

APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
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Self-evaluation report

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

Ventspils University College

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I - Information on the Higher Education Institution/College

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

Ventspils University of Applied Sciences (VeUAS) is an accredited state university and scientific institution whose chief spheres of activity are higher education, scientific work, commercialization of knowledge and life-long learning. Ventspils University of Applied Sciences has been registered as a scientific institution in the Register of Scientific Institutions since May 20, 2013. Ventspils University of Applied Sciences was established on July 23, 1997 on the basis of Decree No. 384 "On Establishing Ventspils University of Applied Sciences", issued by the Cabinet of Ministers (hereinafter referred to as CM) of the Republic of Latvia. As a state-founded higher education institution, Ventspils University of Applied Sciences is under supervision of the Ministry of Education and Science of the Republic of Latvia, but it directs its activities and development by taking into account views on development of the city of Ventspils and the region, thereby contributing to the country's polycentric development. In its activity, Ventspils University of Applied Sciences complies with the Law on Higher Education Institutions, Education Law, the Constitution of the Ventspils University of Applied Sciences and other state planning documents and legal enactments.

The **mission** of Ventspils University of Applied Sciences is to prepare highly-qualified experts, achieve excellent results in science and to promote their use in entrepreneurship. In turn, the vision of the Ventspils University of Applied Sciences is "global-scale research and academic excellence, experts who are in demand in the labour market in the fields of IT, electronics, space technologies, entrepreneurship, translation and linguistics. To turn the Ventspils University of Applied Sciences into an excellent European university by 2030".

Ventspils University of Applied Sciences houses three faculties (Faculty of Economics and Management (FEM), Faculty of Translation Studies (FTS) and the Faculty of Information Technologies (FIT)), where 17 study programmes, 6 of which are in the FEM, are implemented in four study directions. VeUAS study directions:

- Management, Administration and Real Estate Management (6 study programmes);
- Translation (2 study programmes);
- Language and cultural studies, native language studies and language programmes (3 study programmes);
- Information technology, computer technology, electronics, telecommunications, computer control and computer sciences (6 study programmes).

In order to fulfill its vision, Ventspils University of Applied Sciences defines three goals in three fields:

- Development of studies;
- Development of science;
- Development of administrative and entrepreneurial activity.

Each subgoal, task and people responsible for the development of each field are defined in the field's plans for development. Each study direction's Vice-rector is responsible for implementing the development plan for the direction.

Goals for study development

- Increase the number of admitted students and decrease the number of students who de-enrol.
- Increase the number of full-time students in VeUAS.
- Increase the number of study programmes, improve the quality of their content and teaching practices.
- Improve the quality of faculty personnel, hire highly-qualified personnel, increase qualification of lecturers. Hire foreign guest lecturers to implement study programmes.
- Improve life-long learning opportunities according to the regional, state and EU inhabitant and employer needs.

The number of students at VeUAS from 2013 to 2018 has fluctuated with a tendency to decrease, reaching the highest value in 2013 (Table 1.1). This tendency coincides with the tendency observed in the country – the number of students in higher education institutions is decreasing (source: http://data1.csb.gov.lv/pxweb/lv/sociala/sociala__izgl__augstsk/IZG250.px/table/tableViewLayout1/).

Table 1.1

Number of students at Ventspils University of Applied Sciences and Latvia in the period from 2013 to 2018

Yer	Number of students at VeUAS	Number of students in higher education institutions in Latvia
2013	924	89 671
2014	860	85 881
2015	904	84 282
2016	881	82 914
2017	817	81 602
2018	794	80 355

The Latvian version of the VeUAS 2016-2020 development strategy can be found here: https://venta.lv/wp-content/uploads/2018/09/VeA_Strategija_GALA_10.11_02.pdf.

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

In accordance with the VeUAS Constitution (found here: <https://likumi.lv/ta/id/168612-par-ventspils-augstskolas-satversmi>) the chief decision making bodies in VeUAS are:

- The Constitutional Congress;

- The Senate;
- The Rector;
- The Academic Court of Arbitration.

The VeUAS internal revision institution is the Revision Commission.

The highest VeUAS administrative and decision making body in strategic, financial and business matters is its founder, but the highest representative, administrative institution and decision making body in academic and scientific matters is the VeUAS **Constitutional Congress**.

The Constitutional Congress is a VeUAS authorized higher collegial representative, administrative decision making body in academic and scientific matters which acts according to its rules and regulations. The Constitutional Congress is formed by 30 people elected for three years in accordance with the voting regulations which have been approved by the VeUAS Senate. The Constitutional Congress is elected via a ballot behind closed doors from faculty personnel, students and basic university personnel. Students are elected in the Constitutional Congress by the Student Council. The following proportions are to be followed during Constitutional Congress elections:

- Faculty personnel – 60 per cent (18 representatives);
- Students – 20 per cent (6 representatives);
- Basic university personnel – 20 per cent (6 representatives).

The Constitutional Congress elects a president and secretary. The Constitutional Congress convenes upon the Rector's or Senate's request at least once per year. The Constitutional Congress:

- Approves and amends the VeUAS Constitution;
- Elects and removes from office its Rector;
- Approves and amends the rules and regulations and voting regulations of the Constitutional Congress, Senate, Revision Commission and Academic Court of Arbitration;
- Elects the Senate;
- Elects the Revision Commission;
- Elects the Academic Court of Arbitration;
- Hears the Rector's or Vice-rectors' reports;
- Approves the election results of the Constitutional Congress, Senate, Revision Commission and Academic Court of Arbitration;
- Fulfills other obligations as established in the law and legal acts.

The Senate is a collegial administrative institution and decision making body of the VeUAS personnel comprised of 20 people. The Senate approves the rules and regulations which govern all VeUAS spheres of activity. The Senate acts based on its internal regulations.

Members of the Senate (senators) are elected for 3 years. The Senate's work is led by its president or relevant deputy. The Senate's president and their deputy are elected by senators, via a ballot behind closed. In order to elect a person as president of the Senate, or their deputy, at least two thirds of all senators must vote for candidate. The Rector, Vice-rectors, faculty deans, faculty Vice-deans and faculty department heads cannot be elected as president of the Senate. During absence of the president of the Senate and their deputy, a senator shall be elected to lead the meetings. The Senate's president and their deputy can be removed from office by the Senate with a two-third vote from all senators. A vote to remove the Senate's president and their deputy from office can be initiated by senators.

The following proportions for representation shall be observed in the Senate:

- From faculty personnel – 75 per cent (15 representatives);

- From students – 20 per cent (4 representatives);
- From basic university personnel – 5 per cent (1 representative).

The Senate can form councils and commissions which act according to regulations approved by the Senate. The Senate ceases to function when its election term comes to end.

VeUAS has created a **Convent of Councillors**, which acts in accordance with its regulations that are approved by the VeUAS Senate. Members of the Convent of Councillors are elected by the VeUAS Senate. The Convent of Councillors convenes upon request by its president or at least two-thirds of the Convent's members. The Convent of Councillors advises the Senate and Rector on issues related to the VeUAS development strategy. The Convent of Councillors has the right to initiate a review on certain issues in the Senate and Constitutional Congress.

The Rector is elected by the VeUAS Constitutional Congress for a five-year term, no more than twice in succession as established in the Law on Higher Education Institutions.

The Rector is responsible for the expected quality of education obtained in VeUAS and scientific research, ensures lawful, viable and purposeful use of the VeUAS budget and property, promotes development of VeUAS personnel and provides academic freedom for faculty personnel and students, and performs other obligations prescribed for rectors in the Law on Higher Education Institutions, VeUAS Constitution and other legal acts.

The Rector is removed from office by the Cabinet of Ministers upon request by the VeUAS Senate or Ministry of Education and Science, if breach of law or other legal act is detected in the Rector's activities.

In order to ensure management of studies, scientific research and administrative work, VeUAS can create one or more Vice-rector positions with a Senate's decision. **Vice-rectors** are appointed by the Senate upon recommendation by the Rector. Upon end of term for a Rector, by whose recommendation a Vice-rector has been appointed, the Vice-rectors remain in office until a new Rector is appointed.

The Revision Commission reviews compliance of the higher education institution's financial and business activity with effective law, legal acts and the higher education institution's constitution by carrying out a review at least once per year. In order to review matters related to revision, the Revision Commission has the right to review all documents pertaining to the higher education institution's financial and business activity, as well as to demand and receive explanations from officials. The Revision Commission is elected for a three-year term by the Constitutional Congress according to the procedure established in the VeUAS Constitution. Representatives from the higher education institution's administrative personnel cannot be part of the Revision Commission.

The Academic Court of Arbitration is elected according to the procedure established in the Law on Higher Education Institutions. The Academic Court of Arbitration reviews:

- Applications from students and faculty personnel on the academic freedom established in the VeUAS Constitution and on restricted rights or breaches thereof;
- Disputes between higher education institution personnel, as well as subordinate administrative bodies;
- In cases defined by the Law on Higher Education Institutions – applications on disputing an administrative act or factual behaviour, and making appropriate decisions on them.

The main body of VeUAS is comprised of faculties, scientific institutes and other structural units. The procedure for founding, restructuring and closing down VeUAS structural units is defined by the Senate. The tasks, functions and rights of VeUAS structural units are defined by the structural unit regulations which are approved by the Senate. The head of each structural unit is responsible for

the unit's task fulfilment, as well as for employing personnel and purposefully utilizing and preserving material resources which are available to the unit.

For **faculties**, the highest decision making body is the council which acts in accordance with the faculty regulations that have been approved by the Senate. The faculty's operation is ensured by the dean. In case of emergency, vice-dean positions can be formed with a Senate's decree.

For **scientific institutes**, the highest decision making body is its scientific council which acts in accordance with Senate-approved structural unit regulations which prescribe the procedure of scientific institute's activities, funding, monitoring, restructuring and closing down. Operationality of a scientific institute is enabled by its director.

In order to ensure perfect operational and strategic management of VeUAS, the Rector, Vice-rectors and faculty deans have the right to form advisory institutions – councils. Councils formed by the Rector and Vice-rectors can have regulations which are approved by the Senate. Councils formed by faculty deans may have regulations which are approved by the corresponding faculty's council.

The Appendix contains:

- A list indicating the main internal legal acts and regulations of Ventspils University of Applied Sciences;
- The administrative structure of Ventspils University of Applied Sciences.

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

In order to manage VeUAS study programmes, a Quality Control System is used which includes study quality assurance, and was developed and approved by the VeUAS Senate (approved at the VeUAS Senate meeting on 12/11/2014 by decree No. 14-82).

In order to ensure high quality, a system for evaluating and controlling the learning process has been created, which ensures high-quality education. This system includes regular discussions about the learning process in Study and Science Councils, the Study Programme Council, and faculty council meetings. The learning process means continuous:

- Comparisons of VeUAS study programmes with similar study programmes at other higher education institutions;
- Mutual attendance of lectures and sharing experiences;
- Interaction and contact with students by hearing out their view on managing the learning process;
- Surveying of student opinions;
- Contact-making with existing and potential employers.

