Administration and Real Estate Management"

	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Kk*	Sk**	Kk	Sk	Kk	Sk	Kk	Sk	Kk	Sk	Kk	Sk
Academic Bachelor's study programme "Management Science"	6,4	11	7,5	8	5,3	10	5	10	5,1	7	2,6	14
Academic Bachelor's study programme "Hospitality Management"	1	5	10,3	6	-	-	5,6	5	8	2	-	-
Professional Bachelor's study programme "Entrepreneurship"	12,5	21	7,3	32	4,4	27	3,8	28	5,1	24	2,8	28
Academic Master's study programme "Management Science"	2	7	2	10	2,5	6	3,5	5	4	5	2	9

*Kk – Competition ratio, **St – Number of students enrolled

Fluctuations in the admission competition coefficient in the study programmes depend on the number of budget places awarded and announced. A smaller number of state-funded places increases the competition ratio; whereas a larger number decreases it, accordingly.

RTA has developed and implemented procedures **for the recognition of competences acquired**

outside formal education or acquired through professional experience and the learning outcomes achieved in previous education, which is in line with Cabinet of Ministers Regulations No. 505 "Regulations regarding the validation of competences achieved outside of formal education or in professional experience and the learning outcomes achieved in previous learning". In accordance with the "Regulations on the Recognition of Competences Acquired Outside of Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education at RTA" approved by RTA Senate, such recognition is performed by the Board of Social Sciences, which reviews the applications and decides on the recognition or refusal of the acquired study outcomes. RTA has developed and consistently applies, in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region the recognition of prior education during the transition from one higher education institution to another, from one RTA study programme to another, after resuming studies after the break, after acquiring first / second level higher professional education and continuing further studies leading to a bachelor's degree or to a second level higher professional education, or after transnational or inter-university agreement studies.

Statistics for 2019 confirm that RTA successfully manages to motivate undergraduate programme graduates to continue their education to obtain a Master's degree. Of 17 Master's programme students, 9 have graduated an undergraduate programme at RTA; 6 have graduated an undergraduate programme at another Latvian university (LU, DU, LLU), and 2 are foreign students. During the reporting period, 46 students began studying in the study programmes corresponding to the study direction at later stages. The procedure on the recognition of academic courses is determined by the Regulations on academic recognition of study courses approved by the Senate: "Regulation on academic recognition of study courses by the Rezekne Academy of Technologies (RTA". In accordance with the Erasmus Charter 2014-2020, RTA fully recognizes a period of study undertaken in an ERASMUS mobility abroad.

The study programmes corresponding to the study direction are also delivered in English. For an overview of the number of foreign students enrolled in the 1st year, see Table 1.5.2.

Table 1.5.2.

Number of foreign students enrolled in 1st year in study programmes corresponding to study direction "Management, Administration and Real Estate Management"

	Foreigners					
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Academic Bachelor's study programme "Management Science"	3	3	0	1	9	1
Academic Bachelor's study programme "Hospitality Management"	8	2	5	5	0	0
Professional Bachelor's study programme "Entrepreneurship"	5	3	8	18	42	2
Academic Master's study programme "Management Science"	0	0	4	7	4	2

Foreign students are enrolled at RTA in accordance with the admission procedure. Admission Regulations of Rezekne Academy of Technologies for 2021 define the requirements for admission of applicants to Rezekne Academy of Technology in study programs for foreigners in 2021. **Undergraduate programmes** have the following admission requirements: a final mark for the year in the subject in a document certifying secondary education, which is equated to centralised examination (Mathematics; Basics of Economics; English Language). In addition, applicants must take an online test in Mathematics and have an interview about studying at RTA. The admission

requirements for **Master's studies** are second-level higher education or an academic Bachelor's degree in Economics, Commerce, or Administration (duration of studies is at least 4 years (160 credits)). In addition, applicants must have an interview about their studies at RTA. The admission requirements at the **Doctoral level** are an interview on the issues covered by the research proposal or a collection of submitted publications, evaluation for the Master's project, number of articles in cited publications and participation in scientific conferences, number of articles in general publications and participation in local conferences, experience in management or analytics. All additional requirements have been agreed and approved by the Council for Higher Education.

All foreign applicants must submit a language proficiency certificate issued by an international testing institution in the last five years which certifies the foreigner's English language proficiency level at least B2. Such document does not need to be attached if the foreigner has acquired their previous education in the English language. If there is no international English language certificate or the language of instruction was not English, an exam must be taken. The result of the exam will be accepted if the knowledge of English corresponds to at least B2.

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.

Procedure for assessment of student achievements in RTA is designed to ensure consistent application of the student-cantered approach. The principles of RTA evaluation are defined by methodological recommendations "Study quality system based on study results", regulations approved by the Senate: "Regulation for the procedure of examination and test session in RTA", "Regulation for the state and final examinations in the RTA", approved by the RTA Study Council "Methodological recommendations for organization of students' independent work in RTA".

The **main principles of assessment of study results** at RTA are:

- *Relevance of the study outcomes assessment methods to the study programme and the study outcomes defined in the study course.* The academic staff of RTA incorporates the requirements for the assessment of study results into the study course programmes, which are evaluated and approved by the study council. The assessment focuses on the compliance of the assessment requirements and procedures with the achievement of the goals of the study program, the overall workload of students, as well as preventing any possible duplication of study content.
- *The clarity, consistency and public availability of requirements for the assessment of learning outcomes.* Academic staff of RTA incorporates requirements for assessment of study results into the study course programme, which are placed on RTA e-course website *rta.lv* and is accessible to students upon commencement of study course. If the teaching staff delays with the placement of the study programme on the e-course website, they receive a repeated invitation and a reminder that the requirements for the assessment of learning outcomes must not change during the course of implementation of studies.
- *Equalized application of learning outcomes assessment measures during the study course*, providing that the form of the examination consists of the results of formative assessment during the semester (at least 40% of the assessment) and assessment at the end of the

study course (60%). Such a system allows to follow the progress of students' study succession, motivates students to purposeful study process during the semester, as well as facilitates the psychological and physical workload of examinations during the sessions.

- *Assessment of students' independent work,* which is a compulsory part of the study process, its content and evaluation are reflected in the content of study courses. The Council for the Study direction decides on the most suitable types of independent work for the study direction, agreeing on the amount of independent work, possibility of forming larger groups of students for independent work, and other issues.
- *The right of students to request explanations and to challenge the assessment in a specific manner* provided in the Regulations on examination and tests of study courses, on state and final examinations.
- As far as possible, *several evaluators* participate in the evaluation of learning outcomes. Such system in RTA works in defence of study research work and professional practice.
- Learning outcomes in the compulsory and limited elective part are graded in a 10-point scale (exam or differentiated test), while the assessment "passed"/ "failed" is allowed in the elective part.

All information about the summative assessment of study results is available to students in the RAIS environment, where each student has access. The results of formative assessment are only partially available on the RTA e-course website ekursi.rta.lv

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.

Principles of Academic Integrity and their application in RTA are governed by the Senate-approved regulations on "Regulations on plagiarism control and prevention in RTA", which is consistent with Copyright Law, Code of Ethics for Scientists, Code of ethics of RTA and RTA Students regulations. Plagiarism control and prevention measures at RTA are applied to the study process and to the academic and scientific activities of the academic staff.

During the study process, measures to control and prevent plagiarism are taken during formative assessment by developing, submitting, and defending written and oral works that include elements of research work, including work with sources, statistics, and literature (study paper, term paper, essay, report, presentation, article, etc.), in the process of designing, evaluating and defending final study research papers, as well as in academic and scientific activities in publicly available study materials, scientific articles and monographs written by the academic staff.

To control plagiarism, RTA uses publicly available anti-plagiarism platforms, such as plag.lv, plagium.com, plagiarismchecker.com, plagiarisma.net, etc.

Since 2014 the final study research work at RTA is tested in the unified computerized plagiarism control system of the universities of Latvia. Each case of data coincidence is evaluated at the study direction council meeting, inviting the director of the respective study programme and the supervisor of the final study research work. The study direction council may request oral or written explanations from the student whose work is suspected of plagiarism. If the findings are qualified as plagiarism, the Study council shall propose to the Dean the student's exmatriculation. In 2017/2018 there were identified 31 plagiarism risk situations at RTA and 10 of which were recognized as

plagiarism. In the management direction plagiarism in the academic year 2017/2018 has not been identified. In academic year 2019/2020, 5 matches were identified in the study direction. All the cases were evaluated at the meeting of the Council for the Study direction, and after careful analysis, plagiarism was confirmed for 2 students. They were ex-matriculated with the condition that, when resuming their studies, they must write a final research paper on a different topic.

In the academic year 2019/2020 RTA is working to connect automated plagiarism identification tools to RTA's electronic journal site http://journals.ru.lv , which also publishes articles written by the study direction teaching staff and students.

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

Information about the study field and the corresponding study programmes is available on RTA website and LAIS system (see Table1.8.1).

Table 1.8.1

Information about the study direction and study programme

Information	Website	Type of access	Person in charge
Study programmes implemented by RTA	RTA website -https://www.rta.lv/rta_istenotas_studiju_programmas.	free access	Specialist of the study process of RTA Study Department
RTA study direction self-assessment reports	RTA website - https://www.rta.lv/pnzs	free access	Specialist of the study process of RTA Study Department
RTA study programme register, study plans	LAIS - https://luis.lu.lv/pls/lu/stud.menu?l=1&mn=K	for authorized users	Specialist of the study process of RTA Study Department

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

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

In order to achieve the aims and results of the study programmes, continuous improvement, development and effectiveness of the study programme and corresponding study programmes, RTA has established an internal study quality assessment and control system (Quality System), where the following areas are subject to internal evaluation:

- compliance of the study process with RTA development strategy (development policy);
- quality of the academic staff;
- quality of study programmes;
- quality of cooperation with applicants and graduates;
- quality of the study process;
- quality of infrastructure;
- financing and quality of the economic activity.

The quality of implementation of the study direction "Management, administration and real estate management" and the corresponding study programmes are regularly evaluated according to the internal evaluation procedure of study directions and programmes approved by RTA Study Council. Until 2020 a multi-level process was applied in quality evaluation:

1. Each year, by the end of the 1st semester, a self-evaluation report shall be prepared by the Dean's approved self-evaluation team, which shall assess the areas defined in the Quality System. When preparing the self-evaluation report, the working group collects statistics of the previous study year and the results of the surveys carried out. If necessary, additional views are sought from experts selected by the self-assessment team.
2. The self-evaluation of the study direction was successively discussed in the Study direction council, Study expert council and in the Study council and approved by the Senate. Proposals formulated during the discussion process are incorporated into the study programme or its implementation procedures.

Self-evaluation reports of the study direction "Management, administration and real estate management" for the last five study years are available on RTA website (in Latvian). They contain an evaluation of both the study direction and each study programme corresponding to the study direction, as well as a summary of the most important study direction development plans.

Each area of the Quality System is documented in RTA but it does not exclude improvements. The RTA Quality System is designed to provide regular feedback on the quality of study implementation. This is achieved in several ways:

- Since 2020, RTA has been implementing a self-evaluation procedure of successive study directions and study programmes, identifying and performing a regular evaluation of the most important quality indicators of the education process in accordance with the evaluation calendar.
- annual surveys of students, graduates and employers, by performing their evaluation and making improvements initiated in the evaluation of the surveys;

by implementing the changes encouraged at the state level in order to ensure the sharing of resources, to improve the quality of education and the succession of study programmes, three academic Bachelor's study programmes in Management were consolidated in 2019 and one new academic Bachelor's study programme "Business Management" was created on their basis; A joint Doctoral study programme "Economics and Business" was designed and licensed together with cooperation partners ViA and VeA.

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

The study programme development and revision at RTA is regulated by Regulation on academic and vocational studies and study programs at the Rezekne Academy of Technologies approved by the Senate, which determine new study programme planning schedule, parties and procedure. The main principles of the study programme design are:

- *relationship between study programme development and key strategic and planning documents"* Operation and development strategy of RTA 2016-2023 and Study program consolidation plan 2018-2023. Regarding the study direction "Management, administration and real estate management" in the Development Plan 2018, it was found that the study direction corresponds to RTA strategy, The study direction has high internationalisation capacity and the largest number of foreign students at RTA. It is recommended to consolidate the academic Bachelor's study programmes by creating on their basis a new academic Bachelor's study programme "Business Management", as well as to develop a joint Doctoral study programme.

- *study programme development is based on stakeholder collaboration.* For the development of study programmes, a working group is established, which involves the teaching staff, general staff and students. Before considering a new study programme in the Faculty Council, it must be evaluated by the Study Expert Council. Before the study programme is approved by the Senate, it is independently evaluated by independent experts in the academic or professional sector.

- *regular review of the content and implementation of the study programmes*, which is provided in accordance with the procedure for the preparation and approval of annual study plans and the study direction self-evaluation process. Every year the content of the study programme, the conformity of the study results of the study programmes with the study results of the study programme, and the compliance of the teaching staff with the implemented study programmes are evaluated in the annual study plan approval process. After the approval of the study plans by the faculty council, the teaching staff updates the study course programmes and submits the updated versions for inclusion in the LAIS system, as well as post them on the RTA e-course website.

- *providing regular feedback* through surveys of students, graduates and employers. The results of the surveys are discussed at the study quality commission and study council meeting and taken into account, as far as possible, when reviewing the content of the study programme or the implementation procedures. Students submit their proposals for improvement of the study process.

- *cyclical external evaluation of study programmes* in accordance with the accreditation procedure established by the Republic of Latvia. An important aspect of external evaluation is the recommendations of the expert commission for the improvement of the study direction and study programmes, which are included in the study direction plans and study programme development plans, outlining the schedule, resources and responsible persons for their

implementation.

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.

All normative documents are available on RTA's internal server, which is accessible to all students in all RTA premises. The most important legal acts regulating students' rights are summarized in the publication "My Academy". The procedures for the submission of student complaints and proposals are provided for in the RTA internal regulations (see Table.2.3.1).

Table.2.3.1

Students' right to submit complaints and proposals provided for in RTA internal regulations

Complaint about exmatriculation	to rector	Student regulations (4.5)
	possibility of appeal to the Senate	Student regulations (4.5)
Suggestions on the study process	in the Dean's Office	Student regulations 3.3.4.
To lodge an appeal against the assessment of State Examination	to the Vice-Rector for studies and science	Regulations on state and final tests (27-33)
To lodge an appeal against the assessment of examination and test	to the Dean	Regulations on examination and tests of study courses (6.1. - 6.5.)
To appeal the decisions of the RTA Academic Arbitration Court	In accordance with the procedures prescribed by the Administrative procedure law.	RTA Constitution

The Students' Council has the right to:

●   to request and receive information and explanations from authorized representatives of any RTA department on issues related to interests to students,

●   to use veto rights in the Constitutional Assembly, the Senate and the Faculty Council on issues affecting students' interests,

●   to participate in RTA decision-making bodies and participate as observers in tests and examinations in accordance with RTA legislation;

●   to propose the adoption, amendment and repeal of laws and regulations of the Republic of Latvia and RTA affecting the interests of students.

RTA Student Self-Government Regulations

RTA QMS defines RTA policy for dealing with students' complaints. RTA QMS requires person in charge to record complaints, feedback, suggestions, incidents and risks, and to inform about it the staff and the process supervisor and to solve them within his/her competence and authority, that helps to manage and strengthen the relationship with students, coordinate actions, solve problems and complaints, and get regular feedback. Student satisfaction is measured and results are used to make improvements.

Students have the possibility to submit complaints and proposals outside the questionnaire by addressing the complaint or proposal to the representatives of the administration in writing or orally.

- Master's and part-time students have requested ensure the library to be open on Saturdays. The request was satisfied with and the library's opening hours include Saturdays;
- Separate Master's students have expressed a desire to change the supervisor of the Master's thesis, which was performed, coordinating it with the director of the program;
- At the proposal of the students, the study schedule for part-time students has been changed, scheduling studies only during weekends outside working hours.

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.

RTA QMS identifies the information and knowledge needed for strategic and operational activities, ensuring that the information must be reliable and easily accessible to the eligible persons. The QMS system defines that RTA collects and manages the necessary data in its information systems, analyses, reports and publishes the data to respective user groups, employees and external users to ensure access to the required information, ensuring their security and protection of intellectual property. RTA regularly collects data related to the study process and scientific activities, submits it to external data managers in accordance with national procedures or uses it to improve the study process (see Table 2.4.1). RTA collects internal statistics to ensure more efficient programme management, to evaluate the quality of study programmes, to get feedback and to get suggestions from internal and external evaluators to improve the quality of the study programme.

Table 2.4.1

Areas of statistics composed by RTA

Information to third parties:	Internal statistics: (every semester / study year):
● Central Statistical Bureau - study directions, study programmes, number of students, enrolment results, distribution of students according to different criteria, academic staff, budget, etc. ● MoES - studies in state-funded budget places, competition rates, tuition fees, graduates, etc., ● U-Multirank - On-demand information about programme, ● VIIA - Erasmus + Mobility Statistics.	• Student attendance is recorded on the website created by RTA vis.rta.lv • RTA has requested data from the State Employment Agency on RTA graduates registered as unemployed; • Qualification of the academic staff (graduate, elected staff); • Monitoring risk of plagiarism by faculty and study direction; • Student, graduate, and employee survey data.

Information collected by RTA is used for improving the study direction. **Data on student attendance** are used for regular monitoring of the number of students. This is especially important in groups of foreign students where class attendance is an important condition for the legitimacy of a residence permit. Starting from 1 September 2019, class attendance for all students is recorded on the website vis.rta.lv. The education process specialist checks class attendance every month. If it is found that a student has not attended classes for more than a month, the education process specialist contacts the student and finds out the reasons for their absence. If the reason is justified, solutions are sought how the student can acquire the scope of missed classes and take overdue formative tests.

Every year, RTA requests data from the State Employment Agency on RTA graduates who have registered as **unemployed**. According to the information received in 2019, 5 graduates of the study programmes corresponding to the study direction were registered on the list of unemployed in the period from 2015 to 2019 (2 graduated in 2015, 1 graduated in 2017, 2 graduated in 2019). From the evaluation of the situation, it was found that the 2017 graduate is on maternity leave, one of the 2019 graduates continues their studies in another study programme implemented by RTA, the other one works on their own rural property, and the 2015 graduates have found employment at the time of self-evaluation.

Statistical indicators of the academic staff are also important for the quality of the education process. The most important ones are the proportion of elected and unelected academic staff in the study programme and the proportion of graduate academic staff at RTA in general and in the study direction, especially in academic and Doctoral study programmes (see Chapter 3.6).

Student attendance records (including the e-course platform) enables controlling involvement of students in the acquisition of the study course and achievement of results, for budget students attendance is evaluated awarding scholarships.

Statistical data compiled by various institutions are analysed with the aim to promote the involvement of students in the activities outside RTA, in the ERASMUS+ exchange program, employment of graduates, which is one of the indicators characterizing quality.

Plagiarism control is one of the stages in study quality assessment. Each case of plagiarism is analysed separately and, upon detecting plagiarism, the Council of the Study Direction decides

either to admit a student to defend his / her work or to terminate studies with or without the right to defence.

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

The goal of the RTA Constitution is to provide students with *a competitive academic and professional higher education in the European education area* that is in line with the level of scientific development and Latvian cultural traditions, which is impossible without harmonization with the regulatory enactments regulating the European higher education and science area. Since its inception, RTA has been strategically based on the principles of the Bologna Process and aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). See Table 2.5.1.

Table 2.5.1

Description of ESG Part 1 standard integration at RTA

ESG standards of part 1	Integration characteristics in RTA
Quality assurance policy	It was developed by RTA in 2018 and is now publicly available. Since 2014 RTA has an internal study quality assessment and control system. Descriptions of key quality assurance processes and regulatory frameworks have been developed.
Program development and approval	RTA has established procedures for developing and approving study programmes. They aim to define the objectives, the expected learning outcomes for the qualification acquired through the programme and are clearly defined and in line with the EQF standards.
Student-centred learning, teaching and assessment	The student-centred approach in RTA Strategy has been identified as one of the main learning approaches. RTA takes into account and respects the diversity of students and their needs, considers and applies various ways of implementing the programmes, designs appropriate learning pathways, uses various pedagogical methods according to particular circumstances, regularly evaluates and applies teaching methods and pedagogical methods; stimulates student's independent learning while providing guidance and support to the teaching staff, as well as promotes mutual respect in student-lecturer relations. RTA has appropriate procedures for resolving student complaints.
Matriculation of students, course of studies, recognition of qualifications and certification	RTA has established transparent procedures for matriculation, ex-matriculation, recognition of qualifications, recognition of prior education and professional experience. RTA works with quality assurance agencies at AIC to ensure that qualifications are harmonized across the country.

Teaching staff	RTA has developed Human Resources Development Plan 2018-2023, Academic Personnel Development Guidelines 2016-2020. Professional Development of the academic staff has been ensured at RTA, a system of the synergy of pedagogical and scientific work has been established. The internal rules regulate the election of the teaching staff. RTA has developed a system for evaluation of the quality of work of teaching staff and application of the quality factor to the teaching staff remuneration.
Teaching resources and student support	RTA provides physical resources (libraries, study equipment and IT, etc.), human resources (teaching staff, general staff, etc.) and support services for student academic mobility and professional traineeships.
Information management	RTA collects and manages the necessary data in the information systems, analyses the data, prepares reports and publishes it for access to the respective user groups, employees and external users.
Provision of information to the public	RTA publishes a self-assessment of institutional and study directions on its website. It regularly publishes the information on all current topicalities on the website www.rta.lv , including admission rules, programmes offered and selection criteria for admission, and information on expected learning outcomes of the programmes, the qualifications to be conferred, the teaching, learning and assessment procedures, minimum mark for successful evaluation and learning opportunities available to students in its site ekursi.rta.lv.
Programme monitoring and regular reviews	RTA conducts annual self-evaluation of study programmes, including student and expert councils.
Cyclic external quality assurance	RTA performs cyclic external quality assurance in accordance with the ESG.

In the academic year 2019/2020 increased attention is being paid to QMS according to the approved plan by 2020.

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

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

The financial provision for the study programmes of RTA study direction "Management, administration and real estate management" in 2019 was 228 thousand EUR, which includes state budget financing and RTA own revenues (see Table 3.3.1.1.)

Table 3.3.1.1

Financial resources for the implementation of study programs corresponding to the study field (EUR)

Funding	2016. EUR	2017. EUR	2018. EUR	2019. EUR
State budget funding for the study direction "Management, administration and real estate management" (without scholarship funding)	130 645	135 839	142 205	148 101
Own revenue - tuition fees for students of the study direction "Management, administration and real estate management"	73 874	107 728	183 096	79 910
Total funding	**204 519**	**243 567**	**325 301**	**228 011**

Funding of science base and funding of research performance is not divided by study directions but is allocated to RTA for the provision of scientific activities (remuneration of research staff, business trip expenses, grant funding, database subscriptions, capital expenditures) and scientific institutes, while the academic staff involved in science represent different study directions. In 2019, RTA research revenues amounted to almost EUR 750 thousand EUR (see Table 3.3.1.2).

Table 3.3.1.2

RTA funding for the provision of academic staff research (creative) activities (EUR)

Funding	2016, EUR	2017, EUR	2018, EUR	2019, EUR
Funding of science base	152 622	194 774	209 367	190 347
Funding for national research programmes	56 619	77 401	87 065	91 916
Performance funding	87 738	39 843	138 087	104 009
Other State budget revenue	36 531	10 000		
EU Structural Funds	345 945	786 571	1 143 562	347 690
Revenue from contract work with legal entities of the Republic of Latvia	53 011	14 841	21 536	12 182
Total funding	**732 466**	**1 123 430**	**1 599 617**	**746 144**

Funding for RTA library collections is not divided by study directions, because often the library resources in the process of studies are used by students of several study directions (see Table

3.3.1.3.). The most important literature in each course is updated in cycles, but the most relevant additional literature items are updated on a regular basis.

Table 3.3.1.3

Expenditure library collections	2016, EUR	2017, EUR	2018, EUR	2019, EUR
Periodicals	3 814	2 940	3 009	3 333
Books	11 402	12 102	8 206	7 419
Electronic documents and databases	16 166	19 184	15 828	7 086
Total funding:	**31 382**	**34 226**	**27 043**	**17 838**

Funding for student council is provided in the amount of at least one of two-hundredth of the state funding for the study process and tuition fees each year and fluctuates around twelve thousand euros per year (see Table 3.3.1.4).

Table 3.3.1.4

Funding for RTA Student Council (EUR)

Funding	2016, EUR	2017, EUR	2018, EUR	2019, EUR
Funding for student council, EUR	**11 668**	**12 422**	**12 729**	**12 331**
State budget funding for the study process, EUR	*1 926 867*	*2 001 323*	*2 076 881*	*2 162 918*
Tuition fee income, EUR	*406 790*	*482 993*	*468 832*	*303 241*
Total income from the study process, EUR	**2 333 657**	**2 484 316**	**2 545 713**	**2 466 159**
Student council funding ratio,%	*0.5*	*0.5*	*0.5*	*0.5*

RTA estimates that the direct costs (academic and general staff remuneration) of the second level professional higher education study programme "Entrepreneurship" and bachelor study programme "Business Management" is 1140.00 EUR / 75% per notional student per year, indirect costs (RTA operating expenses, including the library, land tax, rent, lease, maintenance, telephone subscriptions and service charges, utilities, repair works, special programmes, etc.) is 380.00 EUR / 25% per conditional student per year. In total, the cost of one full-time RL or EU student per year is estimated at EUR 1520.00, which does not exceed the cost of preparing one student for a similar speciality in European countries. The cost of one non-EU student is estimated at EUR 3 190,00 per

year.

RTA has estimated that the direct cost of one non-EU student is EUR 2,392.50 per notional student per year, the indirect costs (RTA running costs, including RTA library, land tax, rent of premises, rent of buildings and their maintenance costs, telephone subscription and service costs, utilities, running repairs, special programmes, etc.) are EUR 797.50 per conditional student per year.

RTA estimates that the direct costs (academic and general staff remuneration) of the master study programme "Management Science" is 1267.50 EUR / 75% per notional student per year, indirect costs (RTA operating expenses, including the library, land tax, rent, lease, maintenance, telephone subscriptions and service charges, utilities, repair works, special programmes, etc.) is 422.50 EUR / 25% per conditional student per year. In total, the cost of one full-time RL or EU student per year is estimated at EUR 1690.00, which does not exceed the cost of preparing one student for a similar speciality in European countries. The cost of one non-EU student is estimated at EUR 3 190,00 per year.

RTA has estimated that the direct cost of one non-EU student is EUR 2,392.50 per notional student per year, the indirect costs (RTA running costs, including RTA library, land tax, rent of premises, rent of buildings and their maintenance costs, telephone subscription and service costs, utilities, running repairs, special programmes, etc.) are EUR 797.50 per conditional student per year.

RTA estimates that the direct costs (academic and general staff remuneration) of the doctoral degree study programme "Studies in Economy and Entrepreneurship" is 3 412.50 EUR / 75% per notional student per year, indirect costs (RTA operating expenses, including the library, land tax, rent, lease, maintenance, telephone subscriptions and service charges, utilities, repair works, special programmes, etc.) is 1137.50 EUR/ 25% per conditional student per year. In total, the cost of one full-time RL or EU student per year is estimated at EUR 4 550 EUR, which does not exceed the cost of preparing one student for a similar speciality in European countries.

The total funding available for the study direction is given in Table 3.3.1.1. The development of the study direction receives funding for scientific activities and funding for supplementing the library funds; RTA allocates it according to priorities as described in Chapter 3.1., instead of allocating it by directions.

All issues regarding the distribution and use of funding are decided by the Senate of RTA. Financing of measures relevant to the development of specific study directions comes from the faculty fund in the amount of 5% of the tuition fees of the students of the respective faculty and fees for other payments related to the study process. In turn, the faculty uses 5% of the funds pursuant to the estimate drawn up by the Faculty Board and approved by the Rector. The funds in the estimate partially cover accreditation expenses of study programs (up to 40%), business trips for the academic staff (up to 20%), payments for various services and other organizational expenses for the improvement of specific study directions (up to 40%).

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).

RTA owns a 4,2-hectare lot at 115 Atbrivosanas aleja, where a campus is being built, bringing together educational and scientific resources in a single location, thus ensuring a much higher quality, attractive and, above all, rational and economically efficient infrastructure. The study process at RTA is implemented in four study blocks. The total area of the central building at 115 Atbrivosanas aleja is 4844.5 m^2. For the study process, there are used 19 classrooms with a total area of 2059.4 m^2.

The Information Technology Centre with two classrooms and two spacious computer classes is used for the study process. The building of the Faculty of Engineering houses a large and modern library and a reading room, which are accessible to students. There are two computer rooms with an area of 104.9 m2 and 97.9 m2 with 25 and 21 computers. In addition, students in the study direction of "Management, administration and real estate management" can use the computer room of the Faculty of Economics and Management with 15 workstations for independent work that are connected to the Internet, equipped with computer equipment and special software. Students and academic staff have access to all necessary resources for the study process. All buildings are accessible to people with special needs, equipped with an entrance and indoor lifts.

The material and technical facilities are constantly updated and improved. The lecture rooms are equipped with new and comfortable furniture, the air conditioners are installed, all the lecture rooms (100%) are provided with the necessary equipment, i.e. boards, screens, blinds, overhead projectors etc. All computers are connected through a computer network. Lecturers and students can use the *open-access Internet and Wi-Fi network*. Video and audio equipment as well as instructional films are used to learn foreign languages. RTA has acquired equipment for translation of small conferences and international seminars. Faculty of Economics and Management has an agreement with Rezekne City Council and, if necessary, it can arrange larger conferences, providing sign language interpretation in at least two languages.

 The co-creation space at the RTA centre for applied research "SalesLab" is used for the implementation of the study direction "Management, administration and real estate management". RTA students have access to a student's hostel at 22 Maskavas Street, but it is scheduled that in 2020 a new student hostel will be opened on the RTA campus at 115 Atbrivosanas aleja, which is currently undergoing renovation. In order to satisfy students' needs for sports and interests, RTA provides premises for sports activities, dancing, choir activities, professional and interest education programmes.

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 RTA Library is located at 115 Atbrivosanas aleja in the k-4 block. In 2016, the RTA Library was re-accredited as a local library.

The structure of the library consists of a reading room, a subscription to study and branch literature, a collection and cataloguing sector, a bibliography and information sector.

The library is open to students and provides access to information resources. Library opening hours at the beginning of each academic year are reviewed based on faculty demand and actual user attendance statistics by day and hour. Twice a month the library is open to users on Saturdays.

The library is accessible to people with reduced mobility. See Table 3.3.1 for a description of the library facilities.

Table 3.3.1

Library premises, suitability for continuous study and research work

Library premises	Indicators/ evaluation
The total area of premises (m^2) *When working in the reading room, one can use the reading room computers or come with their own computer and connect to the Wi-fi network.*	459
A reading room (m^2)	418.8
Number of reader workplaces in the library	39
Technical condition of the premises (good, satisfactory, repairs needed, emergency)	good
The last time a reconstruction, overhaul or routine remodelling has been done	The building was build in 2014

The library has two individual rooms where students can work seamlessly. The reading room is equipped with a pouffe lounge area. RTA library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection.

In order to provide qualitative support to RTA educational and scientific process, special attention is paid to users' awareness, providing more opportunities for searching e-resources and information retrieval, educating and consulting users on information literacy. Library staff is constantly providing assistance and information to its users. In 2018/2019 1754 inquiries were provided during the study year.

In order to improve the quality of its work, the library conducts regular user surveys. In order to find out the satisfaction of RTA foreign students with the services provided by the library, from

11.03.2019. to 25.03.2019 a survey of RTA foreign students was conducted.

The library collection corresponds to RTA study programmes and directions. The most recent literature in the relevant field is regularly purchased, and most of the funding is used for English books in the field (for an overview of the literature available at RTA, see Table 3.3.2). For example, since 2014, RTA has purchased more than 329 literature titles in the thematic fields corresponding to the study direction. 40% of these books are in English, and the rest 6% are in other foreign languages. Lists of book requests are regularly submitted to the library in accordance with the "Literature provision rules". Lists of book requests are regularly submitted to the library in accordance with the "Literature provision rules". To facilitate this process, a Book request form was created, which is also available electronically on the Library's website. Books purchased or published in projects provide a significant addition to the collection. Subscription to the Databases is decided upon at the session of the Science Council after having familiarized itself with the Database subscription price and statistics on the use of previous periods. Interlibrary loan services are available to library users.

Table 3.3.2

Provision of books in the study direction "Management, administration and real estate management" on 01.04.2020.

Branch	Number of titles	Number of copies
Theory of statistics. Statistics	347	776
Math. Mathematical modelling	479	3062
Sociology	484	915
Psychology	1019	2182
Economics. Sciences of economics	1763	6411
Finance. Banking. Money.	343	1404
Trade. International economic relations	292	939
Insurance	35	249
Accounting	224	1304
Law	1335	3451
Company Economics	966	3410
Organisation Management	525	2025
Taxes	74	282

Logistics	41	132
Marketing	272	661
Advertising	106	240
Public Relations	26	60
Sociology of Communication	41	52
Business ethics	45	174

Of the total number of items available in the library (27729), which correspond to the specific nature of the study direction, 4907 copies are in a foreign language. In the last five years, the library has purchased 329 new books in Management and related fields

In academic year 2019/2020, the library offers for its users the databases as follow: iFinanses, iTiesības, Latvijas Standartu bibliotēka, EBSCO, ScienceDirect, Scopus, Web of Science, ASTM Compass Abstracts, LNB Digital collections. Database trials (2019/2020 - 4) are also offered. Some databases can also be used remotely. In order to provide students with knowledge of the RTA library e-resources, their use and availability, the library offers classes and individual counselling. The library regularly offers to try out the e-resources of various foreign publishing houses.

Using the resources of the library, it is possible to obtain an overview of the literature necessary for the implementation of the study process by using the electronic catalogue of the RTA library.

The list of sources necessary for the study process as well as the materials prepared by the lecturers for the study process can be obtained in the e-course (Moodle) system which provides access throughout the study process.

For the convenience of users, a section on e-resources has been created on the library's website, where various hyperlinks to access databases, RTA and other academic articles, and free access resources are compiled. In accordance with the conditions of the quality management system, the resources ensuring the study process are regularly monitored. There has been created and developed such a work environment where students can learn qualitatively, independently generate ideas, develop a creative attitude, be active and motivated. Students have access to a learning environment that has been developed and enhanced in accordance with the principles of functionality, modernity, aesthetics, human safety and ergonomics. RTA is purposefully working to ensure the widest possible availability of information about the study process and study content that is freely accessible to all students. The most important information resources available to students at RTA include:

1. Electronic Information System of Latvian Higher Education Institutions (LAIS) providing the following information available to students: course descriptions, study plans, timetables, changes in them, student performance, information on orders related to the study process (matriculation, exmatriculation, scholarships, etc.). There is also a unified anti-plagiarism control system in LAIS, where students' final papers are tested.
2. Moodle electronic study site *rta.lv*, where students have access to study course programmes, requirements for assessment of study results, recommended literature lists, study course study materials. The system is being improved every year with the addition of new study courses. Since 2016 RTA has prioritized the preparation of study courses in the official EU foreign language and the preparation of distance learning course materials on the e-course

website.

3. Scientific journal and article collection site http://journals.ru.lv/, where all RTA conference proceedings and journals are available, including the Latgale National Economy Research, published by RTA since 2009.
4. Annual RTA International student and teacher conference " Society. State." materials.
5. Latvian Library Information System ALISE https://biblio.rta.lv/Alise/en/home.aspx, which provides remote access to library catalogues and diverse ways of information search, as well as ordering/booking editions for authorized users.

The website of the RTA Library provides links to the Common Catalogue of Higher Education Institutions and Special Libraries, the Common Catalogue of Rezekne Region, and the National Catalogue, which provide the search and request of the necessary resources through interlibrary loan.

The library is open on weekdays from 9 am to 5 pm/6 pm. Each year, at the suggestion of master/part-time students or the head of the study direction, the library also provides readership on Saturdays, but these schedules are not regular- they are tailored to current demand and return to normal working hours when actual demand runs out.

For the renewal of study and scientific literature, RTA has developed a **Procedure for Provision of Literature** (approved at the meeting of the Study Council on 20.11.2020), which includes the procedure for applying and purchasing the latest literature at RTA.   At RTA, the library collections are supplied by the Head of the Library, purchasing current new editions based on the requests of the academic staff and taking into account the priorities approved by the Study Council and the Science Council, if any: Every year in September, the Study Department of RTA submits to the Library a list with the accreditation schedule of study programs and the newly established study programs, and the library prepares a list for the purchase of study literature based on the information.   At RTA, the funds allocated for the purchase of books are spent according to priorities for:

- the latest scientific, methodological publications and textbooks in foreign languages (English, etc.);
- purchase of electronic publications;
- subscriptions (periodicals, databases, amendments to regulatory enactments, etc.).

In order to provide their study courses with the latest study materials and scientific research, the academic staff:

- updates the list of literature to be used in each study course at the beginning of each study semester;
- using the electronic catalogue of the RTA library, identifies the collections available in the RTA library;
- prepares a request to replenish the library funds with the latest study and scientific literature;

Literature requests to the library are made by the academic staff filling in the **electronic form** available in the RTA document management system in the section *Forms* or on the website of RTA library.   In accordance with the RTA Library Regulations, the library employees:

- in a centralized way supply the library collections pursuant to the study directions and scientific research areas at RTA;
- request applications for the purchase of literature from the structural units of RTA;
- regularly publish the lists of newly purchased materials;
- summarize all the latest literature, also providing reports on the literature purchased by RTA institutions during projects.

The information about the Library's new materials is available on the Library's website.

Funding for replenishing the funds of the Library is given in Table 3.3.1.3 of the Self-Assessment Report. The same chapter describes cooperation with other libraries.

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.

RTA academic staff planning issues are regulated in Operation and development strategy of RTA 2016-2023, Academic Staff Development Guidelines 2016-2020, RTA Academic Staff Development Plan 2018-2023. Other issues related to the planning of academic staff at RTA are regulated by the Regulations on planning, registration, control and payment of RTA lecturers' methodological developments and scientific research, Procedure of planning and accounting of workload of RTA academic staff, Procedure for assessing the quality of work of RTA academic staff and other documents. The most important criteria for the selection of the academic staff are scientific and professional competence.

RTA assistants, lecturers and assistant professors are elected for six years in accordance with the requirements of the Law on Higher Education Institutions. Professors and Associate Professors for the first time shall be elected for a term of six years, providing the conversion of a fixed-term contract into a contract of indefinite duration after the assessment of eligibility within the time limit set by RTA. All vacancies for academic staff are advertised in open competition, published in the newspaper "Latvijas Vestnesis", and other information sources. Applicants' eligibility for the advertised vacancy is assessed in accordance with the Regulations on Academic Positions in RTA. To attract foreign teaching staff, RTA publishes advertisements on the Euraxes portal.

Doctoral studies are an important direction towards the qualification improvement of the academic staff. In 2019 two lecturers (J.Kjakšta) study for doctoral studies. The study direction is purposefully planning the development of the academic staff, including the promotion of the most capable graduates of the master's programme to further their doctoral studies. From 2017/2018 and so far with the suggestion of the Direction Council and with the consent of the Faculty, J. Kjakšta, a graduate of RTA, is acquiring a doctoral programme at Daugavpils University. On June 6, 2019, J. Kjakšta shared her study experience with the direction lecturers at the general meeting.

