

Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: RISEBA University of Applied Sciences

Study field: Management, Administration and Management of Real Property

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Summary Assessment of the Study Field

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RISEBA University of Applied Sciences (RISEBA) study field “Management, Administration and Real Estate Management” has clearly defined goals that match the university strategy. RISEBA is led by a professional team of top managers who clearly understands the strategic position of the university in the educational market.

RISEBA has developed its quality policy in line with the EFQM Excellence Model, which integrates ESG internal quality assurance standards and guidelines across all of RISEBA strategic priorities. RISEBA has developed and maintains a quality assurance system that contributes to the achievement of the aims and learning outcomes of the study programmes and study field. The system ensures continuous improvement, development, and efficient performance of the study field and its study programmes. The procedures for the development and review of study programmes of the study field and the feedback mechanisms are well defined and logical. RISEBA collects and analyses the information on study programmes of the study field on a regular basis and uses it to improve the study field. The students and graduates of all programmes rate the work of administrative and teaching staff very good and seem satisfied with RISEBA’s services.

RISEBA provides all necessary provision and facilities needed to ensure a high-quality study process. RISEBA has a strong and modern IT infrastructure, which supports documentation, all information, customer service and study process. There are a wide range of internal regulations and procedures that give adequate support to teaching staff and students.

RISEBA has set scientific research fields, which correspond to the university profile and aim and are relevant for the development of the study field.

RISEBA has included the development of cooperation and internationalization in the strategy of the study field. There is a strong cooperation between the study field and industries that ensures contemporary curricula and development of practical skills and competences necessary for further employment on the labour market. However, there is not sufficient incoming and outgoing mobility of students and very low mobility of teaching staff.

RISEBA has developed a very complex Quality Assurance system to ensure continuous improvement of the relevant study programmes, with a quality policy, publicly available on the homepage - only in Latvian language.

The homepage contains quite limited information about quality. Processes, procedures, rules are presented, but the results are not available to all stakeholders. Information collection and processing procedures are good, but systematic communication of results and actions with stakeholders is lacking.

The study field offers a wide range of specializations.

The aim of the fifth level professional higher education study master programme “Management Psychology and Supervision” is to provide professional studies compliant with the requirements of ANSE (Association of National Organizations for Supervision in Europe) and the profession standard and to train highly qualified experts, i.e., supervisors/consultants who are competitive both in Latvia and abroad. Programme design and content of the study courses correspond to the market requirements. Teaching staff is highly qualified and engaged in various industries. Development of student personalities, improvement of supervisors’ skills and competences, and practical activity of students are considered especially important. As the programme was launched only during the 2015/2016 academic year, the total number of students has increased almost fourfold (SAR, Annex 1).

Bachelor programme “European Business Studies” has several strengths. RISEBA has developed a model, which determines the set of competencies in the selection, evaluation and remuneration of employees. RISEBA has developed an Academic Personnel Policy, which provides guidelines for careful selection of staff, regular training and professional development.

The professional master study programme "International Business" aims to provide comprehensive knowledge and professional competence needed to thrive in an international entrepreneurial environment and to foster new skills and the ability to set up and lead a company, manage human resources and projects, and expand operations in the changing international business environment. The programme is conducted in English in the form of full-time studies.

The professional bachelor study programme "Business Management" is based on the current demand for the labour force with higher education in the labour market. The aim of the study programme is related to the tasks of the study work and the courses of the study programme are created in a certain order. The intended results of the programme or learning outcomes are formulated as knowledge, skills and competences. Learning outcomes and admission requirements are interrelated.

Joint doctoral programme "Business Administration" has 2 partners (in 2015 the third partner, Ventspils University College withdrew from the programme) RISEBA and BA School of Business and Finance. The meetings with the management, programme director, students, graduates and teaching staff showed that the changes in the content of the programme were in line with the students' expectations upon admission, with the aim and objectives of the programme and with employers' expectations.

The academic bachelor study programme "Business Psychology" provides bachelor's degree in social sciences in management and administration. Admission requirements are in line with requirements from legal acts. Based on the statistics, there is a stable demand from students regarding this study programme, including in distance learning, full time and part time studies.

The professional master programme "Business Management" has several strengths, like clear admission regulations, clear linkage between the programme aims and expected outcomes. There is a clear linkage between the aims of the programme giving the students in-depth knowledge of business management and the expected outcomes in terms of knowledge, skills and competences. Meeting with students, and meeting with teaching staff confirmed this alignment.

The name of the master study programme "Strategic Business Management" and the professional qualification "Professional master's degree in Management Science" to be acquired, learning outcomes, and admission requirements are properly and logically interrelated. The goal of the programme and the task of programme is very similar. The admission process published on the homepage is not very clear.

The professional master study programme "Health Management" provides a master's degree in health management and professional qualification - Organization Manager. The aim of the study programme is to prepare high level professionals (CEO, managers) in the health industry. The name of the programme, the degree and aim of the programme are logically interrelated. Also, two objectives are logically linked with the learning outcomes. There are full time studies available in Latvian and English. Master's study programme "Health Management" was implemented in cooperation with Rīga Stradiņš University (RSU), which provides specific healthcare study programmes. Overall, RSU covers specific study courses in healthcare and RISEBA study courses regarding management.

The master study programme "Project Management" is designed in accordance with the principles of the Bologna Declaration. The content of the programme is based not only on the project manager's professional standard (December 2019, protocol no. 8) in Latvia, but also taking into account the latest project management issues in the world. The aim of the study programme is related to the tasks. The intended outcomes or learning outcomes of the programme are formulated as knowledge, skills and competences. Learning outcomes and admission requirements are interrelated.

The professional master study programme "Human Resource Management" ensures a professional master's degree in Human Resource Management and a qualification of Organization Executive. Programme has several strengths, like strong connection to professional national and international bodies and business entities, regular updates of the programme in accordance with the latest

knowledge of the profession and the needs of users.

1. Management of the Study Field

Analysis

Management, Administration and Management of Real Property is an important area of RISEBA strategy, and the study field is aligned with its goals, namely, of increasing the number of international students and research internationalization. RISEBA is aware of the market needs and is agile in adjusting the study programmes.

During the visit (Meeting with management and meeting with the director of the study field) it was noticeable that, in accordance with the RISEBA strategy and its priorities, the study field has defined specific strategic goals and tasks, as well as deadlines, methodology and criteria for determining the fulfilment of tasks.

Formal procedures of the study direction and attestation in meetings during site visit confirm that the content of the implementation of the programmes is reviewed, analysed in comparison with the competitors, improved based on the opinions of students and graduates, as well as the recommendations of industry specialists. The compliance of the study field programmes with the requirements of the national economy was also confirmed (Meeting with employers).

The study field formal structural schemes seems adequate. RISEBA has a Programme Committee by study programme with business representatives, which is a good practice to improve quality and efficiency of study programmes.

RISEBA has established a system and developed and implemented procedures for the admission of students, recognition of study periods, professional experience, and previously acquired formal and non-formal education. Admission rules are in accordance with law and are approved at the University Senate meeting. Recognition of study periods, professional experience and previously attained formal and informal education complies with regulations and all the decisions are made by a commission.

The structure of the management (administration) of the study field and the relevant study programmes are oriented towards the development of the study field, as well as, for the evaluation of the achievements and learning outcomes of the students, and these procedures are logical and efficient. Decision-making is efficient. The support provided by the administrative and technical staff contributes to meeting all needs with regard to the relevant study programmes of the study field.

RISEBA has developed an Academic Integrity Code where academic principles of integrity are clear, as well, as the sanctions for plagiarism. RISEBA has a computerized plagiarism control system.

Regarding public information, namely through RISEBA homepage inconsistencies are notable. According to SAR (p.66) information in the contents of the RISEBA homepage is reviewed and, if necessary, revised before each admission, even in cases where significant activities have taken place in programmes. On the other hand, in SAR (p.87) the university understands that it is possible to achieve better results with regards to compliance with standard requirements by posting the following information on the homepage: learning and assessment procedures, minimum pass grades, information about employability of graduates, expected programme learning results.

In fact, an analysis to RISEBA homepage makes evident that not all information is accurate (e.g., The area dedicated to Business Management undergraduate studies has the title of Business Studies). Also, the homepage lacks all relevant information for prospective students mentioned in SAR (p.87) regarding learning and assessment procedures, minimum pass grades, information about employability of graduates, expected programme learning results.

Conclusions. Strengths and weaknesses

RISEBA has a well-designed system in terms of structure as well as management of the study field. Study field is aligned with the RISEBA strategy. The aims of the study field are clearly defined and attainable. The study field and the relevant study programmes comply with the main fields of the strategic development of the higher education institution/ college and meet the needs and the development trends of the society and national economy.

Strengths

1. Agility in adapting the programmes to the market needs.
2. Adequate management procedures.
3. Existence of a Programme Committee for each study programme that includes business community representatives.

Weaknesses.

1. Scarce information about the programmes of study field on the RISEBA homepage.

2. Efficiency of the Internal Quality Assurance System

Analysis

RISEBA has developed a very complex Quality Assurance System that ensures continuous improvement and covers processes and procedures and provides for formal communication between stakeholders in order to identify in a timely manner any possible weaknesses in the functioning of the institution and its programmes and to take appropriate remedial action (SAR, 2.1). Programme management and content are specified and for almost every activity or process the instructions are written (e.g., Updating process for course description or regulation of the Study Programme Council, etc.). Also, the management structure of a study programme is specified in detail, and contains some good practices, like peer evaluation of teaching, complex annual assessment of employee competencies and Code of Ethics with appropriate regulations are in place. Reviewing of study programmes defines decision making bodies and regulations on SARs and surveying procedure. Some stakeholders (students) are engaged regularly, while others (alumni, employers) are not engaged every year, which does not provide real-time suggestions.

The process of data collection and processing of results is well defined, while the formal discussion of the results and changes is more related to teaching staff. Students and other stakeholders (as confirmed in interviews with alumni, employers, students) are poorly informed or not at all. The report (SAR) is not available to the outside public on the RISEBA homepage.

RISEBA has implemented an extensive surveying system that serves in acquiring feedback from the following stakeholders - students, alumni, employers and internship providers. Study course evaluation surveys are distributed after each course, while the survey evaluating the study programme is distributed once, at the end of an academic year (SAR, p.75-77). The student survey results are incorporated in the faculty member assessment criteria and directly affect a faculty member's remuneration, but only such survey results are considered, when at least 25% of students have participated (Procedure of RISEBA Faculty Member Assessment). Students are aware of their evaluation's impact on the professor's salary and were able to recall changes implemented in the study course as a result of their given feedback. They were confident that their evaluation is taken into account (Meeting with students). This might suggest a too great influence of student satisfaction on the faculty member's salary, which might skew the lecturer's motivation towards employing more enjoyable and less effective study methods, however, the faculty member assessment guidelines consist of 26 other criteria, apart from the student survey results. Moreover, according to the study programme directors, the student reflections and recommendations are firstly discussed with the respective faculty member. The lecturer then has a chance to adjust their

approach and introduce more interactive and entertaining study methods, prior being exchanged (Meeting with directors of study programmes).

The intern is assessed via employer's review of the student, which is submitted together with the internship report, and in the other field - the Internship Commission assesses the student report of the internship and its alignment with the learning outcomes (Meeting with the directors of study programmes).

The employer input regarding study programme content is mainly acquired via employer surveys and their participation in Programme Committees. The feedback from employer surveys has been incorporated in the study programme development, for example, implementing a larger focus on problem solving skill development through case study analysis (SAR, p.343). During the meeting with employers, one of them could confirm having participated in a Programme Committee and providing reflections on the industry, its future and best practices.

RISEBA's Internal Quality Assurance System is implemented in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). According to SAR (p.83-87), most standards set forth in Part 1 of the ESG have been met, however, some of them, namely, internal study process accessibility to students, resources and infrastructure and public information, are identified as such that could be possibly improved.

The policy for quality assurance is developed in accordance with RISEBA's values (SAR, p.83) and available on the homepage in Latvian language. A procedure is also in place for design and approval of study programmes (Regulation for Developing, Amending and Closing a Study Programme). Decisions regarding the development of a new study programme or closing a programme are made by RISEBA Management Group. Study results are defined in the course descriptions and students are introduced with the course description, learning outcomes and assessment criteria in the first lecture of the course, moreover, students in the first lecture are given an opportunity to influence study course content and study methods (Meeting with students). Students and employers can influence the study programme content via Programme Committees that consider student survey results and invite employers for a discussion regarding trends in industry (Meeting with employers). Students can submit complaints and proposals according to the "Procedure for Examination of Complaints and Proposals". Both the procedure and the complaint-proposal form are available in RISEBA homepage.

RISEBA has regulations for the student admission, matriculation, study process, recognition of non-formal and informal learning (doc.riseba.lv, SAR, p.84). RISEBA has recognized a possibility to make the internal study processes more accessible to students and a process is currently in motion to make respective improvements (SAR, p.84).

In respect to teaching staff, RISEBA has developed academic personnel policy that ensures clear, transparent and fair processes for staff recruitment. teaching staff are also provided with continuous improvement opportunities, remuneration systems encouraging scientific activities and are provided with support to incorporate technological resources in the study process (SAR, p.84).

RISEBA is committed to continuously improve the facilities and study environment (SAR, p.85).

RISEBA collects, analyses and uses various statistics for quality assurance purposes like drop-out rate, enrolment, graduation, employment statistics (SAR, p.86). Particular emphasis is put on student satisfaction that is measured through study course and study programme surveys. Although the student survey summary and results are not shared with the students in an organised manner, they still feel confident that their suggestions are taken into account (Meeting with students).

As also recognized by RISEBA, the compliance with ESG Part 1 criteria 1.8 "Public information" can be improved as for numerous study programmes the respective learning and assessment procedures, minimum pass grades, information about employability of graduates and expected programme learning results are not available in RISEBA homepage (SAR, p.87, homepage). At times the published information was not accurate and up to date as noticed during the accreditation. From the perspective of the prospective students, clear and accurate information about the study

programmes is crucial when making a decision to apply and enrol in a particular programme. Thus, it would be of importance to follow the information published in the homepage and ensure that it is comprehensive and accurate.

The study programmes are regularly monitored and reviewed via Programme Committees that involve student and employer feedback (Meeting with employers, Programme Committee Regulations). RISEBA also prepares an annual study programme SARs (SAR, p.87). However, the results of these annual assessments are not available on the homepage, thus it would be beneficial to publish them in order to inform the respective stakeholders.

RISEBA undergoes several external quality assurance procedures. Apart from the accreditation by Ministry of Education and Science of the Republic of Latvia, RISEBA has acquired international quality accreditation of the Central and East European Management Development Association (CEEMAN) and two EPAS accreditations from the European Foundation for Management Development (EFMD) (SAR, p.87). According to the Head of Quality Assurance, RISEBA also plans to externally certify their internal quality management system according to the EFQM model.

Conclusions. Strengths and weaknesses

RISEBA has developed a very complex Quality Assurance System to ensure continuous improvement of the relevant study programmes, with a quality policy, publicly available on the homepage - only in Latvian language. Several good practices are in place. The homepage contains quite limited information about quality - processes, procedures, rules are presented, but the results are not available to all stakeholders. Information collection and processing procedures are good, but systematic communication of results and actions with stakeholders is lacking.

Strengths:

1. Open to improve the quality system and to build a quality culture at RISEBA.
2. Good system of gathering several sources of data (surveys for students, for alumni).
3. Understanding that the complexity of the QAS at RISEBA may be counterproductive.
4. Some good practices of quality improvement, as are peer evaluation of teaching and complex annual assessment of employee competencies.

Weaknesses:

1. QMS is very complex, with a lot of materials - based on that, not all stakeholders can understand the value of this system.
2. Information about quality reports (SAR and others) is not available to all stakeholders. As a result, many of them don't understand its content and value.
3. Stakeholders do not see and understand their role in QAS.
4. The student survey summary and results are not shared with the students in an organised manner.
5. Study programme assessment reports are not publicly available for student and other stakeholder information.
6. Information on the website about study programmes is not consistently followed, which leads to inaccurate information.

3. Resources and Provision of the Study Field

Analysis

RISEBA has developed a system to determine the financial resources required for the implementation of the study field and the relevant study programmes. Based on the Annual report provided by RISEBA, the university has a sustainable financial situation.

Based on the information provided in SAR, every year the financial resources required for the implementation of the study programmes are approved by RISEBA's management. RISEBA's management is responsible for control over the expenditure of financial resources.

In accordance with the income structure, 80% of income is from tuition fees, but at the same time RISEBA actively participates in various projects/programmes (for example, EU funded projects). RISEBA has developed motivation system not only for students (there are 18 budget places available in each course for full-time daytime section students), but also university encourages teaching staff to develop scientific research work (there is a link between research activities and motivation system of teaching staff), pays about the trips to participate in international conference and scientific publications etc.

During the site visit (Meeting with management), management members demonstrated readiness to implement a new financial management system, because there is a place for improvement in management accounting procedures (e.g., allocations of costs per programme).

During the site visit, representatives from RISEBA introduced experts with premises and technologies, also the quality of support premises (hall, premises for lectures from abroad, etc.) is high. Based on the interviews with students, teaching staff and alumni there are a wide range of e-resources, books, professional games available in the study process. Based on the additional information provided by RISEBA, experts conclude there is a significant increase in library budget in the last 3 academic years (for example, RISEBA invests more than EUR 27.000 per year in e-resources, more than EUR 16.000 in books per year). There is a positive tendency in respect to budget allocation for electronic resources, which are prioritized over books and periodicals (Library budget). Seven different electronic resources are provided, and databases can be accessed remotely (Meeting with library staff), which is of particular importance to distance learning students and students studying remotely due to Covid-19 restrictions. Some students were hard-pressed to name databases they use, others mentioned Emerald and EBSCO databases (Meeting with students). RISEBA provided statistics for EBSCO use, which comprised 17465 sessions during the calendar year 2019 (EBSCO 2019 Report). However, such a time-intensive system as IBM SPSS Statistics (Statistical Product and Service Solutions) is not accessible remotely (Meeting with library staff), which is a disadvantage for distance learning and remote learning students.

Based on information in SAR, RISEBA has developed a systematic approach on selecting valuable resources for study programmes. Although there is a place for improvement in development a systematic approach on analyses of usage of e-resources (that would help to analyse effectiveness of investments in e-resources).

RISEBA has developed Academic Personnel Policy, whose aim is to ensure that the academic personnel combine high scientific and professional working competences with teaching and organisational work skills and that they are internationally and locally recognized authorities and industry experts. This policy also states that the proportion of academic personnel with a Doctoral degree should be 70%. According to SAR (p.107), this proportion is 77.4% as 41 out of 53 elected faculty members hold a doctoral degree. Full-time elected personnel must conform with both academic and teaching qualifications, namely, they must have acquired doctoral or at least master's degree, have performed scientific research, have professional experience and teaching experience coupled with highly rated teaching competences (Academic Personnel Policy, Meeting with the directors of study programmes). The pedagogical competences of the academic personnel are regularly assessed via student surveys and peer-review evaluations. The faculty members are assessed annually according to the criteria for scientific, artistic, pedagogical qualification and organizational competence as described in the Procedure of RISEBA Faculty Member Assessment. These procedures ensure the attraction of highly qualified teaching staff. Additionally, in order to reach this goal, RISEBA monitors industry trends, offers competitive salary, social guarantees and opportunities for professional development (SAR, p.109).

In order to improve the academic personnel's professional and didactic competences, RISEBA in an

organised manner provides regular methodological seminars, which are planned according to developments in higher education and RISEBA's study process (SAR, p.103). 50% attendance of the provided methodological seminars is compulsory or can be substituted with relevant international activities (SAR, p.104). This procedure ensures continuous improvement of the academic personnel's professional and pedagogical skills and competences and regular assessment of the improvement measures.

Even though the requirements and the assessment criteria pertaining to academic personnel's activities are quite comprehensive, the teaching staff did not mention their workload to be challenging (Meeting with the teaching staff). The workload of visiting professors consists of their planned academic workload, while the workload of academic personnel consists of their planned academic workload and research workload (SAR, p.106). The research activities are encouraged by the academic personnel's evaluation criteria, which include a differentiated remuneration system for research articles published in international databases (SAR, p.107).

In respect to mobility, the international faculty mostly arrives during International Weeks and the outgoing faculty also aim to participate in International Weeks organised by partner universities (SAR, p.109). RISEBA has defined challenges pertaining to incoming and outgoing mobility, which include learning outcome and study method alignment, fitting in the outgoing mobility in the already established lecture schedule and limited financial means. The outgoing mobility might be further supported as not many instances of such activities were observed.

A support structure has been developed in respect to the incoming and outgoing student mobility. Foreign student support includes a local support buddy and an immersion week (SAR, p.111). Foreign students mention that the experience is successful, and they feel comfortable with the immersion process (Meeting with students). Outgoing student experience has also been successful and well-coordinated, the process of grade transfer and course recognition facilitated by study programme directors (Meeting with students).

The support for distance learning students includes not only remotely accessible databases and Moodle platform with course information and content, but also professors are freely accessible for consultations (Meeting with students).

RISEBA puts strong emphasis on helping their students with internships and careers. RISEBA Career Development Centre offers internships and jobs, which are also published in RISEBA homepage and the career portal karjera.riseba.lv. Students are also provided with resources for career development, such as career choice tests, advice on CV compilation (SAR, p.290) and a training course "How to Start and Develop Your Career", all of which are freely available on RISEBA homepage. RISEBA also hosts "Career Days" - an annual compilation of seminars, guest lectures and opportunities to meet prospective employers (SAR, p.290). "Career Days" in 2020 are held remotely due to Covid-19 restrictions (RISEBA homepage). Students are also free to approach the Student career specialist, who can also provide career coaching services (Meeting with the director of the study field). As the study field provides mostly professional study programmes, such emphasis on professional development is rational.

Student support during the study process is provided by the administrative staff, faculty members and a specially designed curator and students have the additional benefit to work on their personal development through several study courses that include psychology elements (SAR, p.110-111). However, psychological services provided by a neutral party, which is not directly or indirectly involved with a student's study process, are not available.

In respect to disabled students - the building in Durbes street 4 is adapted to people with disabilities, while the buildings in Meža street 3 and Meža street 1/6 are not (Tour around facilities). RISEBA has a strong support structure in place for its students, however, from the viewpoint of students with special learning needs and disabilities, general anxiety and stress and time management difficulties, the study environment might be improved with appropriate psychological support.

Conclusions. Strengths and weaknesses

Based on the information in SAR and facts received during the site visits, there are appropriate resources available on the implementation of the study field. Development of electronic archive and archiving systems in future could be very valuable, because there is a significant increase in the number of e-documents.

Strengths:

1. Sustainable financial situation.
2. A significant increase in library budget and resources in the last 3 years.
3. Premises for organisation of study process and support activities are appropriate.

Weaknesses:

1. The introduction of the new financial information system is only in the implementation phase and detailed information about cost allocation on study programmes are not available.
2. The systematic approach on analyses of usage of e-resources is not in place.
3. No provision of psychological services provided by a neutral party, which is not directly or indirectly involved with a student's study process.
4. Time-intensive IT programs that are involved in the study process (e.g., IBM SPSS Statistics) are not currently available remotely, limiting the students' remote learning experience.

4. Scientific Research and Artistic Creation

Analysis

The fields of scientific research and/or artistic creation in the study field comply with the development aims of RISEBA and are relevant to the study field and the relevant industry. The strategy of scientific activity of the study field follows from the general Science Development Strategy of RISEBA. Research for management direction approved by the Scientific Committee in 2018 is aligned with the study field and programmes. Research is organized in 3 umbrella areas, namely, Innovative Business, Finance and Strategic Management (SAR, p. 113).

The Scientific Strategy of the Faculty of Business and Economics for 2019-2025 reinforces the faculty focus on increase of research and its dissemination, namely by goals to increase the number of internationally scientific articles and to increase participation of faculty members in various projects (SAR, p.113).

In meeting with the study field director and meeting with employers RISEBA's research relevance for the business and market is evident as stated in RISEBA vision to provide the academic environment, society and policy makers with meaningful research results for the development of Latvia.

RISEBA has developed adequate mechanisms for the involvement of the teaching staff in scientific research and/or scientific creation, namely through qualification policies of recruitment and incentives to research. Orientation for research for an academic career in RISEBA is evident from the Academic Personnel Policy and the Regulation regarding Election to Academic Positions. As a result, there has been an increase of highly qualified teaching staff. According to SAR (p.112) in the management direction, there are 53 faculty members, of which 38 have a PhD degree and during the reporting period, the size of the faculty increased considerably, as 18 faculty members with a scientific degree were re-elected as docents, associate professors and professors. Of the above, 5 members of the faculty are from abroad, namely Czech Republic, USA, France, Bosnia-Herzegovina and Germany. Since 2019, 7 lead research fellows and 11 research fellows have been elected in the management direction. 14 faculty members are experts of the Latvian Council of Science. Research activities are also effectively encouraged by RISEBA policy of materially stimulating high level publications and creative work, paying for the participation of teaching staff at academic

conferences, paying for editing of research papers, awarding paid vacations to prepare dissertations, etc. (SAR, p.98). Teaching staff finds this encouraging and is well aware of the need to increase publications and research projects, namely international (Meeting with teaching staff).

RISEBA has a clear procedure for how research work is applied for and planned. Scientific research and/or artistic creation and the outcomes thereof are integrated in the study process in the study programmes of all levels and students of all levels are involved in scientific research and/or artistic creation.

In accordance, during the visit, it was confirmed that at the beginning of both bachelor's and master's studies, students are informed about the importance of research skills in career development, as well as the opportunity to study for a doctorate. The topics of the final theses in each study programme form several thematic groups according to the needs of the labour market.

After graduating from the master's programmes in Management, Administration and Real Property Management, students have the opportunity to continue their studies in the RISEBA doctoral study programme "Business Administration".

During the visit, it was concluded that the topics of students' final research papers follow from the research fields formulated at the Faculty of Business and Economics. In this way, the students of the faculty can also contribute to the research work.

Lecturers, in cooperation with colleagues and students, regularly prepare scientific publications, which are published in collections of articles in internationally cited databases.

Also, during the visit, students reinforced the importance given to the annual RISEBA International Student Research and Artistic Creativity Conference "Changing World - Search for New Solutions" is organized at the University, with about 100 students and a separate section dedicated to presenting students' work in economics and finance.

Students are offered opportunities to participate in projects implemented by RISEBA, for example, since 2019 in the ERDF project "Development of value-based skills for increasing human capital" 1.1.1.1/18/A/151.

As it was established during the visit, the lecturers have developed monographs, methodological tools, created collections of scientific articles, as well as their scientific research interests are closely related to the study courses they teach. Management research is interdisciplinary as it covers business, finance, economics, marketing, psychology and other fields. Scientific research and results are integrated into the study process in study programmes of all levels.

Since 2014, the university has been publishing the scientific journal "Journal of Business Management", ISSN 1691-5348 twice a year. In this scientific journal, the teaching staff of the Management Studies Department has published joint scientific articles in cooperation with students.

The recommendations developed as a result of the final work are implemented in organizations to improve their performance and promote the achievement of goals.

Participation in the implementation of projects is facilitated by the qualification of the teaching staff, experience in the preparation and implementation of project applications, as well as a network of foreign cooperation contacts.

As it was concluded during the visit, great attention is paid to the development of innovative study content and the application of innovative study methods, following the latest development trends in the field. An important part of the study process is in the Moodle system (E-RISEBA), in which the teaching staff places study materials, as well as provides interactive communication with students - places information about the results of tests, self-tests, etc.

Teaching staff regularly update their knowledge in the application of the latest teaching methods. For example, each year teaching staff have the opportunity to participate in a two-week CEEMAN summer school.

Conclusions. Strengths and weaknesses

The long-term goal of the University's science development is to ensure scientific excellence in research fields, to provide the academic environment, society and policy makers with meaningful research results for the development of the Latvian state and the fields of research go accordingly. Involvement in research is a priority for RISEBA which is evident from mechanisms developed to involve and motivate teaching staff and students at all levels.

The University organizes scientific research works and attracts scientific and other projects in accordance with the accredited study fields. Lecturers, in cooperation with colleagues and students, regularly prepare scientific publications, which are published in collections of articles in internationally cited databases, as well as participate in international research.

Teaching staff regularly update their knowledge in the application of the latest teaching methods.

Strengths

1. A scientific journal is published twice a year ("Journal of Business Management").
2. Support system for innovative solutions on the study process either by Moodle system (E-RISEBA), and by training of teaching staff on the latest teaching methods.
3. Specific training for teaching staff and a motivation system to encourage research activities with annual assessment.
4. Policy of involvement of students from all levels of studies in scientific research. Starting at bachelor's and master's studies, students are informed about the importance of research skills.
5. RISEBA pays for conference attendance for academic staff.

Weaknesses:

None

5. Cooperation and Internationalisation

Analysis

RISEBA has included the development of cooperation and internalization in the strategy of the study field. Strong cooperation with different institutions from Latvia and abroad has been developed. All graduate and undergraduate programmes of the management field have signed cooperation agreements with various cooperation partners (see descriptions of study programmes in SAR). The main partners are other HEIs, private enterprises, governmental organizations and professional organizations.