In the internal quality system, the most significant parts are considered to be study programme quality and learning process quality. The most important study programme quality indicators are considered to be:

- Clearness of study programme aims and tasks, the potential to achieve them and their compliance with the VeUAS development strategy;

- Compliance of curriculum with educational standards of the Republic of Latvia, miscellaneous legal acts, elasticity in study programme development;
- Respecting principles of democracy in study programme management, interaction between students and faculty personnel;
- Provision of study programme methodical, informative and technical material;
- Annual discussion of study programme self-assessment, pros and cons of study programmes, changes, development opportunities and plans, programme improvements.

However, in view of learning process quality, indicators such as these are evaluated:

- Innovative learning process methods, clear explanation of expected study results, problem solving, use of specialised laboratory and technical equipment, computers, multimedia, Internet;
- Consultations with students, improving motivation to study;
- Objectivity of evaluating knowledge, skills and using these results in improving the learning process;
- Involving students in scientific research (relevance of topic and relation to study programme curriculum), student research contests (awards, prizes, special scholarships);
- International cooperation, student exchange between other universities, opportunities to study and undergo internships in Latvia and abroad;
- Stress from studies, organizing work independently – plan, scope, methods of examination, opportunities for consultations, availability of information, study course curriculum, arrangement of study course structure and its legacy, elasticity, novelty;
- Mood of students at VeUAS.

The aforementioned study quality assurance work is organized by responsible lecturers of the corresponding subjects, whose work is being coordinated by the study programme director, faculty deans and the Vice-rector for Studies. Feedback from students and graduates is ensured via corresponding annual questionnaires and analysing answers, with administration discussing the results with each lecturer concerned.

The VeUAS quality assurance system is available on Moodle.

It should be noted that several years have passed since the development and approval of this system in 2014 and several regulations have been changed, several new regulations have been developed and processes have been clarified. The quality system of VeUAS and related documentation will be developed in the European Social Fund Project Nr. 8.2.3.0/18/A/014 "Improvement of Study Programme Content Quality and Efficiency of Resource Utilisation, as well as Ensuring Better Governance of Ventspils University College". A contract has been signed for the completion of the works by December 2020.

Translation of the summary of the description of the quality assurance system of the VeUAS is attached.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		See Section 1.3 of the self-assessment report.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	Complies
		See Section 2.2 of the self-assessment report.
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	Complies
		See Section 1.6 of the self-assessment report.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		See Section 3.5 of the self-assessment report.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies
		See Section 2.4 of the self-assessment report.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		See Section 2.1 of the self-assessment report.

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

Direction)

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

The study direction "Management, Administration and Real Estate Management" (study direction) was created in Ventspils University of Applied Sciences in accordance with the development strategy of VeUAS and the city of Ventspils, and it is being implemented in accordance with the 2016-2020 development strategy of Ventspils University of Applied Studies.

Social reasoning behind bachelor study programs included in the study direction is to prepare specialists competitive in the Latvian and international labor market with business education corresponding to the state standard of academic or professional higher education in the Republic of Latvia. The students of the master's study programs acquire an advanced level of theoretical and practical knowledge and research skills. The aim of the doctoral program is to prepare a generation of young scientists of international standard for scientific research and academic work, as well as scientific and organizational work in public and private institutions.

When evaluating the common links between study programmes, it is worth noting that in the study direction under by FEM at Ventspils University of Applied Sciences, it is possible to study at all three study programme levels – Bachelor's, Master's and Doctoral studies and the knowledge, skills and relations gained on a single programme level provides the opportunity to study on the next level study programme. During implementation and development of the study programmes, principles of the Latvian Qualifications Framework (LQF) and European Qualifications Framework (EQF) are observed.

In the comparison of study programme significance and uniqueness implemented in a study direction with other similar study programmes in Latvia and abroad, the analysis has been provided in the description of the relevant study programmes.

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

The study direction goals correspond with the mission and vision established in the VeUAS 2016-2020 development strategy (see Section 1.1).

The **main goal of the study direction** is to develop appropriate theoretical knowledge and general skills in students relevant to the the occupational standard, thereby preparing high-ranking experts for business in important sectors, while also providing an important boost to the development of business in Latvia.

The **main goals of the study direction's development** are:

- To implement and continuously develop study programmes that are competitive and

demand in the market;

- Continuous academic, scientific, professional and pedagogical development of academic personnel;
- To involve lecturers and students in research projects;
- To foster cooperation with employers and other interested parties.

The main **tasks** of the study programme are:

- To educate high-ranking experts in fields necessary for business;
- To foster their competitiveness in shifting socio-economic conditions.

The study direction and the study programmes taught therein are promising and are taught in accordance with the Latvian Republic's interests. The study direction is being implemented in accordance with the "Guidelines for the Development of Education 2014-2020", developed by the Ministry of Education and Science, where they predict improved quality of education and wider range of international opportunities.

When developing a closer link with employers, both field experts and potential employers are actively involved in prelecting in the study direction "Management, Administration and Real Estate Management". This cooperation model is also expected in the "Guidelines for the Development of Education 2014-2020" and Latvia 2030 – Sustainable Development Strategy of Latvia. The study direction "Management, Administration and Real Estate Management" also offers professional Bachelor's and Master's degree study programmes where students are expected to work as interns in their respective fields.

Entrepreneurship is a skill that can be learned. You don't need to be born an entrepreneur to successfully manage a company. You can become an entrepreneur by improving business thinking and skills. Since Europe needs more entrepreneurs who provide jobs, it is necessary to support such education in all EU countries. The European Commission (EC) has declared that the main goal for the EC is to promote business education and stress its importance on all levels, from primary school to university and beyond.

Both now and in the future, highly-qualified and professionally educated workers will be in demand. Closer cooperation between education institutions and employers, for instance, by increasing the quality of higher education with internships, is one of the opportunities to improve the professional nature of workers. In the VeUAS professional study programmes, which are being taught in the study direction "Management, Administration and Real Estate Management", internships in companies and organizations relevant to their field are guaranteed.

Graduates and employers are continuously kept in the loop in order to ensure efficient functioning of study programmes and further development thereof. Ventspils University of Applied Sciences keeps an eye on labour market demand forecasts by the Ministry of Economics of the Republic of Latvia.

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

A SWOT analysis of the study direction has been carried out.

As far as **strengths** related to students are concerned:

- Students receive high-quality education;
- Graduates are highly demanded in the labour market and possess the required competitive qualities;
- The study microclimate is positive and students are actively participating both in study work and extra-curricular processes and events;
- All students, whoever has the need for it, are provided with rooms in the student dormitories.

Strengths related to the learning process:

- Succession of study programmes – chance to continue studying in upper stages of education right at VeUAS – all the way up to doctoral degree studies;
- Opportunity for students and lecturers to influence the learning process and its contents, thereby making this process elastic enough in relation to the governing trends in the labour market;
- The prevalence of small study groups allows lecturers to use an individual approach for each student;
- Students have the opportunity to participate in research projects and student research work contests;
- Studies take place within the higher education institution's complex which also houses a library – this allows them to rationally use time reserved for studies;
- Possibility to learn several foreign languages;
- Possibility to study in foreign universities for one or two semesters;
- Technical equipment in lecture rooms and labs is sufficient.

Strengths of faculty personnel:

- Enough motivation and sufficient professional qualifications;
- Lecturers are available to students;
- Financial support (from the Ventspils City Council) for faculty personnel, including printed scientific and methodical monographs.

Strengths also include:

- Good cooperation with employers;
- Good cooperation with Latvian and foreign universities;
- Support from Ventspils Municipality.

Weaknesses among students, which are common for many Latvian universities:

- Variable level of knowledge and competencies for students when they enroll;
- Varying student motivation for obtaining higher education.

Learning process – weaknesses:

- A part of classes can only be modular;
- No e-learning and distance learning available.

Faculty personnel – weaknesses:

- Lecturers do not possess sufficient work experience in foreign universities;
- Difficulties in hiring highly-qualified lecturers due to the geographical locality of VeUAS;

- State-funded salaries for lecturers are insufficient for personnel improvement and further training.

Opportunities:

- Developing new study programmes in cooperation with foreign universities;
- Developing study programmes by using opportunities for cooperation with employers;
- Developing e-learning and distance learning;
- Increasing the role of graduates in developing the study direction;
- Students have the opportunity to gain practical knowledge in research and development projects organized by VeUAS.

Threats:

- Number of students is shrinking due to demographic processes;
- Number of students is shrinking due to the availability of free higher education abroad;
- Young people and highly-qualified experts are leaving Latvia;
- Necessity to work a paid job parallel to studies becomes an obstacle for students to successfully finish studies, and in some cases forces them to stop studying;
- Number of state-funded budget places is shrinking in social sciences.

In order to decrease threat impact, VeUAS is using the both aforementioned opportunities and others. To lessen the impact of the number of potential students shrinking, VeUAS is planning active work towards attracting new foreign students, a new, unique professional Bachelor's study programme "Start-up Management" has recently been launched in English. For Master's degree students, study programme "International Business and Export Management", formed jointly with the University of Applied Sciences Krems, is also delivered in English. In order to attract students whose tuition is funded by natural or legal entities, i.e., paying students, the study programme curriculum is being reviewed and renewed, the teaching process is being varied, thereby making study programmes and studies more suitable for labour market needs and more attractive for students. In 2020, there are plans to commence part-time studies at the Bachelor level, then at Master's level, which allows employed people to obtain high-quality education. Graduates are involved both in the learning process as guest lecturers, internship, Bachelor and Master thesis supervisors, commission members, and in the learning process evaluation, whereas students are involved in VeUAS internal and external projects and research.

A development plan of the study direction for the next six years has not been created at the start of 2020, since development of the study direction is related to the VeUAS development strategy as a whole and a new development strategy will be created for the time period from 2021 onwards. It is planned to create a working group for the preparation of the development plan, which will consist of the dean of the faculty, the directors of study programmes, the vice rector for studies, the representatives of the students and the representatives of the employers. After elaboration it is planned to see it at the faculty council meeting and faculty study programme council meeting.

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

Administration of the study direction is based on the organizational structure of VeUAS and is, in accordance with its study direction "Management, Administration and Real Estate Management", led by the dean of the Faculty of Economics and Management, whereas the study direction's activities are being supervised by the Vice-rector of Studies and the **Vice-rector for Research** (for Doctoral study programmes). Heads of the study direction's study programmes are study programme directors. The study direction's activities and prospects of development, as well as the latest news in study programmes are regularly being monitored and improved at FEM Council meetings, and in study programme council meetings. The everyday learning process is ensured by the faculty's administrative assistant and personnel at the Study Department.

The **Vice-rector of Studies** coordinates and manages issues on the curriculum, organizing and planning, and monitors the Study Department's performance.

A faculty dean, in accordance with the regulations of the Faculty of Economics and Management at Ventspils University of Applied Sciences, ensures efficient management of the faculty. The dean is responsible for:

- Compliance of the actions of the faculty, its structural units, faculty's own study programme directors and personnel with internal and external legal acts;
- Management and quality of studies and research;
- Faculty personnel management;
- Execution of the decisions and decrees of faculty councils and VeUAS management in matters pertaining to the faculty's work;
- Organizes the faculty's competencies in the framework of business and financial matters;
- Where possible, issues decrees which are binding for faculty personnel;
- Performs other duties according to the relevant job description.