Since December 1, 2018, there have been implemented two SAM 8.2.2 projects, which involve attraction of foreign lecturers within the framework of the project, as well as involvement in the academic work after the implementation of the project. Foreign professors R.Subaciene, V.Bartkutė-Norkūnienė and foreign visiting assistant professor R.Jodiene are conducting lectures in the study direction "Management, administration and real estate management".

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.

RTA quality management policy sets out the RTA quality principles, including:

- *Staff engagement and development* - employees share a similar value system, mutual trust and a sense of responsibility. RTA invests resources in the professional development of its employees and encourages them to become more involved in the development of the institution. RTA evaluates the professional competence of employees and their compliance with the quality of their duties, supports and motivates the improvement of professional qualification, career development, provides social guarantees. RTA promotes the consolidation of employees and the development of a unified corporate culture.
- *Continuous learning and improvement* - introduction and use of new, innovative technologies, knowledge sharing, the introduction of innovations and improvements. Employees are introduced and trained to work with new and innovative technologies, to use them in their work and increase the competitiveness of RTA.

RTA Academic Staff Development Guidelines define the main HR development processes in RTA activities:

- Student-centred *study process,*
- *A research process* focused on public demand for innovative products and services,
- *Communication process*, which provides for the exchange of knowledge and innovation in the inter-university level, effective international academic and research co-operation,
- *Technological process* focused on access to high-quality science-based higher education, the introduction of new modern technologies in the study and research process (including distance learning).

In the system of attraction and motivation of the teaching staff, RTA emphasizes the principles of strategic planning of the teaching staff, principles of determining the workload, principles of payment for the amount and quality of work, measures of motivating the growth of the teaching staff.

   The academic staff of the study field "Management, administration and real estate management" is selected in order to be able to implement the study programme objectives consistently and to achieve the defined study results. Both the elected lecturers and the visiting lecturers are employed in the study field "Management, administration and real estate management". Visiting lecturers' employment policy at RTA complies with the strategic principles of RTA academic staff development - professionals with great professional work experience are invited to professional study programmes.

        Lecturers - practitioners with professional experience in the direction are involved in the implementation of the study programme. I.Novika, who has 10 years of professional experience in the direction working as a judge assistant, lawyer, chief lawyer conducts law study courses. J.Kjakšta, who has professional experience in the field for 4 years and works as a lawyer, teaches law courses. L.Amantova-Salmane, who has professional experience of 17 years working as a project manager in a company, municipality, state institution, including 15 years of being ahead of the department of project administration, teaches project management study courses. I.Arbidāne, who has professional experience in the field for 24 years, is a practising accountant and the Dean of the Faculty of Economics and Management, teaches courses in accounting and human resource management. M.Kijaško, who has professional experience in ICT field for 20 years, teaches ICT

study course. A.Klodāne, who has professional experience of 8 years of work in the field of accounting, teaches courses in statistics, accounting and econometrics. J.Volkova, who has professional experience of 21 years working as an insurance specialist, teaches insurance and investment study courses.

The qualification of the teaching staff at RTA is evaluated and raised in several ways:

- Academic staff elected once at RTA must complete a 160-hour professional development programme in "Higher education didactics" or "Innovation in higher education". The programme offers, among other things, courses on personal development, scientific writing, and other topical issues of higher education: student-centred approach, quality management, etc.
- All lecturers have the opportunity to apply for the evaluation of the quality of work of the academic staff, which provides the determination of the quality factor applicable to the salary of the next year. Starting from 2018, the quality indicators of lecturers' work are aligned with the student-centred approach, assessing the contribution of the lecturer to the development of the academic, scientific and professional competence of the student. In the academic year, 2018/2019 eight lecturers involved in the study direction got a score between 2 and 50, which represents a corresponding percentage increase in salary for the following year.
- Growth opportunities at RTA Faculty of Economics and Management are planning the professional development during the reporting period, assuming that by 2022 3 professors in economics and business (currently 2) and 8 associate professors (currently 6) will be employed in the study direction "Management, administration and real estate management".
- Within the framework of RTA project No. 8.2.2.0/18/A/0168 "Strengthening of RTA academic staff in the study direction "Mechanics and metalworking, heat engineering, power industry and mechanical engineering" and "Management, administration and real estate management" lecturers involved in the study direction improve their English language skills, acquire digital skills and leadership competencies, and each lecturer trainees in enterprises for 200 hours, developing the professional competencies relevant to their field, which will be approbated and implemented after the traineeship study courses.

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.

62 lecturers are involved in the implementation of study programmes corresponding to the study direction. 30 (48%) were elected to RTA academic positions, 32 (52%) were visiting lecturers. The increase in the number of guest lecturers is achieved due to the 17 teaching staff members from partner universities being involved in the joint Doctoral study programme, which amount to 53% of all guest lecturers. 31 (50%) of the teaching staff are simultaneously elected to RTA academic and scientific positions. 36 or 58% of all teaching staff have a doctor's degree and 24 (39%) have a master's degree, two guest lecturers have higher education - specialists in the field of professional activity. The elected lecturers hold the positions of professor (6), associate professor (2), assistant professor (7) and lecturers (12). Visiting lecturers hold the positions of visiting professor (9), visiting associate professor (4), visiting assistant professor (6) and visiting lecturer (12). See Annex 5 for

basic information on the teaching staff involved in the implementation of the study direction. See Annex 6 for biographies of the teaching staff.

The types of the academic workload of the teaching staff, regulations on the volume of workload, the planning of work, accounting and control procedures are regulated by the workload planning and accounting procedure of the academic staff of RTA for the current academic year. RTA procedure has been elaborated in accordance with Cabinet of Ministers Regulations No. 445 "Regulation on remuneration for teachers' work" and provides for a full-time professor, associate professor 800 hours per year, an assistant professor with a doctor's degree - 900 hours per year, an assistant professor without a doctor's degree, lecturer, assistant - 1000 hours per year. The academic load consists of the work of the teaching staff in the classroom, consultations, conducting of research work, evaluation of the study outcomes.

The scientific work of the staff elected in the scientific position shall be carried out in accordance with the provisions of planning, accounting, control and payment of the scientific workload at RTA. The scientific workload consists of scientific projects/contract work, scientific publications, research work (if the research staff is studying for a master's or doctoral degree) and other forms of scientific work, such as expertise, evaluation, peer review editing, etc. If the scientist is at the same time elected to the academic position of professor, associate professor, assistant professor, lecturer or assistant, RTA shall ensure that the total annual workload does not exceed the number of hours determined by labour law.

 The academic load of the teaching staff employed in the study direction, like at RTA in general, prevails over the volume of scientific work. This is due to two factors: firstly, according to the legislation of Latvia, the monthly base salary per researcher corresponds to 50 percent of the professor's lowest monthly salary rate, which weakly motivates teaching staff to become more involved in scientific research; secondly, scientific activity is linked not only to the teaching load but also to professional activity in the field or to administrative duties at RTA, which limits the opportunity to be involved in large-scale research projects.

In order to facilitate the mobility of teaching staff and to ensure a high quality of juridical education, RTA aims to develop international cooperation on a global scale and, above all, to integrate into the European economic system. The ERASMUS + programme has concluded cooperation agreements for the study direction. See https://www.rta.lv/partners.

During the reporting period, lecturers from Lithuania, Poland, Portugal, Spain, Turkey, Germany conducted classes in the study programme "Management, administration and real estate management" within the framework of ERASMUS + mobility.

Study direction "Management, administration and real estate management" lecturers during the reporting period have been teaching in Lithuania, Poland, Portugal, Sweden, Germany, France, Bulgaria, Netherlands, Spain and Greece within the framework of ERASMUS + mobility.

In general, the mobility of the academic staff of the RTA in the study direction "Management, administration and real estate management" is assessed as satisfactory, which is influenced by the workload of the teaching staff in their professional field, which limits the possibilities of academic mobility. In general, RTA shows high student mobility rates. In U-Multirank 38 ranking in 2018 RTA was nominated as one of the top 25 universities for student mobilities. In the academic year 2018/2019, there was outgoing mobility of 131 teaching staff of RTA, representing 147% of the number of academic staff elected by RTA (89). From the study direction "Management, administration and real estate management" in the implementation of study programs academic staff 2018/2019 academic year 18 or 60% used outbound mobility.

In order to plan the mobility schedule in a timely manner, RTA has established the order in which

the lecturers apply for Erasmus+ mobility. It is a collegial procedure approved by the faculty councils and the RTA Administration meeting. Preference is given to lecturers teaching in joint study programmes, working with Erasmus+ incoming students or using mobility for the first time. RTA fully guarantees staff participation in Erasmus+ mobility events.

See Annex 7 for statistics on outgoing and incoming mobility of teaching staff.

All measures for raising the qualification of the academic staff are purposefully targeted at their professional development. Sixteen lecturers of the study direction have been improving their English language competence in the specific support objective (SAM) Project No. 8.2.2.0/18/A/0168 since 2019. It is expected that by the end of the training in 2021, fifteen of them will have improved their English knowledge up to the level C1.

In turn, the lecturers involved in the training of digital competencies within the project will improve their skills in the use of IT and digitization of the study process, which is crucial when organizing the distance learning process.

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.).

To provide a successful higher education environment, RTA provides both physical resources (libraries, study equipment and IT infrastructure) and human resources (teaching staff, study consultants and other advisors). In addition to the aforementioned RTA administrative units (Dean's Office, Study Department, Science Department, External Relations Department, etc.), RTA offers to its students:

- individual psychologist services on the psychological issues of organizing personal studies, psychological interrelations, etc. issues related to studies and communication in the study process. RTA offers individual and group classes. Exercise-trainings for *interaction, relationship building skills and formation of "I" image* are possible. The service is offered by a practicing psychologist. Consultation for RTA students is free of charge;
- individual career counselling services to help students better identify their interests, skills, opportunities and values, deepen their understanding of career choices, and professional suitability, to study about their personality and occupational characteristics, to obtain up-to-date information on career issues, to get support for successful career planning, to make sure they have chosen the right profession. In the field of career choice, RTA offers individual and group classes led by a certified career counsellor. Consultation for RTA students is free of charge. In addition to individual career counselling services, RTA operates the RTA Career Portal, where information on professional practice, work and volunteering opportunities is regularly posted;
- the possibility to create an individual study plan for independent studies, which is supported by RTA in cases when the student is working or due to family circumstances cannot fit into the common study schedule. It is determined by RTA student regulations;

the practice of attracting a course mentor (lecturer) in the first year of the RTA FEM study programmes is introduced to ensure a more successful integration of students into the academic environment. For example, in 2019/2020 Mg.oec. lecturer J.Volkova is a mentor of the 1st year

second level professional higher education bachelor's study programme "Entrepreneurship".

In addition to the opportunities already described, foreign students also receive additional support from a specially hired study process specialist for work with foreign students. The responsibilities include advising all foreign students on issues related to studies, day-to-day life, health, etc. One of the activities of the Students' Self-Government of RTA is also international cooperation, with the focus on the inculturation of foreign students and their involvement in the academic and cultural life at RTA.

RTA also supports activities offered by organizers of other institutions, such as the Society Integration Foundation.

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

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

In 2013 RTA has been entered in the Register of Latvian Scientific Institutions (reg. No. 1172165) as a scientific institution. Its research objectives are defined in the Strategy for Scientific work 2019-2023, which derives from the RTA Strategy. The goal of RTA's scientific work is **to** *develop the knowledge-based economic development potential by providing technological excellence and transfer to the development of entrepreneurship and economy*. Its main tasks are to provide science, research and innovation in line with the research directions defined in the RTA's strategy for action and development, to develop scientific research capacity, to increase the number of people employed in science, to renew and develop human resources, technology and innovation in science, to promote international excellence and quality and maintain and improve scientific infrastructure.

1. Synergy of academic and scientific work in the study direction (31 out of 62 lecturers employed in the study direction (50%) have been elected in both pedagogical and scientific positions).
2. RTA publishes the scientific journal "Latgale National Economy Research", which is available since 2009 in free access on the RTA website http://journals.ru.lv. Both RTA lecturers and students (with the recommendation of supervisors) have the opportunity to publish the results of their research.
3. RTA organizes an annual scientific conference "Society. Integration. Education." with scientists from over 20 countries; as a part of the conference, a series of articles are published, with a separate issue on Economics, which has been published since 2016. December is available free of charge on RTA's electronic site http://journals.ru.lv.
4. RTA Faculty of Economics and Management, in cooperation with Kryvyy Rig College of Economics and Management of Kiev National Economic University named after Vadym Hetman (Ukraine) and Bukhara State University (Uzbekistan), has been organising the III International Scientific Congress "SOCIETY OF AMBIENT INTELLIGENCE - 2020" for three years

http://www.isc-sai.org/. The congress is organised in all three countries and includes student business plan competitions. A collection of articles has been published in the framework of the Congress in cooperation with ATLANTIS PRESS: Proceedings of the III International Scientific Congress Society of Ambient Intelligence 2020 (ISC-SAI 2020) https://www.atlantis-press.com/proceedings/isc-sai-20. The proceedings have been submitted for indexing to Web of Science.

Scientific activity in the study direction is ensured by the Research Institute for Business and Social Processes. It operates in accordance with the RTA Strategy and the Research Strategy. The **aim** of the Institute is to strengthen and expand existing scientific capacity by ensuring scientific research in the field of social sciences and related interdisciplinary fields in Latvia, in the European and global context, providing practical support in the study directions implemented by the Faculty of Economics and Management and RTA in general. Research at the Institute is carried out both as systematic research by academic staff in the fields of their competence and as part of the education process when implementing a corresponding RTA study programme. The Institute:

- Conducts research in the field of social sciences and related interdisciplinary fields;
- Performs commercialisation of scientific research results, integrates them into the study process and the national economy;
- Promotes the inclusion of human resources into the international scientific movement in the field of social sciences by strengthening the links between entrepreneurs, the public sector, and RTA;
- Involves the staff of the Institute and RTA students in scientific projects;
- Creates an environment and conditions for innovative research and activity;
- On the basis of mutual agreements, ensures cooperation with other research, industrial and academic partners in the Institute's field for performing academic research and completing industrial orders;
- Ensures the publicity of the Institute's research results in scientific periodicals, monographs, and international databases;
- Organises and participates in conferences and other scientific activities.

According to the RTA Research Strategy for 2019-2025, the **vision of the Institute is to become the leading institute of social sciences in Latgale region.** The aim of the Institute is to conduct scientific research and design innovative technologies that promote sustainable development and competitiveness of the Latvian economy and social sciences. The Institute, being a new structural unit of RTA, has to strengthen and develop its scientific potential in the next 6 years. At present, the Institute has a strong network of academic and scientific staff ready to contribute to the development of science. Moreover, considering the technological equipment and development of science-based technologies at RTA, the academic staff are ready to pass their knowledge to students, creating new and innovative solutions in the field of economics and social sciences.

The academic staff of the Institute also plan to expand their areas of responsibility to include in their research such fields of social sciences as communication, multimedia communication and marketing, as well as to expand the circle of academic staff.

The challenge for the next six years is to stabilise the role of the Institute in the scientific environment, creating added value for the research and development processes of economic and social sciences in Latvia, promoting the economic and social growth of Latvia and especially Latgale region.

In order to strengthen the scientific capacity of RTA, a joint **Doctoral study programme "Economics and Business"** (RTA, ViA, VeA) has also been created. The RTA Operational and

Development Strategy for 2016-2023 provides that implementation of full-cycle studies is a priority in the development of study directions, including cooperation with other higher education institutions in Latvia and abroad to create joint study programmes. The RTA Academic Staff Development Plan for 2018-2023 provides for creating a new Doctoral study programme in the study direction "Management, Administration and Real Estate Management" together with other Latvian higher education institutions in social sciences in the field of Economics and Entrepreneurship, which would attract academic staff with a Doctor's degree, promote resurgence of academic staff, and grow the synergy of education and research in the study direction. The programme will promote the transfer of economic knowledge to the practical business environment, promoting unified development of the Latvian national economy. Leading scientific staff of all three higher education institutions will be involved in the implementation of the programme, thus ensuring a unified transfer of knowledge in the academic environment.

In their evaluation of the programme's curriculum (June 2019, ViA), employers have stated that analytical skills and the ability to analyse and forecast development processes on the global scale are important in Doctoral studies. Whereas M. Kaprāns and I. Austers (2017)[1] state that in the long-term policy planning document **Latvija 2030**[2] the role of science is most directly expressed in the context of innovative and eco-efficient economy; therefore science needs to focus on market demand, internationalisation of research, transfer of knowledge and involvement of businesses in the management of science and research. It is planned that the programme will contribute to the achievement of these goals.

The structure of the programme and the content of courses, implementation methods and forms in the Latvian academic environment are innovative, ensure the growth of the capacity of the scientific staff and contribute to the growth of the Latvian national economy as a whole.

[1] The Issues Important for the Development of Latvian Society, National Economy, and Science; Future Development Trends and Opportunities. https://www.izm.gov.lv/images/zinatne/Latvijas_sabiedribas_tautsaimniecibas_un_zinatnes_attistibai _aktualie_jautajumi_to_nakotnes_attistibas_tendences_un_iespejas.pdf

[2] Sustainable Development Strategy of Latvia until 2030. https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf

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.

One of the main tasks of RTA Strategy is implementation of science-based study process. Requirements for scientific research in the study directions in RTA are defined according to the descriptions of knowledge, skills and competences corresponding to the Latvian Qualifications Framework (LQF), which envisage certain skills, knowledge and competences in each programme group.

The link of scientific research with the study process in the study direction is realized also by the participation of the academic staff and students in scientific and scientific practical conferences, seminars, RTA annual international student and teacher conference "Individual. Society. State." (traditionally held in May), with representatives from both RTA and other higher education

institutions, and other public events.

23 speakers from RTA, University of Latvia, Jekabpils Agrobusiness College, Kaunas College and Klaipeda University participated in the conference in 2018. Students of the study direction presented their research.

Table 4.2.1

Participants of the student conference in 2018

Study programme	Student's surname, first name	Topic	Scientific supervisor
Academic master's study programme "Management Science"	Auzāne, L.	A Study of Factors Affecting the Design Process of the Marketing Complex ZS "Pērles"	Mg.oec. A.Puzule
	Smule, V.	The Essence of Life Insurance and Payouts in Latvia	Dr.oec. A.Zvaigzne
Academic Bachelor's study programme "Technology and Innovation Management"	Briška, M.	Decision Selection Criteria in the Conditions of Risk and Uncertainty	Dr.oec. Ē.Žubule
Academic Master's study programme "Management Science"	Vanaga, E.	Foreign Direct Investment in Latvia	Dr.oec. L. Litavniece
Professional Master's study programme "Regional Development and Planning"	Karvele, L.	Tourism Planning and Identifying its Development Potential in Ludza	Mg.soc.sc. D.Znotiņa
Professional Bachelor's study programme "Entrepreneurship"	Nagle, L.	Designing a New Gastronomic Tourism Product in Kārsava Municipality	Mg.eoc. I.Dembovska
	Sparāns, J.	Website Promotion Online: The Case of SIA "Volmārkoks"	Mg.soc.sc.Ē.Višķers
Academic Master's study programme "Management Science"	Smirnova, M.	Usefulness and Effectiveness of Coaching	Dr.sc.ing. I.Silineviča
	Stempers, M.	Economic Impact of Foreign Direct Investment in Latvia	Mg.oec. A.Puzule.

16 speakers from RTA, Jekabpils Agrobusiness College, Utena College, Pskov State University and Polotsk State Univesity participated in the conference in 2019.

Table 4.2.2

Participants of the student conference in 2019

Study programme	Student's surname, first name	Topic	Scientific supervisor
Academic Master's study programme "Management Science"	Maļķeviča, V.	Quality Management in Electronic Commerce Information Systems	Dr.oec. L. Litavniece
	Missa, K.	A Study of Possibilities for Heating Fuel Differentiation in Latvian Households	Dr.sc.ing. I.Silineviča
	Poruka, Z.	Social Entrepreneurship as an Innovative Tool for Solving Social Problems in Latvia	Mg.eoc. I.Dembovska
Academic Bachelor's study programme "Technology and Innovation Management"	Rundāne, G.	Innovation-promoting Factors and their Funding in Latvia	Mg. oec. I.Kotāne
Professional Bachelor's study programme "Entrepreneurship"	Ceriņa, S.	A Study and Analysis of the Image of Rezekne Academy of Technologies	Mg.eoc. I.Dembovska
Academic Master's study programme "Regional Media and Communication"	Kozule, E.	"Zeiļas lietas" Coverage in National and Regional Media	Dr.sc.comm. S.Murinska
	Sprukte, A.	Language Codes of News Sources in Latgale Regional Television Stories	Dr.sc.comm. S.Murinska
	Geduša, L.	The Role of Social Networks in the Development of Guesthouses	Dr.sc.comm. S.Murinska
	Pinčuka, A.	Representation of a Woman in the Magazine "A12"	Dr.sc.comm. S.Murinska
	Dzerkale, G.	Analysis of the Quality of Journalism in the Newspapers "Latgales Laiks" and "Nash Gorod"	Dr.sc.comm. S.Murinska

The conference proceedings are published in paper format and, since 2018 are available electronically. They are available in RTA's open access database http://journals.rta.lv/."

The link between the study process and research in the field of public information is also evidenced by the participation of the teaching staff and students in the annual activities of the "Researchers' Night". For example, "European Science Night 2019" was attended by I. Kotāne and A. Čerpinska, offering an interactive class "Future Economics".

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.

In 2019 there has been launched the Erasmus + Program KA 2 Strategic Partnership project *"Development and Introduction of a Communication Competencies Model for Enhancing and Maintaining a Business Mentor Network"*, which will be implemented in cooperation with the Belastok University of Technologes (Poland), Burgaski Svoboden University (Bulgaria), Ecoistituto del Friuli Venezia (Italy), Utena University of Applied Sciences (Lithuania). The project involves the development of 5 publications and a scientific monograph. The activities of the project will promote international cooperation directly in building scientific capacity. 4 lecturers (A.Zvaigzne, S.Murinska, I.Mietule, I.Kotāne) are involved in the project.

RTA implements 1.1.1.5. project "Support for international cooperation projects in research and innovation" aiming at increasing RTA research and innovation capacity by ensuring the participation of research staff in international research, networking and twinning activities in the European Research Area and developing at least five proposals evaluated above quality threshold Horizon 2020 programme and proposals for projects under the 9th framework programme of the European Union in RTA priority research areas. Within this project, 5 project applications have been developed and submitted (4 in social sciences, 1 in engineering).

In August 2019 the Latvian Academy of Sciences applied research project "Analysis of the information environment of the EU external border", involved in the project teaching staff (S.Murinska, A.Zvaigzne, I.Arbidāne, I.Mietule, J.Lonska, D.Znotiņa, I. Kotāne).

Cooperation of the teaching staff:

- lecturers of the study direction "Management, administration and real estate management" together with Polish researchers, are actively involved in the "Scientific Journal of Polonia University" https://nuife.org/index.php/pnap publishing joint research;
- lecturers of the study direction "Management, administration and real estate management", together with the researchers of Ukraine (Kryvyi Rih Economic Institute SHEE "Kyiv National Economic University named after Vadym Hetman") actively participate in the international scientific conference "Society. Integration. Education. "And publishes scientific articles in the conference proceedings (included in the Web of Science Database); http://journals.rta.lv/index.php/SIE;
- since 2015 RTA FEM is a co-organizer of RTA and Utena College International Scientific-Practical Conference "Aspects of sustainable development: theory and practice";
- FEM has participated for three years as a co-organizer at the III International Scientific Congress SMART SOCIETY - 2020 in Czestochowa, Poland. Congress is organized in cooperation with Polonia University in Czestochowa (Poland), Kryvyi Rih Economic Institute SHEE "Kyiv National Economic University named after Vadym Hetman" (Ukraine), Tashkent Branch of M.V. Lomonosov Moscow State University (Uzbekistan), Bukhara State University (Uzbekistan) . This year the congress will be organized from 02.04.2020. to 03.04.2020.
- Cooperation with the European Agency for the Management of operational cooperation at the external borders of the member states of the European Union (hereinafter - FRONTEX Agency). Project of the training department "Development of joint degree study programme". I.Arbidāne performed the expertise of the module "Leadership".
- professoriate of the direction (I.Mietule, I.Arbidāne, L.Litavniece, A.Zvaigzne) is involved in the scientific committees of international scientific conferences and collections of articles, also as reviewers, for example, CROMA Journal (http://journal.avada.lt/ editorial board), International Scientific Conference Society. Integration (http://journals.rta.lv/index.php/SIE/about/editorialTeam), ASERC Journal of Socio-Economic Studies (https://www.ajses.az/editorial-board, Scientific Journal of Polonia University,

https://nuife.org/index.php/pnap/about/editorialTeam) and others.

- Participation of lecturers of the study direction and RTA students in the project CREAzone. Leading partner: Kaunas University of Technologies (Lithuania). Partners: Lithuanian Business Confederation (Lithuania), Ventspils University of Applied Sciences (Latvia) and Latvian Chamber of Commerce and Industry (Latvia).

In the next period, the study direction plans the following:

- to activate measures for attracting foreign students to professional Bachelor's, academic Bachelor's, Master's and Doctoral study programmes and student mobilities in the study direction (incl. education, professional practice postgraduate professional practice);
- Maintain and develop cooperation with other Latvian and foreign higher education institutions; participation of foreign teaching staff and students in the international annual conference for teaching staff and students "Individual. Society. State" organised by the Faculty of Economics and Management of RTA; participation of foreign cooperation partners in the international scientific and practical conference "Society. Integration. Education" organised by RTA;
- To involve the teaching staff and students in the annual International Scientific Congress "Smart Society" and international student competitions; participation of the teaching staff in international conferences;
- To provide open access to the scientific periodicals of RTA;
- Student and teaching staff mobilities in the Erasmus + programme (~ 15-20 staff mobilities per year);
- Organise and participate in business forums (Latvia, Lithuania, Poland);
- Cooperate with Polotsk State University for the implementation of joint research projects and academic activities;
- To get students involved in international business games, competitions and projects.

International cooperation in science is essential for implementation of all study programs corresponding to the study direction. This is justified by several factors. First of all, the staff employed in scientific positions are simultaneously teaching staff, who manage the students' research activities in the study process at all study levels – from the bachelor's level to the doctoral level. Secondly, international cooperation is significant for the students of the master's study program, because students with a greater scientific potential are already hired during their master's studies in unelected positions for the youngest scientific staff during the development of the master's thesis. This allows master's students to participate in all activities of the scientific institute and to use the latest scientific opinions obtained in the process of implementation of scientific projects in their master's theses. Thirdly, international scientific cooperation is a basic condition for implementation of the doctoral study program, was launched in the academic year 2020/2021 and provides for the involvement of doctoral students in the implementation of scientific projects.

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

by listing the aforementioned according to the relevance.

The involvement of RTA faculty members in scientific research is governed by the "Regulations on Scientific Activities at RTA", which stipulates that scientific work is a mandatory part of the academic staff's work. This can be done in the form of academic work as a researcher (leading researcher, researcher or research assistant), scientific research technical staff, scientific research service staff. Exceptionally, the Regulations stipulate that scientific work in the workload may not be planned if the academic staff perform full-time or part-time administrative duties at RTA or if the academic staff is elected as the academic staff of professional study programmes and its main task is to ensure the acquisition of practical knowledge and skills in professional study programmes.

The academic staff of the study direction is involved in scientific research processes. Study staff and BSPI staff participate in National research programmes:

- Challenges and solutions of the Latvian State and Society in the International Context (INTERFRAME-LV), project Nr.LV VPP-IZM-2018 / 1-0005. (Prof. I.Mietule)
- Towards sustainable development and inclusive society in Latvia: response to demographic and migration challenges (DEMOMIG), project No.LV VPP-IZM-2018 / 1-0015 (Prof. I.Mietule, BSPPC Research assistant L.Kalniņa)
- Academic staff have presented the results of scientific research in Latvia (RTA, LU, LLU, TTI, DU) in other countries (Lithuania, Poland, Serbia, Croatia, Bulgaria, Ukraine, Byelorussia, etc.), scientific publications published in databases of scientific articles EBSCO, SCOPUS, WOS etc.).

Academic staff presenting results of scientific research in Latvia (RTA, the lecturers involved in the field are LCS experts: I. Mietule, I. Arbidāne, Ē. Žubule, J.Lonska, L.Litavniece. LCS experts also participate in project expertise and work as reviewers in the Promotion Boards.

Within the framework of VISC EU project Implementation of National and International Events for Developing Educational Talent 8.3.2.1./16/I/002, the lecturers are involved as leading researchers who consult students in the process of development of scientific research work (I.Arbidāne, D.Znotiņa, etc.)

The involvement of the academic staff in scientific research at RTA is encouraged in several ways:

- Since September 2018, RTA has joined the EURAXESS Latvia Network of Contact Points **to provide information and advice to foreign researchers on scientific career opportunities** at RTA, as well as to provide practical support to foreign researchers in mobility and their family members who wish to work and live in Latvia. In addition, the EURAXESS Latvia Network of Contact Points provides information and contacts for support abroad, both in Europe and worldwide, for researchers planning to participate in outgoing mobility.
- RTA uses **project funding** to support and motivate its research staff. In 2018-2022 RTA is implementing the project "Support to international cooperation projects in research and innovation at RTA", No. 1.1.1.5/18/I/012, which provides financial support for Horizon2020 projects.
- RTA has developed a research support system, which provides for the **application of a coefficient** for the remuneration of the scientific staff if they exceed the planned amount of scientific workload. The coefficient is also assigned to RTA staff who are experts at LCS.
- A research support fund has been set up at RTA to provide financial support until 2020. 400,00 EUR per year, from 2020. - 200 EUR per year for each research staff member to

attend conferences / to be published in international scientific publications.

- RTA foresees that research units' **performance funding** can be used for various research support activities, including allocation of a coefficient to the academic staff employed in the unit, increased workload for the research staff employed in the unit, introduction of new workloads of research staff, conference fees and business trip expenses
- RTA staff have **financial incentives** when publishing in RTA collections of scientific articles, including publications indexed in international databases.
- RTA announces **internal scientific grants** to promote the involvement of students and partners in research.

Indirectly, the support provided by the RTA for research activities increases the competitiveness of the teaching staff, allows them to freely choose their research topic or to participate in larger research projects. RTA provides scientific mobility and the opportunity to establish national and international scientific partnerships.

See the list of publications by the teaching staff in the reporting period in Appendix 8.

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.

The content and volume of students' research work is determined by the content of the study programme and the work plans of the scientific units. See table 4.5.1. for the structure of students' scientific work.

Table 4.5.1

Structure and volume of students' scientific work

Study programme	Study courses	Study work	Diploma thesis/ bachelor thesis	Master's thesis	Doctoral thesis	Total amount of scientific work
Academic Bachelor's study programme "Business Management"	Research methodology (I, II) (3 CP)	Coursework I (2 CP) Coursework II (2 credits)	Bachelor's project (10 CP)			17 CP

Professional Bachelor's study programme "Entrepreneurship"		Introduction to Research / Basics of Scientific Work (1 + 1 CP)	Coursework I, II, III (2+2+2 CP)	Diploma project (12 CP)		20 CP
Academic Master's study programme "Management Science"	1 year	Research Methods in Social Sciences (4 CP)			Master's project (20 CP)	24 CP
	1.5 years	Research Methods in Social Sciences (4 CP) Data Science and Big Data Analysis (4 CP)/ Industry Methodology (4 credits)			Master's project (20 CP)	28 CP
	2 years	Research Methods in Social Sciences (4 CP) Data Science and Big Data Analysis (4 CP)/ Industry Methodology (4 CP)			Master's project (20 CP)	28 CP

The doctoral study programme "Economics and Business"	Qualitative Research Methods (6 CP) Quantitative Research Methods (10 CP)		Doctoral thesis (85 CP)	101 CP

In addition to the basic module shown in the table, the elements of research work are included in the content of the study course.

Students in the study direction were involved in RTA scientific grant projects, for example:

- In 2016, the project **"Tourism Product Development Opportunities at Lūznava Manor"** (supervisor: doc. L. Litavniece) was implemented with the participation of 11 students of the academic Bachelor's study programme "Hospitality Management", 9 students of the professional Bachelor's study programme "Entrepreneurship", and one student of the professional Bachelor's study programme "Software Engineer", thus also ensuring interdisciplinary cooperation. Students researched the catering services of Lūznava Manor, determined the competitive advantages of Lūznava Manor, designed proposals for the development of new and existing products.
- In 2016, the project **"Modelling and Analysis of New Product Development Processes in Latvia – Barriers to Innovation" (**supervisor: prof. I. Silineviča**)** was implemented with five professional Bachelor's study programme "Entrepreneurship" students participating. Their responsibilities included conducting a survey of the most successful new product developers in Latvia, participation in the quality assessment of product development processes.
- In 2017, the project **"Analysis of Strategic Development Alternatives for Competitiveness of Water Tourism Centre "Lighthouse"** (supervisor: prof. A. Zvaigzne) was implemented with 12 professional Bachelor's study programme "Entrepreneurship" students participating. Their responsibilities included conducting a survey of respondents, processing survey data, and participating in designing competitive strategies.
- In 2017, the project "**Quality Assessment of Rēzekne City Catering Enterprises**" (supervisor: doc. L. Litavniece) was implemented with the participation of six students of the Bachelor's study programme "Entrepreneurship" and six first level professional higher education study programme "Production Logistics" students.

For students studying for a master's programme in RTA, it is mandatory to take part in the report at a student or any other conference and prepare a publication. Since 2016 RTA works purposefully with the students of the master's programme, encouraging them to become involved in the work of scientific institutes for the period 2017-2019. In the FEM Institute of Business and Public Administration, there were employed 28 FEM master's programme students as a laboratory assistant, who developed their master's theses in the field of economics and business on the basis of the Scientific Institute. When developing master's theses at the Institute, MA students are part of an interdisciplinary team of scientists, providing an opportunity to discuss complex or systemic aspects of the discipline or profession, including joint scientific publications, e.g. in the master's

programme in Management Science. (For the list of publications of the teaching staff during the reporting period, see Annex 9).

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.

In order to improve the quality of the RTA study process, it follows that new scientific, technical, social, cultural or other field ideas, developments and technologies are applied in the study process and are aimed at achieving RTA's strategic goals. In order to improve the quality of the RTA study process, it is controlled that new scientific, technical, social, cultural or other direction ideas, developments and technologies are applied in the study process and are aimed at achieving RTA's strategic goals. Particular attention is paid to RTA indicators related to the study process, such as the relevance of study programmes to current business development issues, industry needs, research-based studies, student-centered study process. RTA has developed and implemented the innovations as follows:

1. RTA has established a study field expert council, which evaluates the compliance of study programme results with the needs of the branch and recommends improvements in the content of the study programmes and didactic strategy. The composition of the Expert Council of the study field ""Management, administration and real estate management" based on the RTA Senate decision No.4 of February 26, 2019 "Regulations on the Expert Councils of the Study Fields at Rezekne Academy of Technologies" was approved by the RTA FEM Council on October 17, 2019. The Expert Council of the study field "Management, administration and real estate management" is composed of professionals in the field of business.
2. RTA lecturers' quality of work is evaluated on the basis of student-cantered approach criteria and evaluation of the lecturer's contribution to the development of the professional, scientific competence of students. The quality of work ratio determines the remuneration of the teaching staff for the following year.
3. 4 lecturers (I.Dembovska, D.Znotiņa, L.Amantova-Salmane and S. Murinska) involved in the Interreg project "Improvement of employability competences in sales laboratories" introduced problem-based learning method (PBL) in their study courses.
4. ICT facilities: digitalized student registration for semesters and courses, digitalized student attendance system, etc.
5. In 2015 RTA founded the Eastern Latvia High School of Technologies, which promotes the connection and succession of secondary and higher education.
6. Student involvement in business forums and business games outside Latvia (2015-2017 Business Forum Latvia, Latvia, Poland. Since 2018 students have participated in new business projects and start-up competitions in Poland, Czestochowa.

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.

The strategic goal of RTA's internationalization is to become an internationally competitive academy of engineers, social and humanities integrated with the European Higher Education and Research Area, with motivated, creative and demanding students and an open, dynamic academic and scientific environment for sustainable community development thus promoting international recognition of study programmes and sustainable transnational cooperation. The tasks of implementing the strategic objective include:

- ensure dual and / or dual diplomas at RTA,
- ensure the export capacity of the study programmes offered by RTA,
- attract high-level professors from abroad for the provision of the study process, including supervising master's and doctoral theses,
- developing professional practices abroad for both full-time and part-time students,
- promote the development and implementation of integrated study programmes and programme modules in foreign languages for foreign students,
- develop the content of study programmes required in the international labor market in cooperation with professional practice, employers, public administrations, professional organizations and associations; http://iselv.eu/index.php?sub_show=99&show=45 and the Baltic Infrastructure of Research, Technology and Innovation (BIRTI) http://birti.eu/en/members,
- develop cooperation with foreign higher education institutions (including CIS countries) for the improvement of study programmes,
- participate creatively in European education and science programmes, supporting student, faculty and staff exchanges.

The international cooperation and internationalization policy of the RTA is based on the Erasmus Charter 2014-2020, which is a written document that is issued by the European Commission, enabling the RTA to participate in Erasmus activities. The Charter sets out the guiding principles for the organization and implementation of Erasmus activities. The main principles of the internationalization of RTA are set out in the Erasmus Policy Declaration. RTA is a member of the Latvian Higher Education Export Association and is developing cooperation with partners in Uzbekistan, China, Kazakhstan and India to attract students to the international higher education market.

Lecturers, students and employers of the study direction "Management, administration and real estate management" participate in the annual business forum organized by RTA partners Bialystok University of Technologies (Poland) and Kaunas University of Applied Sciences (Lithuania), which promotes international cooperation of students, lecturers and employers.

Cooperation in the study direction is developed in two essential aspects:

In cooperation with employers, regional governments, industry companies

- provision of student professional practice,

- participation in the organization of events (discussions);
- participation in the organization of the Career Day event;
- participation in National Final Examination Commissions;
- participation in the development of strategic documents;
- visiting lectures for students and staff;
- work-based studies (RTA staff - professionals);
- study tours;
- recommendations for research topics (entrepreneurs, Bank of Latvia);
- in-service training of academic staff;
- students' general education activities: study tours;

In order to strengthen cooperation with employers, RTA offers employers to participate in guest lectures and seminars organized within RTA network. Employers participating in the Study Expert Council can attend free of charge professional or informal education programmes offered by the Centre for lifelong learning and have the opportunity to work on joint projects. - The FEM uses the opportunity to apply for guest lectures to the Bank of Latvia each year (regular event). Guest lectures are organized in cooperation with Swedbank, ALTUM, State Revenue Service. Every year study trips are organized for students to get acquainted with the diversity of the company's management profession profession.

For a list of cooperation agreements in the study direction see Annex 10.

Strategic Partners in the Economic and Business Sector: Expert Council in Business, Finance, Accounting, Administration, Latvian Investment and Development Agency (LIDA), Latvian Hotel and Restaurant Association, Rezekne Special Economic Zone (RSEZ), Rezekne Business Association, LR Association of Accountants, Rezekne County Council, Rezekne City Council, Association "Rezekne District Communities Partnership", LLC "Accounting Latvia", LLC "EVIS grāmatvedība", LLC Latvian Rural Advisory Center, SRS Latgale Regional Authority, Bank of Latvia.