Based on the outside visit, it was concluded that representatives of employers are members of Programme Committees and employers provide internships to students. Based on discussions with representatives of employers and professional organizations, experts concluded that said representatives are involved in the committees of qualifications papers' defense, discussions on the results of the internships, and as guest lecturers.

Based on the SAR, RISEBA is an active member of several international and local organisations - European Management Development Fund, CEEMAN International Association for Management Development in Dynamic Societies, Association to Advance Collegiate Schools of Business, different Latvian professional organizations, etc. (<https://www.riseba.lv/index.php/lv/par-riseba/sadarbibas-partneri>).

According to the SAR, RISEBA takes place in ratings and indexes. For ex. four-palm category of Eduniversal ranking of business schools and universities, gold category of the sustainability index, member of EDAMBA.

The experts commend RISEBA's efforts to improve its standing on an international level.

As it was established during the discussions with the student, they can get a double degree, possibility to study in a bilateral exchange programme, use ERASMUS+. Unfortunately, mobility possibilities are not used very often: in 2018/1 there were 24 incoming students, 130 outgoing and

16 traineeship students.

Attraction of foreign students and faculty to RISEBA is regulated by specific documents adopted at the RISEBA: the internationalisation strategy, annual admission regulations, and a procedure for admission of foreign students. During the visit the experts made sure that studies are offered in 3 languages - Latvian, English and Russian (note that studies in Russian are only available to already enrolled students). There were 242 foreign students studied in the field (SAR, Annex 12) in 2018/19 and 262 (9%) foreign students in 2019/20 (documents provided by RISEBA).

As concluded based on the visit, RISEBA pays great attention to attracting teaching staff from other countries, for example, US, France, Bosnia-Herzegovina, Czech Republic, UK, Germany.

Management students studying in Latvian or Russian are free to take optional courses of RISEBA study programmes in English.

All professional undergraduate and master's programmes have compulsory internships. There are internship rules, approved by the RISEBA Methodological Council (SAR, Annex 14).

In addition to professional internships required during academic programmes, students also have an opportunity to participate in the Erasmus+ internship mobility facility (SAR, section 5.3). During the meeting with students' experts clarified that students choose their internship organisations independently or with programme director help or approach a Student Career Counsellor of RISEBA Career Development Centre. The evaluation experts identified that RISEBA has cooperation agreements, which ensure internship places for the students. Permanent cooperation with employers (Swedbanka, Rietumu Banka, Evolution Latvia, Accenture, etc) allows RISEBA to provide the students with the places for internship. For the students of the Programme "European Business Studies" at the end of the second study year, there is a one-month linguistic internship in France to improve their French language skills.

Total number of mobility internships in 2018/19 - 74 (SAR, Annex 13).

RISEBA has signed more than 130 cooperation agreements with European and third-country universities and colleges about student and staff cooperation possibilities in specific academic fields. According to the interviews, when RISEBA selected for a mobility project, several criteria are taken into account, for example, similarity of the programme, ability to ensure mobility, ability to conduct common research, and the standing of the partner university or college. The partners are attracted through the contacts of staff in international congresses, meetings and seminars.

Direction has 105 partner universities and colleges in 33 countries (SAR, Annex 11). The cooperation includes different events, guest lectures, providing information about further education.

Two joint programmes (the Master's programme "Health Management" and the doctoral programme "Business Management") and two double-degree programmes ("European Business Studies" and "International Business") are offered in the management field (SAR p.52).

Joint doctoral programme "Business Administration" has 2 partners (in 2015 the third partner, Ventspils University College withdrew from the programme) RISEBA and BA School of Business and Finance. Joint master programme "Health Management" has 1 partner Riga Stradins University. Selection of the partners complies with the aims of RISEBA and strategy. During the visits, experts could see a big interest from all parties to provide the best studies materials, courses, study cases.

In double-degree programmes, students can spend a part of their time in the partner university or college, and the length of this stay depends on the chosen university and programme. By passing the required exams and defending the thesis in both universities, a double diploma can be earned (from the foreign university and RISEBA).

RISEBA has developed successful cooperation with employers, professional organisations, other HEIs, and alumni, which take part in the improvement of the study field. During the visit the experts made sure that a number of alumni were involved in the cooperation with RISEBA.

Conclusions. Strengths and weaknesses

RISEBA has included the development of cooperation and internationalisation in the strategy of the study field. Strong cooperation with different institutions from Latvia and abroad, employers, professional organisations, other HEIs, and alumni has been developed. The main partners are other HEIs, private enterprises, governmental organisations and professional organisations. RISEBA is an active member of several international and local organisations. All professional undergraduate and master's programmes have compulsory internships and possibilities to go to ERASMUS+.

There is no sufficient student mobility in the analysed period. It is explained by the difficulties of going abroad if students study in professional study programmes. RISEBA has cooperation agreements, which ensure internship places for the students. Two joint programmes and two double-degree programmes are offered in the management field.

Strengths:

1. RISEBA has included the development of cooperation and internalization in the strategy of the study field.
2. RISEBA has strong cooperation with industry companies and experts in Latvia and abroad.
3. Two joint programmes and two double-degree programmes are offered in the management field.
4. The cooperation partners are selected according to the aims of the study field.
5. RISEBA is an active member of several international and local organisations.
6. The representatives of employers are members of Programme Committees, which is good practice to improve quality and efficiency of study programmes.
7. Qualified lecturers from abroad.
8. Good cooperation with several business entities and professional organizations in Latvia and abroad.
9. Wide cooperation at international level - many competitions, participating in professional bodies, summits etc.

Weaknesses:

1. Insufficient student mobility.
2. The probable causes of low mobility are explained, but the envisaged measures and activities for improvement are not presented.

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

Analysis

Expert recommendations made during the previous accreditation of the study field and programmes were related to the following:

1. Improving the content of study courses.
 2. Improving library services.
 3. Increasing the number of scientific articles in recognised edited scientific publications.
 4. Improving cooperation with alumni.
- (SAR, Annex 16).

The content of study courses has improved taking into consideration the established learning outcomes. The recommendation about study programmes expedited with optional courses is completed. A joint set of optional courses has been established for 3 bachelor's study programmes and 7 master's study programmes. Optional courses are also offered in the doctoral study programme. RISEBA has a proactive approach on improvement of study programmes (for example, in the study programme "Strategic Business Management", RISEBA in previous year included a new course "Risk management", because they understood the value and necessary competencies on risk

management for managers).

The recommendations about quality of library books are completed. RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia and has been granted the status of a local library. In 2018, free trials of Taylor & Francis Group eBooks were arranged. Due to the fact that the relevance of the library's physical resources is declining, RISEBA provides students with access to the most important international databases – WOS is available in the university's premises and remotely, while SCOPUS is also available with the National Library of Latvia reader's card. By December 2019, 89 books and materials had been purchased for the "Management Psychology and Supervision" programme. This includes 80 licences for Harvard Law School case studies. Based on the additional information provided by RISEBA, there is a significant increase in library budget in the last 3 academic years.

The recommendation about the study subjects according to the latest developments in the specific study field is completed. Study subjects are discussed at departmental meetings, by study Programme Committees, and are related to the latest developments in the scientific research fields defined by RISEBA.

The recommendation about increasing the number of research papers published in peer-reviewed international journals is completed. Faculty members in the academic study field of Management have 285 international research papers and high citability indicators in various databases, e.g., Web of Science, Scopus, etc. (SAR, Table 4.2). RISEBA financially supports attendance of international academic conferences and the publication of research papers in internationally renowned databases.

The recommendation about increasing alumni activities is completed. RISEBA Alumni Club has been established. Alumni are involved in teaching study courses, provision of internship places, in promoting the public profile of RISEBA, in charitable events, in attracting students. During the site visit, alumni introduced examples about their cooperation with RISEBA after graduation (e.g., informal events).

The recommendations regarding offering some programmes in foreign languages (Business Psychology), or in Latvian (Health Management), increase the number of foreign students (in programme International Business the proportion of foreign students has increased from 20% in 2013 to 70% in 2018/2019), involve internationally known professors (21 visiting professors from over 13 countries were involved in the implementation of the programme) are completed.

The recommendation about closer cooperation with significant Latvian and International research centres is completed. There are established cooperation with Latvian scientific institutions, Latvian research centres and international cooperation with universities and scientific centres. During the site visit, representatives from the Statistic Bureau provided valuable examples of cooperation.

Conclusions. Strengths and weaknesses

All recommendations are completed.

Strengths:

1. Many good examples of improved cooperation with the alumni community.
2. Solid e-resources and databases for research.

Weaknesses:

None

7. Assessment of the Requirements for the Study Field

- 1 Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:
Assessment of compliance: Fully compliant
Justification: RISEBA has several mechanisms for improvement of the study field, namely, the Quality Management System, and the mechanisms to update study programmes, evaluate teaching staff, have feedback from employers, among others.
- 2 1.1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.
Assessment of compliance: Fully compliant
Justification: RISEBA maintains a Quality Management System that includes the Quality Policy and quality manual with defined processes, laws and responsibilities.
- 3 1.2. A mechanism for the development 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.
Assessment of compliance: Fully compliant
Justification: RISEBA applies the “Rules for Designing, Modifying and Closing a Study Programme”, which govern the procedure for designing and approving the programme. RISEBA applies the “By-Laws on the Study Field SAR”, which govern the annual evaluation of the study programme and field.
- 4 1.3. 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.
Assessment of compliance: Fully compliant
Justification: Each study programme has defined programme goals, objectives and achievable programme results, which, in accordance with the mapping methodology, are aligned with course learning outcomes and assessment criteria in study course descriptions. Study course descriptions are posted on Moodle next to the respective study course and are available to students.
- 5 1.4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.
Assessment of compliance: Fully compliant
Justification: RISEBA has an “Academic Staff Policy” in place, which lays down the internal procedures for ensuring the qualifications and quality of work of the teaching staff. In addition, the "Annual Academic Staff Assessment Procedures", the "Competency Model", as well as the mandatory attendance of Methodological Seminars for in-service training are also in place
- 6 1.5. 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.
Assessment of compliance: Fully compliant
Justification: RISEBA carries out surveys of students, graduates and employers in accordance with the “Procedure of Surveys”. The Graduate employment is monitored on the basis of annual reports provided by the Central Statistical Bureau.
- 7 1.6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.
Assessment of compliance: Fully compliant

Justification: The "By-laws on the Development of a Study Direction SAR" establishes an annual study programme supervision procedure, which includes the presentation of the key indicators, SWOT analysis and development plans to the management team with a view to ensuring continuous improvement of the study course.

- 8 R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.

Assessment of compliance: Fully compliant

Justification: 105 Erasmus+ agreements with foreign HEI (SAR, Annex 13), agreements with private enterprises, NGOs, and HEIs serve as evidence of cooperation. One joint programme and two double-degree programmes are offered in the management field. 7 agreements about double degrees are signed in two programmes of the management field (SAR, Section 5.4) RISEBA has received EFMD international EPAS accreditation. RISEBA has a specialized Programme Board for each study programme.

- 9 R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).

Assessment of compliance: Fully compliant

Justification: List of 258 publications is provided in SAR (Annex 10).

- 10 R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.

Assessment of compliance: Fully compliant

Justification: Recommendations were implemented according to the plans which were prepared after the accreditation process.

8. Recommendations for the Study Field

Short-term recommendations

1. Ensure that information of quality reports related to the study field and all study programmes are publicly available and accessible to all stakeholders.
2. Time-intensive IT programs that are involved in the study process (e.g., IBM SPSS Statistics) are not currently available remotely, limiting the students' remote learning experience. It would be beneficial to find a technological solution that would enable students to access these resources remotely.
3. Develop ways for a better attitude towards Erasmus and other mobilities with academic and supportive staff.
4. Develop ways and find motivational mechanisms to reinforce student inbound and outbound mobility.

Long-term recommendations

1. In order for all stakeholders to understand the value of the Quality Management System, it would be advisable to communicate it on several levels - from communication at various bodies to written communication, including on the homepage.
2. In order for all stakeholders to understand their role in quality assurance, it should be strengthened two-way communication also about the results, not just about data collection.

3. Information about study programmes published in the homepage should be updated and more detailed. Also, it would be beneficial for the stakeholders to introduce a procedure that ensures the accuracy of the available public information.

4. Development of a systematic approach on analyses of usage of e-resources (that would help to analyse effectiveness of investments in e-resources).

5. In order for survey summary and results to be shared with the students in an organised manner it is necessary to provide for multilateral and organized communication with students.

6. Increase and promote cooperation with employers in the Programme Committees of different study programmes into a more formal form.

7. Due to increased pressure, time-constraints and study process changes arising from state-imposed restrictions that students might experience while studying and working at the same time, it would be beneficial to evaluate a need for psychological services, provided by a neutral party, which is not directly or indirectly involved with a student's study process.

8. Programme mapping could also be used to compare between programmes - learning outcomes of similar courses and on different levels (BA, MA, PhD).

II. "European Business Studies" ASSESSMENT

II. "European Business Studies" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The title of the study program, the degree and professional qualification awarded, as well as the aims and tasks of the program are interrelated. Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission rules have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and RISEBA University Study Regulations.(SAR, p 224) Degree/qualification to be awarded - Professional Bachelor's Degree in European Business/Company Manager. Qualification level 6 of the study programme (NQF / EQF). Study programme code according to the Classification of Latvian Education: 42345. Code of the profession in the Classification of Occupations: PS 0070 Business manager.

The volume of the study programme is 160 CP. The language of study is English, with in-depth French language instruction (SAR, p. 219)

The title of the study programme, the degree to be obtained and the professional qualification and the goals and tasks are mutually compatible.

Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission regulations have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and RISEBA Study Regulations issued on October 10, 2006.

The aim of the study programme is to provide specialized, interdisciplinary knowledge and critical understanding in business, especially in European business, to promote the development of new skills and competencies that can be used in leading positions in international companies. The aim is related to the tasks of the study programme to develop students' understanding of entrepreneurship in Europe, its scientific and practical management, as well as to develop skills of analysis of

economic processes.

The number of students in the European Business Studies programme is stable, and the number of students enrolled in the study programme has been increasing in recent years. (SAR, Annex 1: Statistical data on students in the "European Business Studies" study programme) A total of 126 students are studying in the program, moreover, in the spring semester of 2020, 27 double degree students will also start their studies.

Students can go not only in ERASMUS + exchange programmes, but also participate in a double degree programme.

The programme European Business Studies attracts foreign students, and a special cooperation agreement has been concluded with the Normandy Business School in France.

The emphasis of the programme is to combine academic knowledge with the development of 'transferable skills' to ensure a competitive labour market or the opportunity to develop your business.

As confirmed during the visit, the admission requirements provided for in the University's Admission Regulations and the corresponding selection of applicants comply with the procedures specified in regulatory enactments and are appropriate and sufficient for each matriculated student to be able to achieve the intended study programme results.

In order to study at RISEBA, a document recognized and documented in Latvia is required for completed secondary or higher education, or for studies in another higher education institution.

Conclusions by specifying the strengths and weaknesses

RISEBA professional bachelor study programme "European Business Studies" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia.

Strengths

1. The title of the study programme, the degree to be obtained and the professional qualification and the goals and tasks are mutually compatible.
2. The emphasis of the programme is to combine academic knowledge with the development of transferable skills.

Weaknesses

None

2. The Content of Studies and Implementation Thereof

Analysis

The study programme is compared with the European Qualifications Framework and the Latvian Qualifications Framework, as well as the state academic education standard.

Expected course results, programme tasks are subordinated to the achievement of the programme goals. This can be seen in the descriptions of study courses and practice (SAR, Annex 6). The objectives of the programme, the expected results of the programme in the field of knowledge, skills and competences are defined.

The courses of the programme are created in accordance with the principle of succession. Descriptions of study courses define the necessary prior knowledge for mastering study courses.

As it was concluded during the visit, twice a year a meeting of the Programme Council is organized, which involves representatives of the industry, students, academic and administrative staff to review study plans, content of study courses and, if necessary, wide on changes in the programme.

The skills and competencies of the programme have been developed in cooperation with industry representatives.

The programme offers students to gain objective information and in-depth understanding of the European Union institutions, policies, activities, as well as the integration of Latvia, as confirmed in the descriptions of study courses.

As it was concluded during the visit, most of the teaching staff of the programme are employed in business, which facilitates the introduction of the latest practical findings in the study process. During the meeting with the teaching staff, it was concluded that the teaching staff regularly follows the latest trends and renews the study courses. Lecturers update the content of study courses also in accordance with the development trends of science, using study articles in databases - EBSCO, Emerald, Scopus, Web of Science, etc. available information. (SAR, p.227)

Faculty members are motivated to publish the results of their research, especially in the scientific databases SCOPUS and Web of Science, providing royalties for each published article in these databases.

During the visit, it was confirmed that the programme director ensures the interconnection of courses in cooperation with the teaching staff.

The information provided by the teaching staff during the visit was that the study process includes theory, practical examples, lectures, group assignments, interactive discussions and the involvement of guest lecturers from the field. Simulation as well as role-playing and video learning are an integral part of the learning process. Teaching staff are encouraged to use the latest and interactive study methods.

Methods of study implementation and evaluation are indicated in the descriptions of study courses, which are approved by the director of the study programme. As confirmed during the visit, study materials are placed in Moodle, where communication with students is also provided.

As confirmed during the visit, the methods of study implementation are given an important role in the study process, lecturers are encouraged to use the latest and interactive study methods. RISEBA organizes methodological seminars, for example, in 2019 methodological seminars were held on the topics "Interactive use of MOODLE environment - practical examples", "Intercultural communication and various cultural differences" and others.(SAR, p.233)

Evaluating both the SAR and the information obtained during the visit, it can be concluded that the study implementation methods, including the assessment methods, contribute to the achievement of the study course and study programme goals and study materials.

As confirmed during the visit, the study implementation methods are discussed in the programme council, in which the students' representatives are also elected. Students' opinions are heard at council meetings. Student representatives also participate in the decision-making of the programme council in relation to changes in the study programme.

As it was found out during the visit, the evaluation of the study process and the survey are carried out on both the study content and the teaching staff. Questionnaires are conducted at the end of each study course. Respondents are all students studying in the programme.

During the meeting with the graduates, it was concluded that in general, the graduates highly value the programme, the involved lecturers - practitioners, the opportunities offered for language learning, as well as the attitude towards the student and the study environment at the university. The things to be improved were also indicated - to offer students more internship opportunities, as well as to offer even more practical classes and guest lectures.

The university also conducts a survey of employers. During the meeting, employers pointed out that the most important criteria for choosing educational programmes are the perception of the content of the programme; the reputation of the education provider and a general understanding of the learning outcomes offered by the programme.

It was confirmed that the results of the study are discussed in the programme council and with the Teaching staff, and they were used to improve the quality of the programme and to adapt the profile of graduates according to the skills of employers.

The university takes into account the results of the surveys - a structural unit "Career Support

Center” has been established, a special procedure has been developed for replacing classes in case the lecturer is unable to attend, as well as, in cooperation with the Career Development Center, guest lectures and company visits.

As confirmed during the visit, students use inbound and outbound mobility opportunities, mobility agreements are concluded. It would be advisable to further promote student mobility.

In total, the students of the programme have the opportunity to go to 85 partner universities in 31 countries. The programme has double degree options. The number of ERASMUS + students is increasing every year. All students of the programme are paid for a language internship in France after the second year of study, as well as every year 10-15 students use the opportunities to go to ERASMUS + internship. (SAR, p.250)

Conclusions by specifying the strengths and weaknesses

Expected course results, programme tasks are subordinated to the programme goals. The objectives of the programme, the expected results of the programme in the field of knowledge, skills and competences are determined.

Teaching staff regularly follow the latest trends and update study courses. Teaching staff are motivated to publish the results of their research in the cited databases, as they have received royalties for each published article. The programme director ensures the interconnection of courses in cooperation with the lecturer.

Study implementation methods, including assessment methods, contribute to the achievement of the study course and study programme goals and study materials.

Assessment of the study process and surveys are performed both in relation to the study content and the teaching staff. The results of all surveys are discussed in the programme council and with the lecturers and are used to improve the quality of the programme.

Strengths

1. The descriptions of the study courses determine the necessary preliminary knowledge for the acquisition of the study courses.
2. Expected course results, programme tasks are subordinated to the achievement of the programme goals.
3. Student representatives also participate in the decision-making of the programme council in relation to changes in the study programme.

Weakness

No

3. Resources and Provision of the Study Programme

Analysis

The study process in RISEBA is implemented in three buildings in Riga - Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Center, part of Riga creative quarters). The study process in the programme “European Business Studies” mostly takes place at Meža Street 3 or Meža Street 1/6 (SAR, p.252).

RISEBA income is tuition fees.

As confirmed during the visit, the auditoriums are equipped with visual demonstration equipment, powerful stationary video projectors have been installed and the largest auditoriums have additional monitors. 309 computer workstations are equipped for the needs of the study process, of which 268 are available directly to students (SAR, p.252).

The management of the university also invests resources in providing the business game INTOPIA,

which is offered to the students of the study programme “European Business Studies” (SAR, p.252). RISEBA uses the software package IBM SPSS Statistics (Statistical Product and Service Solutions) for statistical data analysis. This software is installed in computer classrooms, however, it is not accessible remotely (Meeting with library staff), which is a disadvantage for distance learning and remote learning students. Students also use the computer programme SPSS in the study process and development of final theses, as well as in the study course “Basic principles of advertising and graphic design” computer programmes are used - Photoshop, In Adobe design and others. In the study process, students use the e-platform Webropol, subscribed to RISEBA (SAR, p.252)

Software versions, computer network antivirus software, and firewall support are regularly maintained and updated.

The university library provides students with access to various types of information - books, publications, databases like EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC (SAR, p.252).

As confirmed during the visit, the library has literature in English (60%), Latvian (15%), Russian and other languages (25%). As confirmed during the visit, the RISEBA library has established cooperation with well-known world and local publishers and orders books from them. In the UK: Pearson Education Ltd, McGrawHill Publishing Company, ITPS, Marston Book Services Ltd, Thomson Publishing Service, ECCH, etc. In Latvia: Zvaigzne ABC, Jumava. Business Partners, Vaidelote, Rasa ABC, LU, BA "Turība", Kamene, Mercury Lat, Russia: Peter, Юнити - Дана, Финансы и статистика, Инфра-М, Вильямс, Дело, Юристъ, etc. . France: Hachette Langue Étrangère, Clé Internationale, Ehangere Edition bilingue, Didier, Foucher These conditions are very beneficial for the students of the programme, taking into account the need to use literature in foreign languages. (SAR, p.252).

The library has a contract with Harvard Business Publishing, so teaching staff can order various information resources (SAR, p.253).

The library's collection, including the resources required for the European Business Studies programme, is regularly updated. Every year, each study programme is allocated a budget for the purchase of new study materials in the amount of at least EUR 1000.

Conclusions by specifying the strengths and weaknesses

309 computer workstations are equipped for the needs of the study process, of which 268 are available directly to students. Software versions are regularly maintained and updated.

The university library provides students with access to various types of information - books, publications and databases. Every year, each study programme is allocated a budget for the purchase of new study materials.

Strengths

1. The material and technical provision of the university corresponds to the implementation of the study programme.

Weaknesses

1. IBM SPSS Statistics software is not accessible remotely.
2. No proctoring software in place to rule out fraudulent activities during remote tests or exams.

4. Teaching Staff

Analysis

The study programme attracts professionals with a doctoral degree and experience in the field. As confirmed during the visit, the programme attracts teaching staff with experience abroad, as well as practical experience in sectoral institutions. Teaching staff also attracts industry professionals to

their lectures.

As confirmed during the visit, all the teaching staff complies with the requirements specified in the regulatory enactments of the Republic of Latvia. Before starting the cooperation with the teaching staff, the working conditions and RISEBA internal rules are discussed. If the lecturer teaches the study course for the first time, an obligatory condition is an open class, which is observed by the program administration and / or the leading lecturers of the program (SAR, p.256).

As confirmed during the visit, the qualification of RISEBA teaching staff is monitored on the basis of the Academic Personnel Policy, which provides for careful selection of staff, regular training and professional development, as well as annual evaluation of the achievement of the teaching staff, evaluating the results of the scientific research work of the teaching staff, pedagogical and organizational achievements. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees. As confirmed during the visit, the quality assessment of the teaching staff is performed with the help of regular student surveys and systematic mutual evaluations or observations of the teaching staff, the procedure of which is determined by the rules of the teaching staff observation procedure. These assessments are also taken into account in the annual assessment of teaching staff.

According to SAR, Annex 8 (CV of the teaching staff) and Annex 10 (Publications by the teaching staff), most members of the teaching staff have either at least five-year practical work experience or have published in reviewed editions within the last six years. However, at least one professor (Dr.sc.ing. Georgijs Burakovs) does not comply with these requirements as they have neither at least five-year practical work experience, as approved by their CV, nor there is evidence that they have published in reviewed editions within the last six years.

Representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles, including in cooperation with students, which was approved during the meeting with the teaching staff. Every year, each teaching staff is allocated a certain budget for attending scientific conferences abroad and in Latvia, depending on the degree of the academic position.

During the meeting with the teaching staff, it was found that the teaching staff regularly improve their qualification, for example, by raising their English language skills, attending a professional development programme, attending local seminars and courses.

The teaching staff participates in the meeting of the study programme council, where the expected results of the programme and the interconnection of study courses are discussed. All teaching staff receive evaluations of study courses, which are discussed in the annual evaluation of the teaching staff.

As it was established during the visit, the teaching staff is regularly involved in the implementation of scientific research and practical projects. Scientific research fields have been established for the development of research.

With the information obtained in the research, the teaching staff shares the study courses with the findings of the latest research, as well as the experience gained in the projects. The students have also been co-authors in the preparation of scientific publications, as well as in the implementation of projects.

During the meeting with the teaching staff, it was concluded that the cooperation of the teaching staff of the programme is promoted through both formal and informal mechanisms. Faculty members have the opportunity to compare their course with other lecturers in the programme, as they are available in the Moodle environment.

Meetings of the study programme council are organized for the teaching staff, where changes in the structure of study courses, mutual connection are approved, as well as the work of the teaching staff is discussed. Both teaching staff and guest lecturers are regularly invited to participate in methodological seminars organized by RISEBA.

Conclusions by specifying the strengths and weaknesses

Professionals with a doctoral degree and experience in the field are attracted to the study programme. Teaching staff also attract industry professionals in their lectures. The qualification of the teaching staff is monitored on the basis of the teaching staff policy developed at the university. RISEBA has developed a competency model. The quality assessment of the teaching staff is performed with the help of regular student surveys and observations. Representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles. The teaching staff regularly improves their qualification, also participates in the implementation of scientific research and practical projects. The cooperation of the teaching staff of the programme is promoted through both formal and informal mechanisms.

Strengths

1. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
2. RISEBA has developed an Academic Personnel Policy, which provides for careful selection of staff, regular training and professional development.

Weakness

1. Not all members of the teaching staff comply with the requirement of either having at least five-year practical work experience or being published in reviewed editions within the last six years.

5. Assessment of the Compliance of the Study Programme "European Business Studies"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: Sample diploma provided in SAR, Annex 7, complies with Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents"
2. Documents 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.
Assessment of compliance: Partially compliant
Justification: Agreement with the BA School of Business and Finance, provided as Annex 8 of the programme's SAR, ensures opportunities to students in the event of suspension of the study programme. However, the study programme mentioned in the agreement is "Finance", which is not conducted in English. Instead, the BA School of Business and Finance provides the professional bachelor programme "International Finance", which is conducted in English. As the EBS programme is conducted in English, also the successive study programme should be offered in English.
3. 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.
Assessment of compliance: Fully compliant
Justification: According to SAR, Annex 9, RISEBA students are guaranteed compensation if the study programme is not accredited or its licence is revoked, and the student does not wish to continue studies in a different study programme.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant
Justification: Attestation of full compliance is provided as SAR, Annex 17. CV of the teaching staff indicates the proficiency of the official language.
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Attestation of full compliance provided as Annex 10 of the programme SAR.
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Sample agreements, provided in annex 11 of the programme SAR, fully comply with the mandatory provisions.
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: As per study programme's Annex 6, the descriptions of the study courses are in English and include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.
- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Fully compliant
Justification: According to Annex 3 of the study programme SAR, the qualification awarded in the study programme complies with the professional standard "Business Manager" 2019.
- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in Cabinet of Ministers Regulations No 512 "Regulations regarding the state standard in the second-level professional higher education" is documented by the programme SAR, Annex 2.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Partially compliant

Justification: According to SAR, Annex 8 (CV of the teaching staff) and Annex 10 (Publications by the teaching staff), most members of the teaching staff have either at least five-year practical work experience or have published in reviewed editions within the last six years. Some professors, however, do not comply with either of these requirements.