The dean's duties include coordinating faculty work with other universities, scientific and other institutions in matters within the faculty's competence. The dean represents the faculty in VeUAS institutions, in relations with other natural and legal entities. The dean prescribes duties for the faculty's administrative assistant and controls their performance, and monitors the work of faculty's structural units and faculty personnel.

A study programme director is responsible for the quality of the programme curriculum and its implementation. The study programme director:

- Organizes the development of study programmes in accordance with the current needs of science and, during the implementation of said programme, they ensure that it is systematically improved;
- Is responsible for drafting the study programme description;
- Is responsible for drafting the study course descriptions in the study programme;
- Participates in developing advertising information (annotations, descriptions, leaflets etc.) and advertising the study programme;
- Provides for the study programme's intellectual and material needs;
- Is responsible for implementing the study programme in accordance with legal documents which govern the learning process;
- Informs students and lecturers about mobility opportunities;
- Organizes cooperation with potential employers;
- Monitors the study process, evaluates and analyses student results;

- Regulates the compliance of the pre-existing study load and subjects learned, and relevant assessment, at VeUAS or other higher education institutions with the study programme;
- Organizes preparations of the study programme for self-assessment, expert reviews, accrediting etc.;
- Prepares reports on study programme implementation, submits them upon request to the faculty's dean, head of the Study Department, Vice-rector of Studies;
- Develops and submits the study plan to the faculty's dean;
- Is responsible for student internships;
- Annually submits all information necessary for preparing a report on progress towards improving the study direction.

The co-operation of the study programme directors is of various nature, where we can mention co-operation in providing joint guest lectures for students of different study programmes, co-operation in attracting lecturers, co-operation in study programme content planning and other.

An administrative assistant oversees and manages a faculty's management, helps the dean in implementing decrees issued by the faculty's council and is involved in ensuring the management of the study process.

Administrative and technical personnel of the university, in accordance with their duties, provide support necessary in implementing the study process at the relevant faculty faculty.

The management structure of the study direction and the corresponding study programmes is assessed as effective – there are no unnecessary activities and processes. The study process is smooth and the goals of the study programmes are achieved.

Attached – the management structure of the study direction (appendix 2.1.).

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

The enrollment procedure at VeUAS is determined by Enrollment regulations and the matriculation procedure at Ventspils University of Applied Sciences in the corresponding academic year.

Admission rules are developed in accordance with the Law on Higher Education Institutions and the CM Regulation "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" No. 846 of October 10, 2006. Admission rules are approved annually by the VeUAS Senate and posted on the VeUAS website:

<https://venta.lv/en/studies/applications-for-international-degree-seeking-students/>.

The admission requirements are available in the Appendix to the admission requirements, and they are prescribed in the study programme's licensing documents. Admission requirements are evaluated in an annual faculty's council meeting.

The procedure by which VeUAS evaluates and recognizes the competences acquired outside formal education or professional experience and the study results achieved in the prior education, and how it grants equivalent credit points in the Ventspils University of Applied Sciences professional or

academic study programmes, is prescribed in the “Regulations on Recognising Study Results of Competences and Prior Education Outside Formal Education or Professional Experience”. There has been no case in this study direction for the evaluation and recognition of competences acquired outside formal education or professional experience and the study results achieved in the prior education.

The procedure for evaluating study courses passed in other study programmes and comparing them with courses in VeUAS study programmes is prescribed in the “Regulations on Evaluation and Comparison of the Scope and Content of Study Courses at Ventspils University of Applied Sciences”.

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

The criteria, conditions and binding procedures for setting grades are prescribed in the regulations approved by the VeUAS Senate which are available on Moodle:

- Regulations on organizing examinations and evaluating student knowledge at Ventspils University of Applied Sciences;
- Regulations on study procedure at Ventspils University of Applied Sciences.

The quality of student knowledge at VeUAS is evaluated with two criteria:

- qualitative evaluation – exams are graded in a scale of 10, tests – pass or fail;
- quantitative evaluation – credit points (CP) which describe the amount of work students must perform in hours (in-person and self-study).

Credit points are awarded if a student passes an exam and receives a grade no lower than 4 (almost satisfactory).

In tests, knowledge, skills and abilities are graded with a pass or fail, or with a grade if the grade ranges from 4 (almost satisfactory) to 10 (with distinction).

Students sit the examinations (exam or test), provided in the study programme, orally or in writing. An oral examination is based on pre-defined examination tickets with tasks on study course contents. There are different forms of written examinations, such as a written exam based on pre-defined questions or assignments, or a test.

In some study courses, the lecturers have developed an examination system using inter-examination results (e.g. 3 tests + final examination). The lecturers inform students about the form and requirements for the examination of the respective study course during the first two lectures of the semester.

State examination, which includes the development and defense of a Bachelor's or Master's thesis, is evaluated by the State Examination Commission (SEC) whose president and composition are approved for the respective academic year in accordance with the SEC regulations for Ventspils University of Applied Sciences. The Commission acts in accordance with these regulations.

The final examination, consisting of development and defense of a Bachelor's thesis, is evaluated by the Final Examination Commission (FEC), whose president and composition is approved in accordance with the FEC's regulations for Ventspils University of Applied Sciences. The Commission

acts in accordance with these regulations.

In the doctoral study program, the doctoral thesis is defended in the Promotion Council of the relevant science branch or sub-branch.

At the end of the semester, the adequacy of assessment methods and procedures to achieve study programme goals and students' needs is assessed by the lecturer of the respective study course, assessing how the students have acquired the study course – having achieved the planned learning outcomes. At the end of the session, when grades are entered into the LAIS system, the director of the study programme and the dean of the faculty are also included. If the study course has been mastered by the student, corresponding goals of the study programme, which are marked on the study programme course map, are also achieved.

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

Academic honesty is one of the core values mentioned in the VeUAS development strategy for 2016-2020. This means respecting the highest standards of professionalism and accuracy, objectivity and truthfulness, moral and ethical principles, and honesty.

Several regulations have been developed to inform and assist students in respecting academic honesty (available to VeUAS staff including students in Moodle):

- “Methodological Guidelines for the Development, Drafting and Defense of Master and Bachelor theses and term papers”
- “Regulations for the Development of Student Research Papers”;
- Regulation “Procedure for Organising Examinations and Evaluating Student Knowledge at Ventspils University of Applied Sciences”.

Student term papers, Bachelor and Master theses, once submitted to the dean's office, are placed and processed in the Unified Computerized Plagiarism Control System for plagiarism control. All cases with concurrence with the work of another author detected are evaluated by a specialist of the Study Department and the faculty dean. In the event of a violation, a commission is convened to consider the matter and decide upon imposing penalties on the student. In case of violation of the Bachelor or Master thesis, SEC or FEC is convened, in case of violation of the student term paper – a commission is set up by the dean. Possible penalties are:

- non-inclusion of the work with the possibility of re-taking it in another semester;
- exmatriculation.

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

Information about the study direction and its study programmes in Ventspils University of Applied Sciences is published in Latvian and English on <https://venta.lv/en> in section "Studies", where there is a section on both the faculty and each study programme. The senior specialist in public relations is responsible for posting information on the website in Latvian, and the specialist in external communications is responsible for publishing it in English.

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

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

For the management of the study programme, a quality control system, approved by the VeUAS Senate, has been developed and includes quality assurance of the study process. Its description is provided in Part I, Section 1.3 of the self-assessment report.

Study quality is ensured by improving and developing study programmes and study courses. Study quality assurance work is organized by the lecturers responsible for the respective courses, the director of the study programme, the dean of the Faculty of Economics and Management, a specialist at the Study Department and the Vice-rector of Studies.

The functioning of the internal quality assurance system can be judged to be effective. For example, the objectives of the professional bachelor study programs "Business Management" and "Start-up Management" include "... to prepare specialists who are competitive in the Latvian and international labor market...". To achieve this goal, the study programme should focus on acquiring the knowledge, skills and competences needed in the labor market. VeUAS quality assurance system includes the process of monitoring and improving study programmes, as well as process of development and licensing of study programmes, process of inclusion of new study courses in the programme. For each of these processes, there are binding rules that govern the process. As can be seen, employers are involved in these processes, which provide an assessment of the topicality of the programme both in the process of making changes and in the process of reviewing and approving changes (employers are members of the Study Program Council).

Quality assurance activities are described in more detail in Sections 2.2 to 2.5 of this chapter.

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

The procedure for the development of a new study programme and its further promotion for licensing at Ventspils University of Applied Sciences is prescribed by the “Regulations on the Procedure for Developing a New Study Programme”, approved by the Senate at its meeting on January 16, 2019. The purpose of these regulations is to develop high-quality study programmes that comply with legal acts.

According to the aforementioned regulations, the dean of the respective faculty is responsible for supervision of development for the study programme, while a study programme director's deputy, approved by the faculty council, is responsible for the development of the study programme and submission of necessary documents for approval. Licensing documents for a new study programme are reviewed and approved by the faculty's study programme council, faculty council and VeUAS Senate.

Each study programme at Ventspils University of Applied Sciences has a study programme director who is responsible for the quality of the curriculum and implementation of the programme. Study programmes are reviewed regularly – both after receiving the results of the student survey (once per semester), and when preparing study plans for the new semester (once per year), when preparing and reviewing the self-assessment report (once per year), and when reviewing work results from the State Examination Commission and Final Examination Commission at the faculty council (once per year). In addition to the study programme director, the dean of the faculty and Vice-rector of Studies are also involved in the evaluation of the study programme. The evaluation of the programme and necessary changes are reviewed by the faculty study programme council and the faculty council.

In order to receive feedback from students, graduates and employers, the surveys described in Paragraph 2.4 are used. Study programme directors regularly meet with students, start discussions and inform them about current issues. Students are part of the faculty council, faculty study programme council, VeUAS Senate, whereas graduates and employers are part of the faculty study programme council.

The Appendix contains the Regulation on the Procedure of Creating New Study Programmes at Ventspils University of Applied Sciences.

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

At the beginning of each academic year, personnel and parties involved in the study process – the Rector, Vice-rector of Studies, dean, study programme director, representative of the Study Department, external communications specialist, Department of Informatics and Technical Study Materials (DITSM), chief librarian, student dormitory manager, president of the student council – meet with students and, in addition to other questions, provide information on what they can be consulted with.

In case of a serious complaint, students are invited to submit a written complaint. It is reviewed, a resolution is agreed upon, the necessary action is taken and the student is informed.

The procedures for the submission of student complaints and suggestions are described in various regulations related to the issue of the respective complaint or proposal. For example, the procedure for contesting the results of the study course examination is described in the regulation "Examination Organization and Assessment of Student Knowledge at Ventspils University of Applied Sciences" (points 2.7.1. and 2.7.2.).

The complainants shall be informed of the outcome of the examination of the complaint or proposal - individually, if the applicant is a single student, or, in group, if the applicant is a student group. For example, in the spring semester of 2019, the first year students of the joint Master's study program "International Business and Export Management" wrote an application asking for a replacement of the lecturer of one study course after the first classes, stating the reasons. Discussions took place with both students and the lecturer and it was decided to replace the lecturer with another one who will lead this course. It was also done.