Cooperation with the academic sector in Latvia and abroad:

- agreements on the right of students to continue their studies in the event of termination of the programme at RTA (for the academic Bachelor's programme – with Ventspils University College, for the professional Bachelor's programme – with Vidzeme University of Applied Sciences; for the Master's programme – with Vidzeme University of Applied Sciences; for the Doctoral programme – the consortium partners undertake the responsibility for the continuation of the programme),
- collaboration in science: establishment of joint doctoral studies in cooperation with ViA, VeA, Joint professors' council: Council of Professors of Management Science of Rezekne Academy of Technologies, Vidzeme University of Applied Sciences and Ventspils University of Applied Sciences http://www.aip.lv/prof_list.htm
- teaching staff of the study direction participates in state examination commissions, reviewing doctoral theses (cooperation with DU, RTU, LU, Jekabpils College of Agribusiness, College of State Agency of Social Integration).
- I.Mietule was nominated in the Business, Finance, Accounting, Administration (Wholesale, Retail and Commercial) Sector Expert Council Personnel from Rezekne Business Association until 2018, since 2019 I.Arbidane is and expert in the direction. This Sectoral Expert Council decides on current industry issues, reviews the profession map, profession standards, and other current issues. As a result, there is a closer link between the various professional organizations in the field and the opportunity to express views during the drafting and approval process.
- It is planned to participate in the Latvian University Erudition Tournament 2020, 15.01. -

5/20/2020. The aim of the project is to promote young people's self-initiative, develop reasoning and analytical thinking skills and to find out among the Latvian higher education institutions the most knowledgeable future professional in the field of Finance, Business and Economics.

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.

RTA has concluded more than 100 contracts under the ERASMUS + project. In order to promote the activity of its partners, the Faculty regularly organizes international weeks, which ensure the implementation of the policy of internationalization of study and research environment.

During the reporting period, lecturers from Lithuania, Poland, Portugal, Spain, Turkey, Germany taught in the study programme of the study direction "Management, administration and real estate management" within the framework of ERASMUS + mobility.

Study direction study "Management, administration and real estate management" lecturers during the reporting period have been teaching in Lithuania, Poland, Portugal, Sweden, Germany, France, Bulgaria, Netherlands, Spain and Greece within the framework of ERASMUS + mobility.

In the reference period, incoming students from Slovakia, Lithuania, France, Poland and Turkey studied in the ERASMUS + for one or two semesters of study programs of the study direction "Management, administration and real estate management" (see Appendix 13).

Foreign students and lecturers participate in the annual international student and lecturer conference "Individual. Society. State". In 2018 23 speakers from RTA, University of Latvia, Jekabpils Agrobusiness College, Kaunas College and Klaipeda University of Applied Science participated in the conference. In 2019 16 speakers from RTA, Utena College, Pskov State University participated in the conference.

II International Scientific Congress SMART SOCIETY - 2019 students participated in business plan competition in Czenstohov, Poland with students from Ukraine, Poland, Uzbekistan and Latvia. The RTA students' business plan won the award for the Most innovative idea.

Attraction of foreign lecturers is one of the most important study quality indicators in the study direction "Management, administration and real estate management". There are several ways of attracting foreign lecturers: firstly, lectures are regularly delivered by Erasmus + Mobility partners in the study programmes relevant to the study direction. For example, in the academic year 2015/2016 there were 15 lecturers from Lithuanian 56 and Polish universities, in the academic year 2017/2018 - 19 visiting lecturers from Lithuania, Poland and Russia, etc. (see Appendix 7 for statistics). One of the traditions that is currently being renewed is International Week, where visiting lecturers from different countries conduct lectures at the Faculty of Economics and Management.

Foreign visiting lecturers are also attracted to the study process through various projects. On December 1, 2018, RTA started ESF project "Strengthening the academic staff of the study field "Mechanics and metalworking, heat power industry, heat engineering and mechanical engineering" and "Management, administration and real estate management" which envisages attracting highly

qualified foreign lecturers, including in the newly created Programme. The recruitment of foreign lecturers is done by means of a competition, by placing an advertisement on the EURAXESS portal.

Foreign lecturers are also expected to participate in the implementation of the joint doctoral study programme "Economics and Business".

In order to support the attraction of foreign scientists RTA has become one of the Euraxes contact points in Latvia with the mission of providing information and advice to foreign researchers on scientific career opportunities in Latvia since 2018, as well as providing practical support to foreign researchers in mobility and their family members who wish to work and live in Latvia. In addition, the EURAXESS Latvia Contact Point Network provides information and contacts for support abroad, both in Europe and worldwide, for researchers planning to go on outgoing mobility. EURAXESS is one of the European Research Area initiatives to promote international and intersectoral mobility of researchers in Europe and third countries and to support an open labor market for researchers.

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.

The procedure of organization ofprofessional practice at RTA is regulated by the Regulations on professional practice approved by the Senate, which define the types, aims and tasks of professional practice, organizational issues, procedure of defence at RTA, and methodological instructions for trainees professional practices approved in the study programs of the study field (see Annex 12). At RTA, professional practices are organised in academic and professional study programmes. In academic study programmes, professional practices are organised with the aim to apply the theoretical knowledge acquired in the previous study period. The credit value, duration and time of a professional practice in an academic programme are determined in the study programme curricula and methodological instructions for professional practices. For an overview of professional practices in the programmes corresponding to the study direction, see Table 5.3.1.

Table 5.3.1

Professional practices in the programmes corresponding to the study direction

Programme	Type of professional practice	Volume	Total CP value of professional practices in the programme
Professional Bachelor's study programme "Entrepreneurship"	Professional practice Starting a business, organisation and management of processes	12 CP	20 CP
	Professional practice Business / Organization Activity Analysis and Development Planning	8 CP	

| Academic Master's study programme "Management Science" | Professional practice in Management | 10 CP | 10 CP |

The professional practice in the professional programmes is carried out in accordance with the professional practice agreement on the provision of the professional practice sites or in accordance with the decision of the RTA Study Council on the provision of professional practice places at the institution itself. RTA has established long-term and successful cooperation with employers and employers' organizations in Rezekne city and Latgale region (see Appendix 10 for information concerning agreements on providing student professional practices). The aim of professional professional practices is to strengthen the students' theoretical knowledge, improve professional skills and abilities in accordance with the requirements of the profession of a company manager, as well as to provide an opportunity to develop skills and ability to conduct applied research in the field of entrepreneurship.

Students of the study programme "Management, administration and real estate management" are offered professional practice opportunities in accordance with the concluded cooperation agreements with state / municipal institutions / companies SIA "Rēzeknes namsaimnieks", Rēzekne city municipal agency "Rēzeknes kultūras un tūrisma centrs", the Tourism Development Centre, etc.); local, mainly small and medium-sized private companies (SIA "Alejas investīcijas", SIA ,,Baibiņa", SIA "Latgales druka" etc.). The offered professional practice places are related to the study content and help to complete the professional practice programme.

Before commencement of the professional practice, a tripartite professional practice agreement is concluded between RTA, the employer and the student, specifying the objectives, tasks, deadlines of the professional practice, as well as the supervisor of the professional practice, and other issues.

Student placement is provided in several ways in the study direction "Management, administration and real estate management": the student chooses the placement according to the tasks of the professional professional practice, the place of the professional practice coincides with the workplace, the professional professional practice is done in one of the cooperation companies. Students also choose a placement as a potential future job. In the study direction "Management, administration and real estate management", cooperation has been established with local companies, state and local government institutions, branches of foreign companies, banks, etc. By coordinating professional practice assignments with study programme directors, company executives offer students both professional practices and permanent working places. In case the student does not find the placement on his/ her own, the placement is offered at one of the companies with which RTA has concluded a contract for the provision of the student placement.

After the professional practice, the student submits an professional practice report and a diary showing the progress of the practice, the performance of the tasks, their reflective evaluation by the student and the supervisor in the company / institution. In the end, in accordance with the requirements of the cooperation agreement, professional practice defence is organized in a joint professional practice commission, where each student gives an overview of what has been done and is evaluated.

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

The RTA Strategy provides for prioritising in the development of study directions the implementation of full-cycle studies in cooperation with other higher education institutions in Latvia and abroad (U 2.2.), as well as designing joint study programmes, programmes that enable to receive a double diploma with other Latvian and foreign higher education institutions in order to facilitate the fundraising and internationalisation process, also through franchising (P.2.4.1.). In the context of the study direction, the activities of the Strategy provide for the creation of a joint Doctoral study programme in economics and business (R.2.2.1.2.; IR.2.2.1.1.).

The study direction has experience in the implementation of joint study programmes, international cooperation and mutual recognition of education. Since 2014, RTA has implemented two joint academic Bachelor's study programmes with Lithuanian universities: "Hospitality Management" (with Utena University) and "Technology and Innovation Management" (with Klaipeda State University of Applied Sciences). From 2010 until 2018, the academic Master's study programme had a cooperation agreement with the University of Applied Sciences, Worms, Germany, which provided for mutual recognition of education. On the basis of this Agreement, two graduates of the University of Applied Sciences, Worms, received an academic Master's degree from RTA. From 2016 until 2019, the joint Master's study programme "Regional Planning and Development" was implemented in the study direction with Polotsk State University (Belarus).

RTA has different experience in the implementation of joint study programmes. Cooperation with Utena University in implementing the joint Bachelor's study programme "Hospitality Management" can be considered a success. The most important factors for successful cooperation are small geographical distance between the two higher education institutions, which ensures direct communication in the operation of the education quality system, and legal status of both higher education institutions (both are state-founded higher education institutions). The latter proved to be a decisive factor for unsuccessful cooperation between RTA and the Klaipeda State University of Applied Sciences founded by a private person, which negatively affected such aspects of cooperation as the ability of RTA to matriculate students enrolled by the partner, and mutual recognition of learning outcomes. Failing to resolve these important issues, cooperation with Klaipeda State University of Applied Sciences in the implementation of the joint study programme was terminated in 2016.

The most significant implementation problems for the joint Master's study programme "Regional Planning and Development" licensed in 2016 were related to visa policies in partner states, making payments, which is a too expensive process for Belarusian students, as well as the expensive process of taking internationally recognised examinations.

The joint Doctoral study programme "Economics and Business" was licensed in 2020. It is implemented by three higher education institutions in the regions of Latvia: Vidzeme, Latgale, and Kurzeme. One of the three priorities in the National Development Plan of Latvia for 2014-2020 is "Growth for Regions" with the strategic objective "Promotion of Economic Activity in the Regions:

Unleashing the Potential of Territories". Thus, the higher education institutions in the region have an important task to provide the highest-level experts in national economy and entrepreneurship, contributing to the development of talent in the region who will create new knowledge and solutions in the national economy for stable development and growth in the regions. The selected consortium of higher education institutions already cooperates with RTA in the implementation of a joint Doctoral study programme in Engineering and with Ventspils University College in the implementation of the development and research project "Next Generation Micro Cities of Europe", which concerns urban development (Ventspils and Valmiera).

The findings in the international report "Reforming the Doctorate in Social Sciences" (European University Institute, 2017) were taken into account when designing the Programme, which cover examples of good practice in eight areas of Doctoral studies: the thesis, PhD supervision, coursework, academic and professional components, technology, mobility and internationalisation, funding principles, the job market.

The programme has been designed considering the expert reports of the World Bank Group, as well as the advice and recommendations heard from the World Bank experts in person during visits to Latvian higher education institutions. One of the recommendations that is taken into account is to include in the study programme an agreement between the PhD supervisor and the Doctoral student (Sursock, A. 2017, 2018).

Experts of the Council for Higher Education of the Republic of Latvia (AIP) have also stated that the education content and process must be carefully assessed and adapted to the requirements of the job market. Latvian higher education institutions need to cooperate more actively and purposefully in ensuring joint implementation of the education process, sharing experience, getting involved in joint projects, and attracting students from abroad. Moreover, wider and more effective cooperation between higher education institutions is required in Master's and Doctoral studies.[1] The development strategies of the consortium of higher education institutions include promoting cooperation with other higher education institutions in Latvia and abroad in the creation and implementation of joint study programmes, especially Doctoral programmes.

The programme has been discussed in the councils for study directions of partner higher education institutions, which are attended by staff, students and employers. A workgroup was created in each partner higher education institution for designing and implementing the Programme (ViA Order No.61-p. dated 15.05.2019, VeA Order No. 21/M dated 27.05.2019 and Order No. 33/M dated 12.09.2019, RTA Order No. 7./194 dated 05.04.2019). A group of inter-university experts was especially active and regularly discussing the development of the Programme in person and at webinars 1 or 2 times a month throughout the year.

The main issues concerning the implementation of the joint study programme are covered in the concluded consortium contract.

The cooperation of RTA, ViA (Vidzeme University of Applied Sciences) and VeA (Ventspils University of Applied Sciences) in the development and licensing of the joint doctoral study program is considered successful. This is justified by several factors. Firstly, the cooperation of consortia universities continues by developing a joint specific support objective (SAM) 8.2.2. project, which envisages introduction of a new model for funding doctoral studies in Latvia. The project is considering the possibility of establishing an inter-university interdisciplinary doctoral school, which will operate on the grounds of principles of collegial management and will provide opportunities of unified research environment for study programs implemented in the partner universities. Secondly, the partner universities have established a joint Council of Professors in Economics and Entrepreneurship, including management sciences, which elects and performs evaluation of the scientific and pedagogical qualification of the applicants for the positions of professors and

associate professors.

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 previous external evaluation of the study direction took place in 2011/2012. The commission of experts (Prof. R. Tamošioniene, Ms Z. Konceka, Mr. J. Bogužs, Mr.D. Plotnieks) evaluated the **quality, resources, sustainability, and cooperation** of the study direction. In their report, the commission emphasised such strengths of the study programmes implemented by RTA as orientation to the needs of the region, cooperation with the professional sector, clearly defined learning outcomes. The positive aspects also included balanced acquisition of theoretical and practical skills, a well-thought-out learning outcome evaluation system, as well as international cooperation. In the area of resources, the plans of RTA to build a student campus and provide accommodation for students were appreciated. The commission's recommendations for improving the operation of the study direction and the measures taken by RTA to implement these recommendations are provided in Table 6.1.1. The experts have recommended the following:

- Student research should include comparison with foreign business environments;
- When designing research projects, students should make greater use of scientific literature in foreign languages;
- Ensure external (including international) dissemination of scientific results;
- Increase the number of student and staff mobilities;
- Increase the range of literature available in the library in foreign languages;
- Examine the opportunities to create joint study programmes;
- The study direction needs to find its own niche, which is not going to be limited to regional needs only.

The study direction has performed meaningful work on the fulfilment and implementation of these recommendations. For an overview of the measures taken to implement the recommendations, see Annex 14.

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).

Two new programmes were licensed during the reporting period. The academic Bachelor's study programme was licensed on 07.04.2020, licence No. 04048-97. Taking into account expert recommendations, the following changes were introduced in the study programme:

- The title of the Bachelor's degree to be conferred was changed from "Bachelor of Social Science in Management" to "Bachelor of Social Science in Management and Administration";
- The study course "Marketing Communications" was renamed to "Marketing Communication";
- The specialisation "Creative Industries" was renamed to "Creativity Management", thus clarifying the content of the specialisation;
- The lists of recommended literature for the study courses were re-evaluated and revised to ensure that students have both the latest and chrestomathic literature sources available.

Several expert recommendations were incorporated into the study programme development plan, including the following:

- Update coursebooks on a regular basis in accordance with the Literature Provision Procedure at RTA approved by the RTA Council for Education;
- Improve the guest lecturer support system in accordance with the RTA Human Resources Development Plan for 2018-2023;
- Closer connection of the research interests of the teaching staff with the study courses they teach while promoting interdisciplinary research with horizontal impact in the field in accordance with the RTA Scientific Activity Strategy for 2019-2023;
- Geographically more comprehensive engagement of foreign guest lecturers in the implementation of the programme, also through ESF project funding, Erasmus+ mobility activities, and international partnerships created by RTA.

For an overview of the implementation of the recommendations for the academic Bachelor's programme, see Annex 14.

The joint Doctoral study programme "Economics and Business" (joint with Vidzeme University of Applied Sciences and Ventspils University College) was licensed on 5 February 2020 by decision No. 2020/02-L and license No. 04031-27. This is a new licensed study programme where the recommendations from licensing expert reports are taken into account:

1. Common admission rules have been created;
2. Common quality system for the study programme has been improved;
3. A study programme development plan has been designed;
4. The proportion of VeA lecturers in the study programme has been increased;
5. The name of the study programme has been revised;
6. The study course "Latvian Language" worth 4 credits has been included for foreign students;
7. Descriptions of the study courses have been improved;
8. The CVs of the study programme directors have been revised;

For an overview of the implementation of the recommendations for the Doctoral programme.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1Annex.xlsx	1pielikums.xlsx
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	Annex 2.docx	2.pielikums.docx
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Annex 3.docx	3.pielikums.docx
Management structure of the study direction	Annex 4.docx	4.pielikums.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	5annex.xlsx	5.pielikums.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	6 annex.7z	6.pielikums.7z
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Annex 7.docx	7.pielikums.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	8 Annex.docx	8.pielikums.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Annex 9.xlsx	9.pielikums.xlsx
Statistical data on the teaching staff and the students from abroad	10 annex.docx	10.pielikums.docx
Statistical data on the mobility of students (by specifying the study programmes)	11 annex.docx	11.pielikumi.docx
Description of the organisation of the traineeship of the students	Annex 12.doc	12.pielikums.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	Annex 13.xlsx	13.pielikums.xlsx
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	Annex 14.docx	14.pielikums.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.	DECLARATION.docx	15.pielikums.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		

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

Other annexes

Name of document	Document
Doktora programma Sadarbibas_ligums_27_08_2019-VeA_RTA_ViA.pdf	Doktora programma Sadarbibas_ligums_27_08_2019-VeA_RTA_ViA.pdf
AGREEMENT BETWEEN.docx	AGREEMENT BETWEEN.docx
RTA Finances	RTA Finances.xlsx
RTA Decision making bodies	Desision_making_bodies_RTA.docx
Study direction regulation_Council	Regulation_study direction_council.pdf
Division of authority	The division of authority.docx
Field and program director presentation	Field and program director presentation.pdf
Thesis_2019 2020_Management	Thesis_2019 2020_Management.xlsx
RTA application_LV	Iesniegums__LV.edoc
RTA application_ENG	Iesniegums_ENG.edoc
List of the governing regulatory enactments and regulations of the higher education institution college	List of RTA regulations.xlsx
List of the governing regulatory enactments and regulations of the higher education institution college_LV	List of RTA regulations_LV.xlsx
Overview of the implementation of the provided recommendations_ENG	Overview of the implementation of the provided recommendations_ENG.docx
Overview of the implementation of the provided recommendations_LV	Overview of the implementation of the provided recommendations_LV.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period_LV	List of the publications, patents, and artistic creations of the teaching staff over the reporting period_LV.docx
Sample of the diploma to be issued for the acquisition of the study programme_ENG	Sample of the diploma to be issued for the acquisition of the study programme_ENG.docx
NEW_RTA letter application(ENG)_11.05.2021.docx	RTA letter application(ENG).docx
NEW_Bachelor's study program "Business Management" STUDY COURSES AND MODULES DESCRIPTION_ENG.docx	4.pielikums EN.docx
NEW_Bachelor's study program "Business Management" STUDY COURSES AND MODULES DESCRIPTION_LV	4.pielikums LV.docx

Management Science

Title of the higher education institution	Management, Administration and Management of Real Property
ProcedureStudyProgram.Name	Management Science
Education classification code	45345
Type of the study programme	Academic master study programme
Name of the study programme director	Iluta
Surname of the study programme director	Arbidāne
E-mail of the study programme director	Iluta.Arbidane@rta.lv
Title of the study programme director	Dr.oec.
Phone of the study programme director	28319180
Goal of the study programme	To provide students with a set of knowledge, skills and competencies in management science, to prepare specialists in management, whose knowledge and skills allow to manage companies or organizations, to provide an orientation to doctoral studies
Tasks of the study programme	1. To develop students' ability to use knowledge in solving specific theoretical and practical issues, to put forward and verify hypotheses; 2. To develop students' ability to carry out independent scientific research, using the basic policies of management science and modern development trends, to establish an orientation for doctoral studies; 3. To prepare competitive managers for the labour market at the regional, national and international levels; 4. To ensure the study and research process pursuant to the requirements of laws, regulations and the labour market, as well as a student-centred approach to higher education. 5. To ensure the qualification of the teaching staff in the pedagogical and scientific field; 6. To ensure and develop scientific research activities in the study programme; 7. To ensure and develop the infrastructure and material and technical base in accordance with the needs of the study programme implementation; 8. To develop cooperation with related higher education institutions, companies and organizations.

| Results of the study programme | *Knowledge*
1. Knows management theories, approaches and principles for the management of a company and organization;
2. Demonstrates in-depth knowledge in research, knows research methods in management science;
1. Knows the latest tendencies in the management science.

Skills
1. Is able to analyse and interpret management processes, theories, policies, using research resources, methods, technologies and experience and examples of other organizations in the management science;
2. Is able to independently structure own learning, to direct own and subordinates towards further education and professional development;
3. Is able to show a scientific approach to problem solving;
4. Is able to take responsibility and initiative, working individually, in a team or leading the work of other people;
5. Is able to make decisions and find creative solutions;
6. Is able to compare and evaluate alternative solutions to management processes, select the most appropriate alternative, shows understanding of the professional ethics of a manager.
7. Is able to formulate and analytically describe information, problems and solutions in management science, explain them and discuss them with arguments with both specialists and non-specialists.

Competences
1. Is able to independently, creatively and critically identify and formulate and analyse complex scientific and professional problems in management science;
2. Is able to find innovative solutions to management problems in companies and institutions under changing conditions;
3. Is able to make reasoned decisions in the management of a company and organization, observing ethical norms;
4. Is able to carry out research work independently and in a team and facilitate own growth |
| Final examination upon the completion of the study programme | *Master's Thesis* |

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)	*Academic bachelor's or professional bachelor's degree or second level professional higher education in social and behavioural sciences, marketing and administration. Applicants, who have completed another bachelor's or professional bachelor's degree or second level professional higher education, will have to pass a test in microeconomics, macroeconomics, marketing and management. In English, the applicants are required the language knowledge and skills of level B2.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 2 years - english

Study type and form	*Full time studies*
Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	80
Admission requirements (in English)	*Academic bachelor's or professional bachelor's degree or second level professional higher education in social and behavioural sciences, marketing and administration. Applicants, who have completed another bachelor's or professional bachelor's degree or second level professional higher education, will have to pass a test in microeconomics, macroeconomics, marketing and management. In English, the applicants are required the language knowledge and skills of level B2.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 1 years - latvian

Study type and form	*Full time studies*
Duration in full years	1
Duration in month	0
Language	latvian
Amount (CP)	40

Admission requirements (in English)	*if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 1 years - english

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*0*
Language	*english*
Amount (CP)	*40*
Admission requirements (in English)	*if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 1 years, 6 months - latvian

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*6*
Language	*latvian*
Amount (CP)	*60*
Admission requirements (in English)	*if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 1 years, 6 months - english

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*6*
Language	*english*
Amount (CP)	*60*
Admission requirements (in English)	*if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree of social sciences in management and administration*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

There were introduced changes in the duration of studies of the academic master's study program, because the legislation of the Republic of Latvia stipulates that the total length of bachelor's and master's programs is at least 5 years. Analysing the previous education of applicants and taking into account the students' opinion, there were made several modifications in the study program, which enable students who have obtained a 4-year bachelor's degree to acquire the study program in 1, 1.5 or 2 academic years. Admission requirements are formulated in each separate case. Changes in the duration of studies and the amount of CPs are substantiated by the duration of previous studies and the acquired education, the possibility for students to build a career sooner, obtaining a master's degree, in comparison with other master's study programs offered in the EU, and facilitation of study program competitiveness in the market of higher education in Latvia and Europe.

The study courses of the Part A have been generally maintained, additional changes have been made to the study courses of the Part B, including the field of specialization.

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 RTA Master's study program "Management Science" enjoys a relatively stable number of students during the reporting period. In the academic year 2019/2020, the total number of students is 11, one of them is a foreign student; in the academic year 2015/2016, the number of students was 10. In the academic year 2016/2017 and 2017/2018 the number of students was slightly higher, 13 each year. In these academic years, there were 7 and 8 foreign students, accordingly. One of the most important factors influencing the number of students is that studies are offered only full-time and the number of budget places is small, while students do not want to study full-time for personal financing and choose other alternatives. Over the last five years, significant fluctuations have been observed in the academic year 2018/2019, which was affected by the decrease in the number of foreign students due to visa refusals. As well as the fact that after completing a bachelor's degree with an EU-recognized diploma, foreign students have the opportunity to study in other universities of the EU member states and they choose to study for a master's degree in economically developed countries such as Germany, France, etc. In the academic year 2019/2020, the number of budget places has been increased, which has a positive effect on the increase in the number of students. In order to increase the number of foreign students, there have been started cooperation with international student attraction agencies.

Table 5.1.1.1.

1st-year Students Matriculated in the Academic Master's Study Programme

"Management Science"

Academic year	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
Financing	B*	P**	B	P	B	P	B	P	B	P	B	P
According to financing	4	3	5	5	2	4	2	3	2	3	7	3
Foreign students					7		8		2		1	
Total	**7**		**10**		**13**		**13**		**7**		**11**	

B* - budget financing

P** - personal financing

In the 2020/2021 academic year, 14 students are enrolled in the program. International students have not been admitted, which has been affected by the Covid situation.

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

The title, aims, objectives and learning outcomes of the study program "Management Science" are defined according to:

1. A framework for national classifications in line with the European Qualifications Framework. As the professional master's study program corresponds to **LQF level 7**, its learning outcomes are defined according to the level 7 knowledge, skills and competence descriptions available in the Cabinet of Minister's regulations No. 332 "Regulations on the Classification of Education in Latvia". of 13.06.2017
2. The right of graduates of bachelor programs to continue education in a study program of professional master's degree provided for in the Cabinet Regulations No.240 "Regulations on the State Standard of Academic Education", if the admission requirements of the corresponding study program are met, that include appropriate preliminary knowledge for successful completion of this study program.

The master's degree is awarded in the respective branch of science in the group of science-related branches of science in accordance with the thematic groups of education specified in the Classification of the Latvian Education, i. e. Master's degree of social sciences in management and administration. The applicants with **previously obtained second level higher education in**

social and behavioural sciences, marketing and administration can apply to the competition for studies in the master's study programme. Those who have obtained a bachelor's or professional bachelor's degree in other fields may also apply for master's studies, but they have to pass an additional test, i.e. an independently developed applicant's report is submitted to the management.

In order to achieve the aims, tasks and study results of the study program, RTA selects the most suitable applicants. In addition to the assessment areas set out in the admission rules, RTA provides the opportunity to earn additional points in the competition for the activities as follows:

1. Publication in the field of economics, business or finance in a scientific or professional publication since 01.09.2015. (copy of publication required) - 1 point (for each).
2. Participation in the conference with a report or board report on an economic, business or financial topic since 01.09.2015. (copy of the report or board report and a confirmation of participation in the conference) – 0.5 points (for each).

Admission requirements focus on selecting students who will be able to fully achieve the envisaged learning outcomes and acquire the planned knowledge, skills and competences. As well as to enable graduates from other fields to acquire knowledge and skills by studying management science, thus creating their career growth potential.

1. 40 CP or 60 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS.)
2. 60 CP or 90 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS)
3. 80 CP or 120 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration or in another field of at least four years in the amount of 120 CP or 180 ECTS)

Studies in English are subject to the same admission requirements as studies in Latvian.

Requirements for admission of applicants to the Academic

Master's study program *Management Science* for foreigners in 2021:

1) Second level higher education or academic bachelor's degree in economics, business or administration; 2) To be passed: - discussions about studies at RTA - test in mathematics - A document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. It is not required to attach the document, if the foreigner has acquired the previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

Or

1) Other second level higher education or academic bachelor's degree, a report (not less than 20 pages, typed on computer) on the topic of management science must be submitted.

 2) To be passed:

- discussions on studies at RTA

- test in mathematics

-a document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. No document needs to be attached, if the foreigner has acquired previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

Requirements for commencement of study programme

1. 40 CP or 60 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS.)
2. 60 CP or 90 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration of at least four years in the amount of 160 CP or 240 ECTS)
3. 80 CP or 120 ECTS (if previously acquired second level professional higher education study program in social and behavioural sciences, commercial sciences and administration or in another field of at least four years in the amount of 120 CP or 180 ECTS)

Studies in English are subject to the same admission requirements as studies in Latvian.

Requirements for admission of applicants to the Academic

Master's study program *Management Science* for foreigners in 2021:

1) Second level higher education or academic bachelor's degree in economics, business or administration; 2) To be passed: - discussions about studies at RTA - test in mathematics - A document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. It is not required to attach the document, if the foreigner has acquired the previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

Or

1) Other second level higher education or academic bachelor's degree, a report (not less than 20 pages, typed on computer) on the topic of management science must be submitted.

 2) To be passed:

- discussions on studies at RTA

- test in mathematics

 -a document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. No document needs to be attached, if the foreigner has acquired previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

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.

Evaluation of the topicality of the study course content, its relevance to the needs of the field of management science and labour market is a mandatory measure for study quality at RTA. Evaluation is carried out in several stages, which are coordinated with the study schedule:

1. during the **process of elaboration, coordination and approval** of the annual study plans, the study course programs are reviewed, the supply of literature is updated, and the concordance with the study results of the study program is updated. In order to control the correlation between the study course and the study program results, each lecturer defines the study results of his/ her study course in agreement with the results of the respective study program in the form approved by RTA;

2. **in the process of drafting annual self-assessment reports on study directions and study programs,** including the feedback from student, employers and graduates acquired in surveys;

3. discussing the content of the study program, the outcomes of the study program and study courses, requirements for the development of research papers at the **Study Direction Council and study direction lecturers' meetings**;

4. discussing the content of the study program, the results of the study program and study courses in the **Council of study direction experts**;

5. in master's thesis defence process.
   The didactic strategy of the master's program provides for **uniformity** of the international, regional, professional, and research dimension. **International context** – the program includes such study courses as International Economics, Regional Economics and Politics, Cooperation in the EU Context, Investment Policy, as well as separate course topics. **The regional dimension** – the program includes such study courses as Spatial Planning, Regional Economy and Politics, as well as analyses separate topics of the study courses in relation to company's strategic management, investment policy, risk management, etc. The master's programme pays particular attention to **current events in research** in order to ensure that the conferral of a master's degree is based on the latest achievements and findings in management science. In the Programme, 24 CP (study course *Research Methods in Social Sciences* (4 CP) and development and Defence of a master's thesis (20 CP)) are dedicated to the issues of research theory and practice. Topical issues of research methodology are also included in the study course *Data Science and Big Data Processing* (4 CP). Current events of research methodology are also included in study courses in order to acquire the latest scientific topicalities in a certain field of management. RTA has a uniform requirement for master students to participate in at least one scientific conference to enable them to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and, if necessary, perform additional analysis, design and present a master project. To ensure that the master project contributes to the creation of new knowledge, to development of research or professional activity, as well as certifies that the master student is able to demonstrate advanced or broader knowledge and understanding,

part of which corresponds to the latest findings in the financial or professional field, RTA has in place the Rector's order 4-5/100 dated 2 December 2012 providing for the requirement to obligatory use in the design of master projects the latest scientific journals in the field and scientific articles from internationally recognised databases in English. Such a requirement allows master students to explore the latest studies in the field and evaluate the innovation of their research ideas.

Before the defence of the Master's thesis, a pre-defence of the master's thesis is organized in the study course, during which the lecturers and students of the academic direction discuss the chosen methodology, literature of the Master's thesis and innovative capacity of the research. Before defence of the Master's thesis, it is checked in the Unified Latvian Plagiarism Checker. The Council for the education field analyses each match. Presentation of master projects at RTA takes place as an open session where the state examination committee and everyone present can ask the candidate for the master's degree questions; whereas the candidate demonstrates their ability to use arguments to explain and discuss complex or systemic issues in the corresponding management field with specialists and non-specialists.

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[1]Recommendation for a COUNCIL RECOMMENDATION on the 2019 National Reform Program of Latvia and delivering a Council opinion on the 2019 Stability Program 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 structure of study programs at RTA is regulated by the regulations "Regulations on the development of study course programs" approved by the Study Direction Council, which provide for the inclusion of information such as requirements for commencement of the study course, the set of knowledge, skills and attitudes (study outcomes) to be acquired at the end of the study course, 98 which correspond to the learning outcomes of the study program and topics planned according to the volume and title of the study course, as well as individual work of students, requirements for assessment of study results for obtaining credit points, literature, and other organizational issues of the content of a definite study course.

To ensure the connection of the course content and outcomes with the aims and outcomes of the education program:

1. Teaching staff plan course outcomes in accordance with specific outcomes of the education program, which are reflected in the course program;
2. Teaching staff agree with the education outcomes defined in the course with the director of the education program who is responsible for setting education outcomes in the education program,
3. All the course programs are approved at the session of the Council for the education field

after the evaluation to make sure the course content does not overlap with the content of programs that correspond to EQF level 6 and other master program courses, whether the course program proportionally includes well-considered independent work of a master student, whether the latest literature in the field is included (including in English or another foreign language in accordance with the aims of the course program), whether the tests planned can be used to fully evaluate the competencies acquired by the master student and other issues. If the Council for the education field has objections regarding the correspondence of the course content to the didactic strategy of the education program, the Council requests teaching staff to eliminate the deficiencies and amend the course program;

4. To control the planning of course outcomes, the director of the education program in cooperation with the lead specialist from the teaching department map the education courses, which allows checking and, if necessary, adjusting the course content to ensure the achievement of the aims and outcomes of the education program (see mapping in Appendix 6)

Special attention in the master program is given to planning independent work of students. When planning independent work, teaching staff use RTA methodological recommendations that include planning the aims, type, amount, form, organisation, evaluation, and difficulty level of independent work. Independent work tasks are planned to achieve the learning outcomes set for the program and the course; independent work is evaluated in accordance with the procedure for evaluation of course outcomes.

The prevalent types of independent work in the master program "Management Science" are **theoretical literature studies** in order to form advanced or broader knowledge and understanding, part of which corresponds to the latest findings in the management science field and provide a basis for creative thinking or research; **performing independent research tasks related to the chosen topic of the master project** and presenting its results in order to enable students to use arguments to explain and discuss complex or systemic issues in the management science field, and **preparing for the formative and summative tests provided for in the program**.

The **strategic aim of the evaluation** of independent work is to check whether and to what extent the student is able to independently use theories, methods and problem-solving skills to perform research activity and highly qualified supervisor-appropriate functions within their competence. The criteria for the evaluation of independent work are available in course programs (Appendix).

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 basic principles for the evaluation of learning outcomes in the study program are based on the European standards and guidelines for quality assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-centred process. In accordance with ENQA standards, RTA has developed formal requirements and rules for evaluation. The most important of these are Rules of examinations and testing session at RTA, Methodological

Evaluation principles in the study program are based on the Cabinet of Minister's regulations No.240 "Regulations on the National Standard for the Second Level Professional Higher Education" and the requirements of the Law on Higher Education Institutions.

The following principles are observed when evaluating the second level vocational higher education master program outcomes: **the principle of open evaluation** – a set of requirements in accordance with the program aims and objectives, as well as course aims and objectives, is provided for the evaluation of the achievement of course outcomes, which are described in the course program and applied consistently; **the principle of mandatory evaluation** – a passing mark is required for the acquisition of the entire program content in accordance with the study plan and the requirements for the evaluation of the achievement of course outcomes; **the principle of the possibility to review the evaluation** – RTA has a procedure in place for reviewing evaluation received if the student has expressed such a desire, as well as the possibility to appeal the evaluation, requesting to review the evaluation; **the principle of diversity of testing methods used in evaluation** – different ways of testing are used in the evaluation of the acquisition of the program. The **summative** evaluation in the master program provides for the evaluation of the outcome of the studies during an exam on a 10-point scale. A differential test is used in the program for the evaluation of a vocational internship. For formative evaluation, the education program uses practical work, group work, discussion, independent work, and other forms of evaluation.

At RTA there is a procedure whereby at least 40% of the study course results must be certified by the student during the semester in the formative assessment process. RTA ensures that the criteria and methods for the assessment of learning outcomes are published at the outset of the course and that they are applied consistently and fairly to all students and are in accordance with the previously published procedure. RTA has an established academic staff consultation system, which is also included in the academic staff's workload, in order to provide students with feedback on the assessment of their learning outcomes. There is an increasing practice of assessment by more than one expert (these include commissions for state examinations, study papers, traineeships and study courses taught by more than one lecturer). Academic staff regularly (approximately once a year) organize courses on the principles of elaboration and assessment of study results and experience abroad. Academic staff are invited to take into account mitigating circumstances in their assessment in accordance with ENQA standards. At the same time, however, RTA provides for sanctions for violations of academic ethics as defined in the Plagiarism control and prevention rules.

Master's studies are based on the principle of continuity - after completion of the program, graduates can continue their doctoral studies, ensuring continuity of education levels; the principle of **lifelong learning** - providing the opportunity to further improve lifelong learning and **the principle of accessibility** - providing equal opportunities to study regardless the place of residence. The master's study program is implemented in full-time studies, providing contact hours that comprise 30% of the total amount of the program. Respecting students' needs (postgraduate students combine studies and work, including work in the field of finance), the study process is organized at weekends - Fridays, Saturdays and Sundays, from 8.00 to 20.00.

Contact classes are organized taking into account that students have a different experience and background knowledge. Acquisition of new knowledge, **in addition to lectures on topicalities in the field**, is based on the ability to integrate knowledge from different disciplines, contribute to the creation of in-depth or advanced knowledge, development of research or professional practice methods, depending on the specifics of the particular study course, such types of contact hours as:

1. Development of strategic plans, projects and solution of certain problems,
2. Discussion on current issues and problems in the field of management,
3. Analysis of problem situations;
4. Modelling and analysis of situations,
5. Evaluation and analysis of indicators and situations characterizing the company's activities,
6. Data acquisition, selection, processing and analysis in order to carry out research,
7. Development of drafts for laws and regulations and legal practice materials, etc

In order to meet the individual learning needs of students, individual counselling (20 hours per semester for each lecturer) plays an important role in the study process, and lecturers' consultation schedules are publicly available on the RTA website and accessible in the faculty. Communication between students and lecturers is also done via telephone, e-mail, Skype, e-course website (www.e-kursi.rta.lv).

In order to ensure students 'ability to independently develop their competences and specialization, to carry out work, research or further study, the master's program puts a strong emphasis on students' independent work, which in the full-time studies constitutes over 70% of CP amount, and in part-time studies – even over 80%. Planning of the independent work in each study course is done at the beginning of the semester in agreement with students and included in the study course program available on RTA e-course website.