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The study programme is in compliance with all the parameters above, except: Requirement 2 - Agreement with the BA School of Business and Finance, provided as Annex 8 of the programme's SAR, ensures opportunities to students in the event of suspension of the study programme. However, the study programme mentioned in the agreement is "Finance", which is not conducted in English. Instead, the BA School of Business and Finance provides the professional bachelor programme "International Finance", which is conducted in English. As the EBS programme is conducted in English, also the successive study programme should be offered in English.

Requirement 14- According to SAR, Annex 8 (CV of the teaching staff) and Annex 10 (Publications by the teaching staff), most members of the teaching staff have either at least five-year practical work experience or have published in reviewed editions within the last six years. Some professors, however, do not comply with either of these requirements.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Partially compliant

Justification: According to SAR (p.255-256) all faculty members meet the requirements of the laws and regulations of the Republic of Latvia and qualification of RISEBA faculty members is monitored according to the Academic Personnel Policy. However, some members of the teaching staff have neither at least five-year practical work experience nor do they have published in reviewed editions within the last six years.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The European Business Studies programme generally meets the formal requirements. The indicators characterizing the study programme meet the requirements and are in accordance with the goals of the programme. The content of studies and its implementation show high quality, implementation methods are appropriate, and feedback is used to improve the programme. Resources and provision of the study programme are adequate. Teaching staff recruitment and engagement strategies are adequate and motivating.

Strengths

1. The title of the study programme, the degree to be obtained and the professional qualification and the goals and tasks are mutually compatible.
2. The emphasis of the programme is to combine academic knowledge with the development of transferable skills.
3. The descriptions of the study courses determine the necessary preliminary knowledge for the acquisition of the study courses.
4. Expected course results, programme tasks are subordinated to the achievement of the programme goals.
5. Student representatives also participate in the decision-making of the programme council in relation to changes in the study programme.
6. The material and technical provision of the university corresponds to the implementation of the study programme.
7. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
8. RISEBA has developed an Academic Personnel Policy, which provides for careful selection of staff, regular training and professional development.

Weakness

1. Students do not make enough use of inbound and outbound mobility opportunities.
2. IBM SPSS Statistics software is not accessible remotely.
3. The agreement signed with BA School of Business and Finance to ensure the succession of studies in case the implementation of the study programme "European Business Studies" is discontinued mentions a successive study programme, which is not conducted in English. As the "European Business Studies" programme is conducted in English, also the successive study programme should be offered in English.
4. Not all members of the teaching staff comply with the requirement of either having at least five-year practical work experience or being published in reviewed editions within the last six years.

Evaluation of the study programme "European Business Studies"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "European Business Studies"

Short-term recommendations

1. Review the agreement with BA School of Business and Finance and ensure that in case the implementation of the study programme "European Business Studies" is discontinued the successive study programme at BA School of Business and Finance is conducted in English.

Long-term recommendations

1. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely.

2. Review the compliance of the qualification of the teaching staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants that are involved in the implementation of the study programme "European Business Studies" and ensure that each one of them has either publications published in reviewed editions within the last six years or a five-year practical work experience.

II. "Business Management" ASSESSMENT

II. "Business Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

RISEBA professional bachelor study programme "Business Management" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in accordance with the State Standard of Second Level Professional Higher Education and the Classification of Professions of the Republic of Latvia. As a result of mastering the study programme, students are awarded a professional bachelor's degree in Business Management and a fifth-level professional "Business Manager" or "E-Business Manager" qualification. Programme code according to the Classification of Latvian Education is 42345. The volume of the study programme is 160 CP. (SAR, p.495)

The aim of the study programme is to provide appropriate professional studies, achieving study results in the field of business, economics and management, which result from the tasks of educating business organization and management specialists who could be competitive in both the Latvian and international labour market.

During the visit, it was concluded that in order to achieve the goal of the study programme, the courses of the study programme are designed in a certain order. The intended results of the programme or learning outcomes are formulated as knowledge, skills and competences.

Studies take place in Latvian, English and Russian (only for those who have started their studies according to the law (<https://likumi.lv/ta/id/37967#p56>) (SAR, 1.2.). As of January 1, 2019, admission to groups for studies in Russian is no longer taking place, but as of September 1, 2019, admission in the form of part-time distance learning for studies in English has started.

As confirmed during the visit, the implementation of the programme, content and expected study results are reviewed at the meetings of the study programme council, which takes place at least

once a semester and are attended by programme administration, teaching staff, students and industry representatives.

The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are interrelated. As the director of the programme pointed out during the visit, the study programme is based on the current demand for the labour force with higher education in the labour market.

Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission regulations have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and RISEBA Study Regulations issued on October 10, 2006.(SAR, p.506)

Conclusions by specifying the strengths and weaknesses

RISEBA higher education professional bachelor study programme "Business Management" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia. The aim of the study programme is related to the tasks of the study work. The intended results of the programme or learning outcomes are formulated as knowledge, skills and competences. Learning outcomes and admission requirements are interrelated.

Strengths

1. The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are interrelated.
2. The study content of the study programme is formed in a certain order.

Weaknesses:

None

2. The Content of Studies and Implementation Thereof

Analysis

During the visit it was confirmed that the content of the study programme "Business Management" is created by combining business management, management, economics and finance principles, marketing and logistics news, skills and competencies in the digital environment and every year the content of study courses is updated according to industry and labour market requirements. Compliance with scientific requirements is ensured by the participation of lecturers in international scientific conferences and the publication of research in scientific publications. (SAR, p.507)

According to the director of the programme during the visit, twice a year a meeting of the Programme Council is organized, which involves representatives of the industry, students, academic and administrative staff to review study plans, content of study courses and decide on changes in the programme.

Academic staff also update the content of study courses in accordance with the development trends of science. Faculty members are motivated to publish the results of their research in the cited databases, providing royalties for each published article in these databases.

It is important to involve students in scientific work. Especially to present the research carried out within the framework of bachelor's theses in both scientific and professional conferences. As confirmed during the visit then, students are not as actively involved in such studies or in other research activities with the business community.

During the visit, it was confirmed that the study programme is focused on the development of gentle

skills at the individual, community and community level, as well as the deepening of students' self-awareness and promotion of personal maturity play an important role in education.

An important role is played by the study programme council, whose main tasks are to evaluate the respective study programme in accordance with the current situation in the market and industry, to provide recommendations for programme improvement or changes in the programme. As confirmed during the visit, the Council consists of both elected teaching staff and freelance teaching staff who teach study courses in the given programme and who have regular contact with students, study process administrators and study group curators, employers and industry specialists. As a result of the programme council, creative proposals are provided for the improvement of the content and teaching methods of the study programme, scientific activity, and the promotion of student satisfaction.

According to the programme directors and teaching staff during the visit, the information included in the study courses follows from the goals of the study course and the results to be achieved, which in turn follow from the goal of the programme and the results to be achieved.

During the visit, the teaching staff accepted that in order to ensure the complementarity of the courses, as well as non-overlapping, the teaching staff regularly discuss the structure of the study programme. Descriptions of study courses are available on the E-RISEBA platform, so teaching staff can also see descriptions of other study courses to ensure interconnection.

As it was concluded during the visit, tests or tasks are used to assess the knowledge, in which the knowledge acquired in the course must be demonstrated. Practical, analytical, creative individual and group tasks are mostly used for skills assessment, while students demonstrate the acquired competencies by presenting, discussing, substantiating what they have learned in the study course both orally and in writing. Simulation as well as role-playing and video learning are an integral part of the learning process.

The evaluation system used by RISEBA is based on the Cabinet of Ministers of the Republic of Latvia Regulations No. 512 of 26 August 2014 "Regulations on the Second Level Professional Higher Education State Standard": (SAR, p.514)

After the meeting with the teaching staff, it was concluded that the methods of study implementation at the university are given an important role in the study process, teaching staff are encouraged to use the latest and interactive study methods and methodological seminars are organized within RISEBA.

During the meeting with the students, it was concluded that when starting studies, an official study opening week is provided, in which students take part in creative activities and mutual acquaintance and cohesion of students is promoted.

According to the director of the programme and the teaching staff during the visit, the quality of bachelor's students' knowledge, skills and competencies is assessed on the basis of the order of the Ministry of Education and Science of the Republic of Latvia and in accordance with the evaluation criteria. Study results are evaluated according to two indicators: qualitative evaluation - a mark in a 10-point system; quantitative assessment - the number of credit points according to the volume and significance of the study course. In the E-RISEBA environment, the assessment requirements, criteria and methods for marking each study course are published, as well as an explanation of the assessments. Students receive an explanation of the assessment. The evaluation of internships and bachelor's theses is performed by several examiners; the evaluation shall be carried out in accordance with approved procedures.

During the visit, it was confirmed that the diversity of students' needs is ensured in the study process by creating different learning methods and paths suitable for each. Academic staff are encouraged to regularly evaluate and improve teaching methods and techniques.

After each study course, students receive evaluation questionnaires about the quality of the course. Study course evaluation questionnaires are sent to the teaching staff and discussed in the annual evaluation of the teaching staff.

After the meeting with the students, it was concluded that for in-depth knowledge acquisition, students are offered guest lectures in both English and Latvian. It is also possible to meet employers and industry representatives who visit the university.

The students also confirmed that the study implementation methods are discussed in the programme council, in which the students' representatives are also elected. Students' opinions are also heard at council meetings.

RISEBA also has a student self-government, where one of its main goals is to create student communication and promote activity. The management of the university also supports the students' initiative and ability to organize various events.

As it was found out during the visit, the evaluation of the study process and the survey are carried out on both the study content and the teaching staff. Questionnaires are conducted at the end of each study course. Respondents are all students studying in the programme. 2018/2019. As a result of the annual survey, it can be concluded that the average evaluation of study courses and teaching staff in the student survey is 4.52 (from a maximum of 5.00).

During the meeting with the graduates, it was concluded that in general the graduates highly appreciated the opportunity to ask questions and participate in discussions, as well as the fact that at the beginning of the course they always received information about the course content, requirements and evaluation criteria.

The university also conducts a survey of employers. During the meeting, employers indicated that the most important criteria for selecting educational programs are the perception of the content of the programme; the reputation of the education provider and a general understanding of the learning outcomes offered by the programme. Companies mentioned people skills as the most commonly used areas of training; project management; customer service; communication and management.(SAR, p.534)

As confirmed during the visit, students use inbound and outbound mobility opportunities, mobility agreements are concluded.

Students have the opportunity to use different types of cooperation: ERASMUS + programme. RISEBA has concluded cooperation agreements with universities of 77 countries, including 30 universities from EU countries and to participate in events organized by partner universities (Latvian or foreign) - conferences, seminars, projects. The mobility of the students of the programme is 29 incoming and 18 outgoing for 2013-2020. All incoming students from Kazakhstan. Outgoing - to Germany (2), France (2), Sweden (1), Belgium (3), Cyprus (3), Estonia (1), Spain (2), Portugal (2), Finland (1), Austria (2).(SAR, p. 536)

Conclusions by specifying the strengths and weaknesses

The content of the study programme is created by combining business management, management, economics and finance principles, current issues of marketing and logistics, skills and competencies in the digital environment, and every year the content of study courses is updated in accordance with industry and labour market requirements. The study programme is focused on the development of gentle skills at the individual, community and community levels. The information included in the study courses follows from the goals of the study course and the results to be achieved, which in turn follow from the goal of the programme and the results to be achieved. Descriptions of study courses are available on the E-RISEBA platform.

Study implementation methods are given an important role in the study process, teaching staff are encouraged to use the latest and interactive study methods.

Study implementation methods, including assessment methods, contribute to the achievement of the study course and study programme goals and study materials.

Evaluation of the study process and surveys are conducted on both the study content and the teaching staff. The results of all surveys are discussed in the programme council and with teaching

staff and are used to improve the quality of the programme.

Students use inbound and outbound mobility opportunities; mobility agreements are concluded.

Strengths

1. When starting studies, an official study opening week is provided, in which students take part in creative activities and mutual acquaintance and cohesion of students is promoted.
2. Establishment of the study programme council, the main tasks of which are: to evaluate the respective study programme in accordance with the current situation in the market and industry, to provide recommendations for the improvement of the programme or changes in the programme.

Weaknesses

1. Insufficient students are involved in research.

3. Resources and Provision of the Study Programme

Analysis

The study process RISEBA is implemented in three buildings in Riga - Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Center, part of Riga creative quarters). The study process in the programme "Business Management" mostly takes place at Meža Street 3 or Meža Street 1/6. All auditoriums are equipped with visual display equipment. As it was established during the visit, the total learning process in the classrooms, computer classrooms and assembly rooms is provided by 344 computers with the Windows operating system installed, including 75 laptops and 92 Apple computers. The management of the university also invests resources in the provision of the business game INTOPIA, which is offered to the students of the study programme "Business Management" and other bachelor's programmes. From 2018, RISEBA has concluded an agreement on the use of the EDUS record keeping programme in the study process. Software versions, computer network antivirus software, and firewall support are regularly maintained and updated. (SAR, p.537)

During the meeting with the students, it was concluded that the students use the computer programme IBM SPSS Statistics in the study process and in the development of final theses but the system is not available remotely. It is used in the study courses "Marketing Research", "Quantitative Methods in Business" and "Research Methodology".

E-RISEBA platform is actively used in the study process and contains sufficient information for students to reach their study goals (Meeting with students). As lecture delivery shifts to the remote platform, the professors undergo methodological seminars to develop remote-teaching skills and apply study methods adjusted for remote learning, such as breakout rooms, mirror boards, online collaboration (Meeting with management, meeting with students).

Since 2014, a plagiarism platform has been used. Despite efforts from RISEBA to ensure integrity there is no software in place to rule out fraudulent activities during remote tests or exams.

The university library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC). The library has literature in English (60%), Latvian (15%), Russian and other languages (25%). As it was concluded during the visit, every year each study programme is allocated a budget for the purchase of new study materials. The library has a contract with Harvard Business Publishing. (SAR, p.539)

RISEBA income is tuition fee.

Conclusions by specifying the strengths and weaknesses

To ensure the study process, the main source of funding is tuition fees. The learning process in classrooms, computer classrooms and assembly rooms are provided by 344 computers with the

Windows operating system installed, including 75 laptops and 92 Apple computers. Software versions are regularly maintained and updated.

The university library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC).

Every year, each study programme is allocated a budget for the purchase of new study materials.

Strengths

1. Most material and technical provision of the university corresponds to the implementation of the study programme.

Weaknesses

1. No proctoring software in place to rule out fraudulent activities during remote tests or exams.
2. IBM SPSS Statistics software is not accessible remotely.

4. Teaching Staff

Analysis

The study programme attracts professionals with a doctoral degree and experience in the field. As confirmed during the visit, the programme attracts teaching staff with experience abroad, as well as practical experience in sectoral institutions. Academic staff also attract industry professionals in their lectures. As of 2020, 28 (85%) of the 33 elected lecturers have a doctoral degree. Several lecturers with a master's degree are currently studying for a doctorate. (SAR, p.541)

During the visit, the meeting with the teaching staff confirmed that the teaching staff cooperates in the implementation of the content of the study courses, in improving the interconnection by participating in the work of the programme council or individually. Faculty members who represent the business environment welcome students for internships, as well as offer topics for bachelor's thesis research.

The teaching staff represents business, economics, management, logistics and marketing.

Before starting the cooperation with the teaching staff, the working conditions and RISEBA internal rules are discussed using the "RISEBA Guest Lecturer's Manual".

During the meeting with the teaching staff and the programme director, it was concluded that the course descriptions prepared by the teaching staff are reviewed and approved by the programme director, discussing both the topics to be taught in the study course and the expected study results. Course materials are posted on the E-RISEBA platform, which is reviewed by the director of the study programme, as well as the quality management group.

The qualification of the teaching staff is monitored on the basis of the teaching staff policy developed at the university, which envisages an annual evaluation of the teaching staff's achievements, evaluating the results of the teaching staff's scientific research work, pedagogical and organizational achievements.

As confirmed during the visit, the employees are bound by the competency model developed by the university, which determines the set of competencies in the selection, evaluation and remuneration of employees.

The assessment of the quality of the teaching staff is performed with the help of regular student surveys and observations, the procedure of which is determined by the rules of the procedure for the observation of the teaching staff.

The meeting with the management of the university concluded that the university regularly organizes seminars and trainings, as well as a methodological seminar takes place once a month, in which most attention is paid to innovative teaching methods.

As it was found during the visit, representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles, including in cooperation with

students. Every year, each teaching staff is allocated a certain budget for attending scientific conferences abroad and in Latvia, depending on the degree of the academic position.

During the meeting with the teaching staff, it was concluded that the teaching staff has also attended the professional development programme "University Didactics: Modern Theories and Practice", obtaining a certificate. Several lecturers have taught study courses abroad. Regularly raises his qualification in local level seminars and courses.

In order to increase its qualification, RISEBA organizes methodical seminars on topical issues on average once a month, as well as the teaching staff participates in the meeting of the study programme council, where the expected results of the programme and interconnection of study courses are discussed. Faculty members are regularly involved in the implementation of scientific research and practical projects. For the period from 2013 to 2020, the teaching staff of the Entrepreneurship Management programme was active in science, more than 197 publications were prepared, as well as active participation in scientific conferences. (SAR, p.555)

During the meeting with the teaching staff, it was confirmed that the descriptions of the study courses before the beginning of each semester are placed on the E-RISEBA platform, where the lecturers have the opportunity to compare their course with other lecturers in the programme.

Meetings of the Programme Council are organized for the teaching staff, where changes in the structure of study courses, mutual connection are approved, as well as the work of the teaching staff is discussed. Both teaching staff and guest lecturers are regularly invited to participate in methodological seminars organized by RISEBA.

At the time of submitting the SAR, 52 teaching staff per 449 students are involved in the programme.

Conclusions by specifying the strengths and weaknesses

The study programme attracts professionals with a doctoral degree and experience in the field. Academic staff also attract industry professionals in their lectures. Faculty members who represent the business environment welcome students for internships, as well as offer topics for bachelor's thesis research. The qualification of the teaching staff is monitored on the basis of the teaching staff policy developed at the university. The university has developed a competency model that is binding on employees. The quality assessment of the teaching staff is performed with the help of regular student surveys and observations. Representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles. The teaching staff regularly improves their qualification, also participates in the implementation of scientific research and practical projects.

Strengths:

1. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
2. RISEBA has developed an Academic Staff Policy, which provides for careful selection of staff, regular training and professional development.

Weaknesses:

None

5. Assessment of the Compliance of the Study Programme "Business Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Sample diploma, provided as Annex 7 of the programme SAR, fully complies with the procedure.

- 2 2. Documents 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.

Assessment of compliance: Fully compliant

Justification: The agreement with the University of Liepaja and the School of Business Administration Turiba, which is provided in Annex 8 of the programme SAR, provides opportunities for students in case of suspension of the study programme.

- 3 3. 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.

Assessment of compliance: Fully compliant

Justification: Certificate No. 20 / 1.1-15 / 36 Annex 9

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

Justification: Attestation of full compliance is provided in annex 17 of the study field SAR.

- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Certificate No. 20 / 1.1-15 / 40 SAR, Annex 10

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not Applicable.

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not Applicable.

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Sample agreements, provided in annex 11 of the programme SAR, fully comply with the mandatory provisions.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: SAR, Annex no. 6

The descriptions of the study courses include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3. Compliance of the qualification awarded in the Business Management Programme with the professional standards (For qualification "Business Manager" professional standard of "Business Manager "18 September 2019, protocol no. 6 and for qualification "E-Business Manager" are professional standard of "e business manager"18 September 2019, protocol no. 6).

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers Regulations No 512 "Regulations on the state standard of second level professional higher education") is evident from the SAR, Annex 2.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of programme are presented in the Chapter 4.4. in SAR. The topics of the publications are generally related to the courses delivered by the teaching staff members.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The study programme is implemented by 19 lecturers in total; 11 of them are doctors. The business community is represented by industry professionals that are invited for lectures.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The Business Management programme meets formal requirements. The indicators characterizing the study programme meet the requirements and are in accordance with the goals of the programme. The content of studies and its implementation show high quality, implementation methods are appropriate, and feedback is used to improve the programme. Resources and provision of the study programme are adequate. Teaching staff recruitment and engagement strategies are adequate and motivating.

Strengths

1. The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are interrelated.
2. The courses of the study programme are created in a certain order.
3. When starting studies, an official study opening week is provided, in which students take part in creative activities and mutual acquaintance and cohesion of students is promoted.
4. Establishment of the study programme council, the main tasks of which are: to evaluate the respective study programme in accordance with the current situation in the market and industry, to provide recommendations for the improvement of the programme or changes in the programme.
5. The material and technical provision of the university corresponds to the implementation of the study programme.
6. The University has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
7. The University has developed an Academic Staff Policy, which provides for careful selection of staff, regular training and professional development.

Weaknesses

1. Insufficient students are involved in research.
2. No proctoring software in place to rule out fraudulent activities during remote tests or exams.
3. IBM SPSS Statistics software is not accessible remotely.

Evaluation of the study programme "Business Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Business Management"

Short-term recommendations

1. Provide more activities for students in smaller practice-oriented applications provided by faculty based on their research or in the business community.
2. Consider introducing proctoring systems that ensure academic integrity in the case of distance learning and the distance learning process. Find a technology solution that allows students to access IBM SPSS Statistics software remotely.
3. Consider implementing software to rule out fraudulent activity during remote tests or exams.

Long-term recommendations

II. "Business Psychology" ASSESSMENT

II. "Business Psychology" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The academic bachelor study programme "Business Psychology" provides bachelor's degree in social sciences in management and administration. Programme code according to the Classification of Latvian Education is 43345. The aim of the study programme is to prepare business psychology specialists to work in human resources, re-search, management, training and development. The name of the programme, the degree and aim of the programme are logically interrelated. Also, three objectives are logically linked with the learning outcomes.

The degree of part time extramural studies (distance education) in SAR Latvian version (SAR, p.403) is determined differently than in English version and should be corrected.

Learning outcomes are formulated in line with Latvian and European qualification framework (LQF and EQF) Level 6. Analysing the programme "Business Psychology" learning outcomes relevance to Level 6 description (see <http://www.nki-latvija.lv/content/files/LQF-level-descriptors.pdf>), some important aspects could be considered to involve in learning outcomes: for example, business ethics in field of HR management and assessment of the impact of one's professional activities on environment.

Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission regulations have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes".

Based on the statistics, there is a stable demand from students regarding this study programme, including in distance learning, full time and part time studies. Almost 1/3 of students had chosen Russian language flow, so there could be changes in study programme profile in future in accordance with amendments in regulatory framework. During the site visit, representatives from management demonstrated understanding and readiness to accept these challenges.

Conclusions by specifying the strengths and weaknesses

The academic bachelor study programme “Business Psychology” has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia.

The name of the programme, the degree and the aim of the programme are logically interrelated. Objectives are logically linked with the learning outcomes.

Strengths:

1. Sustainable situation in demand of this programme.

Weaknesses:

1. Some aspects regarding ethics and social responsibility in the environment could be included in learning outcomes.
2. The degree of part time extramural studies (distance education) in SAR Latvian version (SAR, p.403) is not correctly formulated.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information, e.g., course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. During the site visit, representatives from students, alumni and RISEBA management demonstrated common understanding of all these aspects. Based on the information in SAR, several seminars were organised by RISEBA for stakeholders on programme mapping and determination of the programme’s learning outcomes. RISEBA could consider improving the analyses of statistics about professional life of alumni after graduations (are they mainly HR specialists or project managers or other types of specialists after graduation). This could help to improve a specialisation of courses.

However, some course descriptions, for example, “Marketing”, lists outdated recommended literature as “Essentials of Marketing, 3rd edition” by Blythe J. (2005) is now available already in its 7th edition (SAR, Annex 5).

There are 4 assessment principles determined (Transparency, Compulsoriness, Assessment review possibility, Test type diversity). During the site visit, representatives introduced a wide range of methods (including for distance learning) used in the study programme: lectures, demonstrations, workshops, seminars, presentations, discussions, group work, independent work, project work, case analysis, work on the internet, practical learning in class and at a business, as well as teaching excursions. Based on the information in SAR, eight teaching excursions were held in different companies. Also, representatives of employers and the industry are guest lecturers and provide a link to the latest developments in the industry and satisfy the need of students for interaction with the professional community. Cooperation with associations is a strong advantage in this programme. RISEBA has developed a systematic approach on the analyses of feedback from students and also in this study programme it is implemented, including for distance learning studies. The outcomes are used to improve the study programme and study process. Based on the survey of employers in SAR, the second most important of skills required for the job market is “Skills and technical attributes corresponding to the market”.

Based on the information in SAR, mobility opportunities are available for full time and part time students and approximately 5-7 students per year use these opportunities.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses and the final thesis are of high quality. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. However, some study course descriptions include outdated recommended literature, thus a review of the indicated informative materials might be in order to ensure that the most up to date information is used in the study programmes implementation.

Strengths:

1. Cooperation with association and employers.
2. Innovative approach on study methods (for example, games etc).

Weaknesses:

1. Analyses of statistics about professional life of alumni after graduations could help to improve specialisation of courses.
2. Some course descriptions include outdated versions of the recommended literature.

3. Resources and Provision of the Study Programme

Analysis

RISEBA has relatively well-established infrastructure (library, computer labs, auditoriums, E-RISEBA platform) that ensures delivery of the study programme (Tour around facilities). Apart from the library, RISEBA also provides electronic resources. Furthermore, databases can be accessed remotely (Meeting with library staff), which is of particular importance to distance learning students and students studying remotely due to Covid-19 restrictions. The technical provision is sufficient as the study materials are provided in the online E-RISEBA platform, through remotely accessible subscription databases and free resources (SAR, p.3) or through the library that is filled with industry-specific literature and linked with the national library joint catalogue (SAR, p.95; Meeting with library staff). E-RISEBA platform is actively used in the study process and contains sufficient information for students to reach their study goals (Meeting with students). As lecture delivery shifts to the remote platform, the professors undergo methodological seminars to develop remote-teaching skills and apply study methods adjusted for remote learning, such as breakout rooms, mirror boards, online collaboration (Meeting with management, meeting with students).

A strong resource base is in place for conducting distance learning studies - E-RISEBA (Moodle) platform, Panopto video recording and management system, Zoom software (SAR, p.467, Meeting with management). According to the Head of Quality Assurance, also demo platforms are available for the prospective students to observe how the distance learning is conducted. Several anti-plagiarism methods are used to ensure academic integrity for distance learning students - exams are conducted orally via Zoom or Skype platforms, coursework is defended via Zoom, each student has a unique code for entering the platform (Meeting with study programme directors). However, implementation of proctoring systems might further ensure the student academic integrity in cases when tasks are not performed face-to-face over Zoom or Skype platforms.

During the study process students of the "Business Psychology" programme use IBM SPSS Statistics software, which is installed in computer classrooms, however, this system is not accessible remotely (Meeting with library staff), which is a disadvantage for distance learning and remote learning students.

Conclusions by specifying the strengths and weaknesses

The infrastructure and resources available to students ensure a qualitative study process, enable reaching the programme's learning outcomes and comply with the programme's conditions and

features. However, the lack of appropriate proctoring systems means that it is not always possible to ensure academic integrity. Also the fact that such a time-intensive system as IBM SPSS Statistics is not accessible remotely, limits the students' learning experience.

Strengths

1. Resource and infrastructure base is well established and ensures a qualitative study process both in distance learning and face-to-face study process.

Weaknesses

1. No proctoring software in place to rule out fraudulent activities during remote tests or exams.
2. IBM SPSS Statistics software is not accessible remotely.

4. Teaching Staff

Analysis

The academic bachelor study programme "Business Psychology" is conducted by 40 faculty members, 29 of them are elected faculty members (SAR, p.470). 25 members of the academic staff involved in the implementation of this study programme hold a Doctoral degree, while 15 of them have a master's degree (SAR, p.471). According to RISEBA requirements the faculty members involved in the implementation of "Business Psychology" study programme have either published three publications in reviewed journals during the last five years or have at least five years of practical experience (SAR, p.472). Professionals with the relevant professional qualifications are invited to conduct study courses in the programme. The members of the teaching staff incorporate their professional experience in their teaching methods (SAR, p.480).

The teaching staff is involved in scientific research and extensively participates in various scientific projects and international trainings (SAR, p.483). Each year students along with faculty members participate in an international student scientific conference "Changing World - in Search for New Solutions" (SAR, p.482). The meeting with the teaching staff also confirmed that scientific research takes place as four faculty members indicated that they have written two scientific articles during 2020 (Meeting with teaching staff).

RISEBA has developed a faculty member assessment procedure, which defines the assessment criteria of the teaching staff's scientific/artistic qualification, pedagogical qualification and organizational competence, which determines the faculty member's hourly rate (Procedure of RISEBA Faculty Member Assessment). The quality assessment of the teaching staff is further enhanced with the help of regular student surveys and systematic peer observations of the teaching staff (Surveying Procedure, Academic Staff Peer Review Procedure). These assessments are also taken into account in the annual assessment of teaching staff. Meeting with students has confirmed that their recommendations and evaluations are taken into account, as they could mention cases when a faculty member has been changed due to student evaluation.