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

In describing the study process, also the study programme, development process at Ventspils University of Applied Sciences, at the end of each semester students are surveyed with the aim of regularly receiving information from students about the quality of the study process at VeUAS. The student questionnaire must be completed electronically on LAIS for each study course taught in the current semester, including questions about course content and lecturer work evaluation. The survey asks questions about how students assess the relevance of the course in regards to the development of their professional qualification, the relevance of the course in their professional careers, the level of course organization, the level of scientific and pedagogical qualification of the lecturers. Completing the survey is a prerequisite for signing up for the next semester.

At the end of each academic year, a survey is conducted among graduates who have finished their studies Ventspils University of Applied Sciences in the current academic year, in order to find out their opinion on the quality of education, assessment of teaching methods used and evaluation of the study programme as a whole. The aforementioned surveys are conducted in accordance with the Regulations on Surveys of Students, Graduates and Employers for Evaluation and Improvement of the Study Process. The results and the recommendations for improvement of the study process collected in the surveys are discussed at meetings of the Council of Faculty of Economics and Management, Study programme council and the VEUAS Senate.

Student representatives are elected to the study programme council, as well as in the Faculty Council and Senate, where issues concerning implementation and further development of study programmes are discussed.

In addition, other types of statistical data are collected at VeUAS, including data related to student exmatriculation, data on the professional development of the academic staff (once a year), results of scientific research (once a year), results of study and organizational work (once a year). Data are regularly evaluated within different working groups, depending on the reason for their evaluation

and as mentioned above – their results and recommendations for improvement of the study process are discussed at meetings of the Council of the Faculty of Economics and Management, Study programme council and the VeUAS Senate.

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

The Appendix describes the compliance of current study programmes to Part 1 of the European Standards and Guidelines (ESG) for Quality Assurance.

One of the most prominent problems is the of hiring professional lecturers in a regional higher education institution, which is influenced both by the higher education institution's location and the lack of competitive funding.

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

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

The resources for funding the study process at VeUAS are comprised of state budget resources, municipal budget resources, and tuition fee revenue.

Since the foundation of the university, VeUAS has received significant financial support from Ventspils City Municipality. Ventspils City Council finances grants for doctoral students and researchers, as well as scholarships for doctoral students. In addition to funding from the state budget, VeUAS actively attracts financial resources by implementing projects of international and local significance, including:

- Scientific and infrastructure projects co-financed by EU Structural Funds and implemented by the Ministry of Education and Science of the Republic of Latvia, the Ministry of Environmental Protection and Regional Development, other departments of the Ministry of Finance and their subordinate agencies (CFLA, SRDA , LIDA, etc.);
- Scientific and infrastructure projects co-financed by EU Structural Funds and implemented under the EU research and innovation funding programme Horizon 2020;
- Scientific projects funded by the European Space Agency;
- Research projects funded by grants from the Latvian Council of Science.

As of October 1, 2019, the total number of students in FEM was 270, 76 of them at the expense of natural or legal entities (both the number of students and the ratio between "budget" and "paying" students fluctuates during the study semester).

for the costs related to the implementation of study programmes are planned by taking into account planned revenue, which mainly consists of state funding and tuition fees. In appendix 2.25 financing of study programmes implemented by the FEM (state budget resources and tuition fee revenue) has been added.

Calculating costs of study programmes implemented by VeUAS is done by adding:

- salaries of lecturers;
- salaries of the programme directors;
- salaries for general and administrative personnel of the faculty;
- costs of student scholarships;
- utility costs;
- other eligible faculty costs;
- other additional costs.

Information on costs per student for each study programme is provided in Appendix 2.25.

The amount of lecturers' salaries is calculated based on the academic load of study programmes approved by the VeUAS Senate.

The programme director salaries are disclosed and bound to each individual study programme.

The remuneration of general and administrative personnel of the faculty is identified and distributed among the study programmes in proportion to the number of students in each study programme.

Student scholarships are taken into account in calculations according to data provided by the Ministry of Education and Science regarding state grants for studies.

Other eligible costs are calculated based on the current year's budget of the faculty. The total costs of the faculty are deducted from the costs associated with specific study programmes and the remaining sum is distributed among the entire study programme in proportion to the number of students in each programme.

Other additional costs relate to programmes such as International Business and Export Management, which involves a partnership fee with the University of Applied Sciences Krems, as well as the doctoral programme in Business Management which is simultaneously being taught at several higher education institutions, settle accounts amongst each other for services rendered within the framework of the programme.

Utility costs are calculated as follows:

- based on lecture room load schedule, the average number of hours per week for each study programme in each VeUAS lecture room is calculated;
- the utility costs of the last 3 years are compiled for VeUAS, broken down according to VeUAS buildings (block A, B, C, D or E), and the average for utility costs during a 3-year-period is calculated;
- the ratio of the area of each lecture room to the total area of the particular enclosure is multiplied by the 3-year average cost of utilities, thus determining how much each particular lecture room contributes to the total cost of the building block (including a portion of the cost of common-use areas within the block);
- the total annual cost of a lecture room is divided between the study programmes in

proportion to the hours spent in the lecture room for each study programme.

The major part of the study programme costs consist of the salaries (payment + employer SMIC) for lecturers – approximately 75%. Other articles of expenditure consist of business trip expenses, utility and maintenance costs, book procurement, and miscellaneous services.

The following regulations govern the allocation of funding for research activities of academic personnel:

- Regulations on Additional Remuneration for Employees of Ventspils University of Applied Sciences (approved by VeUAS Senate Decree No. 12-02 on 11/01/2012);
- Regulations for Granting Funding for Business Trips for Participation in Conferences (approved by VeUAS Senate Decree No. 17-83 on 24/05/2017);
- Regulations on Granting Funding for Publication of Educational Materials, Scientific Monographs and Scientific Articles (approved by VeUAS Senate Decree No. 17-104 of 21/06/2017);
- Regulations of the Competition “Promotion of Scientific Activity at Ventspils University of Applied Sciences” (approved by VeUAS Senate Decree No. 17-86 on 24/05/2017);
- Regulations "On the Procedure of Granting Academic Leave to Ventspils University of Applied Sciences Lecturers for Scientific Research or Performing Scientific Work Outside Their Workplace" (approved by VeUAS Senate Decree No. 06-20 of 29/03/2006).

The use of financial resources planned for the study direction are supervised by the dean of the faculty, controlled by the chief economist and the Vice-rector in Financial and Administrative Matters.

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

The material and technical resources of Ventspils University of Applied Sciences are used to ensure the study process. Lectures take place on VeUAS premises in Ventspils, Inženieru Street 101 and 101a. The study facilities consist of modern lecture rooms and laboratories, and the Ventspils Library branch at VeUAS, high-level technical equipment (projectors, interactive whiteboards, monitors), several computer classes, two modern amphitheatre-type lecture halls with 190 and 130 seats which are also equipped with multimedia audio-visual equipment, tools for providing simultaneous interpreting, as well as lecturers' offices with computerized workstations.

In the academic year of 2019/2020, 5 computer lecture rooms with 30-32 computers each and two with 16-24 workplaces each, help to ensure the study process. All lecture rooms are equipped with computers and projectors. The total number of computers in VeUAS network reaches about 300. All the computers in VeUAS are connected to one network. In addition, a wireless network is available on the premises of VeUAS and also at the student dormitories.

In recent years, several projects have been implemented and worked on at VeUAS, of which the projects called “Latvian Academic Network” and “Strengthening Excellence and Capacity of the Ventspils University of Applied Sciences as a Scientific Institution” have played a significant role in

the modernization of the IT infrastructure. VeUAS is currently implementing the project “Modernization of the STEM Curriculum at Ventspils University of Applied Sciences”. Nine lecture rooms were renovated and the infrastructure of laboratories and other lecture rooms was improved, thereby ensuring the availability of technologies necessary for study programmes and the introduction of information and communication technology solutions required by VeUAS, thus ensuring the quality of studies necessary for a modern study process which complies with labour market needs in order to acquire as many practical skills as possible, to attract more students from Ventspils, Kurzeme region, all of Latvia and other countries. In the future, this project aims to improve accessibility of the VeUAS building block A for people with mobility impairments.

In 2015, VeUAS was connected to the Latvian academic network with a 10 GB/s band. The VeUAS campus network has been upgraded, with its backbone running at 10 GB/s and at least 1 GB/s in terminal equipment. Some of the wireless networking equipment has also been upgraded, making 802.11ac standard wireless networking available at VeUAS. Software for scientific research was purchased and updated, including Matlab network licenses for employees and computer classes, SPSS and more. Computer room and personnel computers are being replaced so the computers would not be more than 5 years old.

At the VeUAS data centre, all servers are virtualized and hosted in a ProxMox cluster. Service solutions are based on open source products. For example, Ventspils University of Applied Sciences was one of the first Latvian higher education institutions to introduce the open-source e-learning system Moodle, which is currently widely used by other higher education institutions. Ventspils University of Applied Sciences uses Google Apps for Education as an email system.

Since 2012, VeUAS has introduced the Latvian University Information System (LAIS), which includes part of the University of Latvia Information System (LUIS) functionality, adapted to the needs of higher education institutions. UL provides VeUAS access to the UL server resources it needs to use LAIS for VeUAS information system purposes. UL provides implementation of LAIS, consultations and access to functions introduced or newly created by VeUAS in the following LAIS software subsystems: administration, student register, student-related orders, student payments, employee registration, course registration, student performance, student agreements, diploma and diploma supplement preparation.

Ventspils University of Applied Sciences participates in several programmes: Microsoft Education 365 A3, Azure Developer Tools for Education, Oracle Academy and Cisco Networking Academy. These programmes offer software, training courses and other resources that faculty personnel and students can use in the study process as well as in self-study and for further training.

Material-and-technical maintenance at Ventspils University of Applied Sciences is performed by the Department of Informatics and Technical Study Materials (DITSM). Along with maintaining computers, servers, computer networks, audio-visual equipment and other hardware, DITSM also provides a variety of other services: Moodle, message board, Wiki and other information resources.

Decisions of the VeUAS Senate are available on the legal document system (nais.venta.lv). The system can also house legal documents of other structural units (faculty councils, institute councils, etc.).

3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study direction by specifying

whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study direction, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and options for the subscription to the databases.

Students and lecturers use the services of VeUAS and Ventspils City Library in the study process.

The VeUAS library is located on two floors with an extensive department for study literature, periodicals and also fiction. The reading room has access to the latest dictionaries from various fields, as well as audio and audiovisual materials, an e-book reader, the latest books and periodicals. The VeUAS Library has a collection of books with about 26,000 volumes and approximately 750 audio-visual materials (CDs, DVDs, CD-ROMs, audio and video cassettes) on mathematics, physics, computer science, electronics, management, economics, law, philosophy, psychology, linguistics, translation studies, literary studies, etc.). The following publications have printed editions available for the study direction: Bilance, Dienas Bizness, IR, Kapitāls, Bloomberg Businessweek; Harvard Business Review USA, The Economist.

Thanks to its bright and spacious rooms, the VeUAS Library is well suited for various group activities. It is also possible to use the silent reading room, which is currently located in the media library.