Students' research work in the master's program comprises 50% (if the program volume is 40 CP), 33 % (if the program volume is 60 CP) and 25 % (if the program volume is 80 CP). In the Programme, 24 CP (study course Research Methods in Social Sciences (4 CP) and development and Defence of a master's thesis (20 CP)) are dedicated to the issues of research theory and application. Current issues of research methodology are also included in the study course *Data Science and Big Data Processing* (4 CP), as well as are included in the content of each study course. Research work is aimed at enabling students to use arguments to explain and discuss complex or systemic scientific aspects of the financial field, the ability to independently formulate and critically analyse complex scientific and professional problems, justify decisions, and learn from each other.

The master's programme provides for the professional traineeship, which is crucial for the graduates of the academic bachelor's program. Employers also emphasize the importance of traineeships and the acquisition of practical skills in their surveys. For more details on the organization of traineeship, see section 5.3. The learning outcome evaluation system is described in Section 1.6. of the report.

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 traineeship is an essential part of the professional master's study programme. In order to gain practical experience and improve skills, master students with an academic bachelor's degree, a professional traineeship in the amount of 10 CP is planned in the first semester of the second study year. The coherence of the traineeship with the theoretical part of the study programme is regulated by the description of the professional traineeship of the higher education academic master's study programme "Management Science".

To ensure professional traineeships, the EMF has regular cooperation with employers, and cooperation agreements are concluded with organizations and commercial banks on a regular basis. RTA concludes traineeship contracts with the employer. The traineeship contract includes the aims and objectives of the traineeship, the traineeship plan, procedure for the evaluation of traineeship outcomes, as well as the responsibilities and liability of the parties. Representatives of organisations with which traineeship contracts are concluded to participate in determining traineeship aims and objectives, as well as in the evaluation of traineeship. In addition, trilateral traineeship contracts are concluded between RTA, the student, and the provider of the traineeship, which include the aim, objectives of the traineeship, traineeship plan, procedure for the evaluation of traineeship outcomes, responsibilities and liability of the parties, and other provisions.

The aim of the traineeship is to strengthen and supplement student's knowledge, improve his/her professional skills in accordance with the practical aspects of company and organization management, as well as provide an opportunity to develop skills and abilities, identify problems, offer potential solutions, plan and conduct research in the relevant field. The tasks of the traineeship are to get acquainted with the normative provision of the traineeship place and its organizational principles; to strengthen and approbate the acquired theoretical knowledge in practical work; to improve practical skills in the management of the company's or organization's resources, assessment of organization's culture, environmental factors, contributing to improvement and perfection of the company's / organization's operation and processes; to develop practical skills for the development of specific proposals for solving the practical problems established in the management of the company/organization; to collect traineeship materials for the development of master's thesis. The aim and tasks of the traineeship are aimed at master's students to acquire and strengthen the competencies **corresponding to the LQF level 7** determined in the outcomes of the study programme, namely, the ability to independently use theories, methods and problem-solving skills to perform highly qualified professional functions, reasonably explain and discuss systematically the professional aspects in the field, to independently promote the improvement of their competencies and specialisation, justify decisions, contribute to the development of professional activity methods, demonstrate understanding and ethical responsibility for the possible effect of their professional activity on the environment and society.

There is no practice provided for during the studies in the 1 or 1.5-year-program, because students have already completed the practice in the previous level of their studies. The practice is provided only if the duration of studies is two years, because in the three-year bachelor's education the practice is not compulsory, thus students are have the opportunity to complete practice in order to increase their competitiveness in the labour market. As the graduates with a bachelor's degree in another field are admitted to studies in two-year programs, the program provides for practice in order to increase the competence of these graduates.

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.

Master's thesis is research confirming the MA student's research competence with a theoretical, methodological or applied orientation, as a result of which the author provides independently developed conclusions and suggestions for solving a problem, proves his readiness to work in the field of law. Unlike the authors of lower study level research papers, the authors of Master's theses

have a greater responsibility for the practical or theoretical relevance of the findings and conclusions, as well as the need for novelty, independently developed conclusions and suggestions.

Students can choose the theme of their Master's thesis in RTA in several ways:

1. independently in accordance with their research or professional specialization interests. Quite often the student of the master's thesis continues the research already started in the bachelor's thesis, but the Study Direction Council decides whether the topic chosen by the student corresponds to the requirements of the master's program. Often postgraduate students choose a topic for their master thesis which is related to their field of professional activity in marketing management, human resource management, quality systems and their management, etc.
2. choosing a lecturer (a list of topics is offered) or research topics offered by a board of experts in the field. The teaching staff's topic offer is related to their research/ professional interests and their experience, allowing them to apply for topical research in the relevant branch.

RTA statistics show that between 2014 and 2019, there were 51 master's theses developed and defended. Most often, master's students have chosen to explore the management of a company or organization from various aspects, problems of management of economic sectors, process regional, national and international management topics, etc. Students have also presented the results of their work at scientific conferences in Latvia and abroad (Poland, Lithuania). See the topics and evaluation of master's theses in the annex.

Average evaluation of the final works:

academic year 2014/2015: score 7.4;

academic year 2015/2016: score 7.6;

academic year: 2016/2017 score 7.4;

academic year 2017/2018: score 8.1;

academic year 2018/2019: score 7.8;

academic year 2019/2020: score 8.0;

Assessing the data on the evaluations of master's theses, it can be concluded that the range of evaluations varies from 6 to 10.

The topics of the master's theses are very wide. They cover the research of management processes in specific companies, industries in certain segments in Latvia and the EU.

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 study program students are regularly asked to fill in the questionnaires on the implementation of the study process in order to improve the quality of the study program, the general quality of the study process, in order to improve the organization of the study process and graduates, are asked to provide the information on the quality of the study process organization, the commencement of work in order to improve the quality of the study program and study process organization.

Surveys include questions for students of the study program on whether they are satisfied with the curricula and schedule, what students would recommend for the study process improvement, what innovations might be offered, what problems students encountered during the study process, whether there is a reasonable balance between theory and practice, whether students consider the number of practical classes sufficient, whether students are satisfied with the study environment or the study environment has shortcomings or drawbacks. The results of the students' surveys are evaluated at the Study Direction Council meetings, faculty council meetings, Study Council, their results are taken into account when evaluating the quality of work of the academic staff, developing study plans, determining the content of study programs and study outcomes. Meetings of the Study Direction Council are held in public and delegated representatives of the students may be invited to discuss issues important to them.

Academic year 2015/2016 In the second half of the year (in June), there was conducted a survey of students of the academic master's study programme "MANAGEMENT SCIENCE", with the participation of 1st-year master students.

Students were offered to evaluate the work of lecturers in teaching study courses, for the study courses that were in the semester of the survey, asking to give an evaluation on a 4-point scale, where 4 is very good, 3 – good, 2 – average, 1 – weak.

The students gave the highest evaluations for the fact that at the beginning of the semester the lecturers introduce the students with the requirements for acquiring the courses (4), lecturers' speech comprehension, pace (4), positive attitude of lecturers towards students (3.8), level of teaching a study course (3.8) and the lecturers clearly explaining the topic of the lesson and the tasks of independent work (3.7).

All the surveyed master's students are satisfied with the choice of the study programme, organization of independent study work and note that on average they devote to the independent work 12 hours per week. The surveyed master's students are generally satisfied with the technical design of the study environment.

Academic year 2017/2018 In the second half of the year, there was conducted a survey of students of the academic master's study programme "MANAGEMENT SCIENCE", with the participation of 1st-year master students.

The students were offered to evaluate the work of lecturers in teaching study courses, for study courses. The students gave the highest evaluations for the fact that at the beginning of the semester the lecturers introduce the students with the requirements for acquiring the courses (100%), positive attitude of lecturers towards students (100%), the level of study course teaching (90%) and lecturers clearly explain the topic of the class and tasks of independent work (90%). Answering the question "Are you satisfied with the study programme you have chosen?" 87 % responded in the affirmative. Students were satisfied with the planning of the education process (85%) and believed that the offer of elective courses is sufficient (90%); the study process is provided with a sufficient amount of educational literature and other educational methodological materials (98%). The survey results show that all the students surveyed used electronic resources in the education process and/or acquired parts of the education course electronically (100%); In response to the question "How do you evaluate the acquisition of information about the education process at the faculty?", the answer was given "Sufficient" (95%).

Master's students also had the opportunity to put forward their recommendations for the improvement of the study programme process. In the field of improving the quality of the study process, master's students would like to receive more information about the most important deadlines for registration and submission of works (scientific article, scientific work, master's

thesis).

In 2018/2019, there was conducted a survey of graduates of the master's study programme "Management Science", where the graduates note pointed out that the choice to study at RTA was determined by the fact that RTA is close to home (1 graduate) and that studies were a continuation of studies started at RTA (1 graduate). Both respondents evaluate the study programme as good. The knowledge acquired was more useful in personal growth; one of the graduates is partially satisfied with the materials and equipment used in the study process, the other one is fully satisfied. One of the most significant skills acquired that is mentioned is the ability to analyse scientific literature independently.

Results of the student survey conducted in 2019/2020 show that the attitude of students to the organisation and implementation of the education process is generally positive. Eight 1st year and three 1st year students participated in the survey. In general, the evaluation of the usefulness of study courses is high or very high. The students critically evaluate the usefulness of the course *Research Methods of Social Sciences.* Discussions have been held with the lecturers so that in the future the content of the study course would be more related to the research of the field and the possible research topic. When assessing the level of teaching, students in 80% of cases indicate a very high assessment. Answering the question: "How much time is devoted to independent work?", it can be concluded that 1st-year students devote less time to it, namely 37.5% of respondents devote up to 5 hours and 10-20 hours, 25% of respondents indicated 5-10 hours. In turn, 2nd-year students noted that 66.7% spend 5-10 hours and 33.3% study independently for 10-20 hours. Regarding the organizational issues of the study process, students in most cases indicate that the assessment is completely satisfactory, in some cases satisfactory. Students want more electronic materials and access to literature. As a recommendation for the improvement of the study programme is a shorter time for studies, which is already planned, to reduce the study time for the graduates of professional bachelor's programs. The students expressed a wish that the study programme would include study courses that increase their leadership skills. The program encompasses the study course "Leadership and Change Management"

Since 2019, 100% of graduates immediately after their graduation work in the field, which is a very high indicator. The graduates work in both the private and public sectors. The fact that the graduates emphasise the compliance of the programme with their expectations, the use of the knowledge acquired during the education process in their professional activity, and sufficient remuneration after graduation deserves a positive evaluation. Following the recommendation of the graduates, the study course Research Methods of Social Science and Risk Management includes work with the SPSS program. In the surveys, graduates have emphasized the need to link the theoretical material with practical examples.

Employers participate in the process of selecting a master's thesis topics, in the course of their development, in the process of programme improvement. For example, the study course "Territorial Planning" was introduced on the recommendation of employers. Employers welcome the professional competencies acquired by students, emphasizing the need in the further development of leadership competencies. Some of the students or also graduates are employers or senior managers themselves.

Employers in their surveys have repeatedly expressed the view that students need practical skills in management processes. This has been taken into account by introducing professional practice for students who have not had such practice or who have studied in other fields.

Employers have repeatedly asked for research on certain topics, which has been implemented as far as possible offering the research topics to students.

Based on the request of students and employers, studies in the master's study program take place only on weekends in order not to interfere with work.

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.

Studies abroad are provided to the students RTA by inter-university cooperation contracts within the framework of the ERASMUS + program. The number of contracts is increased according to the interests of the study programmes. Graduates of the master's study programme are reluctant to engage in mobility, as the largest part of students works. For an overview of outgoing and incoming mobilities in the master's study programme in the reporting period, see Table 5.2.7.1.

Table 5.2.7.1.

Erasmus+ mobility in the programme 2014-2019

Academic year	outgoing mobility	incoming mobility
2014/2015	-	1 Germany, 2 Slovakia
2015/2016	-	1 Germany
2016/2017	2 Czech Republic	1 Germany
2017/2018	-	1 Germany
2018/2019	2 Germany	-
2019/2020	-	-

Each year RTA evaluates the opportunities for master students to involve in ERASMUS mobility. In 2019/2020, an electronic survey of students of the master's study programme was conducted, where it was found that currently, they do not plan to use ERASMUS opportunities to study abroad. The main reason that prevents them from participating in Erasmus + mobility is work. 35 % of respondents expressed their readiness to participate in the programme in the framework of the professional traineeship. 70% of the respondents indicated that they had participated in ERASMUS + mobility in previous education stages. Every year the students of the study programme Regional Economics and Planning participated in exchange studies at Polotsk State University, while the students of this university acquired separate study courses at RTA. The readiness of students to participate in short-term mobilities deserves a positive evaluation, for example, in scientific conferences abroad, and to publish the results of their research, which is done together with scientific advisors, e.g..:

1. Arbidane, I., Tarasova, M. (2018). Assessment of EU Structural Funds' Impact on Business in

Latvia. *Proceedings of the International Scientific Conference Society. Integration. Education. May 25-26, 2018. Vol.6* Rēzekne: Rēzeknes Tehnoloģiju akadēmija, 215.-225.pp. ISSN 1691-5887, http://journals.rta.lv/index.php/SIE/article/view/3404 (gaida ievietošanu Web of Science)

2. Arbidane I., Tarasova M. (2016). Analysis and Development Possibilities of Business Incubators in Latvia. *Proceedings of the International Scientific Conference Society. Integration. Education. May 27-28, 2016. Vol.6* Rēzekne: Rezekne Academy of Technologies, 215.-225.pp. ISSN 1691-5887, DOI: http://journals.ru.lv/index.php/SIE/issue/view/41, *Databases:* Web of Science

3. Arbidane I., Mietule I., Brosova I., (2014). The Latvian region of Latgale employee happiness study in the context of the motivation. International Scientific-Practical Conference CATCHING UP NEW IDEAS: MANAGEMENT, ECONOMICS AND LAW' 2014. Collection of Scientific Articles 17 April 2014, 5-12 pp. ISBN 978-9955-27-430-8

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 resources of the study program consist of the study base, science base, information base (including the library), material-technical base and financial base. For information on the studies, informative, material-technical base, and library resources of the master's study program, see sections 3.1-3.3.

The scientific basis is also important for postgraduate studies, which is provided by the Business and Society Process Research Institute (the Institute) of the Faculty of Economics and Management (FEM), whose aim of the activity is to provide scientific studies in the field of social sciences and in related interdisciplinary fields, as well as provide research and practical support in the education fields implemented by FEM. The Institute offers master students methodological and informative research support, invites master students to get involved in research (including interdisciplinary) projects, encourages to participate in conferences organised by FEM and outside RTA, prepare publications for the annual student conference collection of scientific articles "The Individual. Society. The State" ("Indivīds. Sabiedrība. Valsts"). Students are also involved in the implementation of requested research at the Institute; Prof. I.Mietule and assoc.prof. A.Zvaigzne together with students conducted several studies at AS "Rēzeknes Satiksme"; upon request of the Rēzekne Partnership (Rēzeknes partnerība), a study on the implementation of the LEDER program in the previous planning period was conducted. Currently, research commissioned by the city of Rēzekne "Research of the quality of life standard in Rezekne" is being implemented. The project is managed by I.Arbidāne, master's students are also involved in the project.

The Master's study programme is financed from the budget and from the students' personal funds or study loans. The costs of the study programme, taking into account the basic costs of the study place, the level of study programmes, duration, form, as well as the structure of the academic staff and the field of study, are calculated by the financial analyst of RTA. The amount of the tuition fee for each study year is reviewed and approved by the Senate of the RTA.

The tuition costs for one full-time Latvian or EU student per year are estimated at 1 690 EUR, which does not exceed the costs of European states for the preparation of one student in a similar speciality.

Direct costs are 1 267.50 EUR for one reference student per year; indirect costs (expenses for ensuring the operation of RTA, including the RTA library, land tax, lease of premises, rent, building operation costs, phone subscription and service costs, utilities, routine maintenance, special programs, etc.) for 1 reference student per year are 422.50 EUR.

Tuition costs for one student who is not an EU citizen are estimated at 3 190.00 EUR per year.

RTA estimates show that direct costs for one student who is not an EU citizen are 2 392.50 EUR for one reference student per year; indirect costs (expenses for ensuring the operation of RTA, including the RTA library, land tax, lease of premises, rent, building operation costs, phone subscription and service costs, utilities, routine maintenance, special programs, etc.) for 1 reference student per year are 797.50 EUR.

Financial resources are used in accordance with estimates prepared by structural units and approved by RTA Rector, which are also reviewed by the Faculty Council. The tuition fee is primarily used for ensuring the education process, co-funding projects, guest lecturer wages. The vocational higher education master program "Management Science" costs in the reporting period can be seen below Table 5.3.1.1.

Table 5.3.1.1

Funding for the master's study programme "Management Science"

Financial year	2019
The thematic field for education cost coefficients: 1. Business and Administration	1
Minimum education cost coefficient	1
Education level coefficient	1,5
Basic costs of education (euro)	1518.98
Scholarship (euro)	145.13
Maternity leave scholarship (euro)	5.69
Sports, culture, student residence hall (euro)	13.52
Number of student places funded from the state budget	5

Funding for the number of student places funded from the state budget	11 392
Tuition fee income for ensuring the implementation of the study program	13 520
To ensure research (creative) activity of the programme academic staff	6 007
Programme funding for the purchase of literature and subscription to electronic databases	425

The availability and evaluation of resources is described in the relevant section. Master's students have access to all the necessary resources related to the use of software, resources for e-courses, library resources, use of databases, mobility, etc.

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

Not applicable

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 reporting period (2013-2019), no significant changes have taken place in the composition of the teaching staff in the education field, there is observed an increase in the number of the academic staff. In the academic year 2019/2020, the following members of teaching staff in the field of economics are employed in the education programme: 2 professors, 3 associate professors, 2 docents, 2 lecturers, 2 representatives of the professional field and one foreign guest professor. During the reporting period, the proportion of professors has increased to 4 (2 in the management and economics, 2 in linguistics), while the proportion of associate professors has decreased by 1, which shows the development of the academic staff and promotes research trend in the study process. It should be noted that 10 representatives of the academic staff are experts of the Latvian Council of Science (LCS). In 2019, the FEM created a joint united council of professors with Vidzeme University of Applied Sciences, Ventspils University of Applied Sciences, and also by involving foreign professors. The development plan of the academic staff of the FEM approved by the Study Council of RTA provides for that by 2024 there will be 3 elected professors, 3 elected associate professors, 4 elected docents in the study direction. The plan has been created, considering the opportunities for growth of existing academic staff, as well as planning for the election of additional academic staff (including from abroad).

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.

In the academic year 2019/2020, 19 lecturers are involved in the implementation of the study programme, 16 of them (84%) are elected to RTA, of which 1 (8%) is a guest professor, with whom it is planned to establish long-term employment relationships. The research and professional specialization of the teaching staff in the master's programme cover all the main areas of management science: finance, human resources, marketing, risk, quality, project, communication, environmental resource management, leadership (I.Mietule, I.Arbidāne, L.Litavniece, Ē.Žubule, S.Murinska, A.Zvaigzne, S.Ežmale); research methodology, big data processing (L.Litavniece, V.Bartkute, S.Lazdiņa), legislative aspects (A.Gaveika), leadership and innovation management (I.Arbidāne). Given that the program is an academic master's study programme, it is important to involve lecturers with a doctoral degree in providing study courses, as well as professionals in the field, for example, the study course "Project Planning and Control" is taught by L. Amantova-Salmane, the Head of Rezekne Department of Central Finance and Contracting Agency.

Considering that the teaching staff involved in the implementation of the program are highly qualified specialists in their respective fields, master students are provided not only with the opportunity to update and acquire new theoretical knowledge but also to explore current issues in the financial field.

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

Not 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).

Not 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.

15 out of 18 lecturers employed in the study program, carry active research in their field. In terms of scientific publications, the most productive scientists in the reporting period are A.Zvaigzne, L.Litavniece, I.Mietule., S.Murinska, I.Arbidāne etc. The added value of scientific publications is the availability of a large part of them in so-called open science resources, including the scientific journal website maintained by RTA journals.rta.lv. Whereas the publication development challenges for the teaching staff employed in the education program correspond to the common challenges of RTA – increasing the impact factor. Scientific publications of the teaching staff employed in the education program are an important contribution to the latest literature in the education process; they encourage students to choose a research field, develop the competence of teaching staff as scientific advisors for students. Research interests of the scientists employed in the master study programme correspond to all the main fields of finance administration, which is important for the development of the research interests of students as well as for academic activity, enabling students to demonstrate the knowledge and critical understanding of the respective field of management and specialization, with the intention that part of this knowledge corresponds to the highest level of achievement in the respective scientific field or profession, including personal research of the teaching staff**.**

Cooperation of students and academic staff at the Institute promotes the involvement of the most promising students in the work of the Institute, which will bring the expected results in the future in accordance with plans of the RTA, by involving new researchers in scientific research. Senior researchers and researchers of the Institute consult research assistants on the issues related to designing their master projects. Between 2016 and 2019, 13 postgraduate students were employed at the Institute as research assistants who presented their master projects on the topics that illustrate the **uniformity of the** international and regional dimension provided for in the didactic strategy of the master program. The international context is marked by such master's research as "Research of the Exchange Rate Risks in the German Automotive Industry, with Emphasis on Mexico", "Influence of the European Union Funding on the Latvian Economy", "Assessment of the Influence of EU Structural Funds on Business Development", etc., in turn, topical themes relevant to Latgale region and Latvia, in general, are evaluated from a comparative point of view in such master's research as "Impact of General Data Protection Regulation on Personnel Management in a Company", "Problems of Biogas Energy Logistics in Latvia and Possible Solutions", "Research of Health Care Industry in Latvia", "Marketing of Rezekne City for Facilitation of Entrepreneurship", "Research of Forest Management Process, Problems, Solutions", etc., the topics of master's research cover risk, quality, human resources, and other analysis and assessment of problems in the aspect of company and industry development, etc.

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 co-operation of the teaching staff in the study program is encouraged in several ways and levels:

1. the **cooperation between the study program director and a lecturer** is implemented throughout the study process and concerns firstly the coordinated management of the study program results and study course results, including choosing the most suitable methods for the assessment of the study results, self-evaluation and quality control of the study program;
2. in the event of at least two lecturers teaching the same study course, **cooperation of the teaching staff with regard to the teaching process** should take place, providing the agreement on the learning outcomes, the content of the study course, methodology, evaluation;
3. **the collaboration of the teaching staff in the research process** when developing joint publications;
4. collaboration **in continuing the professional development of pedagogical qualification** by collectively attending RTA professional development program "Higher Education Didactics" or "Innovations in Higher Education" and discussing the topical issues of the study process;
5. participating in the collegial meetings (general meeting of the academic direction, Academic Direction Council meeting) and deciding on topical issues of the study process.
6. in order to ensure a high-quality study process, to achieve the planned learning outcomes, as well as for master's students to gain international experience, guest lecturers from abroad are involved in the programme to teach separate study courses.

The ratio of students to teaching staff in the program is obtained in accordance with the methodology provided by OECD[20] by dividing the number of full-time equivalents (FTE) **(3,6)** students by the number of full-time equivalent teachers employed in the program **(5,5).** The ratio of students to teaching staff in the program is **6 students** per member of the teaching staff in terms of PLE. The following proportion is allowed in the master's programme, as master's students perform more individual research, including by participating in the work of Research Institute for Business and Social Processes (RIBSP).

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	STUDENTI.magistrs eng.docx	STUDENTI.magistri.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	VMatbilstība.ENG.docx	VM.atbilstiba.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	Vadības zinatne_kartesana ENG.xlsx	Vadības zinatne_kartesana _LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	plānojums ENG.docx	planojums LV.docx
Descriptions of the study courses/ modules	studiju kursu moduļu apraksti ENG.docx	studijukursu moduļu apraksti.docx

Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma paraugs ENG.docx	Diploma paraugs LV.docx

Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Annex 8.docx	8.pielikums.edoc
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	Zaud komp.ENG.docx	zaud.komp.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.	Svesvalodas ENG.docx	val. apl.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	AL 55.pants ENG.docx	AL 55.pants.docx
Sample (or samples) of the study agreement	studiju līgums ENG.docx	studiju līgums.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.	AIP atzinums ENG.docx	AIP atzinums.pdf

Entrepreneurship

Title of the higher education institution	*Management, Administration and Management of Real Property*
ProcedureStudyProgram.Name	*Entrepreneurship*
Education classification code	*42345*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Iveta*
Surname of the study programme director	*Dembovska*
E-mail of the study programme director	*Iveta.Dembovska@rta.lv*
Title of the study programme director	*Mg.oec.*
Phone of the study programme director	*26674855*
Goal of the study programme	*To prepare qualified and competitive specialists in the field of entrepreneurship according to the requirements of the professional standards of the profession of the company manager's profession, corresponding to the knowledge, skills and competences of the LQF level 6.*
Tasks of the study programme	*1. To form and develop students' skills, abilities and professional competencies in business;* *2. To build skills of the programme students to apply a scientific approach to solve problems and carry out research activities, to develop the skills and abilities of creative work;* *3. To promote the development of general skills and competences of students, including presentation, communication skills, ability to work in a team, the formation of organisation's image, social dialogue, leadership, etc.* *4. To ensure the improvement of the content of the study programme and the study process in accordance with the changes in the market requirements.* *5. To prepare the obtainers of the professional bachelor's degree and professional qualification for master's studies, promote self-education of students by improving knowledge in the sector and in the field of professional activity*

Results of the study programme	*Z1 Is able to demonstrate fundamental and specialised expertise typical of an enterprise manager and critical understanding of the expertise, including part of the expertise extending into the highest level of achievements of the profession of an enterprise manager.*
	Z2 Is able to demonstrate an understanding of the most important concepts and regularities in the business field.
	Skills (ability to apply knowledge, communication, general skills):
	P1 To pursue professional activities within the framework of the professional competence of an enterprise manager, using the theoretical basics and skills acquired in the area of business.
	P2 To formulate and analytically describe information, problems and solutions in the field of business; explain them and discuss them reasonably with both specialists and non-specialists.
	P3 To independently structure own learning, directing own and subordinates towards further learning and professional development, demonstrating a scientific approach to solving problems, to take responsibility and initiative through individual work, teamwork or managing other people's work
	P4 To make decisions and find creative solutions in changing or unclear conditions.
	Competence (analysis, synthesis and evaluation):
	K1 To collect, select and analyse information independently and use it when making decisions and addressing business issues.
	K2 To evaluate the impact of professional activity on the environment and society, demonstrate awareness of professional ethics in the profession of an enterprise manager and participate in the development of the field of business.
Final examination upon the completion of the study programme	*Diploma thesis*

Study programme forms

Full time studies - 4 years - latvian

Study type and form	*Full time studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*professional bachelor's degree in business*
Qualification to be obtained (in english)	*Company Manager*

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	professional bachelor's degree in business
Qualification to be obtained (in english)	Company Manager

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Part time extramural studies - 5 years - latvian

Study type and form	Part time extramural studies
Duration in full years	5
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	professional bachelor's degree in business
Qualification to be obtained (in english)	Company Manager

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Part time extramural studies - 5 years - english

Study type and form	Part time extramural studies
Duration in full years	5
Duration in month	0
Language	english
Amount (CP)	160
Admission requirements (in English)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	professional bachelor's degree in business
Qualification to be obtained (in english)	Company Manager

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

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

No changes

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.

RTA has been implementing the second level professional higher education study program "Entrepreneurship" since AY 2003/2004. In the AY 2019/2020, there are 99 full-time students ((incl. 35 foreign students) and 19 part-time students in the study program (see Appendix 1 for statistical data on students during the reporting period).

Every year the number of foreign students (mostly from India, Pakistan) increases. In the academic year 2014/2015, there were 12 students, in 2015/2016 – 14 students, in 2011/2017, – 28 students, in 2017/2018, – 55 students, in 2018/2019 – 59 students, in 2019/2020 – 34 students. The decrease in the number of students last year is related to visa refusals. During the reporting period, the number of students in the study programme does not change significantly. During the reporting period from 2014/2015, there have been changes in the offered specializations in the study programme "Entrepreneurship". Due to the decrease in the total number of places financed from the state budget and evaluating the results of student enrolment in the previous reporting periods, in the academic years 2014/2015 and 2016/2017, the specialisation "External Relations Department Manager" does not enrol students in full-time studies and the implementation of the specialisation at RTA was suspended in the academic year 2018/2019. The specialisation "Commercial Service Manager" was mostly chosen by working people, therefore, upon evaluation of the admission results, students are no longer admitted to full-time studies since the academic year 2015/2016. The total number of students enrolled in part-time studies also decreased during the reporting period. In the academic year 2018/2019, it was decided to no longer admit students to part-time studies either, as working people cannot always combine work with studies.

Study programmes in full-time studies are characterized by a higher dropout rate than in part-time studies. This can be explained by the fact that more foreign students are admitted who do not start studies because of refused visas, inability to meet the requirements set in the study process, as well as those who lack means of subsistence because they have difficulties finding a job in the region (city). Many students find jobs in Riga, thus they do not meet the requirements set in the study process, because it is difficult to combine work with studies. The dropout of part-time students was mainly determined by the inability to pay tuition fees and workload in the workplace,

as a result of which students did not return from academic leave (reasons - family growth, change of residence, etc.).

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

The title of the programme has been formed in accordance with the Classification of fields of education and training (ISCED-F 2013), education thematic group "Business and administration" which belongs to the thematic area "Commerce and Administration", which in turn belongs to the educational thematic group "Social Sciences, Commerce and Law".

The title, aims, objectives, the degree to be conferred and outcomes of the study program "Entrepreneurship" are defined according to:

1. The National Classifications Framework complying with the European Qualifications Framework. The study program corresponds to the LQF (the Latvian Qualifications Framework) level 6, therefore the study outcomes are defined according to the level 6 knowledge, skills and competence descriptions set in the Cabinet Regulation No. 332 "Regulations on the Classification of the Latvian Education" of 13.06.2017;
2. The requirements for the professional standard of a company manager of the fifth professional qualification level, ensuring that the content of the study program of the respective professional standard correlates with the aims, objectives and learning outcomes defined in the study program.
3. The balance among general education study courses, the main theoretical course of the field (professional area), the course of information technology and the course of the professional specialization (professional scope) within the particular field provided for by the Cabinet Regulation No.512 "Regulations on the National Standard of the Second Level Professional 143 Higher Education".

Admission to the study program is based on the Law on Higher Education Institutions of the Republic of Latvia, the Cabinet Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes, and RTA Admission Regulations. Applicants are admitted to the study program on the basis of three centralized examinations: mathematics, Latvian and foreign language (one foreign language, including English, German or Russian, at the choice of the applicant).

Admission requirements provide that additional points are awarded in the following cases:

- Mathematics - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- Russian - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- German - State Olympiad of Latvia - 1 point (for each place)
- French - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- The certificate for a successful acquisition of the educational program of interest-related education in the project "Be a Leader" ("Esi Līderis") of the Latvian Academy of Business and Management (LUMA) - 1 point
- Graduate of the Eastern Latvia Technology High School - 1.5 points

In the study program "Entrepreneurship", the coefficient of admission in the tender of AY

2014/2015 is 12,5; of AY 2015/2016 – 7,3; of AY 2016/2017 – 4,4; of AY 2017/2018 – 3,8 and of AY 2018/2019 – 5,1 applicants per budget-funded place, which is one of the highest admission rates in RTA, testifying to students having purposefully chosen particular study program and is one of the most popular study programs in RTA, proving that the students have purposefully chosen this study program and it is one of the most popular study programs in RTA.

Admission Regulations of the Rezekne Academy of Technologies are reviewed and approved by the Senate of RTA annually. The Admission Regulations of the Rezekne Academy of Technologies in 2021 were approved by the the decision No.4 of the Senate of RTA of 27.10.2020.

Second level professional higher education bachelor's study program "Business", study direction: – Management of a Tourism Company, the following requirements have been set for foreign applicants for 2021:

Annual grade for the subject in the document on secondary education, which is equated to the centralized examination:

- Mathematics;
- Basics of Economics;
- English.

To be passed:

- discussions about studies at RTA;

- test in mathematics.

To be submitted: A document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. It is not required to attach the document, if the foreigner has acquired the previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

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 second level professional higher education bachelor's study program "Entrepreneurship" is developed pursuant to the Regulations of the Cabinet of Ministers No.512 "Regulations on the National Standard of the Second Level Professional Higher Education" (for compliance of the study program to the national standard of education see in Appendix 3) and the standard of the

profession "Company Manager" of the fifth level qualification (Appendix 4) the content and volume of the study courses included in the study program ensure the acquisition of the knowledge, skills and competences provided for by the standard of the profession of the Company's manager.

Duration of the professional bachelor's study program "Entrepreneurship" for the full-time studies is 4 144 years (8 semesters) and part-time studies – 5 years (10 semesters).

The volume of the study programme – 160 CP, including:

1. Courses of general education- 20 CP (12,5%);
2. Basic theoretical courses of the field (professional area) and information technology courses - 36 CP (22,5%);
3. Specialization courses in the field (professional area) – 98 CP (61,25%) (including professional practice – 20 CP (12.5%) and diploma thesis – 12 CP (7.5%), module study courses -20 CP (12,5 %));
4. Elective courses – 6 CP (3,75%). (For the plan of the study program, see Appendix 7)

In the general education courses, students acquire and develop the skills of social dialogue, communication, psychology, organizational, document management, labour and commercial law, environmental, civil and labour protection, European economic integration processes. To strengthen the professional foreign language skills and competences of the students of the study program, it includes a foreign language in business in amount of 4 credit points for Latvian students, for foreign students, a foreign language in business in the amount of 2 credit points and a Latvian language in the amount of 2 credit points, as well as study courses (introduction to humanities, introduction to research, information and communication technologies, etc.) are acquired bilingually, namely, in Latvian and English.

The study programme is developed so that the students acquire and develop business competencies, i.e. business planning, organization and management, skills of strategic management, logistics, communication, technology application, organizational culture and leadership in a company, marketing, project management skills and competencies, to develop business competencies the professional practice for business evaluation in a company/organization in the amount of 12 CP is also provided. Specialization study courses are developed in accordance with the modern economic development trends, for instance, international marketing, e-business, innovation management, etc. The content of the study programme consists of theoretical and professional specialization study courses that meet the professional standard of a company manager and are attractive to students and potential applicants, as well as of modules in three different areas that students can choose to study according to their own interests – in depth either **marketing** or **tourism business**, or the **management of catering companies**. The full-time students choose the module (in the amount of 20 CP) in the 6th semester of the 3rd year and part-time students in the 7th semester of the 4th year. Implementation of the professional practice in the amount of 8 CP takes place according to the chosen module. The choice of elective courses (in the amount of 6 credit points) at RTA is regulated by the "Regulations on elective courses in academic and professional bachelor study programmes at RTA) approved by the Study Council, which stipulates that a student can choose a study course from the catalogue of elective courses at RTA, giving priority to study courses that do not require particular prior knowledge or study courses that have already been chosen by more than 15 students. The volume of one study course is 2 CP. Based on the proposals of the faculties, the Study Council approves the study courses to be included in the RTA elective study course catalogue. Students' opinions and recommendations were taken into account in the development of the content of the study programme, for example, the study course "Analysis and Development of Advertising Texts" was introduced according to the

students' recommendation.

The content of the study programme has been created considering the recommendations of employers as well, for example, the study course "Business Planning and Development" is included in the study programme on a suggestion from the representatives of Rezekne Business Incubator, while the study course "Risk Management and Insurance" on recommendations from the leading specialists of the branch Insurance JSC "Balta".

A professional bachelor's degree in business and the professional qualification of a Company Manager shall be obtained and a professional bachelor's diploma shall be received by students who, in the course of study, have:

1) successfully passed all the examinations provided for in the study programme;

2) demonstrated professional abilities during studies, obtaining a positive assessment of their professional practices;

3) developed skills of research work by performing and successfully defending three study papers and defended the diploma thesis.

For the purposes of the topicality of the study course content, its compliance with the needs of the field and the labour market, evaluation is a mandatory measure of study quality at RTA, it is carried out in several stages coordinated with the study schedule:

- in the process of drawing up, coordinating and approving annual study plans, the study course programs are reviewed, the offer of the literature to be used is updated, the alignment with the learning outcomes in the study program is updated. In order to control the correlation between the results of the study course and the study programme, in the form of a study program approved by the RTA each member of the teaching staff shall define the results of his / her study course, in coordination with the results of the study program for implementation of which the study course is intended,
- in the process of drawing up annual self-assessment reports of the academic directions and study programs, including on the basis of feedback from surveys of students, employers and graduates,
- discussing the results of the content of the study program, outcomes of the study program and study courses, the requirements for the development of research work at the Academic Direction Council and general meetings of lecturers of the academic direction
- discussing the content of the study program, the outcomes of the study program and study courses in the Council of Academic Direction Experts
- in the process of defending diploma theses.

An assessment of scientific trends in the second level professional higher education bachelor's study program appears in research study papers and study courses, mainly in the study courses "Introduction to Research" and "Research Methods in Economics". The students' scientific work module consists of three study papers and a diploma thesis. Study papers are of theoretical, methodological or applied orientation, their task is to strengthen student's knowledge and skills acquired in the respective academic year (according to the study plan in the year 2, 3 and 4), enhancing development and consolidation of student research skills, abilities of problem-solving and analytical thinking.

The diploma thesis is a study of theoretical, methodological or applied orientation, as a result of which the author provides independently developed insights, conclusions, proposals for a solution to a problem, proves his readiness to operate in business. Students shall choose the topics for their study research work by linking the outcomes achieved in the study courses, the results to be

achieved in their research work and business issues and topicalities.

In order to strengthen the knowledge of foreign languages, to ensure the quality of study papers and diploma theses, students shall use literature in a foreign language, and the course "Introduction to Research" is taught in English. It should be noted that the content and structure of the second level professional higher education study programme "Entrepreneurship" has been developed by comparing the content of the study programme with the study programmes implemented in other Latvian higher education institutions and EU countries (see Section 2.1.1).

RTA has in place the Rector's Order No. 5/100 dated 2 December 2012 providing for the requirement on units of literature in student scientific and research papers. According to the Order, at least 30 literature units should be used for the development of a study paper, 8 of which are scientific articles, and at least 50 literature units should be used for the development of a diploma thesis, 18 of which are scientific articles. The Order also stipulates that 50% of the number of scientific articles mentioned must be in a foreign language that is the EU language. Such requirements allow master's students to explore the latest research in the field and evaluate the innovation of their research ideas. Students have the possibility to publish scientific studies and to refer scientific and practical research at the annual International Student and Teacher Scientific and Practical Conference of the RTA "Individual. Society. State" where the participation for the RTA students is free of charge.

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 aims and results, from which also the aims and learning outcomes of each study course are derived, namely, what the student is able to acquiring the study program as a whole and what the student is able to acquiring a separate course. The learning outcomes are related to the basic objectives of professional activity, the skills, knowledge and competences required to fulfil basic duties, based on the changing environment of the contemporary labour market, as set out in the professional standard of an of the company manager. For mapping of study courses to achieve the outcomes of the study programme, see Appendix 5).

Evaluation criteria shall be developed so that they match the learning outcomes, are justified, verifiable and accessible to a student at the beginning of the study program, module acquisition and a separate study course. Study course programs are available in the www.lais.lv system.

The structure of study programs at RTA is regulated by the "Regulations on Development of Study Course Programs" approved by the Study Council, which provide for the inclusion in the study course program of such information as requirements for commencement of the study course, the body of knowledge, skills and attitudes (learning outcomes) to be acquired at the end of the study course, which corresponds to the learning outcomes of the study programme and topics planned according to the volume and title of the study course, as well as individual work of students,

requirements for assessment of learning outcomes to obtain credits, literature and other organizational issues of the study course.