RISEBA has developed Academic Personnel Policy, whose aim is to ensure that the academic personnel combine high scientific and professional working competences with teaching and organisational work skills and that they are internationally and locally recognized authorities and industry experts (Academic Personnel Policy).

According to study programme directors the faculty members collaborate on course description and content alignment, making sure that courses are contingent. The teaching staff also mentioned that experience gained from conference visits is shared on programme committees and incorporated in the study courses (Meeting with teaching staff).

The faculty members' pedagogical qualifications are also appropriate for conducting the study programme, as during the meeting they listed various study methods that are employed during the study process. The mentioned distance learning and remote learning methods were extensive -

lecturers use breakout rooms during Zoom lectures, they encourage students to share their experience, prepare presentations and collaborate in team projects, and provide practical exercises that encompass real-life situations (Meeting with teaching staff). On the other hand, the anti-plagiarism methods employed by the staff are quite scarce and some believe that plagiarism can be avoided by setting up the questions in a particular way or reading all the text provided by a student (Meeting with teaching staff). This information does not imply a comprehensive anti-plagiarism system that is regularly employed in the study process.

Conclusions by specifying the strengths and weaknesses

The gathered information allows to conclude that the teaching staff is involved in scientific research, projects and conferences and the obtained information is incorporated in the study process. Moreover, the faculty members collaborate to improve the study course content and their alignment. The most regular collaboration mechanism is the programme committees. The qualifications of the faculty members involved in the implementation of the study programme "Business Psychology" are appropriate and enable a qualitative study process. Moreover, the Academic personnel policy developed by RISEBA is a mechanism that ensures qualitative and compliant composition of the teaching staff.

Strengths:

1. The teaching staff is highly professional, involved in scientific research and collaborates to improve study course content and their alignment.

Weaknesses:

None

5. Assessment of the Compliance of the Study Programme "Business Psychology"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Sample diploma provided as SAR, Annex 6 complies with Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents"

2. Documents 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.

Assessment of compliance: Fully compliant

Justification: The agreements with the Transport and Telecommunication Institution and EKA University of Applied Sciences, provided for in SAR, Annex 7, provides opportunities for students in case of suspension of the study programme.

3. 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.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 8, Attestation, 09.01.2020

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 9, Attestation, 06.02.2020.
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 9, Attestation, 06.02.2020.
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 10, Attestation, 10.01.2020.
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Sample agreements, provided in SAR, Annex 11, fully comply with the mandatory provisions.
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: In SAR, Annex 6, the descriptions of the study courses in Latvian, English and Russian include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.
- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Not relevant
Justification: Not applicable
- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant

Justification: At the moment of SAR submission, 675 students were studying in the programme, 105 of them full-time students (SAR, p.430). According to SAR, Annex 1, during the 2018/2019 academic year 112 full-time students studied in the programme. SAR, Annex 12 is the relevant opinion of the Council for Higher Education in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in Cabinet Regulation No. 240 "Regulations on the State Standard of the Academic Education" is documented in SAR, Annex 2.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: According to RISEBA requirements, each faculty member has had at least three publications in reviewed journals during the last five years, including one international publication, or five years of practical experience (SAR, p.472).

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process.

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The programme is conducted by 40 faculty members, 29 of them are elected faculty members. 25 lecturers hold a Doctoral degree, while 15 lecturers have a master's degree.

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The study programme's implementation is based on the latest scientific findings and current events locally and internationally (SAR, p.480-481).

Conclusions by specifying the strengths and weaknesses

The study programme "Business Psychology" meets the formal requirements and is implemented in a way that ensures a qualitative study process. The title of the study programme, the degree to be obtained and the learning outcomes are mutually compatible. The employed study methods both in distance learning and face-to-face study process ensure the achievement of learning outcomes. Resources and the infrastructure of the study programme is well established and sufficient both for distance learning and face-to-face study process. The teaching staff meets the requirements of the Law on Institutions of Higher Education, they are highly professional, involved in scientific research and collaborate to improve study course content and their alignment.

Strengths

1. Sustainable situation in respect to the prospective student demand for the study programme.
2. Established cooperation with associations and employers.
3. Innovative approach in respect to the employed study methods (for example, games).
4. Resources and the infrastructure of the study programme is well established and ensures a qualitative study process in distance learning and face-to-face study process.
5. The teaching staff is highly professional, involved in scientific research and collaborates to improve study course content and their alignment.

Weaknesses

1. Some aspects regarding ethics and social responsibility could be included in the learning outcomes.
2. The degree of part time extramural studies (distance education) in SAR Latvian version (SAR, p.403) is not correctly formulated.
3. Analyses of statistics about professional life of alumni after graduations could help to improve specialisation of courses.
4. Some course descriptions include outdated versions of the recommended literature.
5. No proctoring software in place to rule out fraudulent activities during remote tests or exams and ensure strong academic integrity.
6. IBM SPSS Statistics software is not accessible remotely.

Evaluation of the study programme "Business Psychology"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Business Psychology"

Short-term recommendations

- | |
|--|
| 1. Reinforce learning outcomes regarding ethics and social responsibility, because in the business ecosystem these aspects are very important. |
| 2. Correct the name of degree of part time extramural studies (distance education) in SAR Latvian version (SAR, p.403) |
| 3. Consider elaborating a systematic analysis of statistics regarding the professional life of alumni after graduations. |
| 4. Review study course descriptions and update the indicated literature, to ensure that the most up-to-date literature is involved in the study course implementation. |

5. Consider implementation of proctoring systems that ensure academic integrity in case of distance learning and remote learning process.

6. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely.

Long-term recommendations

II. "Strategic Business Management" ASSESSMENT

II. "Strategic Business Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Strategic business management" provides a master's degree in management science. Code of the programme according to the Classification of Latvian Education is 47345. In accordance with SAR and the programme description the aim of the study programme "Strategic Business Management" is to develop efficient 21st century managers capable of running organisations in a dynamic and challenging environment. The specific aim of the programme is to develop the master's students' knowledge and skills in business and management based on the students previously acquired transferable skills, thus enhancing the applicability of their previous education and their career prospects (SAR, p.578). During the site visit experts asked the questions regarding differences between the study programme "Strategic Business Management" and "Business Management" (professional master study programme, code of the programme according to Classification of Latvia Education - 47345). Based on the answers, experts concluded that study programme management advises potential students to choose the most suitable programme - "Strategic Business Management" (for more experienced executives), "Business Management" (for less experienced managers). The study programme has one task defined which is very similar with the goal of the study programme. The best practice is that tasks are more specific. At the same time there are expected learning outcomes well defined related to skills, competencies and knowledge. Mostly they are soft skills oriented.

The admission of students is based on the admission terms and conditions, which are annually approved by the Senate. Prerequisites for admission to the programme are transparent and ensure the entrants of the programme with the appropriate level of the knowledge and skills, which is required to achieve the learning outcomes of the programme, admission rules are clearly defined and publicly available at the homepage of RISEBA: <https://www.riseba.lv/en/students/postgraduate-studies/strategic-business-management>.

Studies are conducted in the national language in full (1 year 1 month) and part-time (1 year 6 months) distance education in English. During the site visit, representatives from RISEBA demonstrated capabilities for distance learning studies (for example, provided examples on study process and methods used).

Compared with the content of the study programme in 2015, the main change is the addition of a new study course "Risk management". Based on the best practice principles of corporate governance, this adjustment is valuable.

Conclusions by specifying the strengths and weaknesses

In general, it can be concluded the name of the study programme "Strategic Business Management"

and the degree “Professional Master’s Degree in Management Science” to be acquired, learning outcomes, and admission requirements are properly and logically interrelated.

Strengths:

1. Study mapping for study programme is done.

Weaknesses:

1. The goal of the programme and the task of the programme is very similar.

2. The Content of Studies and Implementation Thereof

Analysis

Based on the information in SAR, the content of the study programme is updated every year according to the trends in the sector, labour market and the field of science. During the site visit stakeholders (employers and associations) demonstrated participation in the Programme Committee.

The programme is consistent with the ECTS framework and is organized according to the module system. The study plan of the programme has been developed to ensure the interdisciplinary nature of delivered subjects and practices, being arranged in such a way that subjects are logically interrelated, and the learning outcomes of specialized module subjects are connected with the learning outcomes of an earlier studied subject. For example, students start with general subjects such as “Business strategies and models”, which is logically followed by more specific models “Effective leadership skills” etc.

RISEBA has done market research and their conclusion is that the programme is in accordance with the needs from the labour market.

Student-centred learning and teaching principles are implemented in the study process and assessment process. RISEBA is opened to improve the study programme and implement innovations in programme, based on the feedback received from students. During the site visits students, alumni and employers provided positive feedback about improvements made based on their suggestion.

Despite the wide range of mobility options available for students, mobility activities by students are very low. Only during the academic year 2017/2018, in the second semester, one student took the opportunity to spend a semester at a partner university. There are opportunities for inbound mobility. Learning outcomes achieved during such mobility are recognised. (SAR, p. 597)

Conclusions by specifying the strengths and weaknesses

In general, the content of the study programme is well designed and RISEBA has a systematic and developed approach on implementation of the programme.

Strengths:

1. Feedback system is systematic and valuable.
2. Research about labour market needs is done.
3. Modern teaching methods are actively implemented in the study process.

Weaknesses:

1. Lack of international mobility.

3. Resources and Provision of the Study Programme

Analysis

A significant income of RISEBA comes from tuition fees and it is clear the investment in resources and provision.

RISEBA is implemented in three buildings in Riga. As confirmed during the visit, the auditoriums are equipped with visual demonstration equipment, powerful stationary video projectors have been installed and the largest auditoriums have additional monitors. 309 computer workstations are equipped for the needs of the study process, of which 268 are available directly to students.

Software versions, computer network antivirus software, and firewall support are regularly maintained and updated.

The university library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC). IBM SPSS Statistics Software is installed in computer classrooms, however, this system is not accessible remotely (Meeting with library staff).

As confirmed during the visit, the library has literature in English (60%), Latvian (15%), Russian and other languages (25%). The library's collection, including the resources required for the study programme, is regularly updated. Every year, each study programme is allocated a budget for the purchase of new study materials in the amount of at least EUR 1000.

The library has a contract with Harvard Business Publishing, so teaching staff can order various information resources.

Based on the information in SAR and interviews with teaching staff, students and representatives from the library, RISEBA invests in e-resources, books and innovative games in order to improve the study programme. Feedback from students and teaching staff about valuable resources was very positive.

Conclusions by specifying the strengths and weaknesses

Valuable resources are available and create the prerequisites for the achievement of the learning outcomes, and indicate the possibility to ensure a high-quality study process also in the future (including additional investments in e-resources)

Strengths:

1. Innovative and wide range of resources available for students

Weaknesses:

1. IBM SPSS Statistics Software is not accessible remotely.
2. Business incubator potentialities are not being fully used.

4. Teaching Staff

Analysis

Several changes have been made in the programme teaching staff which led to an increase in the proportion of PhD holders in the programme. The new faculty members introduced new ideas in the study process and content (e.g. as a new simulation game was used as an example in the study process). Meeting with students show positive feedback regarding these changes.

The programme's study courses are taught with the involvement of 13 lecturers, including 5 professors, 1 associate professor. 8 lecturers of the study programme have doctoral degrees, while 5 have master's degrees. 10 of the faculty members are elected, while 3 of them represent the professional environment (SAR, p.599). Teaching staff of the study programme comply with the requirements set forth in the regulatory enactments, Additional teaching staff from RISEBA and the business community are recruited to oversee internships and master's theses, as exemplified in

SAR, p.600).

Accordingly, the academic personnel involved in the programme forms a balanced team, which represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge (SAR, p.602). Meetings with students as well as survey results confirms students' content with this orientation. Academic staff members are motivated to participate in conferences. During the site visits, examples of involvement of students in research done by teaching staff were introduced. Teaching staff research is also used in the development and improvement of the study course and gives students an insight into the latest trends in the industry from first-hand. Also, during the site visits, examples of involvement of students in research done by teaching staff were introduced. During the site visit the same happened regarding teaching staff demonstrations of collaboration among the teaching staff, management, students, and alumni, in order to attain the programme's results.

SAR (p.602-604) provides evidence that teaching staff is involved in scientific research and/or artistic creation, in the fields related to the content of the study programme) both at national and international level. The obtained information is used in the study process, namely in the study course content updates as explained in meeting with programme director and meeting with teaching staff.

Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is well assessed as confirmed in meetings with teaching staff, students and employers. Examples of mechanisms include discussion of final thesis results and quality of reviews at departmental meetings mutual attendance of classes, reports on academic tours and joint visits to methodological seminars (SAR, p.606)

Conclusions by specifying the strengths and weaknesses

RISEBA clearly puts much attention in compliance with requirements set forth in the regulatory enactments. Also, continuous improvement of teaching staff competencies has been proved as a priority in RISEBA strategy.

Strengths:

1. Practical examples from industries are in place.
2. Innovative approach.
3. Systematic motivation system for teaching staff.

Weaknesses:

None

5. Assessment of the Compliance of the Study Programme "Strategic Business Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Sample diploma, provided as Annex 6 of the programme SAR, fully complies with the procedure.

- 2 2. Documents 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.
- Assessment of compliance:** Fully compliant
- Justification:** Attestation, provided as Annex 7 of the programme SAR, ensures agreement with Transport and Telecommunication Institute in the event of suspension of the study programme.
- 3 3. 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.
- Assessment of compliance:** Fully compliant
- Justification:** Attestation regarding compensation for losses is provided as Annex 8 of the programme SAR.
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
- Assessment of compliance:** Fully compliant
- Justification:** Attestation of full compliance is provided in Annex 17 of the study field SAR.
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
- Assessment of compliance:** Fully compliant
- Justification:** CV of the teaching staff indicates proficiency in the English language.
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
- Assessment of compliance:** Not relevant
- Justification:** Not Applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
- Assessment of compliance:** Not relevant
- Justification:** Not Applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
- Assessment of compliance:** Fully compliant
- Justification:** Sample agreements, provided in Annex 9 of the programme SAR, fully comply with the mandatory provisions.
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
- Assessment of compliance:** Fully compliant

Justification: Study programme is implemented in Latvian and English and descriptions of study courses are provided in Latvian and English as shown in Annex 6 of the programme SAR and comply with requirements, namely the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not Applicable.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not Applicable.

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification:

Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers regulations of August 26, 2014 No. 512) "Regulations on the State Standard of the Second Level Professional Higher Education National Standard of Second Level Professional Higher Education") is evident from the Annex 2 of the programme SAR.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of programme faculty are present in Section 4.5. of the programme SAR. The list of academic publications from teaching staff members teaching in the programme in the time period 2018 - 2019 out of 10 publications together and made academic presentations in 14 international conferences. The topics are generally related to the courses delivered by the teaching staff members.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The study programme is implemented by 13 lecturers in total; 8 of them are doctors. The business community is represented by industry professionals that are invited for lectures.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Topics and research developed namely in master thesis show clear relevant findings in the field.

Conclusions by specifying the strengths and weaknesses

The programme meets formal requirements. Indicators describing the study programme comply with requirements and are adequate to the programme goals. The content of studies and implementation thereof show high quality, the implementation methods are adequate, and feedback is used for programme improvement. Resources and provision of the study programme are adequate. Teaching staff recruitment and involvement strategy are adequate and motivating.

Strengths:

1. Innovative and wide range of resources available for students.
2. Feedback system is systematic and valuable.
3. Research about market needs in the labour market is done.
4. Modern teaching methods are actively implemented in the study process.

Weaknesses:

1. The goal of the programme and the task of programme is very similar.
2. Business incubator potentialities are not being fully used.
3. Lack of international mobility.
4. Lack of proctoring software to rule out fraudulent activities in evaluation moments.
5. IBM SPSS Statistics Software is not accessible remotely.

Evaluation of the study programme "Strategic Business Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Strategic Business Management"

Short-term recommendations

1. Make a clear distinction between goal and task of the programme.

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| 2. International mobility of students must be incentivised. |
| 3. International research and publications must continue to increase. |
| 4. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely. |

Long-term recommendations

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| 1. Develop and offer students new opportunities to work in a business incubator, using examples of good practice. |
| 2. Adoption of proctoring software to rule out fraudulent activities in evaluation moments should be considered. |

II. "Human Resource Management" ASSESSMENT

II. "Human Resource Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The RISEBA professional Master's study programme "Human Resource Management" (study programme) for obtaining a professional Master's degree in Human Resource Management and the qualification of an organisation executive conforms to LR Cabinet Regulations No.512 of 26 August 2014 - "Regulations Regarding a Level Two Professional Higher Education State Standard" (Annex 3 to Part 2). The Study Programme complies to the Occupational Standard - the qualification of a organisation executive (LQF6; PQL5) is awarded in the study programme and is in compliance with the occupational standard for an Organisation Manager (18 September 2019, protocol no. 6) :<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-114.pdf>. Full time studies take 2 years (80 CP) or 1, 5 year (60 CP), depending on admission conditions of a candidate. It is delivered in Latvian language. Admission requirements are clear and well explained.

The changes made to the programme during the reporting period and the reasons for them are well explained. The changes were based on advances in the profession, recent results of researches regarding market demands for special professional knowledge, and student suggestions to make the programme even more competitive. The role of the long-standing cooperation with the Latvian Association for People Management (LAPM) was emphasized in yearly updating the courses, delivering methods and connection with business practice (internships, visiting lecturers). The programme managers and academic staff are involved in several international projects, researches and competitions, also involving students. The programme is no longer delivered in part time format or in English language. The number of students is relatively stable, considering that every student pays tuition and no students from abroad are engaged. The market need for the graduates of this programme is attested (meeting with graduates, with employers). The fact that some changes in the programme have contributed to its complexity (e.g., "HR Analytics course") is also shown by the data on the reasons for the interruption of studies (Annex Statistics on the students over the reporting period, page 2).

The programme has strong international and practical, as well research driven orientation. Compatibility with the latest academic requirements is ensured by the lecturers' participation at the conferences and publications in relevant journals (SAR sections 1.2, 4.2 and 4.5, Annex 6 : Description of the study courses, Annex 4: Mapping of the study courses)

During the panel visit and panel discussions with stakeholders, strong connection of programme holders with professional, business and research institutions, practically useful knowledge for performing the profession, strong international dimensions of the programme and satisfaction of graduates with acquired knowledge were highlighted. In particular, students and graduates already engaged in this profession have highlighted the obvious benefits, new knowledge and competencies they have gained through their studies.

Conclusions by specifying the strengths and weaknesses

The attainable degree, professional qualification, programme objectives, tasks and anticipated results of the study programme, as well as admission terms and conditions are mutually connected and based on the occupational standard for human resource management.

Strengths:

1. Strong connection to professional national and international bodies and business entities.
2. Regular updates of the programme in accordance with the latest knowledge of the profession and the needs of users.
3. Satisfaction of graduates and employers with quality of the programme.

Weaknesses:

None

2. The Content of Studies and Implementation Thereof

Analysis

Descriptions of individual courses are mostly at the high level - the level of accuracy and the method of completion are in general well-coordinated between the courses of this programme. The descriptions contain objectives, results, knowledge, competencies and skills, expected results, objectives and workload. There is a clear connection between study courses and the programme's expected results (Study programme mapping, Annex 4, pages 1, 2). The programme enables students to acquire the most recent professional and general knowledge and competences required for the performance of basic professional work tasks. Internship and final thesis are also designed in accordance with the competencies of the graduate.

The content of the study courses is mostly relevant and complementary, and it complies with the aims of the study programme (Annex Study Programme "Human Resource management" Mapping in Conformity with LQF and EQF Criteria). However, some contents are duplicated (e.g., "Human Resource Management functions1" and "Human Resource Management functions 2). Subjects mostly include current case studies and work methods that enable the achievement of learning outcomes and competencies. The majority of literature also includes recent research findings. Emphasis is placed on professional competencies and on research (e.g., "Human Resource Analytics"). The internship is well designed and specified for students with practical experience in the profession and for those without them. International internship and career counselling are also available to students. The content of the subjects meets the needs of the HRM profession, also based on research findings. During the meeting with students and graduates, it was perceived that they are very satisfied with the professional knowledge thus acquired and feel empowered for the work in the profession. At the meeting, teaching staff emphasized their own involvement in professional organizations, links with employers and their own scientific production and publication. In general, the study courses offered in the programme provide the knowledge, skills and competencies, relevant to the HRM master graduate (annex 6 of the programme SAR).

Study methods are adapted and consistent with the level of the study. Student centred learning

methods are listed in the syllabuses, including case studies, data gathering, oral and written individual and team presentations, discussions, practical assignments, independent study, on-line tests, guest lecturers and experts etc. This was also confirmed during the meetings with students, alumni and academic staff.

Specific topics, which reflect the international dimension and the latest industry trends, sustainability and ethics (which are important to the aim of the study programme), are identified in the majority of syllabuses, like in “Management Psychology, Ethics and Social Responsibility”, “Open innovation and creativity in professional work”(Annex 4: Mapping of the study courses, pages 1, 2; Annex 6 - Description of the study courses).

Student surveys are conducted regularly after the end of each course. The documents list cases when the programme management took into account the students' suggestions on the content and scope of individual courses (changes in workload, CP, content) which was also confirmed by the students at the interview. The average satisfaction is high, relations between students and academic staff are also highly valued in the surveys. Also, from time to time, study programme management conducts surveys among alumni, but this could be done more often, perhaps on a yearly basis. Employers are also periodically surveyed, citing an example of a survey among employers conducted as part of an international project. These results are also encouraging and were confirmed at the meeting with the employer’s representatives.

Although RISEBA has cooperation agreements with 130 partners from abroad and offers students several possible sources of mobility - such as international internship for students and alumni, ERASMUS + mobility, inclusion in double degree programs - exit mobility is very low in the programme (only 1 student in 2018 / 19). As a reason, they state that most full-time students are employed. Unfortunately, they do not list any activities and measures to solve this problem. Incoming mobility programme does not allow it because it is implemented only in Latvian. Foreign students can thus join the “International Business” programme with the qualification Human Resource Manager.

Conclusions by specifying the strengths and weaknesses

The majority of descriptions of the study courses are of quite high quality and comply with the provisions set forth in the regulatory enactments. The internship is well conducted. The final thesis has detailed specifications regarding process and targeted quality. The content of the courses is updated regularly, relevant and mostly complementary, although in some cases overlapping. The contents comply with the aims of the study programme and meets the needs of the relevant industry and the scientific trends. Student-centred learning and teaching principles are taken into account well, with different study and evaluation methods. Students are satisfied with the possibilities of interactive classes. Surveys among stakeholders are conducted, although surveys among alumni and employers could be conducted more often. The student mobility practically doesn't exist, although there are several opportunities in place.

Strengths:

1. Regular updating of course contents based on contact with professional associations, employers and the results of research and student surveys.
2. Providing students with the latest methods, models and approaches that are current in their future profession.
3. Well designed and implemented internship for students with greater or no professional experience.
4. Cooperation with companies in the preparation of the final thesis.

Weaknesses:

1. The international mobility is very low and there are no suggested activities for improvement presented.
2. Surveys among alumni and employers don't take place at shorter intervals, allowing for an even more ongoing response in programme innovation.

3. Resources and Provision of the Study Programme

Analysis

The study programme uses all resources that RISEBA provides to their students and employees for different programmes, which includes study base, research base, information base, material and technical base (Assessment of the Study Direction, chapter "Resources and Provisions of Study direction; SAR Chapter 3.1).

Course academic staff are responsible for each study course's methodological teaching materials, presentations, research papers and other materials required for the study course to be available on E-RISEBA. The students and employees of the programme have also access to all literature and databases available at the RISEBA Library. It is important to emphasize that besides that, students are encouraged to use resources offered by professional organisations (e.g. for papers and for Master's thesis research), e.g., SHRM, CIPD, LPVA, smartHR) Unfortunately, there is no proctoring software in place to rule out fraudulent activities during remote tests or exams.

Tuition fees are the main source of financing. This fact can make the implementation of the programme vulnerable, in the event of a major decline in the number of students. The RISEBA senate annually decides about this topic. The table (SAR, Part II, Section 3, table 3.2 - Programme cost breakdown) shows that a significant part of the financial resources is intended for the student council expenditures. Also costs for students' internships and for employee qualification advancement are considerable, which is good practice.

Conclusions by specifying the strengths and weaknesses

The technical and material, study and scientific resources available to students in the programme correspond to the conditions for the implementation of the study programme and make it possible to attain study results. Lecturers also motivate students to use resources offered by professional organisations, enabling them with state-of-the-art solutions and concepts.

Strengths:

1. Access to all necessary relevant materials and innovations in the profession and the use of material and other capacities of the university.

Weaknesses:

1. Other sources of possible financing, besides tuition fees.
2. No proctoring software in place to rule out fraudulent activities during remote tests or exams.

4. Teaching Staff

Analysis

The qualification of the teaching staff involved in the study programme corresponds to the requirements of the study programme implementation. More than half of the teaching staff have a PhD, all staff are eligible to teach in this study programme. Student surveys show (SAR, Chapter 2.6, figure 2.1) and that was confirmed at the meetings with students and alumni, that students are very satisfied with their academic staff and highlight their competencies and practical orientation. Only two changes in the structure of teaching staff were made during the reporting period. Also, the

business community is represented with a significant number of academic staff. In general, faculty members possess knowledge and professional experience related to the field of human resource management. Besides that, also other academic staff from RISEBA, other universities and the business community are recruited to oversee internships and master's theses, which is a good practice. As it was highlighted in the panel meeting with the teaching staff, they form a balanced team (academia and business). Many teaching staff are active researchers and work on projects, which results in innovating the study courses. Evidence about academic staff' publications and international conference, seminars and training attendance were presented. As well as some international scientific projects from the study field, where some teaching staff were engaged. The case of involvement of the programme students in the international project was presented, in connection with their preparation of master thesis.

Cooperation between teaching staff takes place on several levels, formally and informally. Work in the Programme Board, which is responsible for the quality of the study programme was highlighted as very important. Besides that, academic staff also participate in discussion of final thesis results and quality of reviews, they practice mutual attendance of classes, they discuss reports on academic trips, they practice joint visits to methodological seminars once a month, they collaborate in projects, they attend joint teaching excursions with students in business community and with other faculty members participate in a joint educational excursion. Teaching staff expressed a high level of satisfaction with possibilities for personal development and with a system of annual evaluation and rewarding of good pedagogical and research achievements.

Conclusions by specifying the strengths and weaknesses

Qualifications of the teaching staff, recruited in the programme, meet the programme implementation requirements and relevant regulatory enactments, which ensures the achievement of the expected learning outcomes, study programme aims and study course objectives. The teaching staff are well qualified, develop their knowledge and competencies and apply novelties in the study process. In this way, the study course contents are regularly updated and on the basis of professional and research activities of teaching staff correspond to the latest trends.

Strengths:

1. An appropriate combination of teaching staff with a scientific and business career background.
2. Good integration into professional associations and the business environment.
3. Active involvement in international projects, where they can also involve students.
4. Different levels and forms of cooperation and coordination between teaching staff.

Weaknesses:

1. None

5. Assessment of the Compliance of the Study Programme "Human Resource Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Diploma provided in SAR, Annex 7 complies with the procedure by which state recognised documents on HEI is issued.

- 2 2. Documents 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.
- Assessment of compliance:** Fully compliant
Justification: SAR, Annex 9 - Rector's Attestation 27.012020 No.2071.1-15/22
- 3 3. 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.
- Assessment of compliance:** Fully compliant
Justification: SAR, Annex 9 - Rector's Attestation 27.012020 No.2071.1-15/22
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
- Assessment of compliance:** Fully compliant
Justification: Latvian language is native language for practically all academic staff (SAR Chapter 4.2). Rector (SAR Study direction, Annex 17) signed confirmation 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.
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
- Assessment of compliance:** Not relevant
Justification: Not applicable
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
- Assessment of compliance:** Not relevant
Justification: Not applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
- Assessment of compliance:** Not relevant
Justification: Not applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
- Assessment of compliance:** Fully compliant
Justification: Provided in SAR, Annex 10. Sample of study contract.
- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
- Assessment of compliance:** Fully compliant

Justification: The descriptions of the study courses include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3: Compliance of the qualification awarded in the Human Resource Management programme with the occupational standard "Organisation Manager" (18 September 2019, protocol no. 6)

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-114.pdf>.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance is evident from SAR, Annex 2: The study programme "Human Resource Management" conforms to the second level professional higher education State Standard and Cabinet of Ministers Regulations No.512 of 26 August 2014 "Regulations on the State Standard for Second Level Professional Higher Education"

<https://likumi.lv/doc.php?id=268761>

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of programme staff members are presented in the Section 4.4. in SAR. The topics of the publications are generally related to the courses delivered by the teaching staff members.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: More than half of the teaching staff have a PhD, all staff are eligible to teach in this programme.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The topics developed in the master's thesis and the research performed are based on important conclusions in this field. Teaching staff includes their scientific achievements in the courses.