The library has five free-access computers with an internet connection for work and study purposes, and three computers just for VeUAS students. All databases which the VeUAS Library has subscribed to are available for free from each computer located in the library.

VeUAS students and lecturers also have access to a wealth of literary, humanitarian, technical and other scientific publications, which are located in the central building of the City Library in Ventspils, Akmeņu Street 2. All publications are stored in a single electronic catalogue. Automation of all library activities is provided by the ALISE system, including the ability to publish library catalogues on the internet, as well as to access other libraries through the network.

As the EBSCO database (with a wide range of e-books) provides access to the necessary materials for a comprehensive study process, VeUAS lecturers and students use the databases directly for information, so the library does not need to purchase a large amount of printed materials.

The library also functions as an archive of Bachelor and Master theses and lecture materials.

In the FEM budget, approximately EUR 1,000 are allocated each year to supplement the textbooks needed for the study direction. The Director of Study Programme shall take care of the intellectual and material resources of the study program (within the approved budget).

The following databases are available free of charge for VeUAS computer network users:

- LETA;
- Letonika;
- Lursoft – newspaper library; business database;
- EBSCO;
- Britannica Online Academic Edition;
- LNB Digital Library;
- Scopus;

- Science Direct;
- Web of Science.
- Science Direct, Scopus, and Web of Knowledge within the framework of the project “Establishment of a Uniform National Academic Core Network for Provision of Scientific Activities in Latvia”,.

Library opening hours:

- Mondays to Thursdays, 9 AM to 9 PM
- Fridays, Saturdays, 9 AM to 4 PM
- Sundays – closed.

Services offered by the VeUAS Library:

- subscribed databases;
- CD-ROM databases;
- computers with internet access;
- group and individual information literacy classes;
- use of e-book reader on library premises;
- booking of expenses, extension of borrowing terms;
- a silent reading room equipped with the necessary equipment for teaching private lessons (audio and video equipment, and a computer with Internet access);
- copying, printing;
- Kurzeme virtual general catalogue;
- media library;
- nighttime and holiday subscriptions;
- periodicals (newspapers, magazines, etc.);
- scanning;
- interlibrary subscription;
- information, consultations.

The library has the capacity for 100 readers.

At Ventspils University of Applied Sciences, the activities and content of the study process are governed by several laws, regulations and methodological guidelines approved by the Senate and faculty councils, among which the most topical for students are:

- Regulations on study procedure at Ventspils University of Applied Sciences;
- Regulation "Examination Organization and Assessment of Student Knowledge at Ventspils University of Applied Sciences" and its Appendix "Regulations on Development of Student Scientific Research Work";
- Regulation on internship procedure in the professional bachelor's degree study programme "Business Management" and professional Master's degree study programme "Business Management";
- Methodological instructions for development, execution and defense of Master and Bachelor theses and course papers at the Faculty of Economics and Management of Ventspils University of Applied Sciences;
- Ventspils University of Applied Sciences State Examination Commission Regulations.

Current rules, regulations, methodological guidelines and other methodological documents are available to students on Moodle.

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

The recruitment and employment of faculty personnel is carried out in accordance with the requirements of legal acts and the principles of good corporate management, which include transparency and honesty in human resource management processes. Elections to academic positions are governed by the Regulation on Elections in Academic Positions at Ventspils University of Applied Sciences.

Staff recruitment and employment processes at VeUAS can be assessed as open. Examples of this are the following:

- Academic positions shall be filled by open competition (point 1.6. in Regulation on Elections in Academic Positions at Ventspils University of Applied Sciences).
- In accordance with the Senate decision on creation of the position or the Senate-approved decision of the Council or the Scientific Council on vacancies of academic positions, the VeAveUAS Rector announces a competition in the Latvian daily press for academic positions with the election period expiring in the respective semester and on vacant academic positions. The competition for vacant positions of leading researchers, researchers, and scientific assistants is announced in the official gazette "Latvijas Vēstnesis" (point 3.1. in Regulation).
- The Collegial Body shall organize a open lecture, class, of the candidate to an academic position (assistant professor, lecturer, assistant), or a presentation of the previous research work results (in the case of a leading researcher, researcher, research assistant); it shall be attended by at least two experts appointed by the Collegial Body and documented by the secretaries of the relevant Collegial Bodies (point 3.6. in Regulation).

To promote the development of higher education and science in accordance with the needs of the national economy, economic development and to direct the activities of VeUAS towards becoming a competitive European-level university that significantly contributes to the development of education and science at an international level, regulations have been developed and approved by the VeUAS Senate at Ventspils University of Applied Sciences.

The Appendix contains "Regulations on Elections in Academic Positions at Ventspils University of Applied Sciences".

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

The professional development of academic personnel includes participating in appropriate

professional development programmes as well as the exchange of experience and participation in conferences and seminars, as evidenced by the documents issued upon completion thereof.

According to the regulation “On the Procedure of Granting Academic Leave to Ventspils University of Applied Sciences Lecturers for Scientific Research or Performing Scientific Work Outside Their Workplace”, academic personnel are allowed six calendar months of paid academic leave every six years.

The procedure for evaluation and recording of professional development efforts of lecturers elected by VeUAS according to the professional qualification required for higher education specialists is defined by the regulation “On Vocational Education and Training of Lecturers of Ventspils University of Applied Sciences”, drafted in accordance with the by the CM decree No. 662 “Regulations on the Required Education and Professional Qualifications for Teachers and the Procedure for Improving the Professional Competence of Teachers” of October 28, 2014.

Lecturers elected at VeUAS can undergo further training that counts as professional improvement by finishing a programme for further professional training on innovations in the higher education system, didactics of higher education institutions or management of educational work, or by implementing measures suitable for professional improvement listed in Paragraph 3.2 of the above Regulation.

Each lecturer is responsible for their own professional development. VeUAS lecturers must complete a total of 160 hours worth of further professional training (including at least 60 contact hours) by the end of their elected term. VeUAS lecturers submit annual reports on professional development with attached proof.

The VeUAS Study Department regularly offers VeUAS lecturers the opportunity to take various professional development courses on the VeUAS premises. For example, the following professional development courses were organized for lecturers in 2018 and 2019:

- Changing the methodological approach in schools – competence approach in the curriculum;
- Current developments in the Latvian economy;
- Teaching and learning. How our views on learning affect the way we teach and learn;
- Neurobiologically-based stress management and impact on health;
- Work burnout: recognition and ways to recognise;
- Successful public speaking: One of the elements of leadership;
- Automatic bibliography creation tools;
- Innovative ICT technologies and methods that every teacher can use today.

In 2018, the amount of professional development of lecturers elected in FEM was measured at 286 hours.

The pedagogical, scientific and organizational work of academic personnel is evaluated by reviewing the study field self-assessment report at the relevant faculty council meeting, reviewing the report on implemented professional development. The individual assessment of faculty personnel is carried out in accordance with the regulations of Ventspils University of Applied Sciences regarding the unified salary system at VeUAS, taking into consideration the job description, other binding documents, work complexity, mental effort, cooperation, management function, responsibility for work outcome, responsibility in decision-making, contribution of organizational and scientific work, educational and professional experience required for performance of their duties, and additionally by annually reviewing individual achievements of academic personnel with doctoral degrees. Students have the opportunity to express their opinion about lecturers and the study course he/she delivers by taking part in LAIS surveys.

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

The implementation of the study direction “Management, Administration and Real Estate Management” in the academic year of 2018/2019 was undertaken by 47 lecturers, 11 of whom were elected in the Faculty of Economics and Management.

Table 2.1

Personnel involved in prelecting in the study direction “Management, Administration and Real Estate Management” during the academic year of 2018/2019

FEM, elected lecturers	FEM, non-elected lecturers	Elected and non-elected lecturers from other faculties
Hilķeviķs Sergejs – Professor	Vucāns Jānis – Professor	Kalniņš Juris Roberts – Professor
Jaunzems Andrejs – Professor	Brīvers Ivars – Professor	Pokrycka Lidia – Professore
Avotiņš Valdis – Associate Professor	Atstāja Dzintra – Professor	Dreijers Guntars – Associate Professor
Balode Ilze – Associate Professor	Volkova Tatjana – Professor	Balama Vita – Docent
Libkovska Una – Associate Professor	Grasis Jānis – Associate Professor	Potjomkina Diāna – Docent
Krēsliņš Kārlis – Associate Professor	Blumberga Solveiga – Associate Professor	Rollande Raita – Docent
Resele Liene – Docent	Ulmanis Juris – Associate Professor	Springers Tomass – Docent
Jaunzeme Justīne – lecturer	Titova Nellija – lecturer	Veckrācis Jānis – Docent
Smirnovs Dmitrijs – lecturer	Fībīga Eva – lecturer	Vizule Ieva – lecturer
Štefenberga Dace – lecturer	Aneraude Baiba – lecturer	Vītola Estere – lecturer
Zīlniece Ilga – lecturer	Jēkabsone Agnese – lecturer	Stadgale Ineta – lecturer

FEM, elected lecturers	FEM, non-elected lecturers	Elected and non-elected lecturers from other faculties
	Bērziņa Anete – lecturer	Leinberga Iveta – lecturer
	Plūmiņš Māris – lecturer	Sergejevs Valerijs – assistant
	Ozola Inta – lecturer	
	Feldmane Elīna – lecturer	
	Tīdenberga Rigonda – lecturer	
	Ciemite Inese – lecturer	
	Vītols Varis – lecturer	
	Meijere Sanita – lecturer	
	Bancroft Justin Wesley – lecturer	
	Mathers Gregory Scott – lecturer	
	Gleizdāne Inga – lecturer	
	Schaub William – lecturer	
TOTAL: 11	TOTAL: 23	TOTAL: 13

During the academic year of 2018/2019, there were 22 doctoral degree holders prelecting in the study direction at FEM:

- professors: Andrejs Jaunzems, Sergejs Hilķevičs, Jānis Vucāns, Ivars Brīvers, Dzintra Atstāja, Tatjana Volkova, Juris Roberts Kalniņš, Pokrycka Lidia;
- associate professors: Valdis Avotiņš, Ilze Balode, Una Libkovska, Kārlis Krēsliņš, Jānis Grasis, Solveiga Blumberga, Juris Ulmanis, Guntars Dreijers;
- docents: Liene Resele, Vita Balama, Potjomkina Diāna, Raita Rollande, Tomass Springers, Jānis Veckrācis.

Out of elected FEM lecturers, the following hold expert rights at LCS in 2019:

- Andrejs Jaunzems (22/02/2018 – 21/02/2021);
- Kārlis Krēsliņš (17/05/2018 – 16/05/2021);
- Ilze Balode (23/12/2016 – 22/12/2019);
- Una Libkovska (20/02/2016 – 18/02/2019).

By analysing the pedagogical load on academic personnel (both from FEM and other faculties) involved in implementing the study direction's study programmes during the autumn and spring semesters of the academic year of 2018/2019, it can be concluded that:

- 32% of the load is covered by professors;
- 19% – associate professors;

- 13% – docents;
- 35% – lecturers;
- 1% – an assistant.