To ensure the connection of the course content and outcomes with the aims and outcomes of the education programme:

- Teaching staff plan course outcomes in accordance with specific outcomes of the education programme, which are reflected in the course study programme; the results of the study courses to be achieved within the module are planned in accordance with the specific results of the study programme and the results of the specific module, which are reflected in the form of the study course programme;
- Teaching staff agree with the education outcomes defined in the course with the director of the education programme who is responsible for setting education outcomes in the education programme;
- All the course programmes are approved at the session of the Council for the education field after the evaluation to make sure the study course content does not overlap with the content of programmes that correspond to EQF level 6 whether the course program proportionally includes well-considered independent work, whether the latest literature in the field is included (including in English), whether the tests planned can be used to fully evaluate the competencies acquired by the student and other issues. If the Academic Direction Council shall have any objections regarding the correspondence of the course content to the didactic strategy of the education program, the Council shall request the teaching staff to eliminate the deficiencies and amend the course program;
- in order to control the planning of the learning outcomes of the study courses, the director of the study programme shall carry out mapping of the study courses enabling verification and, if necessary, adjustment of the content of study courses in order to ensure fulfilment of the aims and outcomes of the study programme.

The expected results of the study courses have been developed in accordance with the aims and tasks of the study programme and the requirements of knowledge, skills and competencies necessary for the performance of the basic tasks of professional activity specified in the standard of Company Manager's profession (For descriptions of study courses of the study program see Appendix 8).

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 basic principles for the evaluation of learning outcomes in the study programme are based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-entered process. According to the ENQA standards, RTA has developed the requirements and rules governing the formal evaluation. The most important of these are: Regulation of Examinations and Testing Session at RTA, Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Regulations on professional practice at RTA,

<u>Regulations on State and Final Examinations at RTA, Outcome-Based Study Quality System of RTA, Plagiarism Control and Prevention Rules at RTA.</u> Evaluation principles in the study program are based on the Cabinet of Regulations No.512 "Regulations on the National Standard for the Second Level Professional Higher Education" and the requirements of the Law on Higher Education Institutions.

Evaluation criteria shall be developed so that they match the learning outcomes, are justified, verifiable and accessible to a student at the beginning of the study program and a separate study course. The evaluation criteria in study courses, the form and procedures of testing shall be determined by a lecturer, outlining it in the study course programme, so that they are available to students. The study course programme is available to students in the www.lais.lv system, consequently, the evaluation requirements are clear and available to students already upon commencement of the course. Self-reflection and mutual evaluation are an important means of assessment during studies. Problem-solving skills are developed in all the study courses during the practical classes, seminars, group works, etc.

At RTA, the learning outcomes are evaluated according to two indicators: qualitative (evaluation in the 10 point grading system) and quantitative – study course points (CP/ECTS) according to the volume of the study course. The evaluation of student knowledge is relatively divided into two stages: in the formative (forming) and summative (summarizing). The formative evaluation shall provide the lecturer and students with feedback on the necessary further organisation of the study process, it shall encourage the student to supplement his/her knowledge, and enable the lecturer to judge the usefulness of the methods chosen. The summative evaluation (test, differentiated test, examination) shall confirm the achievement of the set requirements – criteria, reveal how the study course has been acquired in general and confirm the achievement of the study course aim. Using different forms of summative evaluation (tests, reports and projects, etc.), the lecturer shall check how a student has acquired the content of a particular topic or the whole study course. The test works are organised both orally and in writing, including theoretical questions, tasks and analysis of situations.

"Regulation on Study Course Examinations and Tests at RTA" stipulates that "a lecturer shall organize study test works in such a way that the formative evaluation during the semester shall constitute at least 40% of the summative evaluation at the end of the study course acquisition". The rules on the procedure for the development of study course programs approved by the Study Council of RTA stipulate that the criteria and methods for evaluating the learning outcomes shall be published at the beginning of the implementation of study courses and be consistent and fairly applied to all students and carried out in accordance with a procedure as published in advance. RTA has created a consultation system of academic staff that is also included in the workload of academic staff to provide students with feedback on the assessment of their learning outcomes. Evaluation is increasingly carried out by more than one lecturer (these are commissions at state examinations, defence of study papers and professional practice, and study courses, which are taught by more than one lecturer). Academic staff regularly (approximately once a year) organize courses on the principles of elaboration and evaluation of learning outcomes and experience abroad. Academic staff are invited to take into account mitigating circumstances in their evaluation in accordance with ENQA standards. However, RTA provides for sanctions for violations of academic ethics as 148 stipulated in the Plagiarism Control and Prevention Rules.

Second-level professional higher education studies are based on the (1) principle of succession – after the programme has been acquired, graduates can continue their education in master's studies, ensuring a succession of educational levels; (2) the principle of lifelong learning – enabling them to continue improvement of their acquired education throughout life and (3) the principle of accessibility – providing equal opportunities to study regardless the place of residence. In the form

of full-time studies of the study programme, contact hours constitute 40% of the study program, in part-time studies – 12.5% of the study programme.

The overall evaluation of the course consists of the sum of separate works to be completed during study course acquisition and obtained evaluations (test works, reports, presentations, study projects, etc.). In order to ensure the students the ability to independently direct improvement of their competences and specialization, to carry out work, research or further studies independently, students shall perform individual work, which constitutes 87.5% (in part-time studies) and 60% (in full-time studies) of the volume of the program. Planning of individual work in each study course is carried out at the beginning of the semester, coordinating it with the students and including the requirements in the study course program available at the RTA e-course website.

For the achievement of the joint learning outcomes of the study program, students shall be introduced with the aims, objectives of the study course and the learning outcomes to be achieved, as well as the evaluation rules at the beginning of each study course. The criteria for the evaluation of knowledge in the study courses, the form and procedures of testing shall be determined by the lecturer. Students shall be informed in good time about the criteria for evaluating examinations, tests and other test works. The evaluation system is improved taking into account also the results of student surveys.

The part-time study process consists of an introductory session (studies in the classroom - lectures and practical classes), students' individual work (tests, reports, term papers, professional practices) and examination session. In accordance with the specifics of the study course, study course programs provide for lectures, practical classes and students' individual work. Contact lessons are organized considering that students have a different experience and prior knowledge. In addition to the presentation of topicalities in the field in the form of a lecture, the acquisition of new knowledge is based on the ability to integrate knowledge from different fields, contribute to the creation of deeper or expanded knowledge, the development of methods for research or professional activities, depending on the specificity of a course in question. During the lectures, students are asked questions and encouraged to have discussions. During practical classes, on the basis of practical examples students carry out analysis, calculations and draw conclusions grounding on theoretical knowledge obtained during the study courses. Students, in accordance with the study program, do homework, make presentations and write tests, as well as independently acquire certain subjects of a course.

In order to meet the individual learning needs of students, individual consultations have been assigned an essential role (20 hours per semester), lecturers' consultation schedules are publicly available at the RTA website and easily accessible in the faculty. Communication between students and lecturers can also take place via telephone, e-mail, *Skype*, *Whatsapp* e-course website (www.e-kursi.rta.lv).

At the end of each study course and in the process of its acquisition, the lecturer shall analyse the learning outcomes, student surveys are conducted. The results are discussed at the Council of Academic Direction and the General Meetings of lecturers of Academic Direction. If necessary, adjustments to the study outcomes of specific study courses are made.

Individual approach to students is provided in the following way:

- orientation and examination sessions are scheduled for the weekends; Saturdays and Sundays, between 8.00 and 20.00;
- students are provided handouts (during classes) and study course materials, available on the e-course website at ekursi.rta.lv;
- in the case a student has not been able to attend an orientation or examination session for

justifiable reasons, the lecturer shall agree on individual consultations with the student;

- when organising research work (selection of a topic for a study paper and diploma thesis), the sphere of interests of students (previously acquired experience in the development of scientific works), the specific nature of practical work and experience shall be respected;
- when organizing the research work (supervision of study paper and diploma thesis), students' preferences for the scientific supervisor shall be taken into account, thereby facilitating the interpersonal communication and consequently increasing the quality of the research work;
- lecturers are available to students during their consultation hours as well as for individual consultation when agreed;
- information about the changes in the study process, corrections of practical works etc. are mainly sent to students via e-mail.

To achieve the learning outcomes, the RTA library is available for students' needs, computer classrooms are available in the Academy's premises, Wi-Fi wireless Internet is freely available. Form of implementation of the study programme – part-time studies determines the personal interest of students in acquiring new knowledge and skills, increasing the level of their professional education and competitiveness in the labour market.

The RTA implements a Problem-Based Learning Approach (PBL), in the content of the study course purposefully balancing acquisition of theory with the solution of practical tasks relevant to the field. Four lecturers involved in the study program use the PBL method of "problem-based learning ", which is reflected in the descriptions of the courses "Marketing" and "Project Management", as well as two study courses within the module Marketing Management are implemented according to the PBL method – "Marketing Communication" and "Analysis and Development of Advertising Texts". In the academic year 2020/2021, it is planned to acquire another module in Management of catering companies in the study course "Food Innovations in Catering Companies" in the amount of 2 CP using this method. The PBL contains the acquisition of new knowledge, intensive (including interdisciplinary) group cooperation and communication with the various stakeholders involved in the problem-solving. PBL allows students to develop competencies such as innovative thinking, self-assessment, skills to work with information, independent learning in the team environment.

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.

Professional practice is organized in accordance with the "Regulation on professional practice in RTA", corresponding the aims and objectives of the study program, requirements of the Professional Standard for Company's manager and professional Practice Program in the amount of 20 CP (including 12 CP and 8 CP) (see Appendix No.14), in accordance with the outcomes of the study program.

In order to gain practical experience and improve skills, the professional practice for students of the study program is planned in the amount of 20 CP, corresponding to the Regulation of the Cabinet of Ministers No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education".

For the full-time students of the study program, the Professional practice (20 CP) is scheduled in the 7th semester of the fourth academic year in the amount of 12 CP and in the 8th semester in the amount of 8 CP. For the part-time students of the study program, professional practice (20 CP) is scheduled in the 9th semester of the fifth academic year in the amount of 16 CP and in the 10th semester in the amount of 4 CP.

The aim of the professional practice is to strengthen and increase student's knowledge, to improve skills and develop professional competence in accordance with the requirements for the profession of an economist, and/or to provide the opportunity to plan and conduct scientific research in the relevant field. In the stage of professional practice "Starting a business, organisation and management of processes" (12 CP) the recommended position of t professional practice is a private sector company, in the stage of professional practice "Business / Organization Activity Analysis and Development Planning" (8 CP) the venue is related to the module of the chosen study programme, which can be a tourism company, catering company or marketing department in a private sector company, municipality, budget institution, etc., where students are given the opportunity to choose a professional practice position according to professional interests and choice of the research topic. However, if the student has not found a professional practice position independently, a trainees professional practice position is offered in one of the companies RTA has concluded an agreement with on the provision of student professional practices. Before the commencement of professional practice, a student and professional practice supervisor shall agree on the tasks to be completed.

The form of part-time studies and peculiarities of organizing the professional practice provide that students work in specific companies and institutions, and upon agreement with the director of the study program, in most cases complete their professional practice at their workplaces, if the student will be able to achieve the outcomes of the study program and outcomes set for the professional practice. A student may complete a professional practice in one of the cooperating companies that have concluded a cooperation agreement with regard to providing the students with professional practice opportunities in commercial undertakings and state and municipal institutions.

A tripartite short-term contract is concluded between the student, the RTA and the professional practice provider in order to plan and successfully implement the professional practice scheduled within the study program. Each intern has 2 professional practices supervisors: a professional practice supervisor at the particular professional practice institution and a train professional practice supervisor who is one of the lecturers involved in the implementation of the study program. During the professional practice, students are available consultations with lecturers on the professional practice issues.

Agreements on the implementation of the professional practice in the Programme have been concluded with "Rēzeknes namsaimnieks" Ltd., "Projektēšanas birojs Austrumi" Ltd., Rēzeknes novada pašvaldības Lūznavas pagasta pārvaldi, Rēzeknes pilsētas pašvaldības aģentūras "Rēzeknes kultūras un tūrisma centrs" Tūrisma attīstības centru, Viļas novada domi, etc. RTA allows the possibility to conclude individual tripartite professional practice agreements between the RTA, employer and the trainee if the student has chosen professional practice place independently and it corresponds to the didactic strategy of the study programme.

After the professional practice, the student submits a professional practice report and a diary showing the progress of the practice, the performance of the tasks, their reflective evaluation by the student and the supervisor in the company/institution. In the end, in accordance with the requirements of the cooperation agreement, professional practice defence is organized in a joint professional practice commission, where each student gives an overview of what has been done and is evaluated.

During the professional practice, students consolidate theoretical knowledge and professional skills acquired during the study courses, master and improve professional skills. During the professional practice, students obtain the necessary factual material for the development and defence of their diploma paper.

The objectives of professional practice are connected with the tasks of the study program. During the professional practice, students shall perform professional activities within the company manager professional competence, basing on the acquired theoretical basics and skills; in the professional practice report, students shall formulate and analytically describe information, problems and provide their solutions within the business field; during the professional practice defence, students explain problems and their solutions, have a substantiating discussion with professionals about the issues, make decisions and show creative solutions in varying or uncertain cases, as well as independently obtain, select and analyse economic information and use it in the decision making.

The aim of the professional practice is to strengthen and increase student's knowledge, to improve his / her skills and develop professional competence in line with the requirements for the profession of a manager of a company, and / or to provide the opportunity to plan and conduct scientific research in the relevant field. According to the goals and tasks of the specific practice, in the reporting period foreign students have completed their practices in both Latvian and foreign tourism companies. These are: Luznava Manor, Rezekne Tourist Information Centre, AV Baltic Restaurant Ltd, Bad Boy Ltd., LTD "Eifel" (Georgia), LTD "Candia Park Village Hotel" (Greece), LTD "FEAX AETA Grecotel Corfu Imperial" (Greece), LTD "FAETHON SS Grecotel Royal park "(Greece). LTD "Staff Company" (Bulgaria), LTD "Pronto Restaurant" (Spain), LTD "IBEROSTAR Creta Panorama and Mare" (Greece), LTD "Tuicy Lisboa" (Portugal), LTD "Sunset Resrt" (Bulgaria), LTD " SA Elounda, Hotel Eloanda "(Greece) and others.

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 requirements for the development of study paper are laid down in the "Methodological Recommendations for Study Papers, Diploma Theses, Bachelor's Theses and Master's Theses" developed by the FEM lecturers, which are available to students on the e-course site (www.e-kursi.rta.lv).

The requirements for the development of study paper are laid down in the "Methodological Recommendations for Study Papers, Diploma Theses, Bachelor's Theses and Master's Theses" developed by the FEM lecturers, which are available to students on the e-course site (www.e-kursi.rta.lv).

The topic of diploma thesis shall be selected by the student him/herself on the basis of the research and professional interest gained in study courses, continuing research on the subject in previous study papers and linking it to the interests of professional practice place or workplace in the field of economics. For part-time students, the choice of topic is often determined by the specifics and experience of the practical work.

During the research period in their diploma papers the students of the specialisation – *External*

relations department manager, have analysed and evaluated the problems in the work of external relations departments, the need for development for companies that wish to operate in the international market, the role of external communication in promoting the company's export capacity, the impact of external communication on the company's image in free-market conditions, the use of communication channels in attracting new customers and cooperation partners. Evaluating the topics of the diploma papers chosen by the students, it can be concluded that their choice was mainly determined by the sphere of their interests and the specifics of practical work, as well as chosen positions of professional practice. Average evaluation of diploma theses by academic years: in academic year 2014/2015 – 8.7 points; in academic year 2015/2016 – 8.3 points; in academic year 2016/2017 – no diploma theses were defended; in academic year 2017/2018 – no diploma theses were defended, in academic year 2018/2019 – 8 points. Average evaluation of diploma theses in the academic years 2014/2015 - 2018/2019 – 8.6 points.

During the research period in their diploma papers the students of the specialisation – *Marketing Sector Manager*, have analysed, evaluated and developed innovative solutions for companies in the field of marketing. The main research areas were marketing and improvement opportunities of the company's products and services, research and analysis of the elements of the marketing complex in the company, their improvement and development (spheres of insurance and banking, tourism and hospitality companies, agricultural, wood processing, manufacturing and trade companies), management of the company's products life cycle (meat processing companies, agricultural companies), analysis of factors influencing the behaviour of buyers, development of new and innovative promotion measures (e-service companies, catering companies, trade companies). After evaluating the topics of diploma papers, it can be concluded that companies from various fields are represented, which is related to the sphere of students' interests and the specifics of practical work. Average evaluation of diploma theses by academic years: in academic year 2014/2015 – 7.3 points; in academic year 2015/2016 - 7.2 points; in academic year 2016/2017 – 8.0 points; in academic year 2017/2018 – 9.3 points, in academic year 2018/2019 – 8 points. Average evaluation of diploma theses in the academic years 2014/2015 - 2018/2019 – 7.96 points.

During the research period the students of specialisation *Tourism Company Manager*, have researched and analyzed problems in the tourism and hospitality industry, i.e. development opportunities of various types of tourism (water tourism, cultural tourism, gastronomic tourism, etc.) mostly in Latgale region, operational analysis and development opportunities of various tourism companies (accommodation, catering, tourism information, tourism service organization), marketing complex of tourism companies and its development opportunities, creation of new business projects for the development of their own business. The choice of the topic of the students' diploma thesis is determined by the places of professional practice, interests, commissioned research of a company. The topic of the diploma thesis of part-time students is usually related to the exploration of the problems at the workplace company and identification of development opportunities. Research of foreign students focuses on the establishment of tourism companies and opportunities of their development in their home countries (Georgia, Uzbekistan), as well as problems and opportunities for the development of the tourism industry in the student's home country. Average evaluation of diploma theses by academic years: in academic year 2014/2015 - 8 points; in academic year 2015/2016 - 7.2 points; in academic year 2016/2017 - 6.3 points; in academic year 2017/2018 - 8.5 points, in academic year 2018/2019 – 7.4 points. Average evaluation of diploma theses in academic year 2014/2015 - academic year 2018/2019 – 7.5 points.

During the research period the students of specialisation - *Commercial Services Manager*, have analysed and evaluated problems in the field of entrepreneurship, i.e. staff motivation (in public administration, trade and service provision companies), economic factors as determinants of business environment competitiveness in the Baltic States, research and analysis of various sectors

(agriculture, warehousing and transport, construction, production, etc.), research, analysis of individual elements of the marketing complex and identification of its development opportunities, creation of business projects for the commencement of their own business or its further development. The choice of the diploma thesis topic is related to students' place of work and areas of interest. Average evaluation of diploma theses by academic years: in academic year 2014/2015 - 7.8 points; in academic year 2015/2016 - 9.2 points; in academic year 2016/2017 - 6.6 points; in academic year 2017/2018 - 4.6 points, in academic year 2018/2019 – 6 points. Average evaluation of diploma theses in academic year 2014/2015 - academic year 2018/2019 – 6.8 points.

In the process of developing a diploma thesis, the expectations of students in the selection of scientific leaders are taken into account, facilitating interpersonal communication and, as a result, increasing the quality of research work. Before defending a diploma thesis, in the academic direction is organized a pre-defence of theses, when the teaching staff and students of the academic direction discuss the chosen methodology, literature, the innovative capacity of the research. A diploma thesis is checked in the Unified Latvian Plagiarism Checker before its defence. The Study direction council field analyses each match. During the research period, diploma theses of 2 students of the specialisation - Marketing sector manager were classified as plagiarism, one in the spring semester of 2015, and the other in the spring semester of 2017. In both cases, the council of the study direction found that the greatest coincidences in both diploma theses were found in the part of the practical research. Both students were allowed to defend their doctoral theses one year later, changing the topic of the diploma thesis. Defence of diploma paper at RTA takes place in open session where the State examination commission, each present person can ask questions to the student, there is a discussion with specialists about the problems and their solutions in the field of business. In the composition of the State examination commission, the chairperson of the examination commission and at least half of the composition of the commission shall be representatives of professional organisations operating in the sector or employers, after the work of the commission, discussions shall be held on problems related to the chosen topics of diploma theses and the recommendations of employer representatives shall be taken into account in the following years. The overall assessment of the diploma theses consists of the following criteria: the compliance of the work content to the selected topic as well as the novelty of the topic; achievement of the aim and objectives of the work; originality and depth of the discussion of the topic; ability to draw scientifically justified conclusions; ability to put forward concrete, feasible and sound proposals; the logical structure of the research and its statement; language culture; technical design of work; materials used in the research and results of their processing; public speaking skills; ability to defend own conclusions and proposals; ability to respond to critical remarks and ability to defend own opinion.

The work of the State Examination Commission and the conferral of the professional qualification and professional degree shall be carried out in accordance with the "Regulation on State and Final Examinations at the Rezekne Academy of Technologies (RTA)"

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

In order to ensure the quality of the study programme and its compliance with the requirements of today's labour market, student surveys are conducted regularly. In order to find out the students' opinion about the study process, and respective issues, RTA organizes both centralized and target-

oriented student surveys. On average 53% of the total number of students in the study programme participated in student surveys in AY 2015/2016 to AY 2018/2019.

Centralized surveys of how students in the first year have adapted to their studies are traditional and were conducted in October 2019. A very small number of students participated in this survey, 14.3% of all students of the 1st year study programme "Entrepreneurship".The results of the student survey in the study program show that 100% of the respondents fully meet the expectations they had upon joining RTA, and 100% of the respondents are fully satisfied with the teaching skills and methods of the lecturers, 75% of students stated that they would recommend the study program to others. 100% of the respondents displayed respectable relationships and mutual respect with the lecturers, there have been no conflicts, the lecturers always support students' initiative to improve themselves. A separate survey was organized in 2019 for 1st-year students of the study programme for two study courses Information and Communication Technologies and Introduction to Research, as these study courses were implemented bilingually. The results of the survey of students in the study programme show that when starting the study courses, 100% of respondents were informed about the requirements of the study courses, achievable results and evaluation criteria, 75% completely agree or almost agree that students' previous knowledge, competence, interests, individual peculiarities and the fact whether everything was understandable were taken into account, but admit that it depends on the depth of knowledge acquired through previous education. As the study courses were taught bilingually, the students indicated that it did not affect or almost did not affect the acquisition of the content of the study course and has even helped master the scientific terminology in English. It was noted that large groups of students in classes were a drawback. The students' recommendation was to encourage students to read more about the profession, and as a result, the director and curator of the study program organized a seminar on opportunities for the profession, with the participation of the External Relations Coordinator of the Faculty, who introduced with the study and practice opportunities outside Latvia.

Student surveys in the previous year are organized every year. Main findings in the period under study:

- most of the students surveyed are satisfied with the study program; (organization of the study process; offer of elective courses; provision of study literature and other teaching aids, lecturer's attitude towards students; lecturers' objectivity in evaluating students' knowledge, etc.);
- most of the respondents point to the planned balance of independent work with 20 and more hours per week;
- awareness of the process of studies was assessed as sufficient by most students, part-time students positively evaluate communication in e-environment (e-mail and e-courses),
- in response to the survey question on the improvement of the quality of the study process, students positively evaluated the use of e-courses in the study process. As a recommendation to improve the quality of the study process in 2014/2015 the students recommended balancing the scope of independent work because large-scale works were assigned too often, which was also done – the types of independent work of study courses and their scope were reviewed; In 2015/2016 students recommended that in case there are changes in the lecture timetable, students can be notified via an SMS, which was also implemented; in 2016/2017 students recommended to carry out more excursions and guest lectures. The recommendation was implemented in subsequent academic years, for example, students of the specialization –Tourism company manager annually visit high-end hotels in Riga and Jurmala, as well as hotels in Rezekne in cooperation with the Association of Hotels and Restaurants, students of the specialisation – Marketing sector manager visit companies

- When asked if they used electronic resources, study course materials available at ekursi.rta.lv, the students noted that most study course materials were available in the e-environment.
- In 2017/2018 students highly appreciated the use of the PBL method, which allowed them to work on problem-solving for certain companies and presentation of the results.

The survey shows the students' opinion on the importance of each study course and the level of teaching, this survey serves as feedback and assessment of the study process. The results of the survey are discussed at the meetings of the academic staff of the academic direction "Management, administration and real estate management" and discussed with each lecturer. The lecturers themselves also conduct surveys within their study courses. Thus, for example, taking into account the recommendations of several students and evaluating the study programs as a whole, the study course "Analysis and Development of Advertising Texts" was included in the study program. The graduates of the study program are surveyed in October – November each year. When asked what factors influenced their choice to study in RTA, the majority of graduates answered that their choice was influenced by proximity to their place of residence (for example, 100% of respondents in 2019 and 87.5% in 2018 gave such an answer), tuition fees and appropriate study schedule (mostly part-time students). In AY 2016/2017, the study schedule was changed following the recommendation of part-time graduates and students, before that, part-time lectures took place two full weeks from Monday to Saturday, after the changes, the lectures take place at weekends: on Saturdays and Sundays. In general, graduates evaluate the content of the study program as "excellent" and "good". The study program fully met the expectations of the graduates they had when they started the studies, they recommend this program to others, and it characterizes the quality of studies. According to the graduates, the content of the study programme as a whole meets the current requirements of the labour market either fully or partially. The graduates work in private sector companies, public administration and also include self-employed persons. The graduates highlighted the study courses directly related to business planning, analysis, management, strategic management as significant study courses, which correspond to the learning outcomes of the company manager's profession and are included in the study programme. Employers participate in the presentation of diploma theses and in the programme improvement process by giving their recommendations for the improvement of the programme. On the recommendation of employers, the study course "Business Planning and Development" (2CP) was introduced. Surveys of employers also take place after the work of the State Examination Commission, in 2019 members of the State Examination Commission acknowledged the choice of topics for diploma papers, defence of diploma papers and the quality of the research, however, the usefulness of the state examination was put up for discussion, therefore the study programme no longer includes the state examination in the academic year 2019/2020, and the number of credit points for the development of a diploma paper has been increased (12 CP).

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.

Studies abroad are provided to RTA students by inter-university cooperation agreements, for example under the ERASMUS + programme. The number of agreements is expanded in accordance

with the interests of study programs. Each student can choose one semester/year of studies and one professional practice at a partner university.

During the research period, the study programme "Entrepreneurship" had the following outgoing and incoming mobilities:

- In the academic year 2014/2015, the outgoing mobility students *Specialisation of External relations department manager* – 1 student in Belgium and 2 students in Lithuania, specialisation of *Tourism company manager* – 2 students on professional practice in Lithuania specialisation of *External relations department manager* - 4 students in Greece, specialisation of *Tourism company manager* – 11 students in Greece; specialisation of *Marketing sector manager* – 1 student in Greece, specialisation of *Commercial services manager* – 4 students in Greece. Incoming mobility students *Marketing sector manager specialization* – 1 student from France, specialisation of *Commerce services manager* – 1 student from Turkey.
- outgoing mobility students in the academic year 2015/2016 specialisation of Marketing sector manager - 2 students in Germany, specialisation of *Tourism company manager* - 2 Latvian students studied in Bulgaria and 3 foreign students in the Czech Republic, 1 in Lithuania and 2 on professional practice in Germany, specialisation of *Tourism company manager* - 1 student in Greece and specialisation of *Marketing sector manager* - 3 students in Greece and 1 in France. Incoming mobility students – specialisation of Tourism company manager 2 students from Turkey and specialisation of Marketing sector manager - 1 student from Germany and 1 from Turkey.

- In the academic year 2016/2017, outgoing mobility students specialisation of Marketing sector manager - 1 student in Belgium, specialisation of Tourism company manager 1 Latvian student in Germany and 1 foreign student in Belgium, 1 in Germany, 1 in Lithuania. Incoming mobility students – specialisation of *Tourism company manager* 1 student from Turkey and specialisation of *Marketing sector manager* - 6 students from France.
- In the academic year 2017/2018, outgoing mobility students specialisation of Tourism company manager - 2 Latvian students studied in Bulgaria, 3 foreign students in Poland, 1 in Germany, 1 on professional practice in Lithuania specialisation of External relations manager - 2 students in Lithuania - specialisation of Tourism company manager – 2 Latvian students in Bulgaria and 1 student in Greece, 2 foreign students in Spain, 2 in Greece, 3 in Bulgaria Incoming mobility students – specialisation of Tourism company manager 1 student from Germany and, specialisation of *Marketing sector manager* - 5 students from France, 2 from Turkey, 1 student on a professional practice from Serbia.
- In the academic year 2018/2019, outgoing mobility students specialisation of Marketing sector manager 1 in Lithuania, specialisation of Tourism company manager – 2 Latvian students in Lithuania and 1 Bulgaria, 2 foreign students in Germany, 1 in Portugal, 3 in the Czech Republic, 2 in Poland and 3 on professional practice in Hungary, specialisation of Marketing sector manager 1 in Turkey, specialisation of Tourism company manager 2 foreign students in Germany, 1 in Greece and 1 in Poland. Incoming mobility students – specialisation of *Marketing sector manager* - 4 students from Turkey.

Recognition of study courses acquired during mobility is carried out by RTA in accordance with the Regulations on Academic Recognition of Study Courses, which stipulates that RTA fully recognizes the content and scope of successfully completed study courses in international, inter-university agreements and international education programs, and that is in coordination with the director of the study programme.

In order to comply with the provisions of the ERASMUS + Charter and to recognize the study

courses acquired during the mobility, preparatory work is made before concluding the mobility agreement of the particular student. The student together with the coordinator of ERASMUS programme at RTA and the director of the programme coordinates the study courses to be acquired during the mobility, which are in accordance with the student's study programme at RTA. After returning from mobility, the study courses acquired are recognized in accordance with the general procedure. The procedure for the recognition of professional practices is analogous, i.e. the content of the professional practice is coordinated before the mobility, in order to ensure the acquisition of the competencies planned within the professional practice programme when having the professional practice outside Latvia. Active long-term participation of RTA in the ERASMUS K01 programme has made it possible to streamline this mechanism, which promotes the active involvement of students in the mobility programme.

In order to increase the number of outgoing student mobilities and improve student communication skills in the international environment, the study programme includes the study course "Foreign Language in Business (English)" in the amount of 4 CP for Latvian students and is taught by a guest lecturer from Lithuania. Within the framework of ERASMUS+ mobility, lectures are led by lecturers from different countries. Achieving the results of the study course included in the study programme and ERASMUS+ guest lecturers promote the development of students' intercultural communication competencies.

During the reporting period, an average of 13 - 19% of full-time students used opportunities for outgoing mobility for both studies and professional practice. In the last years of the reporting period, the number of outgoing mobilities has decreased and can be assessed as insufficient, as the number of students has decreased as well.

In order to increase the number of mobility and develop student communication in an international environment, the study course "Foreign Language in Business" is planned in the amount of 4 CP for Latvian students and is taught by a visiting lecturer from Lithuania. Within the framework of ERASMUS+ mobility, lectures are led by lecturers from different countries. Achieving the results of the study course included in the study programme and ERASMUS+ guest lecturers promote the development of students' intercultural communication competencies.

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 description of the study, informative, including the library, material and financial facilities is available in sections Description of the study direction 3.1.

Funding resources for the education programme are formed by the state budget funding and the

student tuition fee. The tuition fee is approved by the RTA Senate decision for each following year. The cost of a place in the education programme "Entrepreneurship" is determined considering basic costs of a student place, the level, duration, form of the education programme, as well as the structure of the academic staff and the education field, i.e. 1 518.98 (basic cost for a student place)*1(minimum education cost coefficient)*1 (education level coefficient) =1 518.98 EUR.

Overall, the cost for the education of one Latvian or EU student per year is estimated at 1 520.00 EUR, which does not exceed the costs of the European states for the preparation of one student in a similar speciality.

RTA estimates show that direct costs are 1 140.00 EUR for one reference student per year, indirect costs (costs for ensuring RTA operation, including RTA library, land tax, lease of premises, rent, building operation costs, phone subscription and service costs, utilities, routine maintenance, special programmes, etc.) for one reference student per year are 380.00 EUR, assuming that the number of students in a group is 15 or more.

The tuition fee for the academic year 2018/2019 and 2019/2020 for part-time studies is 1,220 EUR, incl. 915.00 EUR - direct costs, 305.00 EUR - indirect costs.

Financial resources are used in accordance with estimates prepared by structural units and approved by RTA Rector, which are also reviewed by the Faculty Council. The tuition fee is primarily used for ensuring the education process, co-funding of projects, remuneration for guest lecturers. See Table 4.3.3.1 for available funding for the study program.

Table 4.3.3.1

Funding for the study Program "Entrepreneurship"

Financial year	2019
Thematic field of study cost ratios: 1. Business and administration	1
Minimum Ratio of Study Costs:	1
The ratio of Study Level:	1
Basic Costs of Studies (euro)	1518.98
Amount of scholarship (euro)	145.13
Maternity-leave scholarship (euro)	5.69
Sports, culture, student hostel (euro)	13.52
The number of state-budget funded study places	63

The number of state-budget funded study places	95 696
Tuition fee revenue for ensuring the implementation of the study programme	46 980
To ensure research (creative) activity of the study programme academic staff	18 022
Financing of the study program for the purchase of literature and subscription to electronic databases	1 275
Financial year	2019
Thematic field of study cost ratios: 1. Business and administration	1
Minimum Ratio of Study Costs:	1
The ratio of Study Level:	1
Basic Costs of Studies (euro)	1518.98
Amount of scholarship (euro)	145.13
Maternity-leave scholarship (euro)	5.69
Sports, culture, student hostel (euro)	13.52
The number of state-budget funded study places	63
The number of state-budget funded study places	95 696
Tuition fee revenue for ensuring the implementation of the study programme	46 980
To ensure research (creative) activity of the study programme academic staff	18 022
Financing of the study program for the purchase of literature and subscription to electronic databases	1 275

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

Not applicable.

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 reporting period (2014/2015 – 2019/2020), there were no significant changes in the composition of the teaching staff of the study programme. The teaching staff involved the implementation of the study program is 32 people, 75 % of them are elected at RTA, and 8 or 25 % are guest lecturers. The high proportion of elected academic staff ensures regular lectures and availability of lecturers to students throughout the whole study process. The study programme employs 4 professors, 2 associate professors, 6 docents, 12 lecturers, 8 guest lecturers, of which 8 are leading researchers and 13 researchers, and 13 docents or 40.6 % have a doctoral degree. For the summary on the teaching staff involved in the study programme see the appendix of the self-evaluation of the study direction. In order to ensure the coherence of the study programme with the current tendencies and problems in the labour market, the professional program employs professionals with great academic and professional work experience: the study course "Risk Management and Insurance" is taught by J. Volkova, the leading specialist of Insurance JSC "Balta", the study course "Project Management" and "Strategic Management of Business" is taught by L. Amantova-Salmane, the Head of Rezekne Department of Central Finance and Contracting Agency, the study course "Labour and Commercial Law" is taught by the RTA lawyer I.Novika, and "Management Accounting" – by the owner of the farm "Upmaļi" A. Pelšs.

As the study programme will be implemented in Latvian and English, significant attention is paid to the English language skills of the teaching staff. The teaching staff involved in the implementation of the programme and having the knowledge of level B2 systematically increases the English language competence by acquiring English language courses offered by RTA or in projects. All the teaching staff employed in the study programme have previous experience in working with foreign students. 17 and 1 guest lecturer or 56,25% of the academic staff involved in the study program participate in the RTA project "Strengthening RTA Academic Staff in the Academic Direction "Mechanics and Metalworking, Heat Power Industry, Heat Engineering and Mechanical Engineering" and "Management, Administration and Real Estate Management", and improve digital and professional English language skills, develop leadership and collaborative competences, acquire the content of English course through a variety of digital tools, online platforms, etc. Educational process includes learning forms that enhance the development of leadership and collaborative skills (problem situations, initiative, joint 157 action planning, etc.), which are further used in the teaching of study courses. In December 2019, the lecturers involved in the project will commence a professional practice at a merchant according to the field of study courses taught.

From the academic staff involved in the study programme, 3 lecturers or 9.4% work in the project of RTA "Strengthening the Academic Staff of Rezekne Academy of Technologies in the Study direction "Education, Pedagogy and Sports" and improve digital and professional English skills, develop the competencies of leadership and cooperation, acquire the English course content, using various digital tools, online platforms, etc., the education involves the forms of learning that promote the development of leadership and collaboration skills. (problem situations, initiative, joint action planning, etc.), which is further used in teaching study courses. In February 2019, the lecturers involved in the project started professional apprenticeships in various Latvian general education institutions, which are cooperation partners of RTA, according to the field of the courses

to be taught.

R.Jodiene, a guest lecturer from Lithuania (Utena University of Applied Sciences), who provides English language learning, is involved in the provision of the study programme, creating an international environment on a daily basis, which may activate the involvement of study programme students in the Erasmus + mobility project.

During the reporting period, foreign guest lecturers and industry professionals have been attracted, and the proportion of lecturers with doctoral degrees has also increased.

As already mentioned, four study courses ("Marketing", "Project Management", "Marketing Communications", "Development and Analysis of Advertising Texts") use a problem-based learning approach (PBL). In the framework of the project "SalesLabs for Employability Competencies Development", the study course lecturers have acquired the PBL method, in the future, it is planned to increase the number of study courses where the PBL method is applied.

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 composition of the teaching staff in the study programme is completed so that they enable students to acquire business knowledge and research skills, achieving the learning outcomes defined in the study programme, which correspond to the knowledge, skills and competences of EQF level 6 specified in the Latvian education classification, as well as there are involved specialists of the field in order to ensure the acquisition of topical professional skills. The qualification of the teaching staff complies with the requirements of regulatory enactments. 17 lecturers have a master's degree, 13 lecturers have a doctoral degree, 2 lecturers have a bachelor's degree, but they are specialists in the field. 3 of lecturers (A.Klodāne, A.Puzule, Dr.oec. I.Arbidāne) are practising accountants with long-term work experience), 1 of them a doctoral student. Lecturers are ensured the financially covered opportunity to acquire pedagogical courses in a higher education institution in the amount of 160 hours, participate in professional seminars in the field, as well as take apprenticeships in companies, ensuring the appropriate qualification of the teaching staff and helping to achieve learning outcomes.

RTA academic staff planning is regulated by the RTA Activity and Development Strategy for 2016-2023, Academic Staff Development Guidelines for 2016-2020. Other issues related to academic staff planning at RTA are regulated by the Regulations regarding Academic Positions at Rēzekne Academy of Technologies; Regulations regarding RTA Docents; Provisions for the Planning, Recording, Control and Remuneration of Methodological Educational Developments and Scientific Research; RTA Academic Staff Workload Planning and Recording Procedure; Rēzekne Academy of Technologies Academic Staff Work Quality Evaluation Procedure and other documents.

The research and professional specialization of the teaching staff involved in the implementation of the study programme cover all the main areas of a company manager: assessment of business start-up, development, the internal and external environment (Ē.Višķers, L.Amantova-Salmane,

I.Dembovska); planning and forecasting of business activities (D.Znotiņa, I.Arbidāne, I.Mietule); organization of the company's activities and processes, analysis (I.Kotāne, A.Zvaigzne, I.Dembovska); public finances and tax system (Ē.Zubule, A.Puzule); research methods, statistics (A.Pelšs, A.Klodāne, A.Puzule); laws, regulations and standards (I.Novika, A.Skredeļs, A,Zvaigzne). Taking into account that the programme is the professional study programme, it is important that professionals in the field are involved in the provision of study courses, therefore the study course "Risk Management and Insurance" is taught by J. Volkova, the leading specialist of Insurance JSC "Balta", the study course "Project Management" and "Strategic Management of Business" is taught by L. Amantova-Salmane, the Head of Rezekne Department of Central Finance and Contracting Agency.