Conclusions by specifying the strengths and weaknesses

The master "Human resource Management" programme meets the formal requirements well and is implemented in a way that ensures a qualitative study process. The indicators characterizing the study programme are well in accordance with the goals of the programme. The title of the study programme, the degree to be obtained and the learning outcomes are mutually compatible. The implementation methods are appropriate, and feedback is used to improve the programme. Resources and the infrastructure of the study programme is well established and sufficient. The teaching staff meets the requirements of the Law on Institutions of Higher Education, they are highly professional, involved in scientific research and collaborate to improve study course content and their alignment

Strengths:

1. Strong connection to professional national and international bodies and business entities.
2. Regular updates of the programme in accordance with the latest knowledge of the profession and the needs of users.
3. Satisfaction of graduates and employers with quality of the programme.
4. Regular updating of course contents based on contact with professional associations, employers and the results of research and student surveys
5. Providing students with the latest methods, models and approaches that are current in their future profession.
6. Well designed and implemented internship for students with greater or no professional experience.
7. Cooperation with companies in the preparation of the final thesis.
8. Access to all necessary relevant materials and innovations in the profession and the use of material and other capacities of the university.
9. An appropriate combination of teaching staff with a scientific and business career background.
10. Good integration into professional associations and the business environment.
11. Active involvement in international projects, where they can also involve students.

12. Different levels and forms of cooperation and coordination between teaching staff.

Weaknesses:

1. Tuition fees as main source of financing, lack of other sources of possible financing, which would reduce the vulnerability of the programme in the case of too few students.
2. The international mobility is very low and there are no suggested activities for improvement presented.
3. Surveys among alumni and employers don't take place at shorter intervals, allowing for an even more ongoing response in programme innovation
4. No proctoring software in place to rule out fraudulent activities during remote tests or exams.

Evaluation of the study programme "Human Resource Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Human Resource Management"

Short-term recommendations

- | |
|---|
| 1. Develop mechanisms and approaches to foster student international mobility. |
| 2. To get better responses from alumni and employers, surveys could take place at a shorter interval, allowing for an even more ongoing response in programme innovation. |
| 3. Consider also other sources of possible financing, not only tuition fees. For example, by transferring technology to business practice, through larger research projects, etc. |
| 4. Consider implementation of proctoring systems that ensure academic integrity in case of distance learning and remote learning process. |

Long-term recommendations

II. "Project Management" ASSESSMENT

II. "Project Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Project management" (study programme) provides a master's degree in project management and professional qualification - Project Manager. Programme code according to the Classification of Latvian Education is 47345. (SAR, p.650) The study programme "Project Management" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in accordance with the State Standard of Second Level Professional Higher Education and the Classification of Professions of the Republic of Latvia. The study programme is designed in accordance with the principles of the Bologna Declaration. The content of the programme is based not only on the project manager's professional standard (December 2019, protocol no. 8) in Latvia, but also taking into account the latest project management issues in the world (SAR, p.657)

Qualification level 7 of the study programme (NQF / EQF). Occupation code in the classification of occupations 2422 01 "Project manager / director". Volume of the study programme (CP, ECTS) 60 CP

(90 ECTS) and 80 CP (120 ECTS) (SAR, p.654-656)

The aim of the study programme is to develop students' in-depth theoretical knowledge in project management, management and, ensuring their practical application, to prepare competent project managers for practical, creative and research work in projects of various organizations. The aim is related to the study tasks, to develop professional project manager competencies in accordance with the requirements of the guidelines of International Project Management Organizations, as well as to develop knowledge and skills to apply various project management methodologies, tools, technologies, the latest scientific research. (SAR, p.652)

The intended outcomes or learning outcomes of the programme are formulated as knowledge, skills and competences corresponding to level 7 of the Latvian and European Qualifications Framework (LQF and EQF) (SAR, p.653)

During the visit, it was concluded that the changes made in the study programme promote the compliance of the programme with international guidelines, professional standards, as well as improve the attractiveness of potential students. Also representatives from RISEBA during site visit, demonstrated active participation in various activities in industry (participation in Project management association, introduction with new research about trends in project management etc)

Students with both prior profiling and non-profiling education, which are stipulated in the admission regulations, can study in the study programme. In order for students with different previous education to achieve all study results and goals at the same level, the study programme provides for a different number of internships. Professional internships are planned after the 1st semester so that practical skills are developed gradually (SAR, p.665).

Based on the information in SAR, there is a decrease in the number of students during the last three years (SAR, Annex 2 of study programme).

Conclusions by specifying the strengths and weaknesses

Study programme has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia. The aim of the study programme is related to the tasks of the study work. The courses of the study programme are created in a certain order. The intended outcomes or learning outcomes of the programme are formulated as knowledge, skills and competences. Learning outcomes and admission requirements are interrelated. In conclusion - the name of the study programme, the degree, the professional qualification or the degree and the professional qualification to be acquired, the aims, objectives, learning outcomes, and admission requirements are interrelated.

Strengths:

1. Active participation in various activities (Project management association, market research done by KPMG, etc) in industry in order to improve study programme.

Weaknesses:

None

2. The Content of Studies and Implementation Thereof

Analysis

Study programme complies with the Cabinet of Ministers Regulations No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education" (26.08.2014) and the criteria set out therein.

The content of the study programme is designed not focusing on a specific field but providing knowledge and skills to a wide range of tools and methods to professionally manage a project in any

field. During the visit, it was confirmed that the study courses are updated annually in accordance with the guidelines of international project management organizations/methodologies (PMP, Prince 2 etc).

Students participate in competitions organized by the International Project Management Association (SAR, p. 669). As a positive aspect, it is mentioned that the Programme Director regularly attends the International Project Management Association World Congress, where up-to-date information on current labour market trends and scientific innovations is obtained to be included in study courses (SAR, p. 670)

As it was established during the visit, the inclusion of practical experience in the study content, as well as compliance with labour market trends is ensured by attracting business professionals to teach study courses.

An important condition is the practical experience of teaching staff and examples from the work environment. 57% of the teaching staff are guest lecturers from the professional environment (SAR, p.661)

Based on the information in SAR (p.664), all students have a mandatory internship and after the internship, employers provide feedback on students by assessing their attitudes towards the performance of duties, level of knowledge, communication skills, ability to improve and overall readiness for the labour market. 98% of employers rated the criteria as "very good" and 2% rated it as "good", which confirms the compliance of the results of the programme with the labour market.

As confirmed during the visit, the compliance of the study programme with the requirements of science is ensured by the participation of the teaching staff in international scientific and professional conferences, as well as the publication of research in scientific publications, including together with students.

A study programme council has also been established for the study programme, which includes representatives of higher education institutions, lecturers, students, graduates and employers. The study results are reviewed at the meetings of the study programme council and the proposed changes in the study programme are approved, which was also established during the visit to the university.

During the visit, it was established that the content, aim and expected results of the study courses are based on the aim, tasks and achievable results of the study programme.

RISEBA has developed the "Study Mapping Methodological Material", which determines the principles, models, stages and methods of the programme mapping.

Each study course defines the knowledge, skills and competencies to be acquired, which contribute to the achievement of the results of the study programme. (SAR, p.655)

The evaluation system used by RISEBA is based on the Cabinet of Ministers of the Republic of Latvia Regulations No. 512 of 26 August 2014 "Regulations on the second level professional higher education state standard" - The following principles are observed: evaluation openness, evaluation mandatory, evaluation review principle the principle of diversity of the types of tests used.

Each academic staff in his / her study course tests students' knowledge, skills and competencies indicated in the description of the study course (reports, tests, presentations, independent work, situation analysis, group work, etc.). The final grade is the sum of all test and exam grades. (SAR, p.657-669)

As it was concluded during the visit, tests or tasks are used to assess the knowledge, in which the knowledge acquired in the course must be demonstrated. Practical, analytical, creative individual and group tasks are mostly used for skills assessment, while students demonstrate the acquired competencies by presenting, discussing, substantiating what they have learned in the study course both orally and in writing.

At the end of each study course, students are surveyed to assess the content, quality and implementation criteria of the study course. The average evaluation of study courses on a five-point scale is 4.25.

The students rated the exact time of the study, the opportunity to participate in discussions, as well as the requirements of the course content the highest. (SAR, 667-678)

The lowest indicator in the student survey is the availability of teaching staff consultations outside the classes, as confirmed by the visit, it has been addressed individually with each academic staff.

The graduates are surveyed every two years. The highest indicators for choosing the programme from the point of view of graduates were - interest in the chosen field of study (content) - 95.24%, career development opportunities - 38.1% and professional and knowledgeable lecturers (specialists of the field) - 28.57%. 76% indicated that they would like to cooperate with the university in the future and the main areas of cooperation include continuing doctoral studies, conducting research for the needs of their company. (SAR, 678-680) As confirmed during the visit, the association "RISEBA Alumni Association" has been established for this purpose. Since 2019, it has employed a specialist who is responsible for communication with graduates, maintaining a database of graduates.

RISEBA regularly - at least once every three years - conducts employer surveys. The last large-scale employer survey was conducted in 2017. The aim of this research project was to gain insight into what knowledge, skills and attitudes are needed by employees to succeed in today's work environment. The survey was conducted in nine countries and surveyed 852 executives and leaders from 158 companies. Employers indicated that the most important criteria for them in choosing educational programs are the quality of the content of the study programme, the reputation of the educational institution and the general understanding of the need for the study results of the programme. (SAR, 680). As confirmed during the visit, the results of this study are discussed in the Programme Council and with the teaching staff in order to improve the quality of the programme according to the skills considered most important by the employers. Although, based on the market needs additional courses in IT project management could be included in the study programme.

The University provides students with opportunities to participate in international exchange projects within the framework of the ERASMUS programme, as well as in other cooperation activities. There was no inbound mobility during the reporting period. Also outgoing mobilities have been exercised, i.e., during the past three academic years, one student a year has attended ISCTE-IUL (University Institute of Lisbon) in Portugal (university offers studies in project management) and this practice is valuable. (SAR, p. 676)

Conclusions by specifying the strengths and weaknesses

The content of the study programme is designed to provide knowledge and skills for a wide range of tools and methods to professionally manage a project in any field. Every year the study courses are updated in accordance with the guidelines of international project management organizations. The inclusion of practical experience in the study content, as well as compliance with labour market trends is ensured by attracting business professionals to teach study courses. The compliance of the study programme with the requirements of science is ensured by the participation of the teaching staff in international scientific and professional conferences, as well as the publication of research in scientific publications, including together with students. The content aim and expected results of the study courses are based on the aim, tasks and achievable results of the study programme "Project Management". Each lecturer in his / her study course tests the students' knowledge, skills and competencies indicated in the study course description. To assess knowledge, tests or tasks are used, in which the knowledge acquired in the course must be demonstrated. The results of surveys of students, employers and graduates are used to improve the quality of studies.

Strengths:

1. Director of the study programme is professional in project management.
2. Aspects of several project management methodologies are covered in study courses (PRINCE2,

PMP etc.)

3. Innovative approaches and techniques are included in the study process.

Weaknesses:

1. Reduced coherence between the tendencies in digital transformation in all industries and the number of courses regarding IT project management.

3. Resources and Provision of the Study Programme

Analysis

The main source of funding for the study process of the study programme is the tuition fee. Tuition fee is a financial security that is used for the implementation of the study process, research and development. In addition, funding is attracted for EU co-financed projects, i.e., ERASMUS + study exchange trips used by students of the study programme.(SAR, p. 677).

As confirmed during the visit, each year the budget plans funds for teaching staff business trips related to the study process, science and research, as well as professional development. Elected teaching staff are remunerated for publications in high-quality conference proceedings and / or scientific journals indexed by the Web of Science or Scopus.

The budget plans to finance the purchase of literature and the subscription of electronic databases and publications, which are available to both teaching staff and students.

The technical support is sufficient, as the training materials are provided on the online E-RISEBA platform, using remotely available subscription databases and free resources (SAR, p.677).

The e-RISEBA platform is actively used in the study process and contains enough information for students to achieve their study goals (Meeting with students). When lecturing moves to a remote platform, professors conduct methodological seminars to develop distance learning skills and apply distance learning-adapted teaching methods, such as breakout rooms, mirror boards, online collaboration (HEI management meetings, student meetings)

Although resources are sufficient to ensure a quality study process, no software has been put in place to rule out fraudulent activities during distance tests or examinations (meetings with study program directors).

RISEBA library provides students with access to various types of information - books, press publications, databases, the best master's theses, as confirmed during the visit. The library is located at Meža Street 3, its working hours are on working days from 10.00 to 18.00, on Saturdays from 10.00 to 15.00. The library has a reading room and a computer room.(SAR, p.678).

The library provides access to scientific databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC), as well as various paid information sources such as Leta.lv, Nozare.lv, which are also available for remote use outside the university premises.

The university also provides several computer classes, which students use to work with MS Project software, IBM SPSS Statistics Software (although IBM SPSS is not accessible remotely), as well as to learn various online-based project management tools. In the study process, students make extensive use of the e-platform Webropol for creating, obtaining and processing questionnaires.(SAR, p.678).

Conclusions by specifying the strengths and weaknesses

To ensure the study process, the main source of funding is tuition fees. Every year the budget plans funds for teaching staff business trips. For publications indexed by the Web of Science or Scopus, elected teaching staff are remunerated. The budget plans to finance the purchase of literature and the subscription of electronic databases and publications. The university library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science,

Emerald, Greenleaf Publishing PRMEC). The university also provides several computer classes.

Strengths:

1. Valuable resources available in the library about project management.

Weaknesses

1. No software has been put in place to rule out fraudulent activities during distance tests or examinations.
2. IBM SPSS is not available remotely

4. Teaching Staff

Analysis

As confirmed by the meetings with the teaching staff and management during the visit, the composition of the teaching staff in this program has changed, significantly improving the quality of the study program. All the teaching staff involved have practical experience in the field. Changes in project management take place every year, so it is important that guest teaching staff follow the latest trends in the industry and have practical experience in the industry. By attracting new teaching staff to teach courses, this principle is ensured. It is positive that there is a larger number of academic staff in the provision of the study program, which is also RISEBA elected, academic staff, thus ensuring the independence of the study program and the employment of the academic staff. (SAR, p.679)

The study programme is staffed by teaching staff who have been elected, as well as guest lecturers with practical experience in the field are invited. Changes in project management take place every year, so it is important that guest lecturers follow the latest trends in the industry and have practical experience in the industry, which was also confirmed during the visit. In teaching the courses of the study programme, 9 out of 22 lecturers have a doctor's degree, 4 are professors, 1 associate professor, 2 docents and 13 guest lecturers. (SAR, p.679)

RISEBA has developed and implemented a policy for the formation of the teaching staff. The qualification of the teaching staff is monitored on the basis of the teaching staff policy developed at the university.(SAR, p.679)

When choosing academic staff his / her qualification and pedagogical experience are primarily evaluated. The teaching staff prepares a description of the study course, indicating the topics, expected results, examinations, in accordance with the expected results of the programme and Cabinet Regulation August 26, 2014. No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education" (SAR Annex 6 descriptions of the study course).

The qualification of the teaching staff involved in the implementation of the study program complies with the requirements of the study program implementation and the requirements specified in regulatory enactments, and it allows to achieve the goals of the study program and study results. (SAR, p.687) This was also confirmed during the visit, when there were meetings with the teaching staff and management, as well as the attached CVs of the teaching staff.

During the meeting with the management, it was confirmed that each academic staff must have at least three publications in peer-reviewed publications in the last five years.

During the visit, it was confirmed that publications are used in teaching study courses as examples for explaining the theory, as important research results, as a good example of scientific research that indicates the quality of the study course content.

Faculty members also regularly participate in scientific conferences, as well as improve their qualifications in various local and international seminars in order to improve study courses for improvement. The teaching staff is also involved in the implementation of scientific and practical projects, how the results are used in the study process, as confirmed during the visit.

In the implementation of study programs, there is a close cooperation of the teaching staff, which promotes the improvement of study courses. Meetings are organized for the teaching staff, where the sequence of study courses and interrelation are discussed. The teaching staff is involved in formulating the results of the study courses, linking them with the results of the programme. Twice a year, meetings of the programme council are organized, in which the leading academic staff of the programme participate, as well as students and representatives of the industry are invited. As confirmed during the visit, the director of the study programme is the main contact person for cooperation with students and teaching staff in order to solve problem situations or work together on the development of the study programme.

Conclusions by specifying the strengths and weaknesses

RISEBA has developed and implemented a policy for the formation of the teaching staff. When choosing academic staff, his/her qualification and pedagogical experience are primarily evaluated. According to the RISEBA conditions, each academic staff must have at least three publications in peer-reviewed publications during the last five years. Publications are used in teaching study courses as examples to explain the theory. Faculty members also regularly participate in scientific conferences, as well as improve their qualifications in various local and international seminars. In the implementation of study programs, there is a close cooperation of the teaching staff, which promotes the improvement of study courses.

Strengths:

1. Professional teaching staff in project management.
2. Researches on the project management field developed, for example, "Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures."

Weaknesses:

None

5. Assessment of the Compliance of the Study Programme "Project Management"

Requirements

- 1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Sample diploma, provided as Annex 7 of the programme SAR, fully complies with the procedure.

- 2 2. Documents 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.

Assessment of compliance: Fully compliant

Justification: The agreement with the University of Agriculture of Latvia, provided for in Annex 8 of the SAR of the programme, provides opportunities for students in case of suspension of the study programme.

- 3 3. 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.

Assessment of compliance: Fully compliant

Justification: Certificate No. 20 / 1.1-15 / 39. SAR, Annex 9.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

Justification: CV of the teaching staff indicates the proficiency of the official language.

- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Not relevant

Justification: Not applicable

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Sample agreements, provided in Annex 10 of the programme SAR, fully comply with the mandatory provisions.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Study programme is implemented in Latvian. Descriptions of study courses are provided in Latvian and English as shown in Annex 6 of the programme SAR and comply with requirements, namely the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3. Compliance of the study programme "Project Management" with the professional standard. Eligibility is determined on the basis of the professional standard "Project Manager" approved at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on December 11, 2019.

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not applicable
- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.
Assessment of compliance: Fully compliant
Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers Regulations No 512 "Regulations on the state standard of second level professional higher education") is evident from the SAR, Annex 2.
- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).
Assessment of compliance: Not relevant
Justification: Not applicable
- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: Academic publications of programme are presented in the Section 4.4. in SAR. The topics of the publications are generally related to the courses delivered by the teaching staff members.
- 15 P5 - Overall rating
Assessment of compliance: Fully compliant
Justification: The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.
Assessment of compliance: Fully compliant
Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.
- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.
Assessment of compliance: Fully compliant
Justification: In teaching the courses of the study programme, 9 out of 22 lecturers have a doctor's degree, 4 are professors, 1 associate professor, 2 docents and 13 guest lecturers.
- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The topics developed in the master's thesis and the research performed are based on important conclusions in this field.

Conclusions by specifying the strengths and weaknesses

The Project Management programme meets the formal requirements. The indicators characterizing the study programme meet the requirements and are in accordance with the goals of the programme. The content of studies and its implementation show high quality, implementation methods are appropriate, and feedback is used to improve the programme. Resources and provision of the study programme are adequate. Teaching staff recruitment and engagement strategies are adequate and motivating.

Strengths:

1. Market researches about weaknesses in project management field is done by RISEBA.
2. Director of the study programme is professional in project management.
3. Aspects of several project management methodologies are covered in study courses (PRINCE2, PMP etc.)
4. Innovative approaches and techniques are included in the study process.
5. Valuable resources available in the library about project management.
6. Expand usage of business incubator activities, hackathons etc. in the study process.
7. Professional teaching staff in project management.
8. Researches on the project management field developed, for example, "Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures."

Weaknesses:

1. Reduced coherence between the tendencies in digital transformation in all industries and the number of courses regarding IT project management.
2. Low usage of business incubator activities, hackathons etc in the study process.
3. IBM SPSS Statistics Software is not accessible remotely.

Evaluation of the study programme "Project Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Project Management"

Short-term recommendations

- | |
|--|
| 1. Expand more courses on IT project management based on digital transformation trends in all industries. |
| 2. To expand the operation of business incubators, hackathons, etc. in the learning process. |
| 3. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely. |

Long-term recommendations

II. "International Business" ASSESSMENT

II. "International Business" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "International Business" provides a professional master's degree in international business and a professional qualification of an "Organization Manager" or "Project Manager". The aim of the study programme is to provide comprehensive knowledge and professional competence needed to thrive in an international entrepreneurial environment and to foster new skills and the ability to set up and lead a company, manage human resources and projects, and expand operations in the changing international business environment (SAR, p.273). The goals and learning outcomes of the programme are developed in accordance with the aim. The tasks of the study programme are to educate students, ensuring the attainment of the Level 5 professional qualification "Organization manager" or "Project manager", and to ensure the attainment of study results in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education. The expected study results of this programme correspond with Latvian qualifications framework Level 7. Programme code according to the Classification of Latvian Education is 47345.

The programme is conducted in English in the form of full-time studies. Depending on the prospective student's previous education, the programme offers a 60 CP (90 ECTS) version for the duration of 1 year and 6 months for those with previous professional undergraduate education and an 80 CP (120 ECTS) version for the duration of 2 years for those with a previous academic degree (SAR, p.279). The difference ensues from the 20 CP requirement of an additional internship for those students with a previous academic degree. This requirement is in accordance with Cabinet Regulation No. 512 "Regulations regarding the state standard in the second-level professional higher education". In accordance with Regulation No. 512, the study courses in this programme offer at least 30% contact hours (SAR, Annex 6), the master's thesis in both 60 CP and 80 CP versions comprises 20 CP (30 ECTS) and the internship comprises 26 CP (39 ECTS) for students with academic background and 6 CP (9 ECTS) for students with a professional previous degree (SAR, Annex 5).

The study programme is divided into four modules and the third module in the second semester offers to pursue one of four different specializations (SAR, Annex 5). At the time of submitting the SAR, the following specializations were offered: Marketing, Finance, Human Resource management and Project management. Since then, after discussion in the programme committee about the new occupational standard, the specialization "Marketing" has been renamed to "Business Executive" to align it with the occupational standard and the specializations of the KEDGE business school (Questions answered by RISEBA). The specializations "Business Executive", "Finance" and "Human Resource Management" are a part of the overall study programme that offers to acquire the professional qualification "Organization Manager". The specialization "Project Management" corresponds with the professional qualification "Project Manager".

The four specializations and their respective study courses mostly correspond to two professional qualifications "Organisation manager" and "Project manager" that are based on Level 5 occupational standards that correspond to Latvian qualifications framework Level 7. For this study programme RISEBA has a system in place to ensure compliance between study courses in the programme and the occupational standard requirements (SAR, Annex 3 "Compliance with Occupational standards"). However, some requirements of the occupational standard are not met according to the provided study plan and study course descriptions.

For example, according to Annex 3 the marketing courses "International Marketing and Communication" and "Strategic Branding" are necessary for "Organizational Manager"

qualification's Marketing Management awareness, however, according to the study plan (SAR, Annex 5) these courses are not provided under "Finance" and "Human Resource Management" specializations.

Similarly, competencies regarding internal control and quality assurance, which according to Annex 3 (SAR) are covered by the course "International Business Operations", are not incorporated under "Finance" and "Human Resource management" specializations. However, these competencies are required in order to comply with the professional qualification "Organisation Manager".

The expected course results and programme tasks are mostly in line with the programme goals. The study courses included in the study programme meet the goals of the study programme, prescribed by the occupational standard "Project manager". However, in order to ensure two specializations' ("Finance" and "Human Resource management") full compliance with the occupational standard "Organisation Manager", courses covering marketing, internal control and quality assurance might have to be added.

Conclusions by specifying the strengths and weaknesses

The study programme is well designed and its name, degree, professional qualifications to be acquired, aims, objectives, learning outcomes, and admission requirements are all interrelated. However, a review of specializations "Finance" and "Human Resource Management" might be in order to ensure their compliance with the occupational standard "Organisation Manager".

Strengths:

1. The study courses included in the study programme meet the goals of the study programme, prescribed by the occupational standard "Project manager".

Weaknesses:

1. Two specializations ("Finance" and "Human Resource Management") are not fully compliant with the occupational standard "Organisation Manager".

2. The Content of Studies and Implementation Thereof

Analysis

The study courses included in the study programme correspond to the aim of the study programme, however, some course descriptions could be reviewed and updated. Descriptions of a few study courses (for example, "International Business Operations") are missing the necessary prior knowledge for mastering the respective study course or the description of the pre-requisites are vague, thus the principle of succession is not entirely realized. Some course descriptions have a different title than provided in the study plan, thus an update in the study course descriptions might be in order. Some course descriptions, for example, "Organisational design", are missing the assessment criteria, complete syllabus and the list of recommended literature, others, for example, "Financial Analysis for Decision Making", lists outdated recommended literature as "Principles of Corporate Finance, 7e" by Brealey R. and Myers S. (2003) is now available already in its 13th edition (SAR, Annex 6).

Otherwise the study course content is relevant and complementary, and has been developed in accordance with the aims of the study programme. Even though the study course descriptions can be reviewed and updated, the deficiencies are minor enough for the study course content to ensure the achievement of the study programme learning outcomes.

Since the previous accreditation, numerous changes have been implemented in the study programme to account for the changes in the occupational standards and Latvian qualifications framework. The occupational standards of "Business Executive" and "Personnel Manager" have been

changed to "Organization manager", thus the previously offered qualification "Human Resource Manager" has been assimilated into the professional qualification "Organization Manager". Furthermore, some study courses in part A of the programme were exchanged to different ones or renamed, for example, "Research Methods" (2 CP) were exchanged for "Research methods in Business and Organizations" (1 CP), "International Business Environment" (2 CP) and "Sustainable Development of an Organization" (2 CP) have been merged into "International Business Environment and Sustainability" (1 CP), leaving space for such new part A courses as "Business Analytics" (2 CP) and "Innovation and Business Models" (2 CP). In part B specific courses for "Human Resource manager" qualification have been excluded. Instead, study courses about organizational design and psychology have been included for the "Human Resource management" specialization (SAR, p.280, Annex 5). Similar changes in the course structure have been made for other specializations, except for specialization "Project management", which has remained the same. The changes have been made to account for student recommendations and to adapt the programme to trends in business management and employer requirements.

Most of the teaching staff have professional experience and strong link with the industry, which facilitates the introduction of the latest practical findings in the study process. During the meeting with the teaching staff, it was concluded that the teaching staff regularly follows the latest trends and renews the study courses. Thus the study course content meets the needs of the industry. The teaching staff involved in the implementation of the study programme are actively involved in scientific research, which is confirmed by their scientific publications (SAR p.305, Study direction Annex 10 "Publications by the teaching staff"). Thus, the study course content is developed in accordance with the scientific trends.

During the meeting with students and the teaching staff, it was confirmed that the employed study and evaluation methods, such as gamification, group works, case study analysis, presentations, practical tasks, are engaging and contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. The students also mentioned that a lecturer in the first lecture of a study course introduces the course content, learning outcomes, evaluation methods, clarifies the general student knowledge level of the material, inquires about the preferred study methods, which correspond to student-centered learning principles.

The students during the meeting also confirmed that the results of student surveys, which are regularly conducted for each study course and programme, are taken into account to improve the study programme, as they could mention particular examples of changes implemented as a result of their feedback. The student survey results are discussed in the programme committee and also with the lecturers (Meeting with the study programme directors).

The study programme directors described the programme "International Business" as the primary programme for international students. According to SAR, Annex 13, the majority of the study direction's incoming international students study exactly in the study programme "International Business". A few students also engage in the outgoing mobility opportunities (SAR, Annex 13). An incoming international student shared their experience during the meeting, which was described as successful. "Erasmus+ programme mobility organisation procedure" developed by RISEBA (doc.riseba.lv) mentions that the study courses chosen by the student are agreed with the study programme director and the students who had participated in the outgoing mobility affirmed during the meeting that the process involves the study programme director and that the recognition of grades went smoothly.

Conclusions by specifying the strengths and weaknesses

Even though the study course descriptions can be reviewed and updated, the study course content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the industry and the scientific

trends. The teaching staff employ such study methods that contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. The student-centered learning and teaching principles are also applied in the study process. The student survey results are taken into account, discussed during the programme committees and used to improve the study course content. Several incoming international students are studying in the programme “International Business” and a few students engage in the outgoing mobility. The chosen study courses undertaken during the mobility are confirmed with the director of the study programme - a process, which ensures the recognition of the learning outcomes of these study courses.

Strengths:

1. Study implementation methods contribute to the achievement of the study course and study programme's aims and results.
2. Student survey results are used to improve the quality of the study programme.
3. Extensive incoming mobility, as several international students study in the programme.
4. Changes made to account for student recommendations and to adapt the programme to trends in business management and employer requirements.

Weakness:

1. Some study course descriptions are missing such information as pre-required knowledge, the assessment criteria, complete syllabus and the list of recommended literature.
2. Some study course descriptions include outdated literature.