During the academic year of 2014/2015, the Erasmus+ funding for personnel mobility was significantly decreased at VeUAS, which is why a significant drop in mobility can be observed in general. Funding was increased only in the academic year of 2018/2019, when not only one can observe increased personnel mobility in general, but also at FEM. In evaluating the mobilities of FEM faculty personnel, it must be said that their number is small, which can be explained with significantly larger work loads in administrative work, too. Statistical data on incoming and outgoing personnel mobilities during the reference period is added in Appendix 2.7.

The Appendix contains:

- Basic information on faculty personnel involved in implementing the study direction;
- Faculty personnel biographies (Curriculum Vitae in Europass format);
- Statistical data on incoming and outgoing personnel mobilities during the reference period.

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

Support for students in the study process is mainly provided by the faculty's specialist in study administration matters, which includes provision of information, events related to the study process and record-keeping. In certain events, students can direct their enquires towards Study Department specialists, the study programme's director, or the faculty's dean.

Specialists in external communications provide support to foreign students.

The support given to the students is high considering the small number of students and the individual approach both from the academic and administrative staff. For example, students are able to meet individually with any member of the academic or administrative staff, individual problem situations are examined and an individual solution is sought within existing regulatory frameworks, students are informed both via email and are personally responded in individual cases, in some cases, calls are made.

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

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

Scientific research in the study direction is carried out by taking into account the goals for scientific development defined in the 2016-2020 Ventspils University of Applied Sciences development strategy :

- Expand participation in research projects and networks at national and international level, incl. international excellence and involvement in technology development and cutting-edge research in radio astronomy and other smart specialization areas, growth priorities and areas; and more active participation in European Union and other international programmes and projects.
- Increase the number of publications indexed in international databases.
- Organize regular international scientific conferences and seminars on the research fields supported at VeUAS by publishing articles in internationally recognized publications.
- To ensure the growth of scientific personnel on the basis of VeUAS graduates and to attract young scientists from other universities, including:
 - Increasing the proportion of scientific personnel with doctoral degrees.
 - Hiring highly qualified (including foreign) researchers for further development of VeUAS research and ensuring international competitiveness.
 - Hiring doctoral students and young scientists for VeUAS scientific research.
 - Increase student involvement in research and preparation of publications, ensuring the principle of continuity in the study directions implemented in VeUAS.
- Improve cooperation with regional, national and EU institutions, ensure usage of competences and research results for developing the national economy, including:
 - Carrying out research in sectors important for economic development and entrepreneurship, especially in areas of smart specialization, growth priorities and areas.
 - Increasing the amount of commissioned and collaborative research.
 - Promoting commercialization of knowledge and technology.

Intensive scientific work is being carried out at the faculty – faculty members publish books, write scientific articles, participate in international scientific conferences, participate in and conduct national and international research and, by maintaining regular contact with entrepreneurs from the Ventspils and Kurzeme region, promoting the use of modern business management principles in practice.

The current research directions of the faculty included in the Research program of VeUAS for the years 2015-2020 are:

- formation and use of value added in small and medium-sized enterprises in Kurzeme region;
- comparative statistics of the Latvian economy using supply, import, use, input-output mathematical models;
- characterization of the amount and quality of human capital in Latvia; state management of human capital development in Latvia;
- methods and applications of measuring effectiveness of non-private benefit production and non-private evil prevention in Kurzeme region;
- inequality of income of Latvian households and consumption expenditure structure;
- cost analysis in Latvian state universities; the possibility of using lean instruments in cost management of universities;
- research on the formation and operation of national innovation systems, on the management of the innovation process and on the creation of innovations.

The Appendix contains: a list of publications, conferences, books, projects per faculty personnel.

4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.

Combining research and the study process manifests in the lecturers' research work, the results of which are used for improving and updating content of study courses being delivered, as well as the development of student research skills. Lecturer-delivered courses, Bachelor and Master theses are also mostly related to their field of research. Here are some examples:

The topics of the publications, mentioned in the self-assessment report by Associate Professor Ilze Balode for the academic year of 2017/2018, are related to the study courses taught by her – Mathematics, Statistics, Econometrics, Operation Research, Quantitative Research Methods. Publications mentioned in the self-assessment report by Associate Professor Ilze Balode for the academic year of 2017/2018:

- Balode, I., Jaunzems, A. Measuring the Mathematical Skills Dynamics of the Economics Profile Students (2014-2018). XI Nordic-Baltic Conference on Agrometrics: Mathematics, Statistics and Physics for Agronomy Research and Teaching, Abstracts, September 13-14, 2018, Tartu, Estonia, pp. 5;
- Jaunzems, A., Balode, I. Eduard Stiefel's Linear Programmemeing Method as a Tool in Agrometrics. XI Nordic-Baltic Conference on Agrometrics: Mathematics, Statistics and Physics for Agronomy Research and Teaching, Abstracts, September 13-14, 2018, Tartu, Estonia, pp. 16-18;
- Jaunzems, A., and Balode, I. The Problems of Correctness in Applying Inductive Statistics in Economics and Agriculture. Rural Sustainability Research, 37 (332), 2017, pp. 20-28. ISSN 2256-0939. Publisher: De Gruyter Open. DOI: 10.1515 / plua-2017-0003 (EBSCO, AGRIS, etc.);
- Balode, I., Vintere, A., Rimkuvieni, D., and Aruvee, E. Adult Mathematical Competence in Context of Sustainable Development: A Case of the Baltic States. Proceedings of the 8th International Scientific Conference on Rural Development 2017, Alexander Stulginski University, November 23-24, 2017, pp. 905-908. ISSN 2345-0916 DOI: <http://doi.org/10.15544/RD.2017.220>. (EBSCO etc.).

Associate Professor Kārlis Krēsliņš has linked the research programme with the study programme by participating in several research projects, the most important of which has been the National Research Programme EKOSOC "Rural and Regional Development Processes and Opportunities in Latvia in the Context of Knowledge Economy" from 2014 to 2018. As a result, several publications and a chapter in a scientific monograph were written, along with participation in national and international conferences. Mr. Krēsliņš participated in the analysis of quantitative and qualitative data and in providing recommendations. Within the context of the EKOSOC programme, several students, under the guidance of Mr. Krēsliņš, have written term papers, Bachelor and Master theses, which point to a direct link between the study process and scientific research. For example, L. Jansone's Bachelor thesis: "An Analysis of Factors Affecting Sustainable Regional Development" based on the project mentioned above, received a very positive feedback from a reviewer. The data and results obtained in the project were also used in the courses taught by Mr. Krēsliņš, for example, in the Master study course "New Information Technologies in Business". During the review period, Mr. Krēsliņš also conducted research at the Certus think-tank on both regional development and the role of the IT industry in the economy. The results were used as examples in the courses taught by Mr. Krēsliņš.

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

International cooperation in scientific research takes place within the research field of the lecturer. This is reflected in the list of attached scientific publications. Due to the heavy workload in the study process, the time available for research work by lecturers is limited.

Faculty development plans are related to further development of study programmes, scientific research, collaboration with academic partners and companies, and participation in regional economic development processes. Latvian economy is undergoing rapid changes, and understanding these processes and the development of recommendations for regional economic development is one of the main tasks of the faculty.

In describing international cooperation of lecturers during the review period, for example, Associate Professor Kārlis Krēsliņš has been involved in international projects, among which is participation in the project "SmartCommunity - advancing the Central Baltic Region rural areas' performance in non-technological innovation by increasing the capacity of regional community and creative enterprises", prepared together with colleagues from Estonia and Finland. Collaboration with Estonian and Lithuanian colleagues has also been undertaken when studying the use of ICT in business and the role of cloud computing in business. Essentially, all courses taught by Mr. Krēsliņš benefit from this international cooperation, including the "New Information Technologies in Entrepreneurship" at the Master degree programme "Business Management" and "Decision Making" for Bachelor's degree students in the "Business Administration" programme. Groundwork is being set for collaboration with University of Applied Sciences Krems in Austria in the field of regional development and innovation, as well as the intention to collaborate with colleagues in Finnish and Swedish universities.

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

Involvement of faculty personnel in scientific research at VeUAS is encouraged in several ways.

- According to the regulations "On Additional Pay for the Personnel of Ventspils University of Applied Sciences", the academic personnel elected at VeUAS with a doctoral degree who fulfill one of the criteria mentioned in Paragraph 3 of the regulations during the previous two

academic years, are granted a bonus. According to these regulations, lecturers who have obtained LSC expert status are granted a one-time bonus.

- In accordance with the regulations for granting business trip funding for participation in conferences, VeUAS lecturers are paid for their participation in international scientific conferences – transportation and accommodation expenses and conference fees are all covered.
- Lecturers also receive funding for internal research projects. The procedure for announcing, applying for, evaluating and approving internal research projects is governed by the regulations of the contest “Promoting Research Activities at Ventspils University of Applied Sciences”. According to these regulations, VeUAS employees holding a doctoral degree can submit projects for the competition at VeUAS. The condition is that project members must include at least one Master and / or doctoral programme student and young scientists (up to five years after receiving a doctoral degree). Students should be involved in the project.
- In accordance with the regulations on the procedure for granting academic leave to lecturers at Ventspils University of Applied Sciences (VeUAS) for academic research or scientific work outside their place of work, lecturers who have worked in an academic position at VeUAS for at least six years and who have been on leave no later than six years ago, and have been elected at VeUAS, are eligible to apply for paid academic leave lasting six calendar months.

When characterizing the scientific research of the academic staff, it is carried out in accordance with the directions of scientific activity of the academic staff in the Faculty. Teaching staff is involved in the implementation of several projects of the Latvian Academy of Sciences and / or the Council, as well as projects funded by the European Union. For instance:

- S. Hiļkevičs was a leading researcher from VeUAS in the state research programme ECOSOC project No. 5.2.2. “Innovation and Entrepreneurship Development in Latvia under the Smart Specialization Strategy” (2014-2016);
- A. Jaunzems participated in NORDPLUS project (ID: NPHE-2016/10342) “Raising Awareness about the Role of Mathematical Skills in Building Specialists' Competence for Sustainable Development” (2016-2017);
- prof. K. Krēsliņš was a project manager and a leading researcher from VeUAS in the state research programme “EKOSOC” in project No. 5.2.3. “Latvian Rural and Regional Development Processes and Opportunities in the Context of the Knowledge Economy” (2014-2018);
- prof. I. Balode participated in Erasmus + project No. 2014-1-RO01-KA201-002944 “Information and Communication Technology for Romanian Career Counseling” (ICT 4 RoCc) (2014-2016).

Each lecturer strives to use and implement state-of-the-art management theories and principles and it is evidenced in their research and projects.

Within the study field, great attention is paid to interdisciplinary research. For example, research of professor S. Hiļkevičs links the financial-economic situation of companies and the use of ICT technologies, or research of professor A. Jaunzems and associate professor I. Balode links mathematics, statistics, ICT and economics.

The Appendix contains a list of faculty member scientific publications, conferences, books, projects implemented, and faculty academic personnel research publications on economics and business published during the review period in SCOPUS, Web of Science and Science Direct.

A quantitative summary of the scientific publications of the faculty elected staff and international scientific conferences can be found in Table 2.2. It should be noted that the actual number could be higher, as there are no data on individual lecturers for earlier years (2013 and 2014). Evaluating the

period 2015-2018 the average number of publications (for 10 persons) per year is 24 scientific publications and 19 papers at international scientific conferences.