75% of the employed academic staff are elected at RTA, which means that the qualification and compliance with the position criteria have been evaluated by the tender commission, taking into account the qualification and education of the academic staff, compliance of academic and practical seniority with the position and scientific field, results of scientific research work (publications), methodical developments (teaching aids, programs and other materials), results of student surveys in the event of re-election.

34% of the academic staff are leading specialists and professionals in the field or guest lecturers from other countries. Professionals and lecturers in the ERASMUS + mobility project are invited to 158 strengthen the study program and link the program to the labour market for teaching specific topics.

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

Not 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).

Not 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 study program is developed according to the professional standard of a company manager's, which also provides for general knowledge, skills and competences and has interdisciplinary specifics, employs academic staff representing not only the field of business but also linguistics (English, German), ICT, environment and social security, law and economics. It promotes interdisciplinary research.

The involvement of RTA faculty members in scientific research is governed by the "Regulations on scientific activities at RTA", which stipulates that scientific work is a mandatory part of the academic staff's work. This can be done in the form of academic work as a researcher (leading researcher, researcher or research assistant), working as a science technical staff, working as science service staff. The scientific activity of the teaching staff is an essential part of the study process. It has a significant impact on the promotion of student scientific activities. For a list of academic publications see Appendix 9.

Results of the scientific activity of the teaching staff are available to students in several ways:

·   teaching staff use the results of their research and direct students to the methodology of research work;

·   scientific publications of the teaching staff are available and it is encouraged to use them in the study research;

·   students have the opportunity to listen to lectures on topical issues of the field at scientific conferences.

The involvement of the academic staff in scientific research is facilitated by the activities of the Research Institute for Business and Social Processes, 21 or 65,6% of the academic staff involved in the study program are senior researchers and researchers.

The academic staff of the study programme have presented the results of scientific research in Latvia (RTA, LU, LLU, TSI), in other countries (Lithuania, Poland, Serbia, Croatia, Bulgaria, Ukraine, Byelorussia, etc.), scientific publications published in scientific article databases (EBSCO, SCOPUS, Thomson Reuters ISI Web of Knowledge etc.).

The teaching staff of the RTA study programme (A. Zvaigzne, I. Kotāne) include editors of the scientific journal Latgale National Economy Research, which has been freely available on the RTA website http://journals.ru.lv since 2009

The lecturers I. Mietule, I. Arbidāne, Ē. Žubule, L. Litavniece, J. Lonska, who are involved in the implementation of the study programme, are also LCS experts.

The research activity of the teaching staff involved in the implementation of the study programme basically corresponds to their taught study courses. For example, I. Mietule, the lecturer of the study course Corporate Finance, has researched the corporate financial crisis detection systems, labour costs and productivity in Latvia. J.Volkova, the lecturer of the study course Risk Management and Insurance, has researched the development of the Latvian insurance market and the influence of globalization processes on the development of the Latvian insurance market, etc. Ē. Žubule and A. Puzule, the lecturers of the study courses Public Finance and Tax System, have researched the issues of direct and indirect taxes, aspects of the state budget and possibilities of evaluating the efficiency of the public sector, etc. I. Dembovska and I. Silicka, the lecturers of the study courses Tourism Business Management, Marketing and Catering Business Management, have

studied the quality of services of tourism and catering companies, development opportunities of catering companies and hotels.

RTA scientific grants are a successful example of student involvement in scientific research:

- In 2016, the aim of the scientific grant of the RTA **"Evaluation of Hotel Services Development Possibilities in Rezekne City"** (13.15/12 - 2016) (manager Dr.oec. docent L.Litavniece, the academic staff I.Dembovska and I.Silicka) was to involve the students of RTA in the implementation of the grant, providing them with practical knowledge in conducting scientific research. The grant involved nine 2nd years students of the professional bachelor study programme "Business", "Tourism Company Manager" (collection and summary of data on SPA service providers in the Baltic States, participation in the development of a questionnaire and methodology, participation in a survey of Rezekne residents about a possible range of SPA services, collection and summary of statistical data on the accommodation services market and its development tendencies in Rezekne city, summarizing the information available in the public space on the quality of accommodation services in Rezekne), 2 students participated in the development of quality evaluation criteria for SPA hotel services and elaboration of an expert questionnaire for SPA hotel service quality evaluation.

- In 2016, in the framework of the scientific grant of RTA **"Research of Tourism Product Development Possibilities in Luznava Manor"** (13.15/2 - 2016) (manager Dr.oec. docent L.Litavniece, academic staff I.Dembovska and I.Silicka) nine 2nd year students of the speciality of Tourism Company Management of professional bachelor's study programme "Entrepreneurship" were involved; they researched the offer of tourism products in European castles and manors and prepared a scientific publication. One 2nd year student of the speciality of a Head of the External Relations Structural Unit of the professional bachelor study programme "Entrepreneurship" conducted a research on the offer of existing tourism products at Luznava manor, made proposals for the development of new and existing products.

- In 2017, in the framework of the scientific grant of RTA **"Evaluation of Tourism Products of Rezekne region (quality audit)"** (13.15/4 - 2017) (supervisor Dr.oec. Docent L.Litavniece, academic staff I.Dembovska and I.Silicka) six 2nd year students of the speciality of a Marketing Sector Manager and three 2nd year students and one 3rd year student of the speciality of a Tourism Company Manager of the professional bachelor's study programme "Entrepreneurship" were involved in the evaluation of accommodation services and assessment of recreation places.

- In 2018, in the framework of the scientific grant of RTA **"Quality Assessment of Catering Enterprises in Rezekne"** (16.7/11 - 2018) (manage Dr.oec. docent L.Litavniece, academic staff I.Dembovska, I.Silicka and S. Gaile) six 2nd year students (professional bachelor's study programme "Entrepreneurship" (the speciality of Tourism Company Manager) were involved in the development of criteria for the classification of catering companies, development of criteria and methodologies of catering companies, analysis of the results of the evaluation of the quality of services provided by the catering companies in Rezekne city, which provided practical knowledge in the preparation of scientific research (research of scientific literature), development of questionnaires and methodology, processing and analysis of results.

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 collaborative models of the teaching staff involved in the program in general correspond with the description provided in the Section 3.4.4 of the self-evaluation report, which is common to the whole academic direction. Cooperation of the teaching staff in the study program shows several aspects of cooperation typical of specificity of RTA activity:

1. **interdisciplinary cooperation of the academic staff** – the program employs lecturers of different directions, who can discuss topical issues at meetings of the academic direction.
2. **joint scientific activities of the academic staff** - joint scientific publications are both interdisciplinary and developed in related fields.
3. **cooperation of the teaching staff** – the study program contains study courses, which are taught by several lecturers, contains mutually coordinated topics, the mechanism of evaluation of learning outcomes (i.e. the course "Statistics I, II" is taught by Pelšs and A.Klodāne, the study course "Environment and Civil Protection" is taught by Ē.Teirumnieka, A.Skredeļs and A. Skromulis, the study course "Innovation Management" " is taught by L.Litavniece and A.Zvaigzne).
4. **Cooperation of teaching staff and supporting staff.** The cooperation of the teaching staff and ICT specialists is especially important for the implementation and development of the study programme, ensuring the cooperation of the teaching staff and general staff during the remote study period due to pandemic. RTA has created its own internal document management system, which also contains cooperation planning and control options. In RTA, the greatest part of cooperation models during the emergency are ensured using the Microsoft Team platform.

2. **Cooperation of teaching staff and students.** In March and April 2020, as a result of the influence of Covid-19 pandemic the authorities declared emergency situation in Latvia, which determined the priority of new cooperation models. The study process at RTA was implemented remotely, using all the possible remote communication tools. In RTA, the dominant communication portal was the website of study courses ekursi.rta.lv, as well as online tools Microsoft Team, Zoom, WhatsApp, Skype, etc. At the moment of submitting the self-assessment report, the RTA has developed the procedure for implementation of distance learning and the first evaluation of the distance learning stage is being performed.

In the study programme "Entrepreneurship", the cooperation between the professionals in the field with the teaching staff, whose main workplace is the Academy, is implemented in several directions:

- cooperation of a professional practice supervisor from the RTA and a professional practice supervisor from the company / institution during a student's professional practice;
- participation in the work of the state examination commission;
- research collaboration through joint publications,
- cooperation in the process of raising the pedagogical qualification by jointly attending the events of professional development programmes "Higher Education Didactics" or "Innovations in Higher Education" the RTA and discussing the topical issues of the study process.

To the date of submitting the self-evaluation report, the ratio of lecturers to students in the study program was 13.0, which is obtained by dividing the FTE of students in the program (39,04) by the

FTE of lecturers (3,04), to achieve the ratio, both the full-time and the part-time students are taken into account. According to OECD data,[1] the average ratio of teaching staff to students in Latvia is 16.6. The FTE ratio of teaching staff and students recorded in the study direction is close to the average indicator in Latvia and in regional terms it is considered to be adequate to ensure a high-quality, student-centred study process.

[1] [1] The ratio of students to teaching staff is obtained by dividing the number of full-time equivalent students at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions. Education at a Glance 2018: OECD Indicators© OECD 2018, 355.lpp.

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 Annex.docx	1.pielikums.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 Annex.docx	2.pielikums.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3 Annex.docx	3.pielikums.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	4Annex.xlsx	4.pielikums.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5 Annex.docx	5.pielikums.docx
Descriptions of the study courses/ modules	6 Annex.docx	6.pielikums (2).docx

Description of the Study Direction - Other mandatory attachments

Sample of the diploma to be issued for the acquisition of the study programme.	7 Annex.docx	7.pielikums.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 Annex.docx	8.pielikums.edoc
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 Annex.docx	9.pielikums.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 Annex.docx	10.pielikims.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 Annex.docx	11.pielikums.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.		

Economics and Business

Title of the higher education institution	*Management, Administration and Management of Real Property*
ProcedureStudyProgram.Name	*Economics and Business*
Education classification code	*51345*
Type of the study programme	*Doctoral study programme*
Name of the study programme director	*Iveta*
Surname of the study programme director	*Mietule*
E-mail of the study programme director	*Iveta.Mietule@rta.lv*
Title of the study programme director	*Dr.oec.*
Phone of the study programme director	*29273350*
Goal of the study programme	*To implement doctoral academic studies in business and economics, to prepare highly qualified experts (specialists) who are able to create new knowledge in the field, and to obtain a doctoral degree (PhD) meeting the international standards.*
Tasks of the study programme	*To develop critical analytical research skills in doctoral students by integrating theoretical knowledge with applied research, problem solving.* *To prepare scientists, applied researchers, experts, high-level professionals for analytical, research and management work in the public and private sector.* *To increase the quality and capacity of research in Latvia, Europe and the common research space.*

Results of the study programme	*Knowledge*
	1. Understands the theories of economics, management science and business, formation and development thereof, as well as topical trends in Latvia, Europe and the world.
	2. Understands the importance of social sciences in the development of society, creation of added value, promotion of the welfare of the state and solution of problem situations in certain sectors of the national economy and in the economics in general.
	3. Understands the factors influencing sustainable, inclusive and sustainable economic growth and the use of new approaches in the management of organizations under the conditions of uncertainty and change.
	4. Knows the selection, substantiation, adaptation of new and tested methods (both quantitative and qualitative research methods) and the development of methodologies in the fields of economics, management science and business and in contact with other fields of science, interdisciplinary approach to research.
	5. Knows an efficient and flexible approach to the use and storage of the current and historical research data, copyright conditions.
	Skills
	6. Is able to analyse and interpret global processes, theories, policies, using the experience and examples of worldwide-renown organizations in economics, management science and business.
	7. Is able to use information technology solutions in research and business, including data visualization methods.
	8. Is able to use technology, big data analysis and forecasting (Forecast and Foreseen) for creation of future scenarios, implementing original studies, some of which are at the level of internationally cited publications.
	Competences
	9. Is able to independently and systematically find, analyse and synthesize information using scientific databases and other sources of information.
	10. Is able to independently evaluate and reasonably choose methods and methodologies appropriate to scientific research under conditions of uncertainty and changes in order to create innovative solutions for sustainable economic growth.
	11. Is able to communicate on economic, management science and business literature, current research and discoveries and discuss them with students, scientists, professionals and society in general in Latvia and in the international environment, both orally and in writing.
	12. Is able to manage business, management and research processes in companies, institutions and organizations, using the latest research-based knowledge and skills and observing the principles of ethical and socially responsible behaviour.
	13. To solve field-related problems and make complex decisions using design thinking principles and knowledge of consumer needs, behaviour change, circular economy, responsible entrepreneurship, general social skills and emotional intelligence.
	14. Is able to independently increase his / her scientific qualification.
Final examination upon the completion of the study programme	*Doctoral thesis*

Study programme forms

Full time studies - 3 years - latvian

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*master's degree in social sciences*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral degree Doctor of Science (Ph.D.) in Economics and Business*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 3 years - english

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*english*
Amount (CP)	*120*
Admission requirements (in English)	*master's degree in social sciences*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral degree Doctor of Science (Ph.D.) in Economics and Business*
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

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

The study programme was licensed on the 14.02.2020. License No.04048-96.

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 joint doctoral study programme "Economics and Business" is licensed on 05.02.2020 (license No. 04048-96). The implementation of the programme will be commenced in September 2020. At least 18 students are planned in the programme over a three-year period. It is planned that during this time at least 5 students will have started studies at ViA, 5 students - at RTA, 8 students - at VeA. RTA and partner universities take measures to popularize the study 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 title, objective, tasks and learning outcomes of the study programme "Economics and Business" are defined in accordance with:

1. The National Classifications Framework complying with the European Qualifications Framework. As the doctoral study programme corresponds to **LQF level 8**, its learning outcomes are defined in accordance with the descriptions of knowledge, skills and competences corresponding to the level 8, which are available in Regulation of the Cabinet of Ministers (Cabinet Regulation) No. 332 *Regulations on the Classification of Education in Latvia* of on 13.06.2017.
2. Cabinet Regulation No. 49 *Regulations on Latvian Science Branches and Sub-Branches* and Cabinet Regulation No. 1001 *Procedure and Criteria for Granting (Doctoral) Doctoral Degrees*.

According to the OECD classification the programme corresponds to **the scientific branch of Economics and Business**. The volume of the programme is 120 CP / 124 CP, duration - 3 years. The study courses are designed with a large amount of CP so that the content is not fragmented, as

well as the experience of foreign universities is taken into account when offering big volume study courses. All the study courses are designed with the common goal of creating and strengthening independent research skills so that each study course contributes to the development of the doctoral thesis and the application and popularization of its results.

Meeting the requirements of the programme "Economics and Business", a student obtains a Doctoral Degree in Science (PhD) in Economics and Business. In order to start studies in the programme, the applicant must have previously obtained a master's degree in social sciences or a corresponding field of professional activity. If the applicant has no master's or bachelor's degree in the social sciences or corresponding field of professional activity, he /she has to certify the work experience / non-formal education that corresponds to the knowledge, skills and competences specified in LQF level 7 pursuant to the procedure laid down in the Cabinet Regulation No. 505 "Regulations on Recognition of Competences Obtained outside of Formal Education or in Professional Experience and the Learning Outcomes Achieved in Previous Learning". Admission requirements are aimed at selecting doctoral students who will be able to fully achieve the intended learning outcomes and acquire the planned knowledge, skills and competencies.

The **objective** of the programme is to implement doctoral academic studies in business and economics, to prepare highly qualified experts (specialists) and researchers who are able to create new knowledge in the field and obtain a doctoral degree (PhD) in economics and business in accordance with international standards. The program provides an in-depth study of design and visionary thinking, multidisciplinary approach, ability to understand the development of national economy, organizational management and behaviour of an individual, research-based decision making, development of resilience to target research and innovations in business and smart growth of the economy.

The **tasks** of the programme are to develop analytically critical research skills of doctoral students by integrating theoretical knowledge into applied research and problem-solving. To prepare scientists, researchers, experts, high-level professionals for analytical, research and management work in the public and private sector. To increase the quality and capacity of research in Latvia, Europe and the common global research space.

The programme is designed so that the student develops a doctoral thesis in a field relevant to the national economy, already at the admission stage of the study programme offering the doctoral thesis topics, the applicant shall prepare an entrance report on. In addition, upon admission the applicant's previous research experience is taken into account: publications in cited publications and participation in international scientific conferences; the number of publications in general publications and participation in conferences of local importance; experience in management or analytical work.

The study process is organized to enable the doctoral student to receive topical information on the topic of his / her dissertation in each study course. It ensures a link between the admission requirements, programme content and the degree to be obtained.

In the process of developing the programme, **the learning outcomes** of the programme have been **mapped** with the aim to make sure that:

- the planned learning outcomes of the study courses correlate with the learning outcomes of the study programme;
- the topics in the study course programmes do not overlap;
- the defined outcomes of the study programme and study courses correspond to the objectives of higher education (personal development; preparation of active citizens for work in a democratic society; sustainable employment; development of an expanded knowledge

base), the Latvian Qualifications Framework and the European Qualifications 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.

The topicality of the content of the study courses of the doctoral study programme and its compliance with the needs of the business and economic branch, the labour market and scientific tendencies is achieved in several ways.

Firstly, developing the content of study courses, the teaching staff takes into account the topical **strategic, analytical and planning documents** of economics and business **on a national and international scale**. The documents recommended by the program management are the study commissioned by the Ministry of Education and Science in 2016 "**Analytical Description of the Social Sciences and Humanities (SHZ) Ecosystem**"[1], which emphasizes the horizontal role of the social sciences and humanities in the implementation of **Smart Specialization Strategy of Latvia**. The account is also taken of the EU strategic and planning documents, such as **EU 2020**, which prioritizes development aimed at smart, sustainable and inclusive growth, as a condition for the development of innovation society, digitalisation, creation of new skills and jobs; the **Agenda 2030 for Sustainable Development of the EC**, providing for the promotion of sustainable, inclusive and sustainable economic growth, full and productive employment and decent work for everyone; **EC priorities 2020-2024**, covering the issues topical to the European Community such as trade policy, investment stimulation and job creation, deeper integrated and fairer internal market, compliance with economic conditions of the EU and its assessment, economic policy coordination in EU countries within the annual cycle and other issues that are taken into account when the teaching staff develop the study course programmes.

Secondly, the compliance of the content of the study courses with the development tendencies of business and economics is achieved through **active participation of the teaching staff in the research work** – they carry out research, prepare and publish scientific publications, including monographs, participate in conferences, communicate with leading scientists in the field in Latvia and in the world. This enables the study course to view the current problems of the field and to search their solutions in terms of the topics of doctoral theses. Evaluating the scientific interests and achievements of the teaching staff of the consortium higher education institutions, the program identifies the strategic areas of responsibility for implementation of the specific study courses. RTA is responsible for the implementation of the study courses "Qualitative Research Methods", "Scientific Writing", "Scientific Communication" and supervision of doctoral theses in the field of scientific activity of the teaching staff.

Thirdly, the compliance of the study courses with the development tendencies of the field, labour market and science is achieved by involvement of the teaching staff in scientific projects, as well as by conducting commissioned research. It is planned that doctoral students will also be involved in projects and execution of research contracts. For an overview of the projects, which involve the teaching staff of the programme, see **Chapter 6.4.4.**

Fourthly, updating of the study content in accordance with the development trends of the field and the labour market will take place in cooperation with employers, including the public sector by creating a series of seminars-discussions on the development of regions and universities.

PhD in economics and business is conferred for the knowledge, skills and competencies proven in the study programme acquisition process, including scientific publications developed and defended during the study period and under the guidance of an experienced scientist. The theory of the doctoral student's research work (study courses "Scientific Writing", "Scientific Communication") and practice (scientific work) result in a doctoral thesis, the evaluation of which takes into account the following criteria:

- In the doctoral thesis, the author substantiates the choice of the topic, defines the objective and tasks of the research, describes the scientific achievements in the research of the topic and the methods applied, discusses the results and findings, which are summarized in the drawn conclusions and theses to be defended;
- the doctoral thesis is completed original research having the results of significant importance in the relevant sub-branch of science;
- the amount of scientific work is sufficient in accordance with the requirements specified in the regulation of the council;
- the thesis includes modern analysis and data processing methods;
- results of the work have been published in scientific publications or a monograph or a related intellectual property is patented;
- the results of the work have been presented at international scientific conferences or seminars;
- the work is not a forgery or plagiarism or there is no other violation of scientific ethics.

The defence of the doctoral thesis is regulated by the regulations of the respective Doctoral Council and **guarantees the compliance of the procedure of doctoral thesis evaluation and degree conferral with the achievements and findings of the respective economic and business field**.

[1] Ecosystem's analytical description of Social Sciences and Humanities (SSH). https://viaa.gov.lv/library/files/original/Socialo_un_humanitaro_zinatnu_SHZ_ekosistemas_analitisks_apraksts.pdf

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 structure of study programs at RTA is regulated by the regulations "Regulations on the development of study course programs" approved by the Study Direction Council, which provide for the inclusion of information such as requirements for commencement of the study course, the set of knowledge, skills and attitudes (study outcomes) to be acquired at the end of the study course, 98 which correspond to the learning outcomes of the study program and topics planned according to the volume and title of the study course, as well as individual work of students, requirements for assessment of study results for obtaining credit points, literature, and other organizational issues of the content of a definite study course.

To ensure the connection of the course content and outcomes with the aims and outcomes of the education program:

1. Teaching staff plan course outcomes in accordance with specific outcomes of the education program, which are reflected in the course program;
2. Teaching staff agree with the education outcomes defined in the course with the director of the education program who is responsible for setting education outcomes in the education program.

The study programme is developed so that the student is able to carry out his/her independent research work in cooperation with the supervisor of the doctoral thesis and so that the research topics are topical on a global, national and regional scale, as well as from the point of view of a certain sector of the economy.

The study courses emphasize the acquisition of research methods, critical analysis so that the student chooses the most appropriate methods for the research and the possibilities of modern technological solutions. As a student will already know the topic of his/her thesis when starting studies, each study course will give an opportunity to analyse the specific topic, which will provide a broader view of the research topic in the end.

The content of the study course "Business and Economic Tendencies" is created by including relevant topics of the field, showing the possibilities in the research of the chosen topic of the doctoral thesis and explaining the situation/results from an interdisciplinary point of view. The study courses "Scientific Writing" and "Scientific Communication" are also created so that the doctoral student is able to work skilfully with the selection of scientific literature, its critical evaluation, preparation of independent scientific publications. The knowledge and skills acquired in these study courses would also be applied in communication with other researchers, field and society as a whole.

The mapping of the learning outcomes shows that the study courses and research work develop the skills of synthesis and analysis, which are necessary to solve the problem chosen in the thesis and create new knowledge, as well as to supplement and strengthen the existing knowledge in today's changing conditions.

The proposed topics of doctoral theses in the academic year 2020/2021 are related to the scientific projects implemented or prepared and submitted in partner higher education institutions:

1. Tax policy challenges and opportunities for improvement in the framework of the country's regional convergence.
2. Tax policy challenges and opportunities for improvement in the context of the country's economic growth.
3. Methodology for Company Profitability Research and its Evaluation in the Environment of Economic Transformation.
4. Technological solutions for management decision making under changing and unpredictable conditions.

5. Challenges of human capital formation in the context of digitalization of business environment.
6. The role of documentary heritage in today's national economy.
7. Generational differences in skills use and appropriate labour market supply.
8. Comprehensive tourism development monitoring and forecasting systems at the level of destinations of various scales, including the application of big data and technological innovations.
9. Circular economy in biosphere reserves.
10. Future changes of the biosphere reserve and research of management models.
11. Mobility solutions in urban and rural areas.
12. Attracting alternative financial instruments in business financing.
13. Behaviour and decision-making in financial markets and their impact on business financing.
14. Impact of pandemics on regional economic development.

Involvement of doctoral students in developed and ongoing projects develop competence in management and implementation of scientific projects, including networking skills with researchers from different countries.

In the doctoral study programme, scientific research covers **all the sub-sectors of Economics and Business**: Economic Theory, Latvian Economy, Macroeconomics, Microeconomics, Finance and Credit, Bookkeeping and Accounting Theory, Econometrics, Statistics, Marketing, Social Economy, Regional Economy, Agrarian Economics, Business Management, Education Management, as well as other sub-sectors of economics and business.

The research orientation of the programme is **interdisciplinary**, its unifying element is business, however business can be carried out in various sectors of the economy. In order to ensure **academic integrity**, a thesis may involve two supervisors: one from the field of business/economics and the other from other fields of studies in the specific field of research, ensuring the understanding of the specifics and processes of the certain field.

The joint doctoral study programme will be implemented by RTA **in close cooperation with the Research Institute for Business and Social Processes**. It is planned that doctoral students as emerging young scientists, research partners and professionals who make a significant contribution to the creation of new knowledge. During their doctoral studies, they will hold the position of non-elected research staff for a fixed period. Thus, all doctoral students will be a part of the scientific staff of the higher education institution or scientific institution. In addition, it is planned that doctoral students will be involved in the implementation of studies, research projects and implementation of separate bachelor's level study courses implemented by RTA.

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 basic principles for the assessment of learning outcomes in the study programme are based on

Standards and Guidelines (ENQA) for Quality Assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-centred process. In accordance with ENQA standards, formal requirements and rules for evaluation have been developed at RTA. The most important of these for doctoral studies are Rules of examinations and testing session at RTA, Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Study quality system based on study results at RTA, plagiarism control and prevention rules at RTA.

There are several basic principles for the implementation of studies: **quality** (for the academic staff (AS) it is the main factor facilitating significant intellectual and educational results), **synergy** (AS performs research-based academic activities), **accessibility** (AS is the most important study resource available to students), **motivation** (AS are motivated for development) and **ethics** (AS observe the academic and corporate ethics).

According to the Agreement between the Consortium partners (RTA, VeA and ViA), they recognized the most important aspects of study quality to be: **student-centred study process**, **research process** focused on the society's demand for innovative products and services, **the communicative process** involving knowledge and innovation exchange at the inter-university level; effective international academic and research cooperation and **technological process** targeted at access to high-quality, science-based higher education, the introduction of new modern technologies in the study and research process (including distance learning).

The relatively small number of students in higher education institutions in general and in groups of students facilitates the possibility to take into account and respect students' contingent and the diversity of their needs, creating learning ways appropriate for them – this is also confirmed by the **doctoral competency assessment study course created** within the programme. The programme will be implemented by facilitating the doctoral students' aspiration for independence while ensuring the guidance and support of professors, as well as mutual respect in their relations. In each institution involved in the implementation of the programme, the program director shall ensure that:

- the professors involved in the implementation of the program know the methods of evaluation of learning outcomes and receive support for the development of their skills in this field;
- the evaluation criteria and methods, as well as criteria for awarding points, have been published in advance;
- the evaluation enables doctoral students to show the extent to which they have achieved the learning outcomes;
- doctoral students receive feedback, which, if necessary, provides advice related to the study and research process;
- evaluation is consistent, fairly applied to all doctoral students and is implemented in accordance with the approved study course descriptions.

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.

Not applicable.

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 moment of accreditation of the study direction, no information is available on the developed and defended doctoral 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.

There are planned to conduct surveys of students, graduates and employers in order to strengthen the content and organizational performance of the study programme. Particular attention is planned for face-to-face meetings with employers, including public organizations cooperating in projects for the performance of research activities in order to link them with the topics of doctoral theses. Accordingly, the higher education institution would offer the students topical research themes, which at the same time provide an opportunity for students to work as research assistants at the higher education institution, developing their doctoral theses.

While developing the doctoral study programme, RTA also applied to the Supervisory Board of Rezekne Special Economic Zone (RSEZ) to find out the opinions of large companies and companies with foreign capital on the necessity and recommended content of this program. The RSEZ provides a confirmation (letter No.1.7.1/19/81), that the replacement of academic staff, interdisciplinary cooperation, as well as the link of research with the sectors of the Latvian economy are essential for the successful development of higher education. Doctoral degree holders are essential not only to ensure replacement of academic staff but also for the development and introduction of innovations, including in the commercial companies of Rezekne SEZ. So far the Supervisory Board of Rezekne SEZ and commercial companies of Rezekne SEZ have been actively involved in the development and evaluation process of study programmes of the Rezekne Academy of Technologies, as well as in ensuring student traineeship places, recognizing the importance of cooperation between higher education institutions and employers. The Supervisory Board of Rezekne SEZ will highly appreciate the opportunity to cooperate in the implementation of the programme, helping to identify the research areas that are topical to the commercial companies of the Rezekne SEZ and the development of Latgale region, thus ensuring even a closer link between science and industry. The programme provides for an in-depth acquisition of design and visionary thinking, a multidisciplinary approach, the ability to understand economic development, organizational governance and behaviour of an individual, research-based decision-making, and develop dynamic resilience to target research and introduction of innovations in business and smart growth of the economy. The aims and tasks of the programme will not only promote the development of Rezekne SEZ, but will also contribute to raising the qualification of the regional population.

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.

Every student of RTA has the opportunity to participate in mobility in the ERASMUS + programme during his/ her studies. The study programme will also accommodate the incoming mobility of students, including doctoral research.

The director of the study programme informs the students about the mobility opportunities provided by the higher education institution. Already in master's level programmes, RTA provides an opportunity to participate in scientific conferences outside Latvia and publish their research results, which is also done together with scientific supervisors, for example:

1. Mietule, I., Šmukša L. Economic research of excise duty. Polonia University. Poland, international conference 14.04.2016., Scientific Journal of Polonia University, DOI https://doi.org/10.23856/1803, http://www.nuife.org/index.php/pnap/article/view/87;
2. Mietule, I., Mikusane, A., Theoretical aspects of tax policy and its practical study. Bulgaria. 27.08.2019, 6th SWS International scientific conference on social sciences. Published in 2019. Vol.6, Issue 1. 505-512

RTA has concluded ERASMUS exchange agreements for this doctoral study programme with the following European partner universities:

1) University of Economics and Management (*Vysoká Škola Ekonomie A Managementu Cz Ustinad 02)*, **Czech Republic**

2) University of Nantes (*Université de Nantes*), **France**

3) Józef Piłsudski University of Physical Education in Warsaw (*Akademia Wychowania Fizycznego Józefa Pilsudskiego w Warszawie PL WARSZAW12*), **Poland**

4) Karatay University (*Karatay Üniversitesi TR KONYA02),* **Turkey**

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.

RTA will involve in the implementation of the programme the **Research Institute for Business**

and Social Processes, which is a structural unit of the Faculty of Economics and Management of RTA. Its aim is to provide scientific research in the field of social sciences and related interdisciplinary fields in the context of Latvia, Europe and the world, as well as research and practical support in the study directions implemented by the faculty and in the RTA in general. One of the directions of the institute's activity is business development opportunities in the region and research in cooperation with individual companies in the region about their specific problems. In order to strengthen the functions of science transfer into society, RTA has a Project Management and Technology Transfer Contact Point, which takes care of the involvement of RTA staff (including doctoral students) in projects and the correlation of research capacity with the challenges concerning industry transformation.

RTA library users are offered such databases as iFinance, EBSCO, ScienceDirect, Scopus, Web of Science, ASTM Compass collection, Digital collection of the National Library of Latvia, etc. In addition to the Electronic Catalogue, the library creates a database of works developed by the RTA lecturers and its bibliographic records are supplemented with hyperlinks to *journals.rta.lv*, which is a full-text database of RTA open access scientific articles. To enable the library users to find information independently, the library's website has a section of e-resources with a compilation of various hyperlinks with access to databases, scientific articles of RTA and other higher education institutions, and free access resources. The RTA library provides all traditional services, including also in e-environment. The electronic catalogue reflects the information about all books and magazines in the library's collection. In order to ensure publicity of scientific and methodological activities and open access, RTA has a publishing house that specializes in electronic publications (see books.rta.lv).

RTA students have access to the RTA electronic information system, which operates within the framework of LAIS and where students can follow study plans, lesson schedules, assessments, register for study courses, etc.

For the methodological support of doctoral students, RTA has developed and is currently editing the doctoral student's handbook, which contains methodological recommendations for the development of a doctoral thesis, and other issues relevant to a doctoral student. This handbook will be used for the joint study programme.

The libraries of RTA, ViA and VeA also regularly use tests of various databases. The use of several databases is provided remotely.

The plan for financial provision in the Programme provides for 18 students over the three year period. It is planned that during this period 5 students will have started studies at ViA, 5 students – at RTA, 8 students – at VeA. In order to ensure the financial sustainability of the Programme, the partners undertake to attract various sources of funding for the implementation and development of the Programme. These include state budget funding, the attraction of fee-paying students, the attraction of project funding for further development of the Programme and implementation of research, as well as strengthening of the international position.

Each higher education institution decides on the resources available to it to ensure state budget funding places or paid study places. The procedure by which funding is distributed among higher education institutions according to the number of students and the number of implemented credit points is specified in Clauses 10.3 and 10.4 of the Cooperation Agreement.

Each higher education institution shall cover the expenses related to the lecturers and guest lecturers elected at the respective higher education institution, as well as other expenses required to ensure the study courses under its responsibility and research of its doctoral students, as well as administrative and infrastructure maintenance expenses.

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).

The study programme is implemented in a consortium in cooperation with VeA and ViA, thus the infrastructure and services provided by these higher education institutions are available to students of this study programme. ViA has long-term cooperation with the Nature Protection Board of the Republic of Latvia, thus the students developing their doctoral theses have access to the database OZOLS of this institution, which is relevant for research of the values of ecosystem services and their importance in the national economy and society.

In ViA the Programme will be implemented mainly at the Faculty of Social Sciences and the Institute for Social, Economic and Humanitarian Research (HESPI), which includes the Spatial Analysis Laboratory and the Media Laboratory, the internationally recognized UNESCO Department "Biosphere and Man". Cooperation with the Knowledge and Technology Centre, which ensures knowledge transfer, is an important element of the development of doctoral theses. As today's changing environment requires interdisciplinary knowledge and skills, the implementation of the Programme will also involve the academic and scientific staff and infrastructure of the Faculty of Engineering and the Socio-technical Systems Engineering Institute (SSEI), for instance, B-Lab (Business Experiment Laboratory, I-Lab (Innovation Laboratory) and S-Lab (Student Traineeship Laboratory), as well as RFID, Virtual and Augmented Reality Laboratory.

RTA will involve in the implementation of the programme the Research Institute for Business and Social Processes, which is a structural unit of the Faculty of Economics and Management of the RTA. Its aim is to provide scientific research in the field of social sciences and related interdisciplinary fields in the context of Latvia, Europe and the world, as well as research and practical support in the study directions implemented by the faculty and in the RTA in general. One of the directions of the institute's activity is business development opportunities in the region and research in cooperation with individual companies in the region about their specific problems. In order to strengthen the functions of science transfer into society, RTA has a Project Management and Technology Transfer Contact Point, which deals with the involvement of RTA staff (including doctoral students) in projects and the correlation of research capacity with the challenges concerning industry transformation.

In VeA, the Faculty of Economics and Management (FEM) and the VeA Centre for Business, Innovation and Regional Development (CBIRD) will be involved in the implementation of the Programme. The activities of this centre are focused on researching business development opportunities in the region in cooperation with other public and private institutions. The study infrastructure was renewed in 2019 within the framework of specific support objective projects, providing a modernized base – lecture-rooms and equipment thereof in accordance with the demand for modern technologies.

The RTA library building was built in 2014, its structure consists of a reading room, a subscription to study and branch literature, a collection and cataloguing sector, bibliography and information sector, and two individual workrooms. In 2016, the RTA library was re-accredited. The long-term goal of the RTA library is to create a basis for the operation of the RTA library as a scientific structural unit, preparing the required materials and human resources.

RTA library users are offered such databases as iFinance, EBSCO, ScienceDirect, Scopus, Web of

Science, ASTM Compass collection, Digital collection of the National Library of Latvia, etc. In addition to the Electronic Catalogue, the library creates a database of works developed by the RTA lecturers and its bibliographic records are supplemented with hyperlinks to journals.rta.lv, which is a full-text database of RTA open access scientific articles. To enable the library users to find information independently, the library's website has a section of e-resources with a compilation of various hyperlinks with access to databases, scientific articles of RTA and other higher education institutions, and free access resources. The RTA library provides all traditional services, including also in e-environment. The electronic catalogue reflects the information about all books and magazines in the library's collection. In order to ensure publicity of scientific and methodological activities and open access, RTA has a publishing house that specializes in electronic publications (see books.rta.lv).

RTA students have access to the electronic information system of RTA, which operates within the framework of LAIS and where students can follow study plans, lesson schedules, assessments, register for study courses, etc. For the methodological support of doctoral students, RTA has developed and is currently editing the doctoral student's handbook, which contains methodological recommendations for the development of a doctoral thesis, and other issues relevant to a doctoral student. This handbook will be used for the joint study programme.

VeA students have access to the library of VeA, which is one of the branches of Ventspils library and is located in premises of VeA. The library's collections are replenished on a regular basis, also providing opportunities to use various databases. The study materials of the study course are published in the electronic educational environment of VeA. Students have access to the following information resources available to the library – a collection of books of about 21,000 titles, based on scientific literature in the field of economics, law, linguistics, translation studies, etc.; about 11,000 publications are in foreign languages; periodicals – collections of the latest economic, legal and translation journals; a collection of audiovisual materials; electronic and CD-ROM databases. All publications in the VeA library are recorded in the electronic catalogue and there is an automated reader service. The automation of all spheres of the library operation is ensured through the integrated information system ALISE. The following databases are offered to the users of VeA library: EBSCO, ScienceDirect, Scopus, Web of Science, Britannica Online Academic Edition, Digital Collection of the NLL, Letonika, etc.

Material and technical base and infrastructure of ViA ensure that the resources available to its students for acquiring knowledge are appropriate and suitable for each study programme offered. The ViA library provides the information resources necessary for academic and scientific activities, access to scientific articles and other electronic information databases from the portal of the ViA library. ViA e-learning environment Moodle is an interactive student support environment, containing study materials, ensuring electronic document exchange and communication with a lecturer, as well as completion of tests and test works. ViA study material and the technical base consist of 20 lecture-rooms, 3 computer classes, translation computer class, spatial analysis laboratory, RFID and virtual reality laboratory, computer network laboratory, electrotechnical laboratory, media study laboratory, as well as software according to the study programme requirements.

ViA ensures the efficient collection of information necessary for the management of study programmes and other activities, using the ViA website, social networks and intranet, as well as Vidzeme University College Information System (VAIS), which linked with the Information System of the University of Latvia (LAIS), ensuring the opportunity to summarize data on all the aspects of studies and successfully use them in the study process. ViA regularly publishes up-to-date, neutral and unbiased information about the offered study programmes and degrees/qualifications to be obtained on the website of the higher educational institution and its social networks, as well as in

printed information booklets and promotes study opportunities during experience exchange and teaching visits in foreign universities in Europe and beyond. ViA lecturers, employees and students also actively participate in the formation of public opinion in the region and Latvia, taking part in conferences, seminars, public lectures, working in NGOs, through scientific publications.