3. Resources and Provision of the Study Programme

Analysis

RISEBA has relatively well-established infrastructure (library, computer labs, auditoriums, E-RISEBA platform) that ensures delivery of the study programme (Tour around facilities). Apart from the library, RISEBA also provides electronic resources. Furthermore, databases can be accessed remotely (Meeting with library staff), which is of particular importance to students studying remotely due to Covid-19 restrictions. The technical provision is sufficient as the study materials are provided in the online E-RISEBA platform, through remotely accessible subscription databases and free resources (SAR, p.3) or through the library that is filled with industry-specific literature and linked with the national library joint catalogue (SAR, p.95; Meeting with library staff).

Even though the informative materials that are indicated in the study course descriptions as the recommended literature could be more up to date as there are several more recent editions available for some of the indicated literature (SAR, Annex 6), the joint library catalogue offers an opportunity to find the latest editions of this literature (Joint catalogue).

E-RISEBA platform is actively used in the study process and contains sufficient information for students to reach their study goals (Meeting with students). As lecture delivery shifts to the remote platform, the professors undergo methodological seminars to develop remote-teaching skills and apply study methods adjusted for remote learning, such as breakout rooms, mirror boards, online collaboration (Meeting with HEI management, meeting with students).

While the resources are sufficient to provide a quality study process, there is no proctoring software in place to rule out fraudulent activities during remote tests or exams (Meeting with the directors of study programmes).

During the study process students of the “International Business” programme use IBM SPSS Statistics software (study course “Business Analytics”), which is installed in computer classrooms, however, this system is not accessible remotely (Meeting with library staff), which is a disadvantage for distance learning and remote learning students.

Conclusions by specifying the strengths and weaknesses

The infrastructure and resources available to students ensure a qualitative study process, enable reaching the programme's learning outcomes and comply with the programme's conditions and features. However, there are no proctoring systems in place to rule out fraudulent activities during remote tests or exams and to ensure academic integrity. Moreover, such a time-intensive system as IBM SPSS Statistics is not accessible remotely, which limits the student learning experience.

Strengths:

1. The infrastructure and resources available to students ensure a qualitative study process, enable reaching the programme's learning outcomes and comply with the programme's conditions and features.

Weakness:

1. No proctoring software in place to rule out fraudulent activities during remote tests or exams.
2. IBM SPSS Statistics software is not accessible remotely.

4. Teaching Staff

Analysis

The professional Master study programme "International Business" is conducted by professors with a Master or Doctoral degree and professional experience in the field. 62% of lecturers (18 in total) hold a Doctoral degree, while 12 lecturers represent the professional experience of the business community (SAR, p.302). Professionals with knowledge and links to international business and the relevant professional qualifications are invited to conduct study courses in the programme. The members of the teaching staff extensively incorporate their professional experience in their teaching methods, for example, linking their professional experience in consultancy industry and inviting guest lecturers to share contemporary cases and business models from the industry, involving students with testing business solutions from their consultancy, providing internships where students can learn the international aspects of the industry, and engaging students with analysing real business models and cases (Meeting with the teaching staff).

The teaching staff is involved in scientific research as confirmed by a list of research papers published in international editions and participation in international academic conferences (SAR, p.306). RISEBA professors are also involved in such research projects as "IAP 4 GenZ - The International Academic Partnership for Generation Z" coordinated by NAWA (Polish National Agency for Academic Exchange) and the CFLA project "Practical Studies, Phase 2 "Developing Value-Based Skills for Improving the Quality of Human Capital (No. 1.1.1.1/18/A/151)" (SAR, p.307).

RISEBA has developed a faculty member assessment procedure, which defines the assessment criteria of the teaching staff's scientific/artistic qualification, pedagogical qualification and organizational competence, which determines the faculty member's hourly rate (Procedure of RISEBA Faculty Member Assessment). The quality assessment of the teaching staff is further enhanced with the help of regular student surveys and systematic peer observations of the teaching staff (Surveying Procedure, Academic Staff Peer Review Procedure). These assessments are also taken into account in the annual assessment of teaching staff. Meeting with students has confirmed that their recommendations and evaluations are taken into account, as they could mention cases when a faculty member has been changed due to student evaluation.

RISEBA also provides professional development opportunities for its teaching staff. As confirmed during the meeting with master programme teaching staff, RISEBA provides workshops about topics on how to conduct courses in the online environment, how to work with the systems, how to deal with students remotely, at least once a year a faculty member can participate in international

conferences, a full-time faculty member can participate in at least two conferences per year. The teaching staff also mentioned training with CEEMAN in Slovenia, as well as opportunities to improve English skills to pass Cambridge exams (Meeting with the teaching staff).

RISEBA has developed Academic Personnel Policy, whose aim is to ensure that the academic personnel combine high scientific and professional working competences with teaching and organisational work skills and that they are internationally and locally recognized authorities and industry experts (Academic Personnel Policy).

The teaching staff during the meeting mentioned collaboration with other lecturers. The most regular collaboration mechanism is the programme committees. There is also a regular procedure to review the study course aims with the programme's results and each lecturer has the freedom to initiate adjustments in the study course content according to the advancements and trends in the market (Meeting with teaching staff).

Conclusions by specifying the strengths and weaknesses

The gathered information allows to conclude that the teaching staff is involved in scientific research and projects and the obtained information is incorporated in the study process. The faculty members collaborate to improve the study course content. The qualifications of the faculty members involved in the implementation of the study programme are appropriate and enable a qualitative study process. Moreover, the Academic personnel policy developed by RISEBA is a mechanism that ensures qualitative and compliant composition of the teaching staff.

Strengths:

1. The teaching staff involved with the implementation of the study programme have strong professional experience and connections with the industry, they regularly follow the latest industry trends and implement them in the study course.
2. Faculty members are motivated to publish the results of their research in cited databases.

Weaknesses:

None

5. Assessment of the Compliance of the Study Programme "International Business"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Partially compliant

Justification: Sample diploma in English, provided as annex 7 of the programme SAR, states "Organisation Executive" while according to SAR (p.279) should be "Organization Manager". Moreover, the sample diploma for both professional qualifications is missing the affirmation "The qualification obtained corresponds to the fifth level of professional qualification" and the signature of Chairman of the State Examination Commission.

2. Documents 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.

Assessment of compliance: Fully compliant

Justification: Agreement with EKA University of Applied Sciences, provided as annex 8 of the programme SAR, ensures opportunities to students in the event of suspension of the study programme.

- 3 3. 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.

Assessment of compliance: Fully compliant

Justification: Attestation of full compliance is provided in annex 9 of the study field SAR.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

Justification: Attestation of full compliance is provided in annex 17 of the study field SAR

- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: Attestation of full compliance provided as annex 10 of the programme SAR.

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not Applicable.

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Sample agreements, provided in annex 11 of the programme SAR, fully comply with the mandatory provisions.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Study programme is implemented in English and all descriptions of study courses are provided in English, as shown in annex 6 of the programme SAR and comply with requirements, namely the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Partially compliant

Justification: Study programme content developed in accordance with Level 5 occupational standards "Organization manager" (PS-114) and "Project manager" (PS-129). While specialization "Project manager" complies with the requirements of the occupational standard "Project manager", two specializations' ("Finance" and "Human Resource management") compliance with the requirements of the occupational standard "Organisation manager" is not ensured fully, as courses incorporating marketing, internal control and quality assurance competencies are not incorporated into these specializations (SAR, Annex 3, Annex 5, Annex 6).

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers Regulation No. 512 of 26 August 2014 "Regulation on the National Standard of Second Level Professional Higher Education") is evident from annex 3 of programme SAR.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications from programme teaching staff are presented in 4.5 of the programme SAR. Between 2017-2019, 17 papers were published in international editions and in the academic year of 2018/19, 11 presentations in international academic conferences were made. The topics of the publications are generally related to the courses delivered by the teaching staff members.

15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The study programme is in compliance with all the parameters above, except: Requirement 1 - Sample diploma in english, provided as annex 7 of the programme SAR, states "Organisation Executive" while according to SAR (p.279) should be "Organization Manager". Moreover, the sample diploma for both professional qualifications is missing the affirmation "The qualification obtained corresponds to the fifth level of professional qualification" and the signature of Chairman of the State Examination Commission.

Requirement 10 - Study programme content developed in accordance with Level 5 occupational standards "Organization manager" (PS-114) and "Project manager" (PS-129). While specialization "Project manager" complies with the requirements of the occupational standard "Project manager", two specializations' ("Finance" and "Human Resource management") compliance with the requirements of the occupational standard "Organisation manager" is not ensured fully, as courses incorporating marketing, internal control and quality assurance competencies are not incorporated into these specializations (SAR, Annex 3, Annex 5, Annex 6).

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The study programme is implemented by 29 lecturers in total; 18 of them, or 62% are doctors. The business community is represented by 12 lectures and from the lectures independently participating in the programme 8 lectures are visiting professors and visiting faculty members from abroad.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: Topics and research developed namely in master thesis show clear relevant findings in the field.

Conclusions by specifying the strengths and weaknesses

The programme meets formal requirements. Indicators describing the study programme comply with requirements and are adequate to the programme goals. The content of studies and implementation thereof show high quality, the implementation methods are adequate, and feedback is used for programme improvement. Resources and provision of the study programme are adequate, although more attention should be given to software to rule fraudulent activities in evaluation moments. Teaching staff recruitment and involvement strategy are adequate and motivating.

Strengths:

1. Study implementation methods contribute to the achievement of the study course and study programme's aims and results.

2. The study courses included in the study programme meet the goals of the study programme, prescribed by the occupational standard "Project manager".
3. Student survey results are used to improve the quality of the study programme.
4. Extensive incoming mobility, as several international students study in the programme.
5. The teaching staff involved with the implementation of the study programme have strong professional experience and connections with the industry, they regularly follow the latest industry trends and implement them in the study course.
6. Faculty members are motivated to publish the results of their research in cited databases.

Weakness:

1. Two specializations ("Finance" and "Human Resource management") are not fully compliant with the occupational standard "Organisation manager".
2. Some study course descriptions are missing such information as pre-required knowledge, the assessment criteria, complete syllabus and the list of recommended literature.
3. Some course descriptions include outdated versions of the recommended literature.
4. No proctoring software in place to rule out fraudulent activities during remote tests or exams.
5. IBM SPSS Statistics software is not accessible remotely.
6. Sample diploma is missing the affirmation "The qualification obtained corresponds to the fifth level of professional qualification" and the signature of Chairman of the State Examination Commission.

Evaluation of the study programme "International Business"

Evaluation of the study programme:

Average

6. Recommendations for the Study Programme "International Business"

Short-term recommendations

- | |
|--|
| 1. RISEBA must change qualification in the english diploma, as the qualification is Organization Manager and the diploma states Organization Executive. |
| 2. In order to ensure two specializations' ("Finance" and "Human Resource management") full compliance with the occupational standard "Organisation manager", the study content of the study programme should be reviewed and supplemented in respect to marketing, internal control and quality assurance competencies. |
| 3. Review study course descriptions, ensure that all information regarding pre-required knowledge, assessment criteria and syllabus is provided and update the indicated literature, to ensure that the most up-to-date literature is involved in the study course implementation. |
| 4. Consider implementation of proctoring systems that ensure academic integrity in case of distance learning and remote learning process. |
| 5. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely. |
| 6. Review the sample diploma and adjust it according to the criteria stated in Cabinet Regulation No. 202. |

Long-term recommendations

1. According to the employers of Master programme graduates, the business is increasingly mixing with various aspects of IT and there is a growing need for the graduates to understand the IT side of business. A long-term recommendation would thus be to consider implementation of IT related courses (for example, Robotics, IT Project Management, Big Data Analytics, Artificial Intelligence, etc.) that would provide IT related knowledge, competencies and skills.

II. "Business Management" ASSESSMENT

II. "Business Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional Master study programme has been developed in accordance with the Law of Higher Education Institutions of the Republic of Latvia. The degree to be acquired is "Professional Master's degree in Business Management". Professional qualification is not awarded. The expected study results of this programme correspond with Latvian qualifications framework Level 7. The study programme complies with the national standard of the fifth level professional higher education (The Cabinet of Ministers regulations No 512 "Regulations on the state standard of the second level professional higher education" (September 12, 2014).

Code of the programme according to the Classification of Latvian Education is 47345 (SAR, p.316).

Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission regulations have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" and RISEBA Study Regulations issued on October 10, 2006.

As confirmed during the site visit, the admission requirements provided for in the University's Admission Regulations and the corresponding selection of applicants comply with the procedures specified in regulatory enactments and are appropriate and sufficient for each matriculated student to be able to achieve the intended study programme results.

There is an adequacy in admission requirements depending on academic profiling in order to level the knowledge of students. As so the CP of studies vary. Students with a previously attained professional Bachelor's education in management, business, economics, finance or a related field, and who have already attained the relevant Level 5 professional qualification, take the 2 year (part-time distance learning) programme worth 60 CP, including an internship worth 6 CP. Students with a previously attained academic profiling or professional Bachelor's degree in a non-profiling field, which is not related to the study programme's sector/subject group, i.e. any education, except management, business, economics, finance or in a related field, take the programme worth 70 CP, study duration: 2 years and 6 months (part-time, distance learning), including an internship worth 6 CP. (SAR, p. 316-317).

There is a clear linkage between the aims of the programme giving the students in-depth knowledge of business management and the expected outcomes in terms of knowledge, skills and competences. Meeting with students, and meeting with teaching staff confirmed this alignment.

The study programme forms presented in SAR (p. 314) state that the master is offered in Latvian and Russian although since 2018 student admissions were suspended (SAR, p. 322) and in 2020, all the students in the Russian strand will have completed their studies (SAR, p.323).

Conclusions by specifying the strengths and weaknesses

The study programme has been developed in accordance with the Law on Higher Education

Institutions of the Republic of Latvia. The title of the study programme, the degree to be obtained and the professional qualification and the goals and tasks are mutually compatible.

Strengths:

1. Clear Admission Regulations
2. Clear linkage between the programme aims and expected outcomes

Weakness:

1. The Russian form is not stated as concluded.

2. The Content of Studies and Implementation Thereof

Analysis

During the visit it was confirmed that the content of the study programme has been devised to offer the latest business management methods and approaches for managing a business or working for a company. Compliance with scientific requirements is ensured by the participation of teaching staff in international scientific conferences and the publication of research in scientific publications.

A Programme Committee has been established for the study programme, which includes representatives of the university, faculty members, students, alumni and employers. Study results are reviewed and proposed changes to the study programme are approved at meetings of the Programme Committee. As a result, often the content of study courses is updated according to industry and labour market requirements. The contents of the study course correspond to the needs of the sector and job market, as well as scientific trends, because every year several study courses are updated. Every year RISEBA concludes contracts with faculty members for improvement of distance learning study courses. During the 2018/2019 academic year, several study courses were updated, ensuring the updating of their contents so that they reflect the latest developments in the professional field and/or scientific trends (SAR, p.325-326). Meetings with teaching staff, employers and students confirm the study programme agility in adjusting to new trends and needs.

Information included in the study courses follows the goals of the study course and the results to be achieved, which in turn follow from the goal of the programme and the results to be achieved. In 2018/19 study course description forms and processes were reviewed to ensure a clear link between the study programme and course results. Before devising a study course description, each faculty member receives a programme mapping summary from the Programme Director, in order to define study results appropriate for the study course, include the relevant skills and attitudes in the contents, as well as the professional knowledge and competences. Based on the results of the study course, faculty members plan appropriate methods for testing knowledge, skills and competences. Study course descriptions are posted on the E-RISEBA platform, thus ensuring their availability to all faculty members, in order to prevent subjects overlapping (SAR, p.328). A detailed analysis of study courses provided in Annex 6 of the study programme SAR confirms the outcome quality of these procedures.

As the master's study programme "Business Management" is implemented through part-time distance learning studies only, all study materials, completion of tests and cooperation with students takes place remotely (via e. riseba.lv, Skype, e-pasts, webinars, etc.). Types of test work are set depending on the specifics, objective and attainable results of the study course.

After the meeting with the teaching staff, it was concluded that the methods of study implementation at the university are given an important role in the study process, academic staff are encouraged to use the latest and interactive study methods and methodological seminars are organized within RISEBA.

In the E-RISEBA environment, the assessment requirements, criteria and methods for marking each study course are published, as well as an explanation of the assessments. Students receive an

explanation of the assessment.

After each study course, students receive evaluation questionnaires about the quality of the course. Study course evaluation questionnaires are sent to the teaching staff and discussed in the annual evaluation of the teaching staff.

The students also confirmed that the study implementation methods are discussed in the programme council, in which the students' representatives are also elected. Students' opinions are also heard at council meetings. As confirmed during the visits, the study process considers the principles of student-centred education. Students are involved in the process of improvement of the study programmes. The study process takes into account the principles of student-centred education:

- Students are involved in the process of improvements of the study programme and study environment by means of student surveys, as well as by active involvement of RISEBA Students' self-government. This was mentioned by staff of the programme.
- Various pedagogical methods are used, and the lecturers are introduced to the latest methods on a regular basis.

During the meeting with the graduates, it was concluded that in general, the graduates highly value the programme, the involved lecturers - practitioners, the attitude towards the student and the study environment at the university. The things to be improved were also indicated - to offer even more practical classes and guest lectures.

The university also conducts a survey of employers. During the meeting, employers indicated that the most important criteria for selecting educational programs are the perception of the content of the programme; the reputation of the education provider and a general understanding of the learning outcomes offered by the programme. As confirmed during the visit, students use inbound and outbound mobility opportunities, mobility agreements are concluded.

Although RISEBA has entered into more than 130 cooperation agreements with various partner institutions to ensure ERASMUS exchange, only from the 2019/2020 academic year, part-time distance learning students had the possibility of participating in ERASMUS exchange trips or internships; During the reporting period, there have been no incoming or outgoing mobilities (SAR, p.343).

Conclusions by specifying the strengths and weaknesses

In general, the content of the study programme is well designed and RISEBA has a systematic and developed approach on implementation of the programme.

Strengths:

1. Expected course results, programme tasks are subordinated to the achievement of the programme goals.
2. Study implementation methods, including assessment methods, contribute to the achievement of the study course and study programme goals and study materials.
3. Feedback system is systematic and valuable.
4. Research about market needs in the labour market is continuous.
5. Modern teaching methods are actively implemented in the study process.

Weaknesses:

1. Lack of international mobility.

3. Resources and Provision of the Study Programme

Analysis

A significant income of RISEBA comes from tuition fees and it is clear the investment in resources and provision.

As this master is just being provided in distance learning (SAR, p.331), electronic resources play an important role.

RISEBA provides adequate electronic resources. Software versions, computer network antivirus software, and firewall support are regularly maintained and updated. RISEBA library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC).

The library has a contract with Harvard Business Publishing, so teaching staff can order various information resources. Furthermore, databases can be accessed remotely (Meeting with library staff), which is of particular importance to students studying remotely. The technical provision is sufficient as the study materials are provided in the online E-RISEBA platform, through remotely accessible subscription databases and free resources (SAR, p.3) or through the library that is filled with industry-specific literature and linked with the national library joint catalogue (SAR, p.95; Meeting with library staff).

IBM SPSS Statistics software is installed in computer classrooms, however, this system is not accessible remotely (Meeting with library staff).

E-RISEBA platform is actively used in the study process and contains sufficient information for students to reach their study goals (Meeting with students). As lecture delivery shifts to the remote platform, the professors undergo methodological seminars to develop remote-teaching skills and apply study methods adjusted for remote learning, such as breakout rooms, mirror boards, online collaboration (Meeting with management, meeting with students).

While the resources are sufficient to provide a quality study process, there is no proctoring software in place to rule out fraudulent activities during remote tests or exams (Meeting with the directors of study programmes).

Conclusions by specifying the strengths and weaknesses

Valuable resources are available and create the prerequisites for the achievement of the learning outcomes, and indicate the possibility to ensure a high-quality study process also in the future (including additional investments in e-resources)

Strengths:

1. Innovative and wide range of online resources available for students.

Weaknesses:

1. Lack of proctoring software to rule out fraudulent activities in evaluation moments.
2. IBM SPSS Statistics Software is not accessible remotely.

4. Teaching Staff

Analysis

At time of submission of SAR, the programme was taught by 19 faculty members. Changes were made in the composition of the programme's faculty members in order to ensure recruitment from the professional work environment and ensuring a balance between the academic and professional environment in the programme. Meeting with students show positive feedback regarding these changes.

Of 19 faculty members teaching the study programme's courses, 11 hold doctoral degrees. 3 are professors, 1 is an associate professor, 6 are assistant professors, 2 are lecturers and there are 7

visiting faculty members (SAR, p.352).

In the recruitment process RISEBA considers as a priority a doctoral degree, practical experience, research papers, as well as the desire and ability to work in distance learning form, which is aligned with programme strategy and profile.

Professionals with knowledge and links to international business and the relevant professional qualifications are invited to conduct study courses in the programme. The members of the teaching staff extensively incorporate their professional experience in their teaching methods, for example, linking their professional experience in consultancy industry and inviting guest lecturers to share contemporary cases and business models from the industry, involving students with testing business solutions from their consultancy, providing internships where students can learn the international aspects of the industry, and engaging students with analysing real business models and cases (Meeting with the teaching staff). The teaching staff is involved in scientific research projects and shows several international publications as shown in SAR (p.353-356). The involvement of the teaching staff in research work is motivated both by fully paid participation in international scientific conferences and financial support for specific results in scientific work.

Implementation of study programmes is characterised by close collaboration between faculty members. In order to attain the programme's results, faculty members are involved in formulating study course results, linking them to the programme's results. Based on the results of the study course, the Programme Director performs programme mapping and coordinates this with all faculty members, thus ensuring the mutual connection of study courses and programme results. Programme board meetings are organised twice a year, which are attended by the programme's leading faculty members, and to which students and industry representatives are also invited (SAR, p.356). As such, procedures for mutual collaboration between the teaching staff members in place, for the improvement of programme and study courses are well designed.

Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is well assessed as confirmed in meetings with teaching staff, students and employers.

Conclusions by specifying the strengths and weaknesses

RISEBA clearly puts much attention in compliance with requirements set forth in the regulatory enactments. Also, continuous improvement of teaching staff competencies has been proved as a priority in RISEBA strategy.

Strengths:

1. There are developed criteria for recruitment teaching staff for distance learning
2. RISEBA motivation system to encourage research and publications by teaching staff.
3. Procedures for mutual collaboration regarding the improvement of the programme

Weakness:

None

5. Assessment of the Compliance of the Study Programme "Business Management"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Justification: Sample diploma, provided as annex 7 of the programme SAR, fully complies with the procedure

- 2 2. Documents 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.

Assessment of compliance: Fully compliant

Justification: Attestation, provided as Annex 8 of the programme SAR, ensures opportunities to students in the event of suspension of the study programme.

- 3 3. 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.

Assessment of compliance: Fully compliant

Justification: Attestation regarding compensation for losses is provided as Annex 9 of the programme SAR.

- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

Assessment of compliance: Fully compliant

Justification: Attestation of full compliance is provided in Annex 17 of the study field SAR.

- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

Assessment of compliance: Fully compliant

Justification: CV of the teaching staff indicates the proficiency of the related foreign language.

- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification: Not applicable.

- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Sample agreements, provided in Annex 10 of the programme SAR, fully comply with the mandatory provisions.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: SAR, Annex no. 6

The descriptions of the study courses include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3. Compliance of the qualification awarded in the Business Management Programme with the professional standards (For qualification "Business Manager" professional standard of "Business Manager "18 September 2019, protocol no. 6 and for qualification "E-Business Manager" are professional standard of "e business manager"18 September 2019, protocol no. 6).

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers Regulations No 512 "Regulations on the state standard of second level professional higher education") is evident from the SAR, Annex 2.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of programme are presented in the Chapter 4.4. in SAR. The topics of the publications are generally related to the courses delivered by the teaching staff members.

- 15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The study programme attracts professionals with a doctoral degree and experience in the field. As of 2020, 28 (85%) of the 33 elected lecturers have a doctoral degree.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification: Not applicable

Conclusions by specifying the strengths and weaknesses

The Business Management programme meets formal requirements. The indicators characterizing the study programme meet the requirements and are in accordance with the goals of the programme. The content of studies and its implementation show high quality, implementation methods are appropriate, and feedback is used to improve the programme. Resources and provision of the study programme are adequate. Teaching staff recruitment and engagement strategies are adequate and motivating.

Strengths

1. The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are interrelated.
2. The courses of the study programme are created in a certain order.
3. When starting studies, an official study opening week is provided, in which students take part in creative activities and mutual acquaintance and cohesion of students is promoted.
4. Establishment of the study programme council, the main tasks of which are: to evaluate the respective study programme in accordance with the current situation in the market and industry, to provide recommendations for the improvement of the programme or changes in the programme.
5. The material and technical provision of the university corresponds to the implementation of the study programme.
6. The University has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
7. The University has developed an Academic Staff Policy, which provides for careful selection of staff, regular training and professional development.

Weaknesses

1. The Russian form is not stated as concluded.
2. Lack of international mobility.
3. Lack of proctoring software to rule out fraudulent activities in evaluation moments.
4. IBM SPSS Statistics Software is not accessible remotely.

Evaluation of the study programme "Business Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Business Management"

Short-term recommendations

1. Once all Russian students complete the master, the Russian form should be stated as concluded and no longer be a part of RISEBA offer or SAR.
2. International mobility of students must be incentivised.
3. Find a technological solution that would enable students to access IBM SPSS Statistics software remotely.

Long-term recommendations

1. Adoption of proctoring software to rule out fraudulent activities in evaluation moments should be considered.

II. "Management Psychology and Supervision" ASSESSMENT

II. "Management Psychology and Supervision" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The aim of the professional master study programme "Management Psychology and Supervision" is to provide professional studies compliant with the requirements of ANSE (Association of National Organisations for Supervision in Europe) and to train highly qualified experts, i.e. supervisors/consultants who are competitive both in Latvia and abroad, who have acquired both theory knowledge and practical skills and competences following the graduation, to be able to offer high quality supervision service/ consultations to various professionals, and to succeed in both private and public agencies and companies according to their competence by assuming responsibility for their work and contributing to the development/ growth of the agency and its personnel. (SAR, Section 1.1). As the panel could see in the interviews with all stakeholders, the implementation of the programme suits the aim.

The goals and learning outcomes of the programme are appropriately and meaningfully linked and are approximately developed in accordance with the aim. The tasks of the study programme are to educate students, ensuring the attainment of the Level 5 professional qualification "Supervisor", and to ensure the attainment of study results in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education. The expected study results of this programme correspond with Latvian qualifications framework Level 7. Programme code according to the Classification of Latvian Education is 47345. There is information in study programme parameters that students can study in Russian 2 years, 0 months, full time studies and obtain qualification "Supervisors/konsultants pārraug". In the programme parameters in Latvian and English - obtained qualification is "Supervisors".

The study programme complies with the national standard of the fifth level professional higher education (The Cabinet of Ministers regulations No 512 "Regulations on the state standard of the

second level professional higher education” (September 12, 2014). Degree/qualification to be awarded - Professional master’s degree in management with qualification Supervisor <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-109.pdf>, approved Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadomes 12/06/2019, protokol Nr. 4.

There are full-time and part-time studies in Latvian and Russian (only for those who have started their studies according to the law (<https://likumi.lv/ta/id/37967#p56>) (SAR, 1.2.) As the programme was launched only during the 2015/2016 academic year, the total number of students has increased almost four fold (SAR, Annex 1).

During the visit, it was concluded that in order to achieve the goal of the study programme, the courses of the study programme are designed in a certain order, which was explained in more detail (meeting with programme managers and academic staff). The intended results of the programme or learning outcomes are well formulated as knowledge, skills and competences.

As confirmed during the visit, the implementation of the programme, content and expected study results are reviewed at the meetings of the study programme council, which takes place at least once a semester and are attended by programme administration, teaching staff, students and industry representatives. Such a method of assessment provides good opportunities for proactive adaptation of programme content and work methods to progress in the profession, as well as responding to comments and suggestions of students.

The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are well interrelated. As the director of the programme pointed out during the visit, the study programme is based on the current demand for the labour force with higher education in the labour market.

Admission requirements are regulated by the Admission Regulations, which are approved annually at the RISEBA Senate meeting. Admission regulations have been developed in accordance with Article 46 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 “Regulations on Requirements, Criteria and Procedures for Admission to Study Programs” and RISEBA Study Regulations issued on October 10, 2006.

As confirmed during the visit, the admission requirements provided for in the University's Admission Regulations and the corresponding selection of applicants comply with the procedures specified in regulatory enactments and are appropriate and sufficient for each matriculated student to be able to achieve the intended study programme results.

Conclusions by specifying the strengths and weaknesses

RISEBA higher education professional master study programme "Management Psychology and Supervision" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia. The aim of the study programme is accordingly related to the tasks of the study work. The intended results of the programme or learning outcomes are clearly formulated as knowledge, skills and competences. Learning outcomes and admission requirements are well interrelated.