Table 2.2.

Number of scientific publications and international scientific conferences of elected lecturers involved in the implementation of the study direction from 2013 to 2018

Year	Number of scientific publications	Number of international scientific conferences
2013	6	3
2014	17	8
2015	24	14
2016	26	22
2017	22	20
2018	24	18

An evaluation of the list of academic staff scientific publications in SCOPUS, Web of Science and Science Direct from 2013 to 2018 (attached in appendix 2.8.) shows that the number of articles published in these databases is increasing from 2013 to 2016: 1 publication in 2013, 2 in 2014, 6 in 2015, 9 in 2016, 8 in 2017, and 4 in 2018. Information for 2019 has not been compiled yet.

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

Research is an essential part of the implementation of the study programme. In order to enhance and develop student knowledge and skills of research, each study programme includes a study course on research methods and methodology. In all study programmes, students must write a Bachelor or Master thesis in the last semester.

Within the framework of the professional Bachelor's study programme "Start-up Management", research carried out during studies is related to the fulfillment of client-company orders, that is, the implementation of a specific project, or the research necessary for the implementation of the business idea of the student-entrepreneur. Within the framework of this study programme, learning theory involves independently reading literature and writing analytical essays. Furthermore, students must write a Bachelor thesis in the last semester.

In the professional Bachelor's study programme "Business Management", third year students have to write a term paper which is a small research project. In many cases, the research is related to a current issue and problem to be solved at a particular company / organization, and is done in the interest of the company / organization. In some cases, students also do some research during their internship.

For student internships, the Master's study programme "Business management" aims at encouraging students to "independently conduct practical research, which uses theoretical knowledge and practical skills acquired during studies to solve real business or organization management problems".

Students are offered opportunities to participate in research work and projects organized by VeUAS. For example, in 2018 Bachelor's degree and graduate students participated in two internal projects – "Developing Methodology for Assessing the Financial Situation of Latvian Companies" and "Excellence in Business Education", and in a study "Identifying and Evaluating Cruise Terminal Placement Based on Sustainability Aspects".

Lecturers also involve students in the preparation of scientific articles – students are co-authors of these publications. Students also participate in international scientific conferences. It is worth mentioning that in 2020 there are plans to publish a collection of scientific articles, a large part of which will be based on the students' Master theses.

Participation in competitions and success therein also testify to the quality of student research work. For example, in 2017 Arita Tobija's Master thesis "Motivation to Learn for Business Managers" was awarded a prize at the Latvian Economic Development Forum's research paper contest.

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

In August 2019, we received a license for a new, unique Bachelor's degree programme "Start-up Management".

The 2018 World Economic Forum meeting in Davos mentions that the labour market will be completely different in the future, as automation and artificial intelligence make many manual, routine, or repetitive tasks obsolete. According to the McKinsey Global Institute, robots could replace 800 million jobs by 2030, while a "skills revolution" could open up new opportunities. The founder of the Alibaba Group, a Chinese e-commerce company, points out the need to change the way teaching is done, otherwise it could end up in an inopportune situation 30 years later. There is a need to teach soft skills, creativity, independent thinking, research skills, ability to find information, synthesize and apply it, as well as teamwork.^[1] These changes are already occurring today – technological processes are becoming more dynamic and complex, and the speed of thinking is increasing.

[1] <https://www.weforum.org/agenda/2018/01/top-quotes-from-davos-on-the-future-of-education/>

VeUAS has created a unique business management study programme based on Finnish experience where the emphasis is shifted from teaching to learning and where students focus on setting up and running a real company, along with the necessary theoretical knowledge. The programme

focuses on preparing employers, not employees, on motivation, responsibility, determination, leadership. Studies are conducted in a creative environment using terminology and learning methods which differ from the traditional study approach.

Detailed information about the study programme “Start-up Management” is given below in the relevant section of the programme description.

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

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

Cooperation which has been established with various Latvian and foreign institutions within the study direction “Management, Administration and Real Estate Management” ensures that the goals and study results of the direction are met. Such cooperation is also carried out according to the “Guidelines on Development of Education 2014-2020” and the Latvian sustainable development strategy – “Latvia 2030”. Collaboration has many forms. It is an integral part of the study process and one of the essential conditions for ensuring high-quality academic activity.

Development of the study programme's curriculum has taken place and is being carried out in direct collaboration with leading specialists in business management in the country. Employer representatives, such as members of the FEM Study Programme Council, participate in both developing new study programmes and updating existing programmes.

Study and research work at FEM is carried out in close collaboration with employers and professional organizations. Employer representatives supervise and review Bachelor and Master theses, participate in their defense, prelect individual lectures within the study courses, become guest lecturers and deliver study courses, provide opportunities to visit companies / institutions and become acquainted with their activities, and offer internships to students.

Cooperation is also implemented during career days, various seminars and conferences, other events, as well as in private between lecturers.

Employers also provide financial support, both through sponsorship of various events and through student scholarships. For example, there is the Bucher Municipal Ltd. scholarship, the scholarship of Professor Andris Klauss created by the FEM graduate Mārtiņš Lauva, and the HansaMatrix Ltd. scholarship.

Among the companies / institutions with whom FEM work closely together are Ventspils High Technology Park (VHTP), Bucher Municipal Ltd., Freeport of Ventspils Authority, SEB banka, Ventspils nafta termināls Ltd, Balta joint stock insurance company, the municipality-owned Ventspils siltums Ltd., Ventspils Digital Center, Ventspils City Council, et cetera.

Collaboration with other higher education institutions in Latvia where similar study programmes are implemented takes place in the academic sphere – participation in examination boards of Bachelor and Master theses, supervising Bachelor and Master theses, and in the scientific sphere – supervising doctoral students, conferences, preparing scientific publications and joint projects.

At the beginning of 2017, a cooperation agreement was signed between RISEBA University of Applied Sciences, BA School of Business and Finance (BA) and Ventspils University of Applied Sciences regarding cooperation in implementing a joint doctoral study programme “Business Management”. Under this agreement:

- VeUAS Doctoral degree students are eligible, for a fee, to participate in RISEBA and BA Doctoral study programmes;
- VeUAS doctoral degree students can defend their theses at the RISEBA Promotion Council (for a fee);
- VeUAS doctoral degree students and lecturers have access to resources from RISEBA and BA libraries, furthermore, RISEBA and BA doctoral degree students and lecturers have access to VEUAS library resources;
- VeUAS doctoral degree students and lecturers can attend seminars organized for RISEBA and BA doctoral degree students;
- eEUAS doctoral degree students have the right to select supervisors for their thesis from RISEBA and BA academic personnel.

Ventspils University of Applied Sciences has signed 56 ERASMUS+ cooperation agreements with universities in 17 countries for the exchange of FEM personnel and / or students. The list of ERASMUS+ partner universities can be found on the VeUAS website under "International cooperation". Each year, students and lecturers make use of mobility to go to the respective partner universities.

Since there are many different ways of working with employers, there is no single mechanism for engaging them. FEM's collaboration with employers can be initiated by students, lecturers or the directors of the study programmes, the dean of FEM. Cooperation partners include many FEM graduates as well as other VeUAS faculties.

The Appendix contains a list of different types of cooperation agreements with other institutions.

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

Various activities are carried out in order to attract foreign students. Education expos are attended abroad, information is provided on educational platforms where potential students seek opportunities to study abroad. Potential students are also reached through social networks and agents. Webinars for students and agents are being developed to promote the spread of true and complete information. VeUAS specialists who are responsible for attracting foreign students ensure communication with potential students and agents, and provide all necessary information about VeUAS, life in Ventspils and Latvia, immigration and social life issues. Students are provided with support not only before commencing studies, but also during studies and often after graduating from VeUAS. VeUAS has set minimum requirements for students to be considered for admission, has signed a good practice agreement with the Ministry of Education and Science on attracting

foreign students, and VeUAS is a member of the Higher Education Export Association. In order to be considered for admission, applicants must have scored at least 60% on their previous educational programmes, and must not have received the lowest possible positive grade in relevant subjects (mathematics and English). Entrance examinations are organized and interviews are conducted with all students prior to their admission. If necessary, additional requirements may be imposed, such as submitting documents or a repeated interview.

All foreign students (exchange and full time) studying in English on the Bachelor level are enrolled in the study programme “Business Administration” which is taught in English. FEM students have been among the most active users of Erasmus+ study opportunities. Interest in Erasmus+ internship opportunities during studies and after graduation keeps growing, and an increase in interest is predicted, as even more emphasis is laid on the importance of international experience.

According to statistics available in the Appendix, the number of foreign students in the last five academic years has been varied at both VeUAS as a whole and in FEM, reaching the largest number of foreign students in the academic year of 2016/2017 VeUAS – 50 foreign full-time students, including 24 students in FEM. The majority of foreign students come from Uzbekistan.

Outgoing student mobility at FEM has been similar over the last three academic years – about 18 % each year, whereas incoming mobility has declined.

The Appendix contains:

- statistics on foreign students and faculty personnel;
- statistics on outgoing and incoming student mobility by study programme.

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

Student internship is included in the professional Bachelor’s degree study programme “Start-up Management”, the professional Bachelor’s degree study programme “Business Management”, the professional Master’s degree study programme “Business Management”, as well as the academic Master’s degree study programme “International Business and Export Management”. The content and organization of internships are determined by the internship regulations established for each study programme.

Student internships are related to the study programme, and the main goal of internship is to apply the theoretical knowledge and practical skills acquired during the study process to solve specific problems of a company or institution.

Students locate internship placements themselves by taking into consideration their professional interests. Students are informed about internship offers provided by companies / institutions. FEM helps students find placements when needed.

Students do their internships within terms defined in study programme planning – in accordance with semester study plans approved by the FEM Council and the VeUAS Senate. Provided there are objective reasons, the student may, with permission from the FEM dean, do an internship at another time, provided that changes in the internship do not interfere with the study process.

An agreement is made between the internship provider – a company or institution –, VeUAS and the student, which includes goals, tasks, planning, practice, assessment of achievements, practice, and the obligations and liabilities of the parties. By harmonizing internship assignments with companies or institutions, FEM ensures that internship duties performed by students are consistent with the study programme.

Student internship providers and internship supervisors are reviewed and approved at a FEM council meeting. Student study internship is supervised by a suitably qualified specialist from the internship provider (company or institution) and a FEM lecturer who is a specialist in the chosen provider's field. The internship regulations contain detailed requirements related to the internship process, the documents to be submitted, including the internship report to be prepared at the end of internship and its defense within the deadline set by the FEM council.

The internship report is created independently by students. The internship report must be prepared in accordance with the requirements prescribed for it. Internship regulations are available at the faculty, on the e-learning platform Moodle, or at the study programme director. The internship report must be defended. Its defense is evaluated by a commission comprised of academic personnel involved in the implementation of FEM programmes and at least one professional in the field.

Experience shows that companies / institutions are willing to take VeUAS students for internships, students are satisfied with the flow of internships and there is no shortage of internship providers at the moment.