The libraries of RTA, ViA and VeA also regularly use tests of various databases. The use of several databases is provided remotely.

The plan for financial provision in the Programme provides for 18 students over the three year period. It is planned that during this time 5 students will have started studies at ViA, 5 students – at RTA, 8 students – at VeA. In order to ensure the financial sustainability of the Programme, the partners undertake to attract various sources of funding for the implementation and development of the Programme. These include state budget funding, the attraction of fee-paying students, the attraction of project funding for further development of the Programme and implementation of research, as well as the strengthening of the international position.

Each higher education institution decides on the resources available to it to ensure state budget funding places or paid study places. The procedure by which funding is distributed among higher education institutions according to the number of students and the number of implemented credit points is specified in Clauses 10.3 and 10.4 of the Cooperation Agreement.

Each higher education institution shall cover the expenses related to the lecturers and guest lecturers elected at the respective higher education institution, as well as other expenses required to ensure the study courses under its responsibility and research of its doctoral students, as well as administrative and infrastructure maintenance expenses.

See the financial support of RTA for the implementation of the study programme in Chapter 3.1 of the self-evaluation report.

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 Programme will start its work in the autumn semester of 2020, there have been no changes in the teaching staff after licensing.

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.

RTA academic staff planning issues are regulated in Operation and development strategy of RTA 2016-2023, Academic Staff Development Guidelines 2016-2020. Other issues related to academic staff planning at RTA are regulated by the Regulations regarding Academic Positions at Rēzekne Academy of Technologies; Regulations regarding RTA Docents; Provisions for the Planning, Recording, Control and Remuneration of Methodological Educational Developments and Scientific Research; RTA Academic Staff Workload Planning and Recording Procedure; Rēzekne Academy of Technologies Academic Staff Work Quality Evaluation Procedure and other documents. The most important criteria for the selection of academic staff are scientific and professional competence. RTA implements a professional development program *Innovations in Higher Education*, where every year RTA teaching staff is offered seminars on the latest trends in higher education and science.

The involvement of the teaching staff in the implementation of the Programme has been carried out taking into account the following criteria:

1. involvement in research within the last six years (since 2014) in social sciences and/or other fields of science, ensuring interdisciplinarity of the programme (projects, grants);
2. publications of the lecturer in international journals/collections of articles of international conferences (at least three during the last 6 years);
3. the motivation of the teaching staff to work in a team with doctoral students;
4. international experience in mobility visits abroad (teaching, exchange of experience);
5. participation in international scientific conferences abroad and in Latvia (at least three during the last 6 years).

RTA, ViA and VeA will involve in the implementation of the Programme the academic staff having high academic and research competence. RTA, ViA and VeA are taking measures for the growth and improvement of the academic staff, facilitating the improvement of the staff's qualification:

1. application of technologies, including digital resources and innovations, in the study process,
2. acquisition of foreign languages at C1, B2 levels to ensure the internationalization process,
3. in the didactics of higher education institutions and innovations in the issues topical to higher education.

Guest professors and guest researchers will be invited to the study programme with lectures and seminars exactly on the sharing of gained research experience with students and current issues in research. The guest professors and researchers with whom ViA or the consortium cooperates in research projects will be invited as a priority, as well as purposefully seeking an expert of the specific topic.

The whole teaching staff involved in the implementation of the doctoral study program at RTA, such as course lecturers and supervisors of doctoral theses, are experts at the Latvian Council of Sciences in the respective field, which confirms the compliance of the involved staff's scientific qualification with the doctoral study program. Teaching the study courses of the study program is ensured by several lecturers, including lecturers from partner universities, so that each part of the study course is implemented by a lecturer with the appropriate scientific and academic qualification, and professional experience that ensures successful achievement of learning outcomes. It is also planned to invite foreign lecturers and respective invitations have already been made, for example, in the study course *Qualitative Research Methods* to promote the synergy of pedagogical approaches and the international dimension that ensures the successful achievement of learning outcomes.

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).

The number of publications of lecturers involved in the implementation of the joint study programme from RTA in WoS and Scopus databases (2014-2019):

	Web of Science	SCOPUS	ERIH+
Iveta Mietule	8	4	0
Iluta Arbidāne	5	2	1
Anda Zvaigzne	10	3	0
Velta Ļubkina	24	0	0
Sandra Murinska	3	0	0
Lienite Litavniece	7	5	0

Lecturers' publications in journals indexed in the databases:

1. Arbidāne I., Mietule I. (2018). Problems and solutions of accounting and evaluation of biological assets in Latvia. Journal Entrepreneurship and Sustainability Issues 6(1): pp.10-22. https://doi.org/10.9770/jesi.2018.6.1(1), https://jssidoi.org/jesi/article/204 Databases: Elsevier SCOPUS, Web of Science, SCOPUS
2. Mietule, I., Silineviča, I. (2014) Socio-economic research of the Latgale region (Latvia). Actual Problems of Economics, Scientific Economic Journal No 1 (155). ISSN 1993-6788, p.251.-260. SCOPUS database, http://www.scopus.com
3. Mietule I., Silineviča I., (2014) Problems in the implementation of development strategies in the context of tourism development: the case study of Cibla county, Actual Problems of Economics, Scientific Economic Journal No 1 (151). 2014. ISSN 1993-6788., http://www.scopus.com
4. Arbidāne I., Raišiene A.G. (2015). International trade and Implementation and Au-diting of IMS: the Managerial Viewpoint. International Economics Letters Volume: 4,Issue:2, pp. 66–79 ISSN: 1805-7306 .*Databases* ERIH PLUS, available at: http://tplondon.com/journal/index.php/iel/article/viewFile/667/465
5. Mežaka, A., Zvaigzne, A., Tripāne, E. (2016). Heracleum Sosnowskyi Manden. Monitoring in Protected Areas – A Case Study in Rezekne Municipality, Latvia. *Acta Biol. Univ.* , 16 (2), pp. 181–189. Available at: http://sciences.lv/zinatniskie-izdevumi/acta-biologica-universitatis-daugavpiliensis/acta-biologica-universitatis-daugavpiliensis-volume-16-no-2/
6. Hajduk S., Litavniece L. (2019). Dimensionality of an urban transport system based on ISO 37120 indicators for the case of selected European cities. Engineering Management in production and services. Vol.11, Issue 4 (2019). p.80-91. **DOI:**

https://doi.org/10.2478/emj-2019-0035

7. Marzano, G., Lubkina, V. (2017). Usability in Social Telerehabilitation Systems for Elderly Users. *Public Health*, 144, pp. 1-3. Databases: Elsevier SCOPUS, Web of Science.

1. Gorbunovs, A., Kapenieks, A., Lubkina, V. (2017). Human Balance Function Diagnostic and Improvement Model Within Social Telerehabilitation System. *Social Welfare Interdisciplinary Approach,* 7(1), pp. 76-87. Databases: Web of Science.
2. Marzano, G., Lubkina, V., Stafeckis, G. (2016). Some Reflections on Designing Effective Social Telerehabilitation Services for Older Adults. *International Journal of Telerehabilitation*, 8(2), pp. 3-8. Databases: Web of Science.
3. Baranauskiene, I., Kolchenko, K., Lubkina, V. (2015). Preface. *Social Welfare Interdisciplinary Approach,* 5(1), pp. 5-6. Databases: Web of Science.

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).

I.Mietule

Since 2018, National Research Programme Latvian State and Society Challenges and Solutions in the International Context (INTERFRAME-LV), Project No.LV VPP-IZM-2018/1-0005, 300,000 EUR, the researcher

Since 2019, National Research Programme Development of the Sustainable and Solid Latvian Society: Solutions to Demographic and Migration Challenges (DEMOMIG), Project No.LV VPP-IZM-2018 / 1-0015, EUR 300,000, the researcher

Since 2019, ERASMUS + strategic partnership project "Development and Introduction of a Communication Competencies Model for Enhancing and Maintaining a Business Mentor Network", contract no. 2019-1-LV01-KA203-060414, EUR 159,000, the project manager

I.Arbidāne

Since 2019, EU Social Fund "The reduction of fragmentation of the study programmes and strengthening the sharing of the resources in the study directions "Management, administration and real estate management" and "Mechanics and metalworking, heat power industry, heat engineering and mechanical engineering" at RTA executor

Since 2018, VISC EU project Implementation of national and international measures for the development of students' talents 8.3.2.1./16/I/002, the leading researcher

International Joint Study programme in Hospitality Management VPI-2.2-ŠMM-07-K-02-089 "Development and Implementation of the Joint Study programme in Hospitality Management (TJ-SV-SP)" (Utenas Kolegija), executor, (2013-2016); Research part of the project on educational models, competencies.

Since 2018, the Training Department of the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union (hereinafter - FRONTEX Agency) Project No. 2019 / TRU / B5, SBCGM course development, expert.

the Training Department of the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union (hereinafter - FRONTEX Agency) Project No. 2018 / TRU / A2, CCC MLC, expert, (2018-2019);

The project of the Training Division of the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union (hereinafter - FRONTEX Agency) Development of a Joint Degree Study programme (hereinafter - JDSP), module expert, (2013-2014)

In the framework of the "Measures to increase motivation for innovation and business start-up" to ensure the implementation of the European Union funds project" Innovative Business Motivation Program "(Identification No. 2DP / 2.3.1.2.0 / 09 / IPIA / LIAA / 002). Leader of competence seminars and creative workshops (2013-2015)

S.Murinska

From 2019 – now: ERASMUS + strategic partnership project "Development and Introduction of a Communication Competencies Model for Enhancing and Maintaining a Business Mentor Network", agreement no.2019-1-LV01-KA203-060414, 159 000 EUR, the scientific manager of the project.

2017 - INTERREG project ''SalesLabs for employability competencies development/ Improving employment competencies in sales laboratories '' No: LLI-184, ERDF funding: 447 223.32, expert.

A.Zvaigzne

From 01.10.2019 – now: ERASMUS + strategic partnership project "Development and Introduction of a Communication Competencies Model for Enhancing and Maintaining a Business Mentor Network", contract No. 2019-1-LV01-KA203-060414, 159 000 EUR, the scientific researcher of the project.

In 2019, EU Social Fund "The reduction of fragmentation of the study programmes and strengthening the sharing of the resources in the study directions "Management, administration and real estate management" and "Mechanics and metalworking, heat power industry, heat engineering and mechanical engineering" at RTA executor.

2019 - INTERREG project ''SalesLabs for employability competencies development'' No: LLI-184, ERDF funding: 447 223.32, executor (lecturer).

04.2018-03.2019, management and participation in the implementation of the scientific grant of the Rezekne Academy of Technologies "Scientific grant of the Rēzekne Academy of Technologies for research" "Mentoring opportunities for business development in Rezekne region".

 04.2017-12.2017, management and participation in the implementation of the scientific grant of the Rezekne Academy of Technologies "Possibilities of using green public procurement in municipal institutions of Rezekne county in food public procurement".

14.02.2016 - 31.12.2016, management and participation in the implementation of the scientific grant of the Rezekne Academy of Technologies "Research of Information Society on the Control and Harm of Sosnowsky's Hogweed in Rezekne county".

V.Ļubkina

Since 2019, National Research Program Development of Sustainable and Solid Latvian Society: Solutions to Demographic and Migration Challenges (DEMOMIG), project No.LV VPP-IZM-2018/1-0015, 300 000 EUR, leading researcher

01.2019-31.12.2020, FLPP-DocTDLL Introduction of transformative digital learning in the doctoral

study programme Pedagogy in Latvia No.lzp-2018/2-0180 200 000 EUR. Project manager of RTA, in Ontario University, Canada, EILAB (www.tdl.rta.lv)

2014-2018, National Research Programme VPP INOSOCTEREHI Innovative solutions in social telerehabilitation in Latvian schools in the context of inclusive education. 600 0000 EUR *Project manager* (RTA, LU, LiepU, RTU, VISC) (www.telerehabilitation.lv),

L.Litavniece

The manager and researcher of the RTA scientific grant "Quality assessment of Rezekne city catering companies" (2018)

 The manager and researcher of the RTA scientific grant "Evaluation of tourism products in the Rezekne County (quality audit)" (2017)

The manager and researcher of the RTA scientific grant "Preservation and renewal of cultural and natural heritage in Riebiņi County" (2017)

The manager and researcher of the RTA scientific grant "Evaluation of possibilities to develop tourism products in Luznava Manor" (2016)

The manager and researcher of the RTA scientific grant "Evaluation of possibilities to develop hotel services in Rezekne city" (2016)

Project Manager of "Effects of structural and social change on municipalities in Germany and the Baltic States" funded by the Baltic – German University Liaison Office (CLIMBING)" (2018)

Researcher in the commissioned research "Development of research on the technological process of production of plant origin products for the service recipient Nature Line Ltd." (2019 -2020).

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.

I.Mietule

1) Participation in more than 30 different scientific conferences, development and management of commissioned research (commissioned research of Rezeknes Satiksme Ltd in 2016, 2017; management of the research "Evaluation of the Implementation of Rezekne District Community Partnership Rural Development Program 2007-2013 measure "Local Development Strategy" and recommendations for further action" 2015.

2) Since 2017, the project "European Joint Master's in Strategic Border Management", FRONTEX (Poland), Member of the Scientific Council

3) LSC expert in Economics and Business (since 2014), review of more than 10 doctoral theses at the universities – LU, RTU, DU, BIA, supervision of doctoral theses at DU.

4) Expert in evaluating the scientific results of the national research program "Innovation and Sustainable Development: Latvian Post-Crisis Processes in the Global Context (SUSTINNO)". (the commissioner – Study and Science Administration) 2018

The acquired knowledge, practical experience gained by conducting commissioned research for the

regional companies, as well as competencies by participating in the review and defence of doctoral theses in other study programmes facilitate the development of competencies that are successfully integrated into the study process.

I.Arbidāne

1. Participation in about 20 different scientific conferences, development and management of commissioned research (commissioned research of the Rezekne City Council 2019-2020; management of the research "Life Standard Assessment in Rezekne City".
2. LSC expert in Economics and Business (since 2019), review of doctoral theses.
3. Management of the Editorial Board of Scientific Publications or participation in their activity (Journal of Internal security and civil defence sciences: Border security and management, ASERC Journal of Socio-Economic Studies. Member of the Scientific Committee. https://www.ajses.az/editorial-board, 1. III International Scientific Congress "SOCIETY OF AMBIENT INTELLIGENCE - 2020 (ISC-SAI 2020) member of the organizing committee and scientific committee, reviewer (2020.), International Scientific Conference Society. Integration. Education. Rezekne Academy of Technologies, member of the scientific committee, reviewer, CROMA Journal Editor board member. http://journal.avada.lt/editorial-board);

A.Zvaigzne

1) Participation in more than 30 scientific conferences, experience in implementation of various local and EU projects, commissioned research: 2016, 2015, completion of the commissioned research of Rezeknes satiksme Ltd., completion of the commissioned research 2015 „Rezekne District Community Partnership Rural Development Program 2007-2013 implementation of the measure "Evaluation of the Implementation of the Local Development Strategy and Recommendations for Further Action"; in the management of research grant projects: 2018, 2019, management of "Mentoring opportunities for business development in Rēzekne County", 2017, Management of "Possibilities of using green procurement in Rezekne municipality institutions in public food procurement", 2016, Management of "Research of Information Society on the Control and Harm of Sosnowsky's Hogweed in Rezekne county" management.

2) from 2015 until now, editor-in-chief, member of the scientific editorial board, reviewer of scientific articles for the social science journal of the Rezekne Academy of Technologies "Latgale National Economy Research"; member of the organizing committee of the Conference Society. Integration. Education. (2015-2019), reviewer (2015-2020); (2020) member of the program committee III International Scientific Congress SOCIETY OF AMBIENT INTELLIGENCE 2020.

3) from 2016 until now, a member of the Latvian Association of Professors; from 2014 until now, Latvian Science Council expert in Social Sciences – Economics and Business From 2017 until now, a member of the Cooperative society of agricultural services "LATRAPS";

4) Experience in supervising doctoral theses (were also gained the experience in the ESF project "Support for Implementation of Doctoral Studies at the Latvia University of Life Sciences and Technologies (LLU)" 2009/0180/1DP/1.1.2.1.2/09/IPIA/VIAA/017), experience in reviewing more than 5 doctoral theses (LLU) and preparing references on them, as well as in developing and reviewing

monographs.

S.Murinska

1. Member of the state committees in the competitions of the national media support fund;
2. The implementer of media literacy activities in Latgale region;
3. Implementation of commissioned research (brand research and development);
4. Participation in scientific conferences;
5. 2019/2020 Member of the Program Committee of III International Scientific Congress SOCIETY OF AMBIENT INTELLIGENCE 2020.

L.Litavniece

1. Participation in more than 15 scientific conferences. Experience in managing and implementing various local and international projects, commissioned research: the manager and researcher of the RTA scientific grant "Quality assessment of Rezekne city catering companies" (2018), the manager and researcher of the RTA scientific grant "Evaluation of tourism products in the Rezekne County (quality audit)" (2017); The manager and researcher of the RTA scientific grant "Preservation and renewal of cultural and natural heritage in Riebiņi County" (2017) the manager and researcher of the RTA scientific grant "Evaluation of possibilities to develop tourism products in Luznava Manor" (2016) The manager and researcher of the RTA scientific grant "Evaluation of possibilities to develop hotel services in Rezekne city" (2016), Project Manager of "Effects of structural and social change on municipalities in Germany and the Baltic States" funded by the Baltic – German University Liaison Office (CLIMBING)" (2018) the researcher in the commissioned research "Development of research on the technological process of production of plant origin products for the service recipient Nature Line Ltd." (-2020).

2. Since 2018, LSC expert.
3. Supervisor of a doctoral thesis (at DU), which was successfully defended (2014).
4. Scientific Committee Member and Reviewer of the III International Scientific Congress "SOCIETY OF AMBIENT INTELLIGENCE - 2020 (ISC-SAI 2020) (2020). "International Scientific Conference Society. Integration. Education." (RTA, reviewer, section manager (2018, 2019). The reviewer of scientific articles (RTA) of the International Scientific Conference "Environment.Technology.Resources." Manager of the organizing committee of the international academic conference "Transfer of Scientific Research into the Study Process" (2015); International Scientific Conference "Society".

V.Ļubkina

1) LSC expert (since 2002) and a member of the LSC expert committee in Social Sciences (since 2019). Management of the scientific research institute since 2006. Development, licensing, accreditation and management of the doctoral study programme "Pedagogy" since 2008. Supervision of doctoral theses for Latvian and foreign doctoral students, of them defended: 4 - Latvian, 1 foreign. Work in doctoral councils in Latvia and Lithuania.

2) Participation in more than 50 scientific conferences of different types. Head of the scientific editorial board of the international scientific conference "Society.Integration.Education" and editor of the collected articles of the conference. Collection articles are available at Thomson Reuters WoS since 2007 (**WoS H-index-4)**

3) Development and management of scientific projects:

- **FLPP- DocTDLL** I*mplementation of Transformative Digital Learning in Doctoral Program of Pedagogical Science in Latvia* lzp-2018/2-0180 project manager 02.01.2019.-31.12.2020. RTA, Ontario University, Canada, EILAB (www.tdl.rta.lv)
- **Science program in Latvia VPP INOSOCTEREHI** *Innovative solutions for social telerehabilitation in the schools of Latvia in the context of inclusive education* – project manager 2014-2018. (RTA, LU, LiepU, RTU, VISC) (telerehabilitation.lv), etc.

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 planning of cooperation of the teaching staff and ensuring the interconnection of study courses in the programme at several levels:

First of all, inter-institutional cooperation of the teaching staff, coordinated by the **Study Programme Council**. In accordance with the Regulation of the Advisory Council of the Joint Doctoral Study programme, the Council will evaluate and update the content of the study programme according to the development trends in the field, societal needs, workload of doctoral students, study progress and graduation, the satisfaction of doctoral students with the corresponding study programme, support provided by the higher education institution in studies, the research environment and its compliance with the objective of the study programme.

The Consortium Agreement stipulates that the Council shall establish common requirements for the implementation of the programme, final examinations, and shall ensure that the parts of the programme create a coherent in terms of content and consecutive joint programme. The Council shall establish the quality system of the programme and supervise its operation, involving teaching staff and doctoral students in this process, ensure the mobility of teaching staff.

Secondly, the cooperation of the teaching staff in the implementation of the study courses. The cooperation of the teaching staff in the study courses taught by several lecturers is particularly important. There are three study courses of this type in the study programme. For example, the study course "Trends in Business and Economics" (12 CP) is taught by ten lecturers of ViA and VeA . Such a volume of the study course is deliberately planned so that the content of the course is not fragmented into several study courses. Therefore, it requires coordinated and purposeful cooperation in the team of lecturers. Before the start of the study course, communication between the lecturers is planned during the implementation of the study course. A consolidated evaluation scheme has been developed for the study course.

Thirdly, the cooperation of teaching staff in the development of joint scientific research.

All the teaching staff employed in the study programme have experience in the preparation of joint publications, including preparation of joint publications of lecturers and students. This experience has been strengthened in the annual International scientific and practical conference of students and lecturers of the FEM of the RTA "Individual. Society. State", where students and teachers exchange experiences and present their research results.

Fourthly, cooperation in scientific projects. For an overview of the involvement of RTA teaching staff in scientific projects, see Chapter 6.4.4.

There are no students in the program at the moment of submitting the self-assessment report, but RTA plans that in the first three years there will be five doctoral students in the study 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 Annex.docx	1.pielikums.docx
Statistics on the students over the reporting period	students.docx	studējošie.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		
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	2 Annex.docx	2.pielikums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3 Annex.docx	3.pielikums.docx
Descriptions of the study courses/ modules	4 Annex.7z	4.pielikums.7z

Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	5 Annex.docx	5.pielikums.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	6 Annex.docx	6.pielikums.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	7 Annex.docx	7.pielikums.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.	8 Annex.docx	8.pielikums.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.	9 Annex.docx	9.pielikums.docx
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	Annex 10.docx	10.pielikums.docx
Sample (or samples) of the study agreement	11 Annex.docx	11.pielikums.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 Annex.docx	12.pielikums.pdf

Business Management

Title of the higher education institution	*Management, Administration and Management of Real Property*
ProcedureStudyProgram.Name	*Business Management*
Education classification code	*43345*
Type of the study programme	*Academic bachelor study programme*
Name of the study programme director	*Iluta*
Surname of the study programme director	*Arbidāne*
E-mail of the study programme director	*Iluta.Arbidane@rta.lv*
Title of the study programme director	*Dr.oec.*
Phone of the study programme director	*28319180*
Goal of the study programme	*To prepare students for work in the field of business management in the public and private sectors, as well as to direct students to scientific research work, thus ensuring the competitiveness of graduates in the Latvian and international labour market.*
Tasks of the study programme	*1. To provide a set of scientifically based knowledge, skills and competencies in the field of business management corresponding to the level 6 of the LQF, preparing students for the Latvian and international labour market.* *2. To provide students with knowledge, understanding and skills about modern economic and business development trends, the related processes and management solutions, as well as to provide students with opportunities for specialization according to their interests.* *3. To ensure a study process based on a student-centred approach, aimed at the development of students' independence, entrepreneurship and initiative.* *4. To develop students' scientific research skills, analytical, innovative, critical thinking and communication skills, which would allow graduates to become creative and relevant personalities in the modern labour market.* *5. To create an international study environment focused on cooperation and innovations.*

Results of the study programme	Z1. Is able to demonstrate the basic and specialized knowledge of management science and a critical understanding of this knowledge, part of which corresponds to the highest level of achievement in economics and business.
	Z2. Is able to demonstrate the understanding of the most important concepts and regularities of management science.
	Skills (ability to apply knowledge, communication, general skills):
	P1. Is able to perform professional, innovative or research activities using the acquired theoretical foundations and skills.
	P2. Is able to formulate and analytically describe the information, problems and solutions of the economic and business sector, explain them and discuss them reasonably with both specialists and non-specialists.
	P3. Is able to independently structure own learning, to direct own and subordinates towards further learning and professional development.
	P4. Is able to demonstrate a scientific approach to problem solving, take responsibility and initiative working individually, in a team or leading other people's work
	P5. Is able to make decisions and find creative solutions under changing or uncertain conditions.
	Competence (analysis, synthesis and evaluation):
	K1. Is able to independently obtain, select and analyse information as well as use it.
	K2. Is able to make decisions and solve problems in the field of business management.
	K3. Is able to demonstrate the understanding of business ethics.
	K4. Is able to evaluate the impact of his/her professional activity on the environment and society.
	K5. Able to participate in the development of the professional field of business.
Final examination upon the completion of the study programme	Bachelor's 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)	Secondary education
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

Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Full time studies - 3 years - english

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*english*
Amount (CP)	*120*
Admission requirements (in English)	*Secondary education*
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
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Part time extramural studies - 3 years, 6 months - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*3*
Duration in month	*6*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*Secondary education*
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
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Part time extramural studies - 3 years, 6 months - english

Study type and form	*Part time extramural studies*
Duration in full years	*3*
Duration in month	*6*
Language	*english*
Amount (CP)	*120*
Admission requirements (in English)	*Secondary education*
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
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

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

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

The study programme was licensed on the 25.03.2020. License No.04048-97. Taking into account the recommendations of experts, the title of the bachelor's degree to be conferred in the study programme was changed from "Bachelor of Social Sciences in Management" to "Bachelor of Social Sciences in Management and Administration".

The improvements recommended by the experts during the licensing of the study program are included in the accreditation materials, they concern only the wording of the title of separate study courses.

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 academic bachelor's programme "Business Management" is analysed on the basis of the number of students in the three academic bachelor's study programmes, on the basis of which, consolidating them, the academic bachelor's study programme "Business Management" is created. The total number of three bachelor's programmes in the period from academic year 2014/2015 until the academic year 2019/2010 ranges from 46 students in academic year 2019/2020 up to 73 students in academic year 2015/2016. (see Table 3.1.2.1).

Table 3.1.2.1.

The Total Number of Students in the Bachelor's Study Programmes

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Management Science	35	29	32	29	31	32
Hospitality Management	12	20	24	14	13	13

Management of Technologies and Innovations	0	11	17	14	12	1
Total	47	60	73	55	56	46

Fluctuations in the number of students can be explained by the launch of the program "Management of Technologies and Innovations" (2015) and its gradual termination. There are no significant fluctuations observed in the number of students in the academic bachelor's programs "Management Science" and "Hospitality Management", keeping a similar number of students during the last three years (+/- 2 students).

The largest number of foreign students in the reporting period is observed in the joint bachelor's study programme "Hospitality Management" (from 3 students in 2017/2018 to 13 students in 2016/2017), where foreign students were mainly the students of the partner university at Utena University of Applied Sciences Utenos Kolegija) (see Tab.3.1 .2.2.). The home countries of the foreign students in the programme "Management Science" are India, Pakistan and Uzbekistan. In all programmes of foreign students, the study language is English.

Tab.3.1.2.2.

The total number of foreign students in the bachelor's programmes

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Management Science	0	3	5	3	9	5
Hospitality Management	8	9	13	3	6	7
Total	8	12	18	6	15	12

Statistics of part-time students in academic bachelor's study programmes show a significant downward trend. If in 2014 and 2015 there were 11 and 5 students in the academic bachelor study programme (accordingly), then after 2015 part-time students are not matriculated in any academic bachelor's study programme.

Evaluating the dynamics of the number of students in each academic bachelor's programme, RTA decided to combine study programmes, thus optimizing the material and human resources at its disposal. The development of the programme depends on the future dynamics of the number of students, therefore RTA has taken also other measures to increase the number of students: the programme is prepared for implementation in both Latvian and English, there are online study materials suitable for students' independent work, there is an advertising campaign in Latvia and abroad.

The academic bachelor's study program Business Management is implemented only from September 2020. The number of students is assessed from a historical point of view, taking into account all previous programs, which are consolidated in accordance with the agreement between RTA and the Ministry of Education and Science.
Assessing the admission results, it can then be concluded that the admission results in the program

have been good enough, given that it is a new program. 25 students have started their studies in the 1st year, incl. 16 full-time students and 9 part-time students. International students have not been admitted, which has been affected by the Covid situation.

Students are enrolled in the academic bachelor's study program *Business Management* in this study year and study according to the new licensed study program. Currently, there are three students are in the 3rd year of the academic bachelor's study program *Hospitality Management*, who will graduate in June 2021. In accordance with the legislative changes concerning extension of accreditation, students will complete this study program. There are no students in other courses.

At present there are no students in the academic bachelor's study program *Innovation and Technology Management*. The 3rd year students in the academic bachelor's study program *Management Science* will graduate in June 2021. In accordance with the legislative changes concerning extension of accreditation, students will complete this study program. In turn, the study plan of the 2nd year partially coincides with the licensed *Business Management* program, moreover the study plan was updated and coordinated already in 2020/2021 to avoid significant changes transferring the students to the *Business Managemen*t program after the accreditation.

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

The title, aims, tasks, the degree to be obtained and learning outcomes of the study programme "Business Management" are defined in accordance with:

- the National Qualifications Framework (LQF) complying with the European Qualifications Framework (EQF). The study programme corresponds to LQF level 6, therefore the learning outcomes are defined in accordance with the descriptions of knowledge, skills and competences corresponding to level 6, which are available in Regulation of the Cabinet of Ministers (Cabinet Regulation) No. 332 *Regulations on the Classification of Education in Latvia* of 13.05.2017.
- The structure of the program specified in the Cabinet Regulation No. 240 "Regulation on the State Standard for Academic Education", covering the courses of guidelines, principles, structure and methodology of the business and economic sector, history of the sector development and current problems, as well as sector characteristics and issues in the cross-sectoral aspect.

The title of the academic bachelor's study programme "Business Management" has been chosen in accordance with the procedure of classification of **education and science branches** in Latvia in order to ensure synergy of stud and research activities in the content and process of studies. The **aim** of the programme is to prepare students for work in the field of **business management** in the public and private sectors, as as well as to direct students to scientific research work, thus ensuring the competitiveness of graduates in the Latvian and international labour market. The tasks set for the implementation of the aim envisage ensuring the compliance of the educational program with the regulation of studies and science in the Republic of Latvia.

In the context of the educational programme classification, the programme "Business Management" corresponds to the set of educational programmes *Business Management*, which

belongs to the group of *Management and Administration* programmes and fits in the thematic field of *Marketing and Administration* programmes, which in turn is included in the educational thematic group of *Social Sciences, Marketing and Law*. In the context of scientific field classification, the programme corresponds to the *Business Management* sub-sector of the *Economics and Business* sector.

One of the tasks of the programme is to provide students with knowledge, understanding and skills about modern economic and business development trends, the related processes and management solutions, as well as to provide students with opportunities for specialization according to their interests. For this purpose, the structure of the academic bachelor's study programme is developed to reveal as fully as possible the content of the field of economics and business science. The study programme module "Management" covers the topics of the **management sub-branch**: management principles, strategic management, quality management, human resources, organization management, and other topics. A separate module in the study programme is dedicated to the sub-sector of **business and innovations**, as well as **economics and innovations**, which includes such study courses as Business, Innovation Management, Planning and Development of Business Models. The topics of the science sub-sectors **Finance and Credit**, **Accounting and Bookkeeping Theory** are revealed in the accounting and finance module, as well as the set of subjects of economics and legislation. The content of the study programme also includes topics of other economic and business sub-sectors: macroeconomics, microeconomics, statistics, business management, etc. Such a programme structure allows developing students' scientific research abilities, analytical, innovative, critical thinking and communication skills.

The **learning outcomes of the study programme**, which plan not only provision of specific knowledge, but also the development of certain skills and competencies, are also aimed at the synergy of studies and research activities in the field of business management. In order to effectively achieve the results of the study programme, RTA applies a study process based on a student-centred approach, providing for the development of students' independence, entrepreneurship and initiative. An essential precondition for successful achievement of the learning outcomes is the contingent of enrolled students. Admission to the study program is based on the Law on Higher Education Institutions of the Republic of Latvia, the Cabinet Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes, and RTA Admission Regulations. Applicants are admitted to the study program on the basis of three centralized examinations: mathematics, Latvian and foreign language (one foreign language, including English, German or Russian, at the choice of the applicant).

Admission requirements provide that additional points are awarded in the following cases:

- Mathematics - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- Russian - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- German - State Olympiad of Latvia - 1 point (for each place)
- French - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- The certificate for a successful acquisition of the educational program of interest-related education in the project "Be a Leader" ("Esi Līderis") of the Latvian Academy of Business and Management (LUMA) - 1 point
- Graduate of the Eastern Latvia Technology High School - 1.5 points

Forecasts for admission to the study programme are based on the admission statistics of the previous years in two bachelor's study programmes, on the basis of which the academic bachelor's study programme "Business Management" has been developed: "Hospitality Management" and "Management Science". The average coefficient of admission to these programs during the last six years is 5.7 applicants per budget place, which is one of the highest admission rates in RTA and

shows that the students have purposefully chosen business management studies and it could be one of the most demanded study programmes in RTA.

Admission Regulations of the Rezekne Academy of Technologies are reviewed and approved by the Senate of RTA annually. The Admission Regulations of the Rezekne Academy of Technologies in 2021 were approved by the the decision No.4 of the Senate of RTA of 27.10.2020.

The following requirements for admission of applicants have been set for foreigners in the academic bachelor's study program *Business Management* for 2021:

Annual grade for the subject in the document on secondary education, which is equated to the centralized examination:

- Mathematics;
- Basics of Economics;
- English.

To be passed:

- discussions about studies at RTA;

- test in mathematics.

To be submitted: A document certifying language proficiency issued by an international testing institution within the past five years, which certifies the foreigner's proficiency in English at least at the level B2. It is not required to attach the document, if the foreigner has acquired the previous education in English. If there is no International Certificate on English proficiency or the language of previous education was not English, the applicant has to pass the examination. The result of the examination will be passed if the English knowledge comply at least with the level B2.

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.

While developing the study programme, the needs of the business sector and labour market and the tendencies of the field of economics and business science were taken into account. In order to ensure the topicality of the study programme in the labour market, RTA has established a procedure for regular evaluation and adjustment of the study content, involving representatives of the industry and employers. Employers are involved in the implementation and evaluation of the program in several ways:

- the implementation of the programme involves **teaching staff with professional experience** in the specialities corresponding to the profile of the programme (accounting, insurance sector, individual business); involvement in the study process takes place in accordance with the study plan, in the study courses students receive the latest experience and information relevant to the labour market,
- employers participate in **final examination commissions**. NAME; the activity takes place at least once every academic year, after the meeting of the commission the learning outcomes are discussed and the members of the commission make proposals for the improvement of the study content and study research topics,
- study topics initiated by employers are offered for the **study research papers**. In these cases, employers are involved in the study process in various ways: they advise students in the process of research work development, participate in the defence of the bachelor's thesis, apply the research results of the bachelor's thesis in the operation of their company,
- there is a **Council of Experts of Study direction**, which includes professionals in the field: to name. The Council of Experts of Academic Direction meets at least twice an academic year, discusses the learning outcomes of the study programme, recommends makes proposals for improving the content and implementation of studies.

Developing study plans every year, the Council of Academic Direction evaluates the proposals received during the year and incorporates them into study plans and specific study activities. For example, during the development of the study programme, **specific suggestions of employers** were taken into account, for example, the request to pay attention to the development of students' presentation and communication skills, the development of digital skills, business planning. The specialization "Creative Industries" has been added to the program at the suggestion of employers, because Rezekne and Latgale region is developing as an important cultural development centre and this sector needs employees.

The development of the programme is directly related to the development trends of higher education and the challenges of the national economy in connection with the functioning mechanism of the programme. The competencies to be acquired as a result of the programme are aimed at training specialists demanded in the Latvian and EU economy in the short and long term. In 2018, the Employers' Confederation of Latvia, in cooperation with the career portal Prakse.lv, compiled a list of professions which have the highest demand in Latvia. Taking into account the opinion of more than 2,500 employers, there was created a top of industries that are most important in Latvia at the moment. **The second place** in this top (after ICT specialists) is occupied by **the professions related to business support, including marketing specialists, financial specialists, accountants and project managers**. The demand for managers is also shown by short-term requests: The e-service of the State Employment Agency shows that in the period from APR 2019 until APR 2020 the rapidly growing demand for **managers** is recorded in Riga, suburbs of Riga, Latgale and Kurzeme, but in Vidzeme and Zemgale the demand is slightly increasing. Internationally, various professions related to marketing maintain a stable position of the most demanded and better-paid fields, which influences the interest of foreign students in business management studies in Latvia and Rezekne.

In order to ensure **compliance** of the programme content **with the development trends of science**, the study process involves several measures: the teaching staff carries out scientific research in science or interdisciplinary fields related to the study course content, students develop study research papers (17 CP of the study programme content is devoted to direct research work), in RTA there are strict requirements on the use of the latest scientific literature in the development of study research papers – the vice-rector order stipulates that when planning the study research work methodology, literature and sources to be used, the RTA Rector's order No. 4-5/100 of 2

December 2012 has to be taken into account, which determines the minimum amount of used literature. Study work/project, course work/project must have at least 30 literature units, including 5-8 units of scientific literature; for qualification work – 40 literature units, including 10-15 scientific literature units, for bachelor's thesis, diploma thesis/ diploma project – 50 literature units, including 15-18 scientific literature units; for master's thesis – 70 literature units, including 35 scientific literature units. The same order emphasizes that "50% of the volume of the listed scientific articles must be in a foreign language which is a language of the European Union (not applicable to study programmes implemented in English or German)."

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's aims and results are formulated, and consequently, the aims and learning outcomes of each study course also follow, i.e. what the student is ably acquiring the study programme as a whole and what the student is ably acquiring a separate study course. The learning outcomes are related to the Management Science basic principles, basic tasks, skills, knowledge and competencies necessary for the fulfilment of basic duties of managers, which are based on the changing environment of the modern labour market. For mapping of study courses to achieve the outcomes of the study programme, see Appendix)

Evaluation criteria shall be developed so that they match the learning outcomes, are justified, verifiable and accessible to a student at the beginning of the study program and a separate study course. Study course programs are available in the www.lais.lv system.

The structure of the study programme at RTA is regulated by the "Regulations on the development of study course programmes" approved by the Study Council which envisage to include in the study programme the information such as requirements for commencement of the study course, the knowledge, skills and attitudes to be acquired at the end of the course (study results) work, requirements for assessment of study results for obtaining credit points, literature, etc. organizational issues of the study course content.

In order to ensure the connection of the content of the study courses, the results to be achieved with the aims and results of the study programme:

- the lecturer plans the attainable results of the study course in accordance with the concrete results of the study programme reflected in the form of the study course programme; if the course is attended by several lecturers, they shall agree on the learning outcomes and the evaluation procedure;
- the teaching staff coordinates the study results defined in the study course with the director of the study programme/ module, who is responsible for determining the study programme/ module study outcomes;
- all study course programmes are approved at the Study direction council, after assessing whether the student's independent work is included and reasonably considered in the study course programme, whether recent literature of the field (including English) is included in the work, whether the planned examination forms can be used to fully assess competencies

acquired by students and other essential questions. If the Study direction council has any objections regarding the conformity of the study course content with the didactic strategy of the study programme, the Study direction council asks the teaching staff to eliminate the shortcomings and improve the study programme;

- in order to control the planning of study course study outcomes, the study programme director shall conduct study course mapping, which allows verifying and, if necessary, correct the study course content in order to ensure the achievement of study programme goals and results.