Strengths

1. The study programme is well structured, it guarantees a high level of theoretical knowledge, although it stresses more attention to the practical skills, which is needed by the Supervisors.
2. The title of the study programme, the degree to be obtained, the professional qualification, the goals and tasks are interrelated.
3. The courses of the study programme are created in a certain order.
4. Programme corresponds to the important labour market and society 's needs.
5. Development of student personalities, improvement of supervisors' skills and competences, and practical activity of students are considered especially important.

6. As the programme was launched only during the 2015/2016 academic year, the total number of students has increased almost fourfold (SAR, Annex 1). It is related to the development of the programme and alumni feedback.

Weaknesses

1. The obtained qualification mentioned in programme parameters is not the same in all 3 languages. It differs in Russian language.

2. The Content of Studies and Implementation Thereof

Analysis

Expected study outcomes, programme tasks are subordinated to the achievement of the programme goals. The study courses included in the study programme meet the goals of the study programme, prescribed by the profession standard of Supervisor. This can be seen in the descriptions of study courses and practice, e.g., "Supervision in group and team supervision", "Negotiations and dispute resolution", "Supervisor's Professional Work and Ethics". The objectives of the programme and expected results in the field of knowledge, skills and competences are defined.

The courses of the programme are created in accordance with the principle of succession. Descriptions of study courses define the necessary prior knowledge for mastering study courses.

The study courses included in the study programme correspond to the aim of the study programme. The programme consists of 8 modules. 3 of them include general education courses to promote students' business competences, as well as research and analysis skills; 3 of them are field-specific courses, 1 is internship and 1 is master thesis. As it was concluded during the visit (all stakeholders), twice a year a meeting of the Programme Council is organized, which involves representatives of the industry, students, academic and administrative staff to review study plans, content of study courses and, if necessary, decide on changes in the programme. The skills and competencies of the programme have been developed in cooperation with industry representatives.

As it was concluded during the visit, most of the teaching staff of the programme are employed in business, which facilitates the introduction of the latest practical findings in the study process. During the meeting with the teaching staff, it was concluded that the teaching staff regularly follows the latest trends and renews the study courses.

Experienced lectures and professionals have developed the content of the study courses. There are 22 staff members and 15 out of them are doctors (SAR, Section 4.2, table 4.2.). The descriptions of the study courses/modules, internships, and the master thesis comply well with the provisions set forth in regulatory enactments and include the latest literature and special materials (games), which is also available in the library of RISEBA. Completion of theoretical courses is followed by practical courses after which students are prepared for an independent internship in an organisational environment by entering into an agreement with a specific organisation. Professional internships are started as early as during the 2nd academic semester and continue until the 4th semester.

During the visit, it was confirmed that the programme director ensures the interconnection of courses in cooperation with the teaching staff.

The information provided by the lecturers during the visit was that the study process includes theory, internships, individual, group and team supervision, interactive discussions and the involvement of guest lecturers from the field. Simulation as well as role-playing and video learning are an integral part of the learning process. Teaching staff are encouraged to use the latest and interactive study methods, with whom they also become acquainted through regular training at RISEBA and mutual visits in the classroom, as said by the teaching staff.

There are four different internships for the students in an organization by 26 CP: individual supervision, group and team supervision, project management, qualification traineeship. The content of the internships is designed to strengthen the knowledge, skills and competences acquired

during the study process. Students choose internship placement independently, taking into account the tasks of the internship and the possibilities to fulfil them. If the student is working, his/her place of work may be approved as a place of internship. If the student does not have an internship placement or is a jobseeker, the internship placement is provided by the RISEBA.

Methods of study implementation and evaluation are clearly indicated in the descriptions of study courses, which are approved by the director of the study programme.

Evaluating both the SAR and the information obtained during the visit, it can be concluded that the study implementation methods, including the assessment methods, contribute to the achievement of the study course and study programme goals and study materials.

As confirmed during the visit, the study implementation methods are discussed in the programme council, in which the students' representatives are also elected. Students' opinions are heard at council meetings. Student representatives also participate in the decision-making of the programme council in relation to changes in the study programme.

As it was found out during the visit, the evaluation of the study process and the survey are carried out on both the study content and the teaching staff. Questionnaires are conducted at the end of each study course. Respondents are all students studying in the programme.

During the meeting with the graduates, it was concluded that the graduates very highly value the programme, the attitude towards the student and the study environment at the university.

The university also conducts a survey of employers. During the meeting, employers pointed out that the most important criteria for choosing educational programmes are the perception of the content of the programme and the reputation of RISEBA.

The study programme is implemented in the form of full-time and part-time studies, choosing internationally recognised study implementation methods.

As confirmed during the visits, the study process considers the principles of student-centred education. Students are involved in the process of improvement of the study programmes. The study process takes into account the principles of student-centred education:

- Students are involved in the process of improvements of the study programme and study environment by means of student surveys, as well as by active involvement of RISEBA Students' self-government. This was mentioned by staff of the programme.
- Various pedagogical methods are used, and the lecturers are introduced to the latest methods on a regular basis.

As it was found during the visit an internationally edited collection of scientific papers "Supervision in Latvia: Research Based Development Opportunities" is prepared (compiled by programme director). The collection of papers will be published by RISEBA, and several members of the faculty, graduates, and students of professional RISEBA programme Management Psychology and Supervision have submitted their articles for inclusion in this collection in cooperation with the faculty and graduates of RSU and the supervisors.

As the programme is comparatively new (as only 4 years have passed since its incorporation in the academic field), the titles of several courses have been improved and courses have been changed as a result of student feedback and latest European supervision trends. According to the SAR, the programme consists of 8 modules and 80 CP (120 ECTS), out of them 26 CP (39 ECTS) are for internship and 20 CP (30 ECTS) for Master thesis. Development of student personalities, improvement of supervisors' skills and competences, and practical activity of students are considered especially important in the programme, which was also advocated by all stakeholders during the interviews.

At the end of the study programme, the students have to develop the master thesis in the volume of 20 CP. Students choose the topic of master thesis based on their professional and research interests, topicality in the field and the specific organisation. The topics are developed and updated based on the programme's objectives and achievable results, as well as the recommendations of industry professionals. The topic of the research is coordinated with the supervisor. The master

thesis examination commission includes both the RISEBA teaching staff and industry professionals. During the reporting period, 55 graduates have defended their Master thesis (SAR, Annex1, table 1.3). During the visit, experts were acquainted with many of the Master thesis. The content of the thesis is relevant, relies on the aims of the study programme and is in line with market trends.

As confirmed during the visit, students very rarely use mobility opportunities, however in 2019, a foreign cooperation agreement was concluded with Serbia's Union University (Union University) master's programme "Business Psychology". There are 3 mobility students for the all period of the programme. During the 2016/2017 academic year, one student took part in an exchange. During the 2017/2018 academic year, no students took part in the ERASMUS programme and during the 2018/2019 academic year, only 1 student took part in an exchange programme, who honed her management and consulting skills at KEDGE University in France (SAR, p.194, Section 2.7).

Conclusions by specifying the strengths and weaknesses

Expected course results, programme tasks are subordinated to the programme goals. The objectives of the programme, the expected results of the programme in the field of knowledge, skills and competences are determined.

Teaching staff regularly follow the latest trends and update study courses. The programme director ensures the interconnection of courses in cooperation with the lecturer.

Study implementation methods, including assessment methods, contribute to the achievement of the goals of the study course and study programme.

Assessment of the study process and surveys are performed both in relation to the study content and the teaching staff. The results of all surveys are discussed in the programme council and with the lecturers and are used to improve the quality of the programme.

Strengths:

1. The skills and competencies to be obtained in the programme have been developed in cooperation with industry representatives.
2. Teaching staff regularly follows the latest trends and renews the study courses.
3. The descriptions of the study courses determine the necessary preliminary knowledge for the acquisition of the study courses.
4. Expected course results, programme tasks are subordinated to the achievement of the programme goals.
5. Student representatives also participate in the decision-making of the programme council in relation to changes in the study programme.
6. Graduates very highly value the programme, the attitude towards the student and the study environment at the university.

Weaknesses:

1. Despite several opportunities, student mobility is very low.

3. Resources and Provision of the Study Programme

Analysis

The study process RISEBA is implemented in three buildings in Riga - Meža Street 3, Meža Street 1/6 and Durbes Street 4 (H2O6 RISEBA Architecture and Media Center, part of Riga creative quarters). The study process in the programme "Management Psychology and Supervision" mostly takes place at Meža Street 3 or Meža Street 1/6. (SAR, Section 3.1)

The main source of financing for the study programme "Management Psychology and Supervision" is tuition fees. The amount of tuition fees and payment procedure for each academic year are decided

and approved by the RISEBA Senate (SAR, Section 3.1).

As confirmed during the visit, the study programme "Management Psychology and Supervision" uses the RISEBA study base, research base, information base (including that of the library), as well as the material and technical base. The auditoriums are equipped with visual demonstration equipment, powerful stationary video projectors have been installed and the largest auditoriums have additional monitors. 309 computer workstations are equipped for the needs of the study process, of which 268 are available directly to students.

RISEBA library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC).

As confirmed during the visit, the library has literature in English (60%), Latvian (15%), Russian and other languages (25%). The library's collection is regularly updated. Every year, each study programme is allocated a budget for the purchase of new study materials in the amount of at least EUR 1000. The library has a contract with Harvard Business Publishing, so teaching staff can order various information resources. RISEBA also invests resources in the provision of various practical games such as the Business simulations "Power of Leader", "Lego Serious Play", the study courses "Personnel and Change Management" and "Innovation and Organisation Development" and Harvard Law school simulation game licences such as "Appleton vs Baker", "Parking Spaces for Supercomputer", "Oil Pricing Exercise", "Restaurant Rancour" for provision of the study course "Conflict Resolution and Negotiation Management", which is offered to students in the study programme "Management Psychology and Supervision" (SAR, Section 3.1)

RISEBA use of a joint anti-plagiarism platform for testing master's theses. e-platform DreamApply is used to receive, store and process the data of international and domestic candidates. For the purposes of distance learning RISEBA subscribes to Panopto video recording, management and broadcasting systems for the faculty to record video and audio classes. For group work and consultations, a subscription to software Zoom was purchased. Zoom is used during such courses as Public Communication, as well as for advice on master theses.

Once a year, an audit of material resources is conducted, and the need is determined to update and augment them for the coming year and plans are updated for the development of Information Technologies infrastructure in years to come.

Conclusions by specifying the strengths and weaknesses

The study provision, library, material and technical provision, and financial provision comply with the specific features and the conditions for the implementation of the study programme, create the prerequisites for the achievement of the learning outcomes, and indicate the possibility to ensure a high-quality study process also in the future.

Strengths:

1. The study provision, scientific support, library, material and technical provision create the prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process.
2. RISEBA library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC) and special games for this programme.
3. RISEBA uses a joint anti-plagiarism platform for testing master's theses.

Weaknesses:

None

4. Teaching Staff

Analysis

The study programme attracts professionals with master or doctoral degrees and experience in the field. 32% of the faculty have a master's degree and come from the professional environment, and 68% of the faculty have a doctoral degree (SAR, Section 4.2, table 4.2). During the reporting period, there were 22 members of the staff in the programme, and 13 (59%) of them were elected RISEBA academic personnel, and 9 (41%) were invited industry professionals.

Professionals (certified supervisors and coaches), as well as representatives of businesses that are well aware of current problems and can provide solutions are invited to teach at the programme. 12 members of the faculty are supervisors and/or coaches and/or consultants of organisations, and 5 members of the faculty are certified labour and organisational psychologists or therapists.

As confirmed during the visit, the qualification of RISEBA teaching staff is monitored on the basis of the Academic Staff Policy, which provides for careful selection of staff, regular training and professional development, as well as annual evaluation of the achievement of the teaching staff, evaluating the results of the scientific research work of the teaching staff, pedagogical and organizational achievements. The University has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees. As confirmed during the visit, the quality assessment of the teaching staff is performed with the help of regular student surveys and systematic mutual evaluations or observations of the teaching staff, the procedure of which is determined by the rules of the teaching staff observation procedure. These assessments are also taken into account in the annual assessment of teaching staff.

Representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles, including in cooperation with students, which was approved during the meeting with the teaching staff. According to RISEBA requirements, each lecturer has to have at least 3 publications in edited journals during the last five years, including one international publication or five years of practical experience. To participate in scientific conferences in Latvia and other countries, each member of the faculty has a predetermined budget depending on his/her academic position. Additional financing is granted to those members of the faculty, whose articles have been published in SCOPUS or Thomson Reuters databases.

As it was established during the visit, the teaching staff is regularly involved in the implementation of scientific research and practical projects (SAR, section 4.6, table 4.4). Scientific research fields have been established for the development of research. An internationally edited collection of scientific papers "Supervision in Latvia: Research Based Development Opportunities" is prepared (compiled by programme director M. Zakriževska-Belogrudova) (SAR, Section 4.5)

According to the SAR several members of the programme are involved in the implementation of 3 research directions or manage them. 2 research directions are not connected with the programme and only 1 of them is about psychology and supervision in business.

With the information obtained in the research, the teaching staff shares the study courses with the findings of the latest research, as well as the experience gained in the projects. The students have also been co-authors in the preparation of scientific publications, as well as in the implementation of projects.

During the meeting with the teaching staff, it was found that the teaching staff regularly improve their qualification, for example, by raising their English language skills, attending a professional development programme, attending local seminars and courses.

The teaching staff participates in the meeting of the study programme council, where the expected results of the programme and the interconnection of study courses are discussed. All lecturers receive evaluations of study courses, which are discussed in the annual evaluation of the teaching staff.

Faculty cooperation is promoted during joint meetings of the Programme Committee and semi-annual meetings during which changes in the programme, its content, order of courses, targets,

results and industry trends are discussed. To achieve the expected results, members of the faculty are involved in formulating course results, linking them with module and programme results. On the basis of course results, the programme director maps the programme and coordinates it with all the faculty, thus ensuring a connection between the study courses and programme results.

During the meeting with the teaching staff, it was concluded that the cooperation of the teaching staff of the programme is promoted through both formal and informal mechanisms. Overall, evaluating the assessment results of the 2018/2019 academic study programme, one must conclude that: 1) All the alumni surveyed were fully satisfied with RISEBA and the choice of study programme, implementation of the study programme, the contents and process of classes and studies (except for one course, where students were dissatisfied with the lecturer's style of communication with students), including assessment of studies, which is mainly fair and objective, and study results (except for one case, where some students were partly satisfied). The majority of graduates are ready to recommend the study programme, which they actively do (information has been received from at least five students in 2018/2019 about choosing the study programme following a recommendation from a RISEBA "Management Psychology and Supervision" alumni. Alumni are fully satisfied with the teaching level of lecturers (although a difference in opinions can be observed, assessing a few - the work of two lecturers, which is being resolved), RISEBA's material and technical provisioning and premises are deemed to be satisfactory, including whenever necessary, RISEBA offers students the option to utilise premises for internship purposes for both individual and group supervision. There is sufficient information about the study programme, communication from administration, classes and the availability of the internet within RISEBA premises. Alumni vary (but are positive overall) in their assessment of the guest lectures offered, the availability of materials on e-riseba (a recommendation - which could also perhaps be fulfilled after the completion of the study course), as well as library resources (SAR, Section 2.6).

Faculty members have the opportunity to compare their course with other lecturers in the programme.

Conclusions by specifying the strengths and weaknesses

In general, the programme complies with programme implementation requirements to achieve the expected learning outcomes and ensure compliance with the law.

Having reviewed and assessed the engagement of academic personnel in research at the national and international level and the use of the acquired information during the learning process, it can be concluded that they are fully compliant.

Professionals with a doctoral degree and experience in the field are attracted to the study programme. Academic staff also attract industry professionals in their lectures. The qualification of the teaching staff is monitored on the basis of the teaching staff policy developed at the university. The university has developed a competency model. The quality assessment of the teaching staff is performed with the help of regular student surveys and observations. Representatives of the teaching staff regularly participate in international scientific conferences and publish scientific articles. The teaching staff regularly improves their qualification, also participates in the implementation of scientific research and practical projects. The cooperation of the teaching staff of the programme is promoted through both formal and informal mechanisms.

Strengths

1. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
2. RISEBA has developed an Academic Staff Policy, which provides for careful selection of staff, regular training and professional development.
3. Additional financing is granted to those members of the faculty, whose articles have been

published in SCOPUS or Thomson Reuters databases.

Weaknesses:

1. None

5. Assessment of the Compliance of the Study Programme "Management Psychology and Supervision"

Requirements

1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: Diploma provided in the SAR, Annex 7 complies with the procedure by which state-recognised documents of higher education are issued.
2. Documents 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.
Assessment of compliance: Fully compliant
Justification: Agreements about possibilities to continue the education are signed with:
 1. EKA 01/11/2019,
 2. TSI nr L-p-1029/08019.
3. 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.
Assessment of compliance: Fully compliant
Justification: Attestation provided in SAR, Annex 9. No 20/1.1-15/6
4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant
Justification: CV of the teaching staff indicates the proficiency of the official language.
5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Rectors Attestation No 20/1.1-15/44 From 17/02/2020 (SAR, Annex 10)
6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not applicable
7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant

Justification: Not applicable

- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Attestation provided in SAR, Annex 11. Sample of study contract.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: The descriptions of the study courses in Latvian and Russian include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3. Compliance of the qualification awarded in the Management Psychology and Supervision programme with the professional standard "SUPERVIZORA PROFESIJAS STANDARTS" 12 June 2019, protocol no. 4 (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-109.pdf>)

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable.

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers Regulations No 512 "Regulations on the state standard of second level professional higher education") is evident from SAR (Annex 2).

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification: Not applicable

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of the programme are presented in the SAR (Annex 10). The topics of the publications are generally related to the courses delivered by the teaching staff members.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The compliance is high - teaching staff and supervisors meet the formal requirements for participation in the doctoral programme. Teaching staff have relevant high-quality publications in relevant databases and are involved in various domestic and foreign research projects and in professional associations.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The updating of courses is based also on the research achievements of teaching staff. Student research in doctoral thesis is relevant to science.

Conclusions by specifying the strengths and weaknesses

The study programme “Management Psychology and Supervision” meets the formal requirements well and is implemented in a way that ensures a qualitative study process. The indicators characterizing the study programme are in accordance with the goals of the programme. The title of the study programme, the degree and professional qualification to be obtained and the learning outcomes are mutually compatible. The implementation methods are appropriate, and feedback is used to improve the programme. Resources and the infrastructure of the study programme is well established and sufficient. The teaching staff meets the requirements of the Law on Institutions of Higher Education, they are highly professional, involved in scientific research and professional associations and collaborate to improve study course content and their alignment.

Strengths:

1. The skills and competencies of the programme have been developed in cooperation with industry representatives.
2. Facilitation of the latest practical findings in the study process.
3. Teaching staff regularly follows the latest trends and renews the study courses.
4. The study implementation methods, including the assessment methods, contribute to the achievement of the study course and study programme goals and study materials.

5. Graduates very highly value the programme, the attitude towards the student and the study environment at the university.
6. The study provision, scientific support, library, material and technical provision create the prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process.
7. RISEBA library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC) and special games for this programme.
8. RISEBA uses a joint anti-plagiarism platform for testing master's theses.
9. RISEBA has developed a competency model, which determines the set of competencies in the selection, evaluation and remuneration of employees.
10. RISEBA has developed an Academic Staff Policy, which provides for careful selection of staff, regular training and professional development.
11. Additional financing is granted to those members of the faculty, whose articles have been published in SCOPUS or Thomson Reuters databases.

Weaknesses:

- 1 Despite several opportunities, student mobility is very low.

Evaluation of the study programme "Management Psychology and Supervision"

Evaluation of the study programme:

Excellent

6. Recommendations for the Study Programme "Management Psychology and Supervision"

Short-term recommendations

- | |
|---|
| 1. Take advantage of existing international connections and develop mechanisms to improve student mobility. |
| 2. To change obtained qualification in Russian language for "Supervisors". |

Long-term recommendations

II. "Health Management" ASSESSMENT

II. "Health Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional master study programme "Health management" (study programme) provides a master's degree in health management and professional qualification - Organization Manager. Code of the programme according to the Classification of Latvian Education is 47345. According to SAR the aim of the study programme is to prepare high level professionals (CEO, managers) in the health industry. The name of the programme, the degree and aim of the programme are logically interrelated. Also, two objectives are logically linked with the learning outcomes. There are full time studies available in Latvian and English. Based on the admission requirements, the duration of studies and study programme workload in the programme "Health Management" is 1 year 6 months

or 2 years. Longer period (2 years) is for students who have an academic bachelor's degree in the fields of economics, finance, social science, management, public health or medicine.

The Profession Standard was agreed on at the meeting of the Tripartite Cooperation Subcommittee on Professional Education and Employment, which took place on 18 September 2019 (Protocol no. 6). Based on amendments to external laws and regulations - the approved entrepreneurship, finances, accounting and administration (wholesaling and retailing, business) sector occupation map (https://visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf), the qualification of an Organisation manager (LQF7) is awarded in the professional Master's study programme. Compliance to the Organisation Manager's occupational standard (Occupation Code - 1120 to 1212) (18 September 2019, protocol no. 6)

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/P-114.pdf> (SAR, Annex 4). There is non-compliance the translations of qualification in English language in different documents. In programme parameters there are Organisation Executive, in annexes are Organisation Executive or Organization Manager.

Study programme was implemented in cooperation with RSU, which provides specific healthcare study programmes. Overall, RSU covers specific study courses in healthcare in the study programme, but RISEBA mainly all study courses regarding management (SAR, Annex 7).

According to SAR (Annex 2), dynamics of student numbers in the programme by academic years is sustainable (approximately 60 students per year have started their studies in health management, and approximately 5-10% of them are interested to study in English). During the 2018/2019 academic year, the Master's study programme "Health Management" was implemented in both Latvian and English. The study funding sources of students whose main university is RISEBA are 100% private funding. (SAR, 1.2)

Conclusions by specifying the strengths and weaknesses

The study programme has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia.

The name of the programme, the degree and the aim of the programme are logically interrelated. Objectives are logically linked with the learning outcomes.

Strengths:

1. Sustainable situation in demand of this programme.

Weaknesses:

1. There are non-compliance the translations of qualification in English language in different documents. In programme parameters there are Organisation Executive, in annexes are Organisation Executive or Organization Manager.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information, e.g., course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. Based on the information in SAR (p.619), the programme is also being developed in cooperation with partners (for example, (Riga Stradiņš University, the Ministry of Health, the management of the largest hospital health centres) and professors (for example, professor from University of Newcastle) . The content is in accordance with the aims of the study programme and, based on the analyses in SAR (p.619) meets the needs of health industry.

During the site visit, it was not possible to meet representatives from students, alumni in order to understand their opinion about learning outcomes and how the programme meets the needs of the relevant industries. Also RISEBA does not have statistics about the professional life of alumni after graduation. Analyses of this kind of statistics could help to improve a specialisation of courses and also estimate the demand of study programme in future.

There are 4 principles (Transparency, Compulsoriness, Assessment review possibility, Test type diversity) of study course uniform assessment system determined and also this study programme used (SAR, p.621).

Based on the information in SAR (p.622), there are a lot of valuable examples how implementation of the study process is based on student-centric education principles.

The programme provides for one or two internships, depending on prior education and job experience in organisation management (SAR, p.623).

During the site visit, representatives introduced a wide range of methods used in the study programme: lectures, demonstrations, workshops, seminars, presentations, discussions, group work, independent work, project work, case analysis, work on the internet etc..

RISEBA has developed a qualitative feedback system (including feedback from students, graduates, employers) and also this system is implemented in this study programme. There are also available examples how RISEBA improved the study programme based on findings from employers' survey (for example, the study course "Effective Development of Leadership Skills" was renewed in the study programme "Health Management"). Based on the survey of employers in SAR (p.631-632), the most important skills required for the job market from this programme are team working, industry specific technical skills and problem-solving - all these three main skills are covered and balanced in the study programme "Health management".

Mobility activities in the study programme are not developed - there was no outgoing mobility among students in the master's study programme "Health Management" during the 2018/2019 academic year. Inbound mobility has not been implemented so far either.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses and the final thesis are of high quality. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends.

Strengths:

1. Cooperation with industry (RSU, Ministry of Health etc).
2. Cooperation at international level.

Weaknesses:

1. Analysis of statistics about the professional life of alumni after graduations is weak.
2. Lack of international mobility of students.

3. Resources and Provision of the Study Programme

Analysis

A significant income of RISEBA comes from tuition fees and it is clear the investment in resources and provision (SAR, p.634).

RISEBA is implemented in three buildings in Riga. As confirmed during the visit, the auditoriums are equipped with visual demonstration equipment, powerful stationary video projectors have been installed and the largest auditoriums have additional monitors. 309 computer workstations are

equipped for the needs of the study process, of which 268 are available directly to students. This particularly programmes students study a premises on Meža iela 3 (SAR, p.612).

Software versions, computer network antivirus software, and firewall support are regularly maintained and updated.

From the meetings with library staff, experts found out that the university library provides students with access to various types of information - books, publications, databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC). IBM SPSS Statistics Software is installed in computer classrooms, however, this system is not accessible remotely As confirmed during the visit, the library has literature in English (60%), Latvian (15%), Russian and other languages (25%). The library's collection, including the resources required for the study programme, is regularly updated. Every year, each study programme is allocated a budget for the purchase of new study materials in the amount of at least EUR 1000.

The library has a contract with Harvard Business Publishing, so teaching staff can order various information resources. In addition to library resources, students in the study programme "Health Management" are encouraged to use resources provided by professional organisations in the study process and for Master's thesis research, .e.g. (WHO), LPVA, smartHR, and SHRM (SAR, p.634).

Based on the information in SAR and interviews with teaching staff, students and representatives from the library, RISEBA invests in e-resources, books and innovative games in order to improve the study programme. Feedback from students and teaching staff about valuable resources was very positive.

During the site visit, experts received positive feedback from students, teaching staff members and alumni regarding study course materials for the study programme "Health Management", available e-resources and books. Also, E-RISEBA platform, where each course' academic staff posts the materials required for the study course, is available in this study programme..During the site visit, experts were introduced with a master thesis in this study programme. Master theses are specific in the Health sector and represent the balance between specific topics in health and general topics in management, covered not only by RISEBA, but also by RSU.

Conclusions by specifying the strengths and weaknesses

Available resources create the prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process also in the future.

Strengths:

1. Encouragement to use also specific resources from industry (World Health organisation)

Weaknesses:

1. Modest resources about telemedicine practices.

4. Teaching Staff

Analysis

According to SAR (p.637) there are 13 academic staff from RISEBA and 7 of them have doctoral degree and 3 of them are from business world. 7 academic staff are from RSU. During the reporting period there were some changes in teaching staff members: Based on the feedback received from students, there were attracted new academic staff, which has a positive impact on the quality of studies (students highly appreciated the creative teaching style. Professional skills and competencies in marketing in health management is important, and attraction of professional expert from marketing management, is a valuable aspect made during the reporting period. These examples represent a target-oriented approach from management of the study programme.

Academic staff represents both the business and academic communities, facilitating attainment of the study programme's set goals and providing students with both academic and practical knowledge. The balance between RSU and RISEBA on the field of courses and CP is ensured (RSU taught courses: 8 (worth 18 CP, including free choice courses); RISEBA taught courses 9 (worth 19 CP; including free choice courses).

The members of the teaching staff extensively incorporate their professional experience in their teaching methods, for example, linking their professional experience in consultancy industry and inviting guest lecturers to share contemporary cases and business models from the industry, involving students with testing business solutions from their consultancy, providing internships where students can learn the international aspects of the industry, and engaging students with analysing real business models and cases (Meeting with the teaching staff). The teaching staff is involved in scientific research projects and shows several international publications as shown in SAR (p.639-641). The involvement of the teaching staff in research work is motivated both by fully paid participation in international scientific conferences and financial support for specific results in scientific work. There are many examples included in SAR (p.640,641) that represent specific researches in health management, for instance "Palliative care in Latvia: Availability and the role of the family doctor" and "Development of an Assessment tool for Rehabilitation Service Quality: An Application to the Rehabilitation Sector in Latvia".

Implementation of study programmes is characterised by close collaboration between faculty members. In order to attain the programme's results, faculty members are involved in formulating study course results, linking them to the programme's results. Based on the results of the study course, the Programme Director performs programme mapping and coordinates this with all faculty members, thus ensuring the mutual connection of study courses and programme results. Programme board meetings are organised twice a year, which are attended by the programme's leading faculty members, and to which students and industry representatives are also invited (SAR, p.643). As such, procedures for mutual collaboration between the teaching staff members in place, for the improvement of programme and study courses are well designed.

Cooperation between faculty members, collating mechanisms for facilitating cooperation and ensuring the mutual connection between study courses is well assessed as confirmed in meetings with teaching staff, students and employers.

During the site visit, cooperation among teaching staff was presented, including regular discussions, workshops on study course mapping etc.

Conclusions by specifying the strengths and weaknesses

Professional teaching staff for the study programme "Health management". Valuable balance between RSU and RISEBA on implementation of study programme.

Strengths:

1. Researches in the field of Health management.
2. Proactive approach on development of study programme and improve cooperation of teaching staff members.