The [Appendix](#) contains internship regulations for the professional Bachelor's degree study programme "Start-up Management", professional Bachelor's degree study programme "Business Management", and the professional Master's degree study programme "Business Management".

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

At the moment of drafting this self-assessment, one joint study programme is being implemented at FEM of VeUAS – the academic Master's degree study programme "International Business and Export Management". The programme is implemented in cooperation with the University of Applied Sciences Krems in Austria.

The joint Master's degree programme with University of Applied Sciences Krems "International Business and Export Management" was created to promote economic growth of the Kurzeme region and essentially all of Latvia, by providing highly-qualified specialists, who can compete successfully in the international market, to companies. VeUAS believes that this programme is particularly suited to the city, as the number of international companies in Ventspils has increased rapidly in the last decade, foreign investors having invested several million euros. These companies require educated professionals in international business and export management who can communicate in

English – and all of these aspects are guaranteed by the programme.

Since its foundation just over 20 years ago, the University of Applied Sciences Krems has developed rapidly in terms of the number of programmes and students, while consistently maintaining high quality standards. The study programmes of this Austrian university and their graduates are held in high regard by employers both on a national and international level, which is why University of Applied Sciences Krems holds first place in various rankings in this field. Negotiations on the establishment of such a joint programme started already in 2012 when a delegation from this university visited Ventspils. Since then, there has been progress towards the development of a cooperation agreement that defines in detail the way the programme is implemented, processes, methods and implementation of the internal quality system since the first day of the programme. The cooperation agreement was signed in 2014 and the programme was launched in 2015. Although University of Applied Sciences Krems implements various joint Bachelor's and Master's degree programmes around the world, a programme like this, implemented by Ventspils University of Applied Sciences, is the only one of its kind in the European Union.

During development of this programme, it was important that both colleagues from Ventspils University of Applied Sciences and other Latvian universities and colleagues from Austria actively participate in the implementation of the study programme on a parity basis. This was achieved, since the academic personnel from both universities participate in the admission process, in the selection of potential students, in delivering the courses, in the final examination and the defense of the Master's thesis. Provision of an internal and external quality assurance system – feedback from students and Academic personnel, regular documentation and study programme organization process audit and other processes were also critical in implementing the programme. It was also important to use state-of-the-art teaching methods, including analysis of problematic situations by visiting specific companies, thereby ensuring active student involvement in the study process.

Implementation of the study programme “International Business and Export Management” is described in the corresponding section of the self-assessment report.

On February 14, 2020, a license was issued for the right to implement another joint program - the doctoral study programme “Economics and Business Studies”, which is planned to be provided in cooperation with Rezekne Academy of Technologies (RTA) and Vidzeme University of Applied Sciences (ViUAS).

In the autumn semester of 2019, another joint study programme was submitted for licensing – the doctoral study programme “Economics and Business Studies”, which is planned to be implemented in cooperation with Rezekne Academy of Technologies (RTA) and Vidzeme University of Applied Sciences (ViUAS).

Taking into account the experience of RTA, ViUAS and VeUAS in implementing Bachelor's and Master's degree study programmes in economics, entrepreneurship and business management, and planning to prepare human resources according to the business principles based on knowledge in economics, the higher education institutions have joined forces to form a doctoral degree study programme “Economics and Business Studies”.

The structure of the programme and the study course curriculum, corresponding methods and types for implementation are innovative in the Latvian academic environment, ensuring the growth of capacity for Latvian scientific personnel and promoting socio-economic aspects in the academic environment, as well as investing in the growth of Latvian economy as a whole.

The RTA 2016-2023 operational and development strategy defines that in the development of study directions, full-cycle studies, including collaboration with other higher education institutions in Latvia and abroad, is a priority. The RTA academic personnel development activity plan for the

2018-2023 period includes the development of a new doctoral degree study programme in the study direction “Management, Administration and Real Estate Management” together with other Latvian higher education institutions in the field of social sciences in economics and entrepreneurship, which would promote attraction of academic personnel holding a doctoral degree, adding new members to academic personnel, and improving the synergy between studies and research in the study direction.

According to the ViUAS 2016-2020 strategy, it is planned to increase the number of study programmes at the Master’s and Doctoral level, both by modernizing existing study programmes and by creating new joint study programmes with Latvian and foreign universities. The establishment of a joint doctoral study programme in social sciences has been intently planned since 2015, by working together with several Latvian higher education institutions and forming the most efficient and capable team in the preparation and implementation of a joint doctoral programme. ViUAS has reviewed and evaluated various potential collaboration partners, as a result of which a joint Doctoral programme is being developed with RTA and VeUAS where each partner has strengths in one of their scientific and academic fields of activity. During the feasibility study, a comparative analysis was carried out on doctoral degree programmes of social sciences in Latvia, and experience was gained relating doctoral degree programmes abroad in order to form a new doctoral degree programme in Latvia, aimed towards doctoral degree students.

According to the VeUAS strategy for 2016-2020 period, there are plans to promote VeUAS as an internationally recognized center of higher education in the Baltics towards the status of an European-integrated university. The university features all three levels (Bachelor’s, Master’s, doctoral) studies in at least five study directions, research integrated into studies characterised by regular further training of personnel by defending their theses and attaining at least a proportion of 65% of academic personnel with a doctoral degree, a high proportion of research and project funding, and creating personal scientific article collections. Initially founded as a regional higher education institution with the aim of meeting the region's needs for highly qualified professionals, VeUAS has, during its further development, crossed the region’s borders by offering suitably competitive academic education and promoting science and research. One of the first goals for VeUAS is the development of competitive fields of study (management, applied linguistics, translation studies, computer science, engineering, etc.), expanding the range of study programmes, diversifying the offer thereof and improving quality according to national, regional, city and labour market forecasts.

The aim of the programme is to implement Doctoral-level academic studies in business and economics, prepare highly-qualified experts (specialists) capable of forming new knowledge in the field, and to obtain a doctoral degree (PhD) which complies with international standards. The programme is intended for in-depth studies of design and visionary thinking, a multidisciplinary approach, the ability to understand economic development, management of organizations and individual behavior, research-based decision-making, develop dynamic resilience in order to focus on research and innovation in business and smart growth.

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

6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study

direction, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study direction and the relevant study programmes.

The implementation of the recommendations included in the previous study direction accreditation report increased the quality of the studies (see 2.16. appendix):

- the link between the learning process and scientific research has been improved;
- the use of databases has been improved;
- acquisition of advanced teaching methods and knowledge as well as English for the academic staff has been encouraged;
- involvement of students in the development of study work has been encouraged;
- cooperation with higher education institutions, including foreign ones, in the development and implementation of study programmes has been developed;
- scientific research activities are developed.

Report on the implementation of recommendations is attached. All of these nine recommendations have been completed.

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

During the reference period:

- The academic Bachelor's study programme "Business Management" was **transformed into a professional** Bachelor's study programme "Business Management" (full-time studies, language of instruction – Latvian; Study Accreditation Commission Decree No. 293 of March, 14 2014);
- A **new academic Bachelor's study programme** "Business Administration" was licensed (full-time studies, language of instruction – English; Study Programme Licensing Commission Decree No. 8 of March, 14 2014);
- A **new joint Master's study programme** "International Business and Export Management" **was licensed** (full-time studies, language of instruction – English; Decree No. 51 of 23 January 2015 and Decree No. 75 of July, 15 2015);
- A **new professional Bachelor's study programme** "Start-up Management" **was licensed** (full-time studies, language of instruction – English; Decree No. 2019/04-L of August, 1 2019, of the Study Quality Commission);
- **Changes were made** to the professional Master's degree study programme "Business Management" (Study Quality Commission's Decree No. 2019/14-I, September 6, 2019).

The Appendix 2.16. contains a review on the implementation of recommendations, stating whether they have been implemented and, if ongoing, the planned deadline for implementation. It should be

noted that seven of the eight recommendations were received recently in the third quarter of 2019.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1-1_pielikums_Saraksts ar galve.docx	1-1_pielikums_Saraksts ar galvenajiem VeA leksejiem norm aktiem un regulejumiem.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	1-2_appendix_VeUAS Management structure.doc	1-2_pielikums_VeA parvaldibas struktura_16dec2019.docx
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)		
Management structure of the study direction	2-1_appendix_Management structure of study direction.doc	2-1_pielikums_Stud virziena parvald struktura.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	2-5_appendix_Teaching staff involved in the study direction.xlsx	2-5_pielikums_Stud virziena macibspeku_09042020.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	2-6_Appendix_CV_ENG-08042020.pdf	2-6_pielikums_Macibspeku_biografijas_08042020.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	2-7_pielikums_Statistika_macibs.docx	2-7_pielikums_Statistika_macibspeku mobilitate_4dec2019.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	2-8_Appendix_Public_conf_proj_08042020_ENG_cor.doc	2-8_pielikums_publik_konf_proj_08042020_LV_kor.doc
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	2-9_pielikums_Sadarbibas ligumu saraksts_ENG.docx	2-9_pielikums_Sadarbibas ligumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	2-10_appendix_statistics_internat students and lecturers_cor.docx	2-10_pielikums_Statistika_arvalstu stud un macibspeki_preciz.docx
Statistical data on the mobility of students (by specifying the study programmes)	2-11_Appendix_Statistics_student mobility.docx	2-11_pielikums_Statistika_studejoso mobilitates_preciz.docx
Description of the organisation of the traineeship of the students	2-12,13,14_pielikumi_prakses_nolikumi_ENG.pdf	2-12,13,14_pielikumi_prakses_nolikumi.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	2-15_pielikums_Bak un mag prakses vietas_2016_2019 - ENG.docx	2-15_pielikums_Bak un mag prakses vietas_2016_2019 (1).docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	2-16_pielikums_Parskats par rekomendaciju izpildi(en).docx	2-16_pielikums_Parskats par rekomendaciju izpildi.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	2-20_pielikums_appendix_LV zinasanas_state language proficiency.pdf	2-20_pielikums_appendix_LV zinasanas_state language proficiency.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		

If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	iesniegums-angliski.doc	iesniegums-latviski.doc

Other annexes

Name of document	Document
1.1. attēls. Ventspils Augstskolas kvalitātes nodrošināšanas sistēma	1.1. attēls.jpg
Nolikums par jaunas studiju programmas izstrādes kārtību Ventspils Augstskolā.	2-2_pielikums_Nolikums_Par_studiju_programmu_izstrades_kartibu_VeA_19-12_20190116.docx
“Nolikums par vēlēšanām akadēmiskajos amatos Ventspils Augstskolā”	2-4_pielikums_Nolikums par velesanam akad amatos (12-68;15-97).doc
studiju virzienā esošo studiju programmu atbilstība Standartu un vadlīniju kvalitātes nodrošināšanai Eiropas augstākās izglītības telpā (ESG) 1. daļai.	2-3_pielikums_Stud prog atbilstiba ESG stand_kvalit.docx
2-8_pielikums_Docetaju publikaciju konf proj saraksts.docx	2-8_pielikums_Docetaju publikaciju konf proj saraksts.docx
2-16_pielikums_Parskats par rekomendaciju izpildi	2-16_pielikums_Parskats par rekomendaciju izpildi.docx
2-4_pielikums_REGULATIONS on election to academic positions at