(See Appendix for descriptions of study courses of the study programme)

Evaluating the correlation between the learning outcomes of the study programme and the study courses, we believe that the learning outcomes defined in the study courses ensure the fulfilment of the learning outcomes of the study programme, allow to achieve the aim of the study programme and complete the tasks. In turn, the conditions for the assessment of learning outcomes defined in the study courses and the study programme allow to determine the level of completion of learning outcomes at the level of knowledge, skills and competencies.

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 basic principles for the assessment of learning outcomes in the study programme are based on Standards and Guidelines (ENQA) for Quality Assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-centred process. In accordance with ENQA standards, formal requirements and rules for evaluation have been developed at RTA. The most important of these are Rules of examinations and testing session at RTA, Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Regulations on traineeship at RTA, Regulations on state and final examinations at RTA, Study quality system based on study results at RTA, plagiarism control and prevention rules at RTA. The principles of evaluation in the study programme are based on the requirements of the Cabinet of Ministers Regulation No.512 "Regulations on the national standard of the second level professional higher education" and the Law on Higher education institutions.

The assessment criteria are designed to be relevant to the learning outcomes, to be valid, verifiable and accessible to the student from the commencement of the study programme and the individual course.

The evaluation criteria in study courses, the form and procedures of testing shall be determined by a lecturer, outlining it in the study course programme, so that they are available to students. The study course programme is available to students in the www.lais.lv system, consequently, the evaluation requirements are clear and available to students already upon commencement of the course. Self-reflection and mutual evaluation are an important means of assessment during studies. Problem-solving skills are developed in all the study courses during the practical classes, seminars, group works, etc.

At RTA, the learning outcomes are evaluated according to two indicators: qualitative (evaluation in the 10 point grading system) and quantitative – study course points (CP/ECTS) according to the volume of the study course. The evaluation of student knowledge is relatively divided into two stages: in the formative (forming) and summative (summarizing). The formative evaluation shall provide the lecturer and students with feedback on the necessary further organisation of the study process, it shall encourage the student to supplement his/her knowledge, and enable the lecturer to judge the usefulness of the methods chosen. The summative evaluation (test, differentiated test, examination) shall confirm the achievement of the set requirements – criteria, reveal how the study course has been acquired in general and confirm the achievement of the study course aim. Using different forms of summative evaluation (tests, reports and projects, etc.), the lecturer shall check how a student has acquired the content of a particular topic or the whole study course. The test works are organised both orally and in writing, including theoretical questions, tasks and analysis of situations.

"Regulation on Study Course Examinations and Tests at RTA" stipulates that "a lecturer shall organize study test works in such a way that the formative evaluation during the semester shall constitute at least 40% of the summative evaluation at the end of the study course acquisition". The rules on the procedure for the development of study course programs approved by the Study Council of RTA stipulate that the criteria and methods for evaluating the learning outcomes shall be published at the beginning of the implementation of study courses and be consistent and fairly applied to all students and carried out in accordance with a procedure as published in advance. RTA has created a consultation system of academic staff that is also included in the workload of academic staff to provide students with feedback on the assessment of their learning outcomes. Evaluation is increasingly carried out by more than one lecturer (these are commissions at state examinations, defence of study papers, and study courses, which are taught by more than one lecturer). Academic staff regularly (approximately once a year) organize courses on the principles of elaboration and evaluation of learning outcomes and experience abroad. Academic staff are invited to take into account mitigating circumstances in their evaluation in accordance with ENQA standards. However, RTA provides for sanctions for violations of academic ethics as stipulated in the Plagiarism Control and Prevention Rules.

Higher academic studies are based on the (1) principle of succession – after the programme has been acquired, graduates can continue their education in master's studies, ensuring a succession of educational levels; (2) the principle of lifelong learning – enabling them to continue improvement of their acquired education throughout life and (3) the principle of accessibility – providing equal opportunities to study regardless the place of residence. In the form of full-time studies of the study programme, contact hours constitute 40% of the study program, in part-time studies – 12.5% of the study programme.

The overall evaluation of the course consists of the sum of separate works to be completed during study course acquisition and obtained evaluations (test works, reports, presentations, study projects, etc.). In order to ensure the students the ability to independently direct improvement of their competences and specialization, to carry out work, research or further studies independently, students shall perform individual work, which constitutes 87.5% (in part-time studies) and 60% (in full-time studies) of the volume of the program. Planning of individual work in each study course is carried out at the beginning of the semester, coordinating it with the students and including the requirements in the study course program available at the RTA e-course website.

For the achievement of the joint learning outcomes of the study program, students shall be introduced with the aims, objectives of the study course and the learning outcomes to be achieved, as well as the evaluation rules at the beginning of each study course. The criteria for the evaluation of knowledge in the study courses, the form and procedures of testing shall be determined by the

lecturer. Students shall be informed in good time about the criteria for evaluating examinations, tests and other test works. The evaluation system is improved taking into account also the results of student surveys.

The part-time study process consists of an introductory session (studies in the classroom - lectures and practical classes), students' individual work (tests, reports, term papers, traineeships) and examination session. In accordance with the specifics of the study course, study course programs provide for lectures, practical classes and students' individual work. Contact lessons are organized considering that students have a different experience and prior knowledge. In addition to the presentation of topicalities in the field in the form of a lecture, the acquisition of new knowledge is based on the ability to integrate knowledge from different fields, contribute to the creation of deeper or expanded knowledge, the development of methods for research or professional activities, depending on the specificity of a course in question. During the lectures, students are asked questions and encouraged to have discussions. During practical classes, on the basis of practical examples students carry out analysis, calculations and draw conclusions grounding on theoretical knowledge obtained during the study courses. Students, in accordance with the study program, do homework, make presentations and write tests, as well as independently acquire certain subjects of a course.

In order to meet the individual learning needs of students, individual consultations have been assigned an essential role (20 hours per semester). Lecturers' consultation schedules are publicly available at the RTA website and easily accessible in the faculty. Communication between students and lecturers can also take place via telephone, e-mail, Skype, e-course website (www.ekursi.rta.lv).

 At the end of each study course and in the process of its acquisition, the lecturer shall analyse the learning outcomes, student surveys are conducted. The results are discussed at the Council of Academic Direction and the General Meetings of lecturers of Academic Direction. If necessary, adjustments to the study outcomes of specific study courses are made.

Individual approach to students is provided in the following way:

- orientation and examination sessions are scheduled for the weekends; Saturdays and Sundays, between 8.00 and 20.00;
- students are provided handouts (during classes) and study course materials, available on the online course website at ekursi.rta.lv;
- in the case a student has not been able to attend an orientation or examination session for justifiable reasons, the lecturer shall agree on individual consultations with the student;
- when organising research work (selection of a topic for a study paper and diploma thesis), the sphere of interests of students (previously acquired experience in the development of scientific works), the specific nature of practical work and experience shall be respected;
- when organizing the research work (supervision of study paper and diploma thesis), students' preferences for the scientific supervisor shall be taken into account, thereby facilitating the interpersonal communication and consequently increasing the quality of the research work;
- lecturers are available to students during their consultation hours as well as for individual consultation when agreed;
- information about the changes in the study process, corrections of practical works etc. are mainly sent to students via e-mail.

To achieve the learning outcomes, the RTA library is available for students' needs, computer classrooms are available in the Academy's premises, Wi-Fi wireless Internet is freely available. Form of implementation of the study programme – part-time studies determines the personal interest of students in acquiring new knowledge and skills, increasing the level of their professional education

and competitiveness in the labour market. On the other hand, the launch of the study program for full-time studies will encourage the people who have acquired the first-level professional higher education to continue their studies and obtain second-level professional higher education, thereby increasing the level of their professional education and competitiveness in the labour market.

The RTA implements a Problem-Based Learning Approach (PBL), in the content of the study course purposefully balancing acquisition of theory with the solution of practical tasks relevant to the field. Two lecturers involved in the study program use the PBL method of "learning based on problem solutions", which is reflected in the descriptions of the courses "Marketing management" and "Project Management". In the AY 2020/2021, it is planned to acquire another study course "Strategic Communication" in the amount of 3 CP applying this method. The PBL contains the acquisition of new knowledge, intensive (including interdisciplinary) group cooperation and communication with the various stakeholders involved in the problem-solving. PBL allows students to develop competencies such as innovative thinking, self-assessment, skills to work with information, independent learning in the team environment.

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.

Not applicable

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.

Taking into account that the study programme was created by summarizing the experience of RTA in the implementation of three academic bachelor study programmes ("Management Science", "Hospitality Management", "Innovation and Technology Management") creating on their basis the programme "Business Management", here follows the evaluation of work in these three programmes. The **topics** of the bachelor's theses **cover various areas of business**: personnel management ("Organization of personnel Management in the Association "Basketball Club Valmiera"), change management ("Change Management and its Practical Application in the Company "X" Ltd.), branding theory and practice ("Brand Building Elements and their Application in Latgale Embassy GORS"), marketing ("Research and Analysis of Marketing Communications Complex in the Company SIA "XY"), financial flows ("Influence of European Union Funding on the Operation of Small Agricultural Holdings in the Baltic States"), ICT in business ("Opportunities to Use Information and Communication Technologies in Ensuring Operation of a Company"), start-ups ("Start-ups and their Development Opportunities in Latvia"), etc. The bachelor's theses evaluate and provide **proposals for the development of specific business sectors**: tourism ("Ecotourism Development Opportunities in the Latgale Region"), social entrepreneurship ("Social Business Development Opportunities in Rezekne"), sewing business ("Research of Sewing Service

Company Creation and Development in Dagda County"), real estate management ("Investment Project Evaluation: Real Estate Reconstruction and Development Opportunities"), metal processing ("Establishment of a New Metal Processing Company in Rezekne"), farms ("Risk Management in the Farm" XYZ ") and many others. A wide thematic range shows that RTA graduates purposefully plan business development and are ready to actively participate in the process of economic growth. **Geographically**, the topics of the bachelor's theses cover both the analysis of the **Latvian** economy: Latgale region (Rezekne, Daugavpils, Preili, Vilaka, Dagda, Ludza, Kraslava), Vidzeme (Madona, Valmiera), and **international** business (Lithuania, Uzbekistan). See Figure 3.2.5.1 for keywords of the topics of bachelor's theses. Since 2014, 74 graduates of bachelor's programs have defended their bachelor's theses. The lowest positive evaluation (4 points) in this period was received by 2 graduates, 5 points – by three graduates. The highest evaluations: 10 points – 5 graduates, 9 points – 15 graduates, 8 points – 21 graduate.

Figure 3.2.5.1 Keywords of the topics of bachelor'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.

Students were offered to evaluate the work of lecturers in teaching study courses, for study courses that took place in the survey semester. The students gave the highest evaluations for the fact that at the beginning of the semester lecturers introduce students with the requirements for acquiring courses (95%), positive attitude of lecturers towards students (100%), the objectivity of lecturers in evaluating students' knowledge (90%), lecturers clearly explain topics of the classes and tasks of independent work (90%), provision of study courses with visual and handout materials (85%) and provision of study courses with study literature in the library of RTA (90%). Students also had the

opportunity to put forward their recommendations for the improvement of the study programme process. The recommendations mainly concerned sports activities, planning of independent work, technical provision of the study environment and improvement of the quality of the study process.

As regards sports activities, the students noted that they would like an opportunity to use sports activities at a higher level at the academy – the academy has concluded the contract on the use of a gym, and students have access to sports activities in volleyball, basketball, etc.

Regarding the technical provision of the study environment, the students noted that they would like a more powerful internet connection at the academy, as well as noted that computers in several classrooms are outdated – connection improvements have been carried out, computers are replaced gradually every year, according to the plan.

In relation to the planning of independent work, students offer to assign group work only within the framework of practical classes. Students note that the deadlines for completing independent work in several study courses are set at the same time, which makes it difficult to complete them at high-quality – lecturers are informed about the students' opinion and group work is planned to take into account the interests of students.

The recommendations in the survey conducted in 2015/2016 indicated that students would like a traineeship. Analysing this recommendation, students were offered postgraduate traineeship opportunities using ERASMUS + mobility, which students were happy to use. The traineeship was completed in Lithuanian, Estonian and Greek companies.

In 2019/2020, students were asked to provide their assessment of the usefulness of study courses, the level of teaching, the organization of independent work and separate issues of the programme organization. When evaluating the level of use of study courses, students evaluate with high and very high the study courses that are directly related to management and business. Some students partially evaluate general study courses, for example, philosophy, political science, introduction to research, introduction to humanities, IT. Students are explained about the legal requirements regarding the bachelor's standard, as well as lecturers are encouraged to establish a connection with the field within the study course. Analysing the level of teaching the study courses, more than 90% of the respondents indicate that the level of teaching is high or very high. The lecturers are introduced to the assessments, which also enables to make self-evaluation of their work. Assessing the students' workload during independent work, it can be concluded that students devote a different amount of time to independent work. About 70% of students indicate that they spend 10-20 hours. 33% of first-year students indicate that they devote more than 20 hours to independent work, while 66% of the same course indicate that they devote up to 10 hours to independent work. From discussions with students, as well as based on the results of the analysis, it can be concluded that independent work is proportionate, but it is influenced by the personal ability of a student to complete tasks. For the creation of the content of independent work, there are developed recommendations and guidelines for the lecturers aimed at standardizing the independent work within the study course. Assessing separate organizational aspects, it must be concluded that students' opinions differ. Regarding the study programme, programme organization, availability of resources, the opinion of students is 'completely satisfactory' or 'satisfactory'. Students are partially satisfied with the offer of elective courses. In order to improve the elective options, students will have the opportunity to choose study courses from a wide list of offers within the RTA from the academic year 2020/2021. Developing the bachelor's program, there was also included a possibility for students to choose study courses from other modules, thus satisfying their study interests. Analysing the opportunities of acquiring a study course electronically, the opinion of the students differed, however when analyzing the questionnaires, which were conducted during the COVID-19 quarantine, the students evaluate opportunities of acquiring a study course very

positively. The E-course platform, Microsoft Team, Zoom, Google tools, Facebook closed groups are used as study forms.

Students' recommendations are evaluated and introduced in practice, if possible. On the recommendation of the students of the bachelor's programme, the student recreation area is additionally equipped with desks, seats, and a whiteboard to organize group work during breaks between lectures, and foreign students are provided consultations concerning organizational issues.

RTA organizes surveys on specific issues of the study process, also at the beginning of the study process. **In 2018, there was a survey to find out how students felt in the study process.** 9 students of the academic bachelor's study programme "Management Science" participated in the survey (7 women, 2 men, age 17-23). Six out of nine students indicated that they did not feel anxious or stressed while studying in the programme. They feel self-confident, secure and interested. When evaluating the study process, students are completely or partially satisfied with the classes plan, their previous preparation for studies, the information provision skills of the teaching staff. The students were partially satisfied with the amount of independent work, schedule of classes, especially concerning classes in the evenings, but the vast majority (7 out of 9) were completely satisfied with the library fund and would recommend this study programme to others. In the evaluation of the teaching staff, the students express a desire for more welcoming, sensitive lecturers. Evaluating the answers, the students are encouraged to use the services of a psychologist, which is available at RTA free of charge, as well as closer cooperation with the student self-government, which deals with solving students' adaptation problems.

The survey of graduates of RTA is organized by the study department of RTA. Evaluating the study programme, the graduates of 2017 and 2018 recommended to include in the study programme more information on such topics as strategic management, investments, bitcoin, business trends and current issues nowadays, to view management accounting issues more widely, to review the content of intercultural business relations course, to use more foreign language, practical tasks. When evaluating students' suggestions, study courses or separate topics are included in the new bachelor's study programme. The reprimand concerning a useless IT field content in the programme has been eliminated by including in the new study programme a study course "Information and Communication Technologies" (3 CP) common to all the basic study programmes in RTA, which includes topical themes such as basics of programming and security in the e-environment, and a study course "IT-based knowledge management for business innovation "in the specialization" Innovation and Technology Management ". Graduates are completely satisfied with the material and technical provision of the study programme, the acquired ability to work and analyse scientific literature. The graduates also suggested attracting more teachers who actually work in business and are able to supplement the theoretical base with practical experience, which is taken into account when developing the new study programme, at the same time emphasizing that the aim of the education is to develop personality and acquire general knowledge rather than compete in the labour market. The graduate survey data show that 80% of the work, but in other specialities as a specialist in the private sector, 20% continue their studies. The graduates of the Bachelor of Management successfully settle into the work environment. Three graduates from the total number of eight graduates in the year 2019 have established their own business, three of them work in management positions, two are senior specialists. Graduates of the Hospitality Management study programme mostly work in their specialization in Latvian and foreign companies.

Employers interviews are conducted by directly contacting them, at various meetings and events, as well as by conducting a survey using the Google tool. According to the survey of employers, employers are generally satisfied with graduates. In April 2020, the participants of the employer survey were "Vides projektu studija" Ltd., "Projektēšanas birojs Austrumi" Ltd., Rezekne Tourism

Development Center, Rezekne Branch of Swedbank JSC , "ALAAS" Ltd., "Preiļu slimnīca" Ltd., Latvian Geospatial Information Agency, "AD BALTIC" Ltd., "LATSTAB" Ltd., "Alejas investīcijas" Ltd.,

"ELRUN" Ltd., Latgale Embassy GORS / "Austrumlatvijas koncertzāle" Ltd. 80% of employers indicated that their companies have 1-5 employees, 13.3% – 5 to 10 employees and 6.7% of employers represent organizations with more than 10 graduates. As a result of the survey, it can be concluded that 100% of employers are satisfied with the professional competence of the graduates, which can be assessed very positively. When asked whether the theoretical knowledge of the graduates is sufficient to perform the duties of the position, 80% of the respondents indicated that they are sufficient, while 20% – partially sufficient. When talking to employers about the graduates, most often graduates have insufficient specific knowledge related to a specific field. Regarding the sufficiency of practical skills for the performance of official duties, 66.7% of the respondents indicated that practical skills are sufficient, 26.7% that they are partially sufficient, while 6.6% indicated that they are not sufficient. Over the last two years, graduates of management science were more and more involving in ERASMUS + postgraduate traineeship mobility, having a positive influence on their level of professional competence in terms of practical skills, which can also be seen from the survey results.   73.3% of employers believe that graduates have a very good chance to continue their job opportunities and 26.7% – sufficient, which can be considered a positive result. It should be noted that 100% of employers acknowledge that graduates show professional growth. Answering the question: What advantages do you see in the training of specialists of the relevant study programme at RTA, the employers pointed out: regional higher education institution is able to quickly respond to the changes, considering the type of specialists which required in the region and companies. Knowledge of the regional situation and the ability to model it in a global context, RTA hinders the outflow of young people from the region, and thus of an educated and teachable work resource is available, prepares competitive professionals who remain to work in the region. Regarding the graduates, it was pointed out that the graduates are a qualified workforce, motivated, result-oriented, know the laws and regulations of their field, take a responsible attitude to official duties, are able to work in a team, good knowledge, ability to apply them, good understanding of the region, well adapted to the work environment, independence, good time management and work planning. Employers were also asked to highlight shortcomings. It must be admitted that some employers mentioned that they do not see any shortcomings or, in comparison with graduates of other higher education institutions, no specific shortcomings have been established. However, it is important that employers point to the lack of knowledge of the language, sector-specific knowledge and practical skills. Employers recommended the introduction of specific filed management study courses, such as Construction Project Management. It should be noted that in the process of developing the study programme, the instructions of the employers have already been taken into account, namely, a foreign lecturer who cannot speak Latvian participates in teaching English, some study courses are implemented simultaneously in Latvian and English together with foreign students, the PBL method is used in the study process, tasks and situations from the field are given in the classes. In the process of implementation of the study programme, the possibility of including management topics of specific fields in study courses or offering it as optional study courses will be evaluated.

As the academic bachelor's study program Business Management is a new program, but it was actually developed on the basis of the existing programs and partially coincides, in the program preparation process the analysis is based on the previous accredited programs, including student surveys. Studies in the licensed study program have begun only in September 2020. Currently, the approbation examination of the study program is in the process (in accordance with the project conditions). The results of the approbation examination will be presented to the experts of the accreditation commission.

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.

Studies abroad are ensured to RTA students by inter-university cooperation agreements, for example, in the framework of the ERASMUS + program. The number of agreements is increased according to the interests of the study programs. In this study direction, RTA concluded contracts with universities in almost all European countries, which provide a wide range of choice for ERASMUS mobilities. Each student can choose to acquire the volume of studies of one semester/year and one traineeship at a partner university. See Table 3.2.7.1 for an overview of outgoing and incoming mobilities during the reporting period.

Table 3.2.7.1.

Erasmus+ mobility in the programme 2014-2019

Academic year	outgoing mobility	incoming mobility
2014/2015	2 Germany, 2 Greece	1 Germany
2015/2016	1 Czech Republic; 4 Lithuania	2 Germany, 9 Lithuania
2016/2017	7 Lithuania	2 Turkey
2017/2018	2 Germany; 14 Lithuania; 1 Poland; 1 Czech Republic; 1 Slovakia; 2 Greece	-
2018/2019	27 Lithuania; 1 Portugal; 2 Germany; 3 Estonia; 4 Greece	1 Turkey
2019/2020	2 Germany; 6 Lithuania	2 Turkey

In the period from 2017 to 2019, students involve much more actively in ERASMUS + mobilities. In order to increase the number of mobilities and develop student communication in the international environment, there are four foreign guest lecturers who teach in the framework of the study programme. Before mobility, a student together with the director of the study programme makes sure that the study courses offered by the foreign higher education institution match the courses of the RTA study programme in terms of content, planned to be acquired in the respective study semester. The courses acquired during Erasmus + studies are recognized by the RTA and the credit points earned are transferred. The study courses that cannot be fully recognized are equated to the optional part.

Statistics show a gradual increase in the number of outgoing mobilities. The number of incoming mobilities has not increased during the reporting period. In order to increase the number of outgoing mobility among students and develop student communication in an international environment, the study programme includes a study course "Business English" in the amount of 2 CP, which is taught by a guest lecturer from Lithuania. In turn, to promote incoming mobility, the

study programme is prepared for its implementation in English. Achievement of the outcomes of the study courses included in the study programme will promote the development of students' intercultural communication competencies.

Outgoing and incoming mobility refers to the analysis of the study programs included in the consolidation in the historical period (academic bachelor's study program "Management Science, Hospitality Management, Technology and Innovation Management"), as it shows the development trends and work results of these bachelor programs in this direction. In the new study program *Business Management*, mobility is available only from the academic year 2020/2021, but the 1st year students cannot yet participate in it in accordance with the ERASMUS+ conditions.

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.

RTA resources and provision are fully sufficient for the implementation of a high-quality, growth-oriented study programme. The study and science base available for the implementation of the study programme is described in Chapters 3.1.-3.3 of Part II. The contribution of cooperation partners in the implementation of the study programme is also essential in the implementation of the study programme.

Implementing the specialization of "Hospitality Management", the study programme has established productive cooperation with Utena University of Applied Sciences in Lithuania. Students and lecturers of the study direction actively use the opportunities of Erasmus + mobility, there is also cooperation in the preparation of joint teaching aids (study course materials are available at the e-courses of both higher education institutions), which is an important addition to information resources. For example, in 2015, there was issued a joint textbook of teachers from both higher education institutions (I.Arbidāne, I.Mietule, R.Jurgelioniene) "Human Resources and Career Management in the Hospitality Industry", which covers such topics as current issues of modern human capital development, human resource management functions, labour market development, organizational culture, work ethic, leadership management, career development, and other issues related to the hospitality business.

Taking into account that the study programme has been created by summarizing the experience of RTA in the implementation of three academic bachelor's study programmes ("Management Science", "Hospitality Management", "Innovation and Technology Management"), here follows the evaluation of financial basis in these three programmes.

The financial base of the study programme and the costs of the study programme correspond with the needs of the study programme and the conditions of its implementation, the sources of

financing of the study programme are identified, and the financial resources ensure the implementation of the study programme to achieve the learning outcomes. Sources of funding are formed within the study direction "Management, Administration and Real Estate Management".

Sources of financing for the study programme consist of state budget funding and student tuition fee. Tuition fee is approved by the RTA Senate's decision for each subsequent study year. The cost of a study place in the study programme "Business Management" is determined taking into account the basic cost of the study place, at the level of the study programme, its duration, form, as well as the structure and field of study of the academic staff. 1518.98 (basic cost of a study place) * 1 (Minimum Cost of study cost coefficient) * 1 (study level coefficient)=1,518.98 EUR

Funding of the science base and funding of scientific activity (performance) is not divided by study directions but directed to the provision of the scientific activity of RTA (remuneration of scientific staff, business trip expenses, grant financing, database subscription, capital expenditures) and scientific institutes, while the academic staff employed in science represents different study directions. In 2019, the revenue of the scientific activity of RTA reached almost 1.6 million euros. The funding for the acquisition of RTA library collections is not divided by study directions, because often during the study process students of several study directions use the library resources. There is a cyclical update of the most important literature within each course, but the most relevant additional literature items are updated regularly.

The student self-government receives annual funding in the amount of at least one two-hundredth of the state funding for the study process and tuition fee revenues and fluctuates around seven thousand EUR per year.

Overall, the cost for the education of one Latvian or EU student per year is estimated at 1 520.00 EUR, which does not exceed the costs of the European states for the preparation of one student in a similar speciality.

RTA estimates show that direct costs are 1 140.00 EUR for one reference student per year, indirect costs (costs for ensuring RTA operation, including RTA library, land tax, lease of premises, rent, building operation costs, phone subscription and service costs, utilities, routine maintenance, special programmes, etc.) for one reference student per year are 380.00 EUR, assuming that the number of students in a group is 15 or more.

 The tuition fee for the academic year 2018/2019 and 2019/2020 for part-time studies at the first level is 1 140.00 EUR accordingly (855.00-direct, 285.00 indirect costs).

Financial resources are used in accordance with estimates prepared by structural units and approved by RTA Rector, which are also reviewed by the Faculty Council. The tuition fee is primarily used for ensuring the education process, co-funding projects, guest lecturer wages.

The funding available for the study program can be seen in Table 3.3.1.1 below:

Table 3.3.1.1

Funding for the study programmes "Management Science", "Hospitality Management", "Innovation and Technology Management"

Financial year	2019
The thematic field for education cost coefficients: 1. Business and Administration	1

Minimum education cost coefficient	1
Education level coefficient	1
Basic costs of education (euro)	1518.98
Scholarship (euro)	145.13
Maternity leave scholarship (euro)	5.69
Sports, culture, student residence hall (euro)	13.52
Number of student places funded from the state budget	27
Funding for the number of student places funded from the state budget	41 013
Tuition fee income for ensuring the implementation of the study program	19 320
To ensure research (creative) activity of the programme academic staff	18 022
Programme funding for the purchase of literature and subscription to electronic databases	1 275

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

Not applicable

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 improvements have been observed in the composition and competence of the academic staff. First, the proportion of elected academic staff has increased from 70% in 2013 to 79% in 2020, the number of doctors has increased from 40% to 46%. If in 2013 there were 2 professors, 3 associate professors, 3 docents and 22 lecturers who participated in the implementation of the programme, accordingly there were 7 professors, 1 associate professor, 5 docents and 8 lecturers in 2020. The program involves 4 foreign members of teaching staff and teaching staff with professional experience in the specialities corresponding to the profile of the programme (accounting, insurance sector, individual business).

Significant improvements can be observed in the synergy of pedagogical and scientific work of the teaching staff. Six of the members of teaching staff employed in the Programme are experts of the Latvian Council of Science in the field of economics and business, one – in the field of linguistics. 19 (50%) of the teaching staff are simultaneously elected to pedagogical and scientific positions. The lecturers elected to academic positions actively participate in scientific conferences and publish in Latvian and international scientific journals, including preparing joint scientific publications with both Latvian and foreign researchers. All the changes in the composition of the teaching staff indicate the growth and development of the program.

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 selection of the members of teaching staff in the academic bachelor's study programme takes place in accordance with the RTA Development Guidelines for the Academic Staff, as well as on the basis of the aims, tasks, planned learning outcomes of the Programme and the principles of student-centred approach in the study process of RTA. The aim of the programme defines **three main principles** in the selection of the teaching staff:

- In order **to guide students in scientific research work**, the Programme involves teaching staff with experience in academic and scientific activities. Out of 28 members of teaching staff, 14 (50%) have a Doctoral degree, 14 (50%) have a Master's degree. Five of the teaching staff employed in the Programme are experts of the Latvian Council of Science in the field of economics and business, one – in the field of linguistics. 19 (68%) of the teaching staff are simultaneously elected to pedagogical and scientific positions. The lecturers elected to academic positions actively participate in scientific conferences and publish in Latvian and international scientific journals, including preparing joint scientific publications with both Latvian and foreign researchers.
- In order to ensure conditions for high-quality preparation of students for work in the field of business management in the public and private sectors, the Program attracts **teaching staff with experience of professional activity** in the specialities corresponding to the program profile (accounting, insurance sector, individual entrepreneurship).
- In order to ensure the competitiveness of graduates in the Latvian and international labour market, the Programme creates an **interdisciplinary, supportive, multicultural study environment**. For this purpose, 4 foreign lecturers (14%) are involved in the study programme. As the study programme will be implemented in Latvian and English, great attention is paid to the **English language skills of the teaching staff** (1 member of the teaching staff has level C2, 13 – level C1, 14 – level B2). The teaching staff involved in the implementation of the programme and having the knowledge of level B2 systematically increases the English language competence by acquiring English language courses offered by RTA or in projects. All the teaching staff employed in the study programme have previous experience in working with foreign students.

In order to increase the competence of the teaching staff, to give an opportunity to learn from each

other, the study process involves the cooperation model of study course joint teaching by the teaching staff. Almost **50% of all the study courses of the Programme are implemented and evaluation is carried out by two lecturers**. Teams of lecturers are formed according to two principles: 1) the study course is taught by one Latvian and one foreign lecturer (8 study courses), 2) a study course is taught by two Latvian lecturers who have common research interests (14 study courses). RTA ensures opportunities for international staff mobility, which are actively used by the staff of the study direction. For example, in the academic year 2018/2019, there were **57 mobilities related to the study direction of management science in the ERASMUS +** programme in Poland, Turkey, Lithuania, Spain, and other countries.

The requirements put forward by RTA for the selection of teaching staff in the academic bachelor's study programme are set in accordance with the Law on Higher Education Institutions of the Republic of Latvia, which stipulates that five professors and associate professors of RTA shall participate in the implementation of the compulsory and limited elective part of the academic programme. Although RTA has received permission from the Council of Higher Education to implement the academic bachelor's programme despite there are planned less than 250 students, the requirements for the academic staff are fully met by RTA. The program employs **5 professors (**Dr.eoc. I.Mietule, Dr oec. I.Arbidāne, Dr.philol. S.Lazdiņa, Dr.ing. A.Teilāns, Dr.ing. P.Grabusts), **1 associate professor** (Dr.oec. A.Zvaigzne)**, 2 guest professors** (DSocSci R.Subačiene, PhD V.Bartkutė-Norkūnienė). 22 (79%) have been elected to RTA from the teaching staff of the programme. See the report in Table 4.2.1.

Table 4.2.1.

An overview of the degree of the teaching staff of the programme, the number of academic positions and the election status.

	Dr.	Mg.	Prof.	Assoc.prof.	Doc.	Lect.	Lead. Res.	Res.
Elected in RTA	11	11	5	1	3	12	8	13
Guest teaching staff	2	6	2	-	0	6	-	-

The whole teaching staff employed in the programme (except for three foreign members) **Latvian is the mother tongue**. **In English** 1 member of the teaching staff has level C2, 14 – level C1, 17 – level B2.

All the elected lecturers take **professional development training "Innovations in Higher Education"** once per the elected period, receiving a confirmatory certificate required by the RTA in the election process as one of the mandatory conditions.

The teaching staff employed in the program actively conducts scientific research in their field (for a list of teaching staff publications over a six-year period, see Appendix 9). Only one lecturer – guest lecturer Mg. Lauma Žubule has no publications yet, but she is involved in the framework of 8.2.1. specific support objective "To reduce the fragmentation of study programmes and strengthen the sharing of resources" of the Operational Program "Growth and Employment", in the 2nd round of the RTA project No. 8.2.1.0/18/A/016 "The reduction of fragmentation of the study programmes and strengthening the sharing of the resources in the study directions "Management, Administration and Real Estate Management" and "Mechanics and Metalworking, Heat Power Industry, Heat Engineering and Mechanical Engineering" as a Latvian resident who has obtained a Master's degree

abroad and returned to Latvia for development of further academic career.

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

Not 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).

Not 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 teaching staff involved in the program has experience in academic and scientific work. Five of the teaching staff employed in the Programme are experts of the Latvian Council of Science in the field of economics and business, one – in the field of linguistics. The study programme has an interdisciplinary orientation, the program employs lecturers representing not only the fields of management, business and economics, but also the fields of linguistics (English, German), history, ICT, environment and social security and law. It promotes interdisciplinary research.

The involvement of the academic staff in scientific research is facilitated by the activities of the Research Institute for Business and Society Processes; in the study programme, 19 (68%) members of the teaching staff are simultaneously elected to pedagogical and scientific positions as leading researchers and researchers.

The teaching staff of the study programme in the respective fields of the study programme have presented the results of scientific research in Latvia (RTA, LU, LLU, TTI) and in other countries (Lithuania, Poland, Serbia, Croatia, Bulgaria, Ukraine, Belarus, etc.), their scientific publications are published in databases of the research papers (EBSCO, SCOPUS, Thomson Reuters ISI Web of Knowledge etc.).

The teaching staff of the RTA study programme (A. Zvaigzne, I. Kotāne) include editors of the scientific journal Latgale National Economy Research, which has been freely available on the RTA electronic website http://journals.ru.lv since 2009.

RTA scientific grants are a successful example of student involvement in scientific research:

1. In 2018, one of the tasks of the project "Mentoring Opportunities for the Development of Entrepreneurship in Rezekne Municipality" (leader A.Zvaigzne, academic staff I.Kotane and D.Znotina) was to involve RTA students in the implementation of the project by providing them with practical knowledge in scientific research. The project involved two students of the study programme "Management Science" who participated in the survey of entrepreneurs (experienced entrepreneurs with active business experience of 2 years and more, and starting businessmen) and interviews;
2. In 2017, the project "Possibilities of Using Green Public Procurement in Municipal Institutions of Rezekne County in Food Public Procurement" was implemented (manager A.Zvaigzne, academic staff I.Kotane, A.Klodane, D.Znotina). In the framework of the project, technical and economical feasibility was provided and suggestions for Rezekne Municipality to improve the implementation of GPP were prepared. The project involved three students who researched public procurement documentation, surveyed entrepreneurs and representatives of the municipality, entered and processed data, and participated in the identification of key issues, development of research conclusions and proposals;
3. In 2016, the project "Information Society Research on Control and Harm of Sosnovsky Hogweed in Rezekne Municipality" was implemented, students are involved in the implementation of the project with the aim to develop practical knowledge in scientific research. The project involved four 2nd and 3rd-year students of the study programme "Management Science", who conducted a survey of residents and experts, entered data from the questionnaires and processed them;
4. There was commenced the commissioned research "Research of the Quality of Residence of Rezekne City", involving I.Arbidāne, J.Volkova, Ē.Višķers and 1st and 2nd-year students

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 collaborative models of the teaching staff involved in the programme are broadly in line with the self-evaluation report specified in section 3.4.4 and 4.4.4. , which are common to the whole field of study. The cooperation of the teaching staff in the study programme presents several frameworks typical of the specifics of the RTA activity:

- **the cooperation of the elected academic staff – visiting lecturers** can be assessed as generally successful because the elected academic staff forms the academic core of the study programme, which is supplemented by guest lecturers. In this framework, RTA has identified a number of tasks affecting the pedagogical and methodological support of guest lecturers, especially when starting academic activities. For this purpose, RTA offers free professional development courses, which guest lecturers are not always able to use due to their professional workload. When licensing the study programme, the experts recommended

RTA to pay more attention to the involvement of guest lecturers in scientific research, therefore the issue of possible measures has been considered by the Council of the Study direction. One of the most productive activities is commissioned research, which is carried out through the Project Management and Technology Management Contact Point of the RTA. For example, in 2020, several commissioned studies are being implemented: brand development for Preiļi municipality, a study of territory population for Rezekne City Municipality, development of research on the technological process of production of plant origin products for the service recipient "Nature Line" Ltd., etc. The second possible measure in the opinion of the study direction is joint publications, work on them will be started in the fourth quarter of 2020.

- **interdisciplinary cooperation of the academic staff** – the programme employs teaching staff of different fields, who can discuss topical issues when meeting in the general meetings of the study direction. Particularly productive cooperation for the study programme is with the study direction "Production and Processing" both in the fields of production logistics and food production. Lecturers conduct joint research, which is the ground for joint publications.

- **cooperation of teaching staff and support staff** [..] The cooperation of the teaching staff and ICT specialists is especially important for the implementation and development of the study programme, ensuring the cooperation of the teaching staff and general staff during the remote studying due to pandemic. RTA has created its own internal document management system, which also contains cooperation planning and control options. In RTA, the greatest part of cooperation models during the emergency is ensured using the Microsoft Team platform.

- **cooperation between teachers and students.** In March and April 2020, as a result of the influence of Covid-19 pandemic, the authorities declared an emergency situation in Latvia, which determined the priority of new cooperation models. The study process at RTA was implemented remotely, using all the possible remote communication tools. In RTA, the dominant communication portal was the website of study courses ekursi.rta.lv, as well as online tools Microsoft Teams, Zoom, WhatsApp, Skype, etc. At the moment of submitting the self-assessment report, the RTA has developed the procedure for implementation of distance learning and the first evaluation of the distance learning stage is being performed.

At the time of submitting the self-assessment report, the ratio of the number of teaching staff and students as an average value is considered to be the one in the academic bachelor study programmes "Management Science" and "Hospitality Management", on the basis of which the new programme "Business Management" is established and which is going to commence its operation in the autumn semester of 2020. The ratio of the number of teaching staff to the number of students in the program "Management Science" is **15**, acquired by dividing the number of FTE of the students in the programme (12.8) by the number of FTE of the teaching staff (0.85). In the joint study programme "Hospitality Management", the ratio of the number of teaching staff to the number of students is 11, achieved by dividing the FTE of the students (5.2) by the FTE of the teaching staff (0.5). The average value of both programmes is 13 students per 1 lecturer in terms of PLE. According to OECD data, the average indicator of Latvia to other OECD countries is 16.6.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	STUDENTI ENG.docx	STUDENTI.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	Atbilstība valsts izglīt standartam ENG.docx	Atbilstība valsts izglīt standartam.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	Biznesa vadiba_kartesana ENG.xlsx	Biznesa vadiba_kartesana _LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Splans ENG.docx	SplansLV.docx
Descriptions of the study courses/ modules	4.pielikums EN.docx	4.pielikums LV.docx

Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma paraugs.docx	Diploma paraugs.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	Nodrošinājums turpināt izglītību.docx	Nodrošinams turpināt.edoc
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	CERTIFICATION.docx	zaud.komp.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.	apliecinajums svesvalodas prasmes.docx	apliec. val.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	AL 55.pants ENG.docx	AL 55.pants.docx
Sample (or samples) of the study agreement	studiju līgums ENG.docx	studiju līgums.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.	AIP.docx	AIP atzinums.docx