Weaknesses:

1. None

5. Assessment of the Compliance of the Study Programme "Health Management"

Requirements

- 1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: Sample diploma, provided as Annex 8 of the programme SAR, fully complies with the procedure.
- 2 2. Documents 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.
Assessment of compliance: Fully compliant
Justification: Attestation, provided as Annex 9 of the programme SAR, ensures the opportunity to continue education in the RISEBA master programme “International Business” or “Business Management”.
- 3 3. 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.
Assessment of compliance: Fully compliant
Justification: Attestation regarding compensation for losses is provided as Annex 10 of the programme SAR.
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant
Justification: Attestation of full compliance is provided in Annex 11 of the study field SAR.
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Attestation of full compliance is provided in Annex 11 of the study field SAR.
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification: Not Applicable
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification: Not Applicable
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Sample agreements, provided in Annex 12 of the programme SAR, fully comply with the mandatory provisions.

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Study programme is implemented in Latvian and English and descriptions of study courses are provided in Latvian and English as shown in Annex 7 of the programme SAR and comply with requirements: namely the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: The "Organisation Manager" Profession Standard was agreed on at the meeting of the Tripartite Cooperation Subcommittee on Professional Education and Employment, which took place on 18 September 2019 (Protocol no. 6). The Standard is published on the homepage of the National Centre for Education (the source is only in Latvian language).

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification: Not applicable

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: Compliance with the requirements defined in the national standard of the second level professional higher education (Cabinet of Ministers regulations of August 26, 2014 No. 512) "Regulations on the State Standard of the Second Level Professional Higher Education National Standard of Second Level Professional Higher Education") is evident from the Annex 3 of the programme SAR.

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Fully compliant

Justification: As a result of the completion of the study programme, a professional master's degree is awarded in Health Management, which conforms to Cabinet Regulations No.512 of 26 August 2014 "Regulations on the State Standard for Second Level Professional Higher Education", the professional qualification 'Organisation Executive' and the occupational standard (Annex 1)

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of programme faculty are present in chapter 4.5. of the programme SAR. The list of academic publications from teaching staff members teaching in the programme in the time period 2018 - 2019 out of 12 publications together and made academic presentations in 10 international conferences. The topics are generally related to the courses delivered by the teaching staff members.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: The study programme is in compliance with all the parameters above

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The study programme is implemented by 13 lecturers in total; 7 of them are doctors. The business community is represented by industry professionals that are invited for lectures.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: All levels of B programmes are based on relevant advances in the field.

Conclusions by specifying the strengths and weaknesses

The study programme "Health management" meets the formal requirements and is implemented in a way that ensures a qualitative study process. The title of the study programme, the degree and professional qualification to be obtained and the learning outcomes are mutually compatible. Resources and the infrastructure of the study programme is well established and sufficient. The teaching staff meets the requirements of the Law on Institutions of Higher Education, they are highly professional, involved in scientific research and collaborate to improve study course content and their alignment. During the site visit, feedback from RSU teaching staff members was not available.

Strengths:

1. Sustainable situation in demand of this programme.
2. Cooperation with RSU.
3. Cooperation at international level.
4. Encouragement to use also specific resources from industry (World Health organisation).
5. Researches in the field of Health management.
6. Proactive approach on development of study programme and improve cooperation of teaching staff members.

Weaknesses:

1. Analyses of statistics about professional life of alumni after graduations are weak.
2. Lack of international mobility of students.
3. Modest resources about telemedicine practices.

Evaluation of the study programme "Health Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Health Management"

Short-term recommendations

- | |
|--|
| 1. International mobility of students must be incentivised. |
| 2. Expand resources about telemedicine practices. |
| 3. To change qualification in English for the same in all documents. |

Long-term recommendations

- | |
|--|
| 1. Consider elaborating a systematic analysis of statistics about the professional life of alumni after graduations. |
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II. "Business Administration" ASSESSMENT

II. "Business Administration" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

In the study field "Management, Administration and Management of Real Property", Academic joint doctoral study programme "Business Administration" (programme code according to the Classification of Latvian Education is 51345) with qualification level (NQF/EQF) – 8 is delivered in Latvian and English. Joint doctoral programme was first established in 2008 between three partners, at that time named The Interuniversity Doctoral Programme. The doctoral programme Business Administration is implemented in accordance with the Agreement on Implementation of the Joint Doctoral Programme Business Management of 17.04.2015 No. 15/1.1-18/8 (Annex Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education). This name of the programme in English is not used in parameters and other documents in the same way.

Several changes have been made since then. When in 2015 the third partner, Ventspils University College withdrew from the programme, the programme renamed into Joint programme of RISEBA and BA School of Business and Finance (BA), in accordance with applicable law and Cabinet regulations (SAR, Annex for the Agreement between BA and RISEBA and Accreditation). Place of implementation is now at both institutions. Also, the study programme's scientific branch has been changed from the branch Management Science, sub-branch Business Management, to the branch Economics and Business, sub-branch Business Management in accordance with "Regulations on Latvian Scientific Branches and Sub-branches" (Cabinet Regulations No. 49 of 23.01.2018) and Resolution of the Latvian Council of Science No. 1/3. N-45 of 24.03.2020 on granting promotion rights in the scientific branch Economics and Business. In accordance with that, the title of the

degree to be awarded has been changed from Doctor of Science in Management Science (Dr. sc. administer), Sub-branch Business Management, to Doctor of Science (Ph.D.) in Economics and Business (Decision of the Study Quality Commission, the foundation Academic Information Centre No. 2020/10-I of 13.03.2020, Cabinet Regulations No. 522 of 14.08.2019, Accreditation Page 2020/34 of the study field Management, Administration and Real Property Management). The formats and types of the study programme have been specified full-time in Latvian and English (3 years) and part-time in Latvian and English (4 years). In 2013 the programme was accredited in Latvian, English and Russian language, but in accordance with the 2018 changes in the Law on Higher Education Institutions regarding the implementation of studies implementation of the programme in Russian language is not planned.

The meetings with the management, programme director, students, graduates and teaching staff showed that the changes in the content of the programme were in line with the students' expectations upon admission, with the aim and objectives of the programme and with employers' expectations.

Admission requirements upon starting the programme are a master's degree in social sciences or master's degree and management experience and are available on the programme homepage. They are clearly elaborated.

The number of enrolled students was changing during the years, mostly because of the lack of state financing. The enrolment trend is declining, but the number of students in the English track is growing. Student attrition rates are significant (Statistics on students in the doctoral programme). The efforts were put into attracting students for English track, where already RISEBA sees good results and a lot of potential.

Joint Doctoral Programme Council (RISEBA and BA members and one student representative) approves the study programme changes, supervises implementation, reviews promotion thesis etc.

Conclusions by specifying the strengths and weaknesses

The Joint doctoral study programme was established in 2008 and has developed several crucial changes over the time, including the period from 2013 till 2018 and later. The changes in the content of the programme, as well as the structure of the syllabus and methods of work were in line with the aim and objectives of the programme. The name of the study programme, the degree and the professional qualification to be acquired, the aims, objectives, learning outcomes, and admission requirements are interrelated, although the name of the study programme "Business Administration" is different in parameters and documents.

Strengths:

1. The changes in the content of the programme were in line with the students' expectations upon admission, with the aim and objectives of the programme and with employers' expectations.

Weaknesses:

1. The name of the programme in English is appearing in different versions in parameters and documents.

2. The Content of Studies and Implementation Thereof

Analysis

Descriptions of individual courses are mostly at the appropriate level - however, the level of accuracy and the method of completion are not coordinated between the courses of this programme. Some (like contemporary research in business - different industry perspectives) are of poorer quality, with ten and more years old required literature. This course (and some others)

requires prerequisites for subjects not offered by the programme (e.g., micro and macroeconomics, entrepreneurship, etc.), and this knowledge is not necessarily acquired by students who have not completed relevant graduate studies and there is a question, if that knowledge was acquired through employment only with the required two-year practice. It is not explained how this lack of knowledge is compensated or checked. The names of some courses in the structure of the syllabus (SAR; Annex - Curriculum of the study programme) are not the same as in the descriptions of the subjects (e.g., Contemporary entrepreneurship research, Organization efficiency management). Syllabus for doctoral seminars is not included.

The content of the study courses is mostly relevant and complementary, and it complies with the aims of the study programme. Subjects mostly include current case studies and work methods that enable the achievement of learning outcomes and competencies. The majority of literature also includes recent research findings. The division of subjects into compulsory and elective seems relevant. Great emphasis is placed on research (parts of these contents overlap in some subjects but are related to the content and objectives of the specific course and may mean a desired consolidation of individual research methods and techniques) and data management, in addition to professional subjects in the field of study. However, description of the study courses "Work and Organizational Psychology" and "Human Resource Management" offers content and structure that would be more suitable for bachelor's or master's studies. Also, it is not clear enough and appropriate to the content of the course the title for the description of the study course entitled "Research Designs" (SER, Appendix six, study course description).

The content of the subjects mostly meets the needs of the relevant industry and the scientific trends. In interviews with students, it was perceived that they are satisfied with the knowledge thus acquired and feel empowered for the research parts of the profession. At the meeting, teaching staff emphasized their own scientific production and publication and the support given to students regarding reaching their research excellence. In general, the study courses offered in the programme provide the knowledge, skills and competencies, relevant to the doctoral graduate (SAR, Annex 7).

The programme consists of 120 CP, of which 22 CP are mandatory courses (mostly research oriented), 6 CP in partly elective courses and 4 CP in fully elective courses. CP are designated to development and defence of doctoral thesis, publications, doctoral seminars and participation at conferences. The changes that took place in the structure of the syllabus between 2013 and 2018 were largely aimed primarily at supporting students' research skills and competencies and mastering data analysis, which was also confirmed in interviews with students and programme management, as a necessary and welcome reinforcement of the programme. Student surveys and discussion with students showed that they want even more methodological content in the programme.

Study methods are adapted and consistent with the level of the study. Student centred learning methods are listed, including case studies, surveys of recent publications, analysis of research articles, oral and written individual and team presentations, discussions, practical assignments, independent study, work with literature and data basis, preparing abstracts, reviews and articles, guest lecturers and experts etc.

Topics, which reflect the international dimension and the latest industry trends, sustainability and ethics (which are important to the aim of the study programme), are identified in the majority of syllabuses.

During the reporting period, 34 promotion topics were approved, 17 thesis were defended. Doctoral theses in general confirm the relevance to industry and labour market. Innovation regarding student support during thesis preparation was introduced as "teams of two supervisors and a consultant". Nevertheless, some students feel lost in finding a suitable supervisor and topic (panel meeting with graduates and students).

Student surveys are conducted regularly, also informal feedback is provided and evaluated.

Students' evaluations are mostly obtained as course assessments (questionnaires). Students can also participate in the improvement of the programme by making recommendations to a specific lecturer, the programme director, or the Joint Doctoral Programme Council, where they have a student representative. Several examples and cases of improvements, made as a result of students' comments in questionnaires, were presented in the documentation and during meetings (SAR, meetings with programme management, meeting with students). For example, among the recommendations in the previous years there was stronger focus on research, which was later implemented. Students also confirmed that the first- and second-year students meet with senior students and programme graduates and discuss proposals to improve programme implementation. Latest student surveys show that they are satisfied with teaching staff, a little less they are satisfied with material and technical provisions. Sometimes, as described at the meeting with teaching staff and the students, the changes were implemented very quickly, during the same course. The question is whether the subjective opinions of students are always also realistic and constructive and whether it is always sensible and in line with the objectives of the programme to please them. Regarding student mobility, there are open possibilities, but only few examples were documented (ERASMUS+, State Education Development Agency scholarships for foreigners studying in Latvia, RISEBA research budget for supporting conferences). Outgoing student opportunities are underutilised, which management attributes to students' difficulties in combining work and study. This opinion was also confirmed in the meeting with students. Management did not present any list of specific activities aimed at increasing the outgoing mobility of doctoral programme students. The procedure for the recognition of examinations taken abroad is set out, and there are cases documented, where students have been recognized for their obligations abroad.

Conclusions by specifying the strengths and weaknesses

Some descriptions of the study courses are of average, majority of high quality and comply with the provisions set forth in the regulatory enactments. The content is in most cases relevant and complementary. In some cases, there is overlapping of content (research) - however, we estimate that not to the detriment of understanding the substance. Descriptions comply with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. Several improvements were made in the implementation of the programme, after receiving students' feedback in the surveys conducted among students. Some changes were made after carefully considering them, others were made immediately. Student mobility is available, but underutilized and no activities are specified by the management, how they will increase the numbers.

Strengths:

1. In the case of compulsory and optional courses, appropriate emphasis on various aspects of research.
2. Several ways of communication and receiving students' feedback on the programme (formal and informal) and compliance of their proposals.
3. Changes in the programme were in the field of greater support for students' research competencies.
4. Ongoing adaptation of course contents based on teaching staff research work and other innovations in science.
5. Taking into account the findings from student surveys and constantly changing the implementation of the programme.

Weaknesses:

1. Description of the study courses "Work and Organizational Psychology" and "Human Resource

Management” offers content and structure that would be more suitable for bachelor's or master's studies.

2. Not clear enough and appropriate to the content of the course is the title for the description of the study course entitled "Research Designs".

3. The study course names in syllabuses and the study course names in the structure of the programme are not always identical.

4. Not all study course descriptions are presented in the same way - the level of accuracy and the level of completion are not standardised.

5. Some students' suggestions in the surveys were implemented in the very short period, probably not taking enough time to consider if they are realistic and constructive and whether they are in line with the objectives of the programme.

6. Student mobility is low.

7. Students lack enough support in choosing a topic and finding a supervisor, better involvement of students in university research projects and better networking with students while working on the dissertation.

3. Resources and Provision of the Study Programme

Analysis

Both RISEBA and BA use a broad information and technical base in its implementation of the joint doctoral programme. Both have their own library with resources (classical and electronic databases) available to all doctoral students, for all fields and programmes of RISEBA and BA. Doctoral Students at the meeting emphasized the excellent quality of information resources and services for the study process and research activities. They are provided with the necessary support for the implementation of their scientific work, also with the help of qualified library staff, that provide users with a variety of services that can be accessed remotely through modern information technology and its capabilities. Academic staff (meeting) also expressed pleasure with the service. RISEBA is included in the National Unified Library Information System. Students also have the opportunity to use databases offered by the libraries of other universities: University of Latvia (LU), Riga Technical University (RTU), RSU, The EKA University of Applied Sciences (EKA), etc.). Students, teaching staff and researchers can also use the premises of the library with a lending and reading room (it has 21 computers with internet access, also offers printing, scanning and copying facilities). Numerous research and business databases are available to students, with remote access to academic databases (Web of Science, JSTOR, EBSCO) and several business databases.

It is important that doctoral students have the opportunity to work with specialised programs designed for research work: quantitative data processing – IBM SPSS Statistics and the qualitative research software 6Q SR NVivo 11.0 (both with licenced workstations). For research surveys and data processing and analysis, RISEBA provides access to web based WebRopol 3.0.

The premises of the two universities (RISEBA, BA) are used for the implementation of the programme. At both universities, lecture rooms have the necessary equipment for computer projection. Computer labs with an internet connection and other technical resources necessary for provision of studies are available at both universities. All lecture rooms are equipped with visual display equipment. Stationary video projectors are installed in the lecture rooms. RISEBA provides stationary lecture-recording facilities in 4 lecture rooms Both universities have numerous software packages that are available at RISEBA and BA.

Tuition fee revenues have been the main source of funding for the study process, paid by companies or students. Financial sources from research and other projects are not so important, which may affect the vulnerability of programme implementation. The RISEBA Senate and BA Senate determine and approve the amount of the tuition fee and the payment procedure for each study year. Some students may use the opportunity to pay for studies through Latvian state scholarships (awarded by

the State Education Development Agency in accordance with international agreements). RISEBA and BA provide students with information about obtaining different loans. At the beginning of the programme implementation, state grants for budget study places were provided for RISEBA and BA. RISEBA received a state grant for 5 budget places per year until 2016 (as of 2017, RISEBA does not receive a state grant for the doctoral programme). BA receives a state grant for 3-8 budget places per year. The orientation in English track and attracting foreign students was presented as a solution and a big potential in the future. Some financial resources are received also from research projects. The programme's financial resources are coordinated by the Joint Doctoral Programme Council, which consists of the Rectors, Vice Rectors and programme directors of both universities.

RISEBA and BA Joint doctoral programme has four programme partners (Stockholm School of Economics in Riga (SSE Riga), Kaiserslautern University of Applied Sciences (Germany), Ventils University College and Turku School of Economics, the University of Turku (Finland)). The premises and information resources (libraries, academic databases) of partner university SSE Riga are used. Guest lecturers from these partner institutions are involved in the implementation of the programme and also teaching staff (Ventspils University). Several students during the meeting told the panel that they were encouraged and invited to enrol through partner universities, where they were, they have studied before. The joint doctoral programme also has several foreign lecturers, that are involved in several different universities or in the business sector. They can provide serious and valuable support to students.

Conclusions by specifying the strengths and weaknesses

Information and technical base of the programme is very good. Premises, library, access to several relevant business and research databases, to specialised programs designed for research work, remote access to all study sources and good service of experts at the library. Premises, classrooms are well equipped, the lectures can be recorded. Financial base depends on tuition fees and the number of students. Foreign students have been attracted lately and are seen as potential. Programme has several partners in Latvia and abroad, that ensure several guest lecturers and researchers and access to different environments.

Strengths:

1. Good, mostly remote access to research literature and relevant databases.
2. Lecturers from partner institutions from Latvia and abroad.

Weakness:

1. Tuition fees as the main resource of financing.
2. Financial resources from research projects could be more important.

4. Teaching Staff

Analysis

The quality of implementation is ensured also with qualified teaching staff that fulfils the necessary requirements to teach in a doctoral programme. Academic staff and supervisors participating in the joint doctoral programme come from Latvian and foreign universities have a doctorate and relevant research results, many of them also business experience. Two thirds of teaching staff participating in the programme have the professional rights of the Latvian Economic Council, the majority of them were selected as teaching staff at RISEBA and BA. It is important that there are several teaching staff from abroad as lecturers or guest teachers (the panel met some of them at the meeting), which accelerates the international dimension of the courses content and contributes to achieving the aim and objectives of the programme. Two teaching staff from partner institutions abroad (Germany)

and several other universities are involved in promoting the international orientation of the courses. Seven teaching staff stopped teaching and six new teaching staff took part in the reporting period. Some graduates of this doctoral programme who are active researchers are teaching staff on the programme (the panel met one of them at a meeting with teaching staff). 21 guest lecturers from different countries were involved in the implementation of the programme. One or two teaching staff are employed for each subject, which teaching staff rate as a positive approach (Meeting with teaching staff). There are clear procedures and standards in place for engaging a new teaching staff or supervisor (education, research experience). As we noted at the teaching staff meeting, the teaching staff involved in the programme regularly attend courses to improve their skills, attend academic conferences and publish articles. During the reporting period, more than 50 supervisors took part in the implementation of the programme (from several Latvian universities and several other countries). The programme has the ability to attract skilled researchers to oversee promotions in their fields.

The publication results for teaching staff were presented for the reporting period. For all teaching staff there is a research record, many publications are published in journals indexed in WoS and SCOPUS. The research results are incorporated in syllabuses of respective courses (meeting with teaching staff, SAR).

Several courses are also innovated with the results of specific projects in which teaching staff are involved. The set of numerous projects (SAR) refers to larger or smaller international tenders as well as national and local projects. They include scientific, developmental and also applied research. Some of them were also financially important for RISEBA, which also carries out its own research projects in the fields of the study programme. However, students explained that they are rarely involved in the research project of RISEBA, that would lead to the doctoral thesis.

The key mechanism for mutual cooperation between teaching staff members is the Joint Doctoral Programme Council, in addition are joint seminars for teaching staff and supervisors regarding improvements and collaboration between teaching staff, when there are two or three teaching staff to one study course. Cooperation between teaching staff in renovating and improving the programme is not very formal, which can lead to a less coordinated orientation of change with the objectives of the program, learning outcomes and competencies.

Conclusions by specifying the strengths and weaknesses

Teaching staff and supervisors meet the formal requirements for participation in the doctoral programme. A large proportion of them come from partner universities, some also from abroad, which has a positive effect on the international component of study courses. The staffing structure has changed over the past period to ensure a higher quality of the programme. Academic staff have relevant high-quality publications in relevant databases and are involved in various domestic and foreign research projects. Cooperation between them regarding the development of the programme is not particularly formalized.

Strengths:

1. Academic staff and supervisors from partner institutions and from abroad, that provide necessary international dimensions.

Weaknesses:

1. The involvement of students in research projects of the University is not high.
2. Cooperation between teaching staff in renovating and improving content of subjects and methods of work.

5. Assessment of the Compliance of the Study Programme "Business Administration"

Requirements

- 1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 7: diploma provided in this Annex complies with the procedure by which state-recognised documents of HE is issued.
- 2 2. Documents 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.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 8 holds a summary of cooperation agreement with Latvia University of Life Sciences and Technologies if implementation of the doctoral study programme "Business Management" is suspended from 6.1.2020.
- 3 3. 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.
Assessment of compliance: Fully compliant
Justification: Attestation No 20/1.1-15/26, from 30.1.2020, provided in SAR, Annex 9
- 4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant
Justification: Attestation of full compliance is provided in annex 17 of the study field SAR
- 5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Fully compliant
Justification: Attestation provided in SAR, Annex 10 from 17.2.2020, no 20/1.1-15/47
- 6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Fully compliant
Justification: SAR, Annex 11 holds attestation from 30.1.2020 No 20/1.1-15/27 declaring that all teaching staff are doctors and 13 of them are certified experts of the Latvian Council of Science in the social sciences of economics and business.
- 7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: Attestation No 20/1.1-15/28 from 30.1.2020 in SAR, Annex 12
- 8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Sample of the study agreement in SAR, Annex 13

- 9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Partially compliant

Justification: The descriptions of the study courses in general, but not always, include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

- 10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Not relevant

Justification: Not applicable

- 11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 14 holds the decision made by Council of Higher Education from 24.2.2020 to authorise RISEBA University of Applied Sciences to start implementing the joint doctoral programme Business Management for less than 250 full-time students.

- 12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: SAR, Annex 3:

The doctoral programme Business Management complies with the requirements of the Law on Higher Education Institutions of the Republic of Latvia (effective from 1 December 1995), the Law on Scientific Activity (effective from 19 May 2005), and Cabinet Regulations No. 1001 of 27 December 2005 "Procedure and Criteria for Awarding a Doctoral Degree".

- 13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Fully compliant

Justification: SAR, Annex 1:

compliance declared in the table comparing required and fulfilled conditions.

- 14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Academic publications of the programme are presented in section 4.4. in SAR. The topics of the publications are generally related to the courses delivered by the teaching staff members.

- 15 P5 - Overall rating

Assessment of compliance: Partially compliant

Justification: The study programme is in compliance with all the parameters above, except: Requirement 9 - The descriptions of the study courses in general, but not always, include the requirements for the commencement of the acquisition of the study course; the aims for the implementation of the study course and the planned learning outcomes; the content of the study; the study course calendar, mandatory and supplementary literature, other sources of information; the organisation and tasks for the independent work of students; the evaluation criteria of learning outcomes.

Requirements (R6-R8)

- 1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The programme has a good resource base, the students and the teaching staff have access to the necessary resources to ensure the quality of the teaching and learning process. The distance learning and E-RISEBA platform are a competitive advantage.

- 2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The compliance is high - teaching staff and supervisors meet the formal requirements for participation in the doctoral programme. A large proportion of them come from partner universities, some also from abroad, which has a positive effect on the international component of study courses. Academic staff have relevant high-quality publications in relevant databases and are involved in various domestic and foreign research projects.

- 3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Fully compliant

Justification: The updating of courses is based also on the research achievements of teaching staff. Student research in doctoral thesis is relevant to science.

Conclusions by specifying the strengths and weaknesses

The joint doctoral programme "Business Administration" meets the formal requirements well and is implemented in a way that ensures a qualitative study process. The indicators characterizing the study programme are well in accordance with the goals of the programme. The title of the study programme, the degree to be obtained and the learning outcomes are mutually compatible. The implementation methods are appropriate, and feedback is frequently used to improve the programme. Resources and the infrastructure of the study programme is well established and sufficient. The teaching staff meets all the requirements of the Law on Institutions of Higher Education, they are highly professional, involved in scientific research and work on collaboration to improve study course content and their alignment.

Strengths:

1. The changes in the content of the programme were in line with the students' expectations upon admission, with the aim and objectives of the programme and with employers' expectations.
2. In the case of compulsory and optional courses, appropriate emphasis on various aspects of research.
3. Several ways of communication and receiving students' feedback on the programme (formal and

informal) and compliance of their proposals.

4. Changes in the programme were in the field of greater support for students' research competencies.
5. Ongoing adaptation of course contents based on teaching staff research work and other innovations in science.
6. Taking into account the findings from student surveys and constantly changing the implementation of the programme.
7. Good, mostly remote access to research literature and relevant databases.
8. Lecturers from partner institutions from Latvia and abroad.
9. Academic staff and supervisors from partner institutions and from abroad, that provide necessary international dimensions.

Weaknesses:

1. The involvement of students in research projects of the University is not high.
2. Cooperation between teaching staff in renovating and improving content of subjects and methods of work.
3. Tuition fees as the main resource of financing.
4. Financial resources from research projects could be more important.
5. Description of the study courses "Work and Organizational Psychology" and "Human Resource Management" offers content and structure that would be more suitable for bachelor's or master's studies.
6. Not clear enough and appropriate to the content of the course is the title for the description of the study course entitled "Research Designs".
7. The study course names in syllabuses and the study course names in the structure of the programme are not always identical.
8. Not all study course descriptions are presented in the same way - the level of accuracy and the level of completion are not standardised.
9. Some students' suggestions in the surveys were implemented in the very short period, probably not taking enough time to consider if they are realistic and constructive and whether they are in line with the objectives of the programme.
10. Student mobility is low.
11. Students lack enough support in choosing a topic and finding a supervisor, better involvement of students in university research projects and better networking with students while working on the dissertation.
12. The name of the programme is appearing in different versions in parameters and documents.

Evaluation of the study programme "Business Administration"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Business Administration"

Short-term recommendations

1. Courses "New researcher's Lab" (for developing the promotion thesis) and "How to write academic articles for scientific journal" are among partly elective courses, they would better fit among obligatory courses, regarding the comments from students meeting.

2. More appropriate title for the description of the study course entitled "Research Designs" could be "Research Methodology in the Field of Business Management", since the content of the course is much broader than just a review of research designs.

3. Upgrade description of the study courses "Work and Organizational Psychology" and "Human Resource Management" to be more suitable for doctoral level study.
4. All the study course names in syllabuses and the study course names in the structure of the programme in English must be synchronised.
5. The level of accuracy and the level of completion for all study course descriptions must be standardised.
6. The name of the study programme in English is different in parameters and other documents and needs to clarify.
7. Consistently implement the process of responding to student dissatisfaction by always ensuring the greatest possible degree of objectivity.
8. More systematically encourage and enable the involvement of students in research projects of the University.
9. More support for students in choosing a topic and finding a supervisor, more involvement of students in university research projects and better networking with students while working on the dissertation.
10. Specific activities should be developed to increase student mobility, e.g., by checking out some good practices of other HEIs that successfully increased student mobility numbers.
11. Ensuring regular cooperation between teaching staff in renovating and improving content of subjects and methods of work.

Long-term recommendations

1. Emphasize the search for additional sources of funding in addition to tuition fees, thus reducing the potential vulnerability of the programme.
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III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation	Comment
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Requirements	Requirement Evaluation		Comment
Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:	Fully compliant		RISEBA has several mechanisms for improvement of the study field, namely, the Quality Management System, and the mechanisms to update study programmes, evaluate teaching staff, have feedback from employers, among others.
R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.	Fully compliant		105 Erasmus+ agreements with foreign HEI (SAR, Annex 13), agreements with private enterprises, NGOs, and HEIs serve as evidence of cooperation. One joint programme and two double-degree programmes are offered in the management field. 7 agreements about double degrees are signed in two programmes of the management field (SAR, Section 5.4) RISEBA has received EFMD international EPAS accreditation. RISEBA has a specialized Programme Board for each study programme.
R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).	Fully compliant		List of 258 publications is provided in SAR (Annex 10).
R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.	Fully compliant		Recommendations were implemented according to the plans which were prepared after the accreditation process.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	European Business Studies (42345)	Partially compliant	Fully compliant	Partially compliant	Not relevant	Good
2	Business Management (42345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
3	Business Psychology (43345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
4	Strategic Business Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
5	Human Resource Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
6	Project Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good
7	International Business (47345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Average
8	Business Management (47345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
9	Management Psychology and Supervision (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Excellent
10	Health Management (47345)	Fully compliant	Fully compliant	Fully compliant	Fully compliant	Good

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
11	Business Administration (51345)	Partially compliant	Fully compliant	Fully compliant	Fully compliant	Good

The Dissenting Opinions of the Experts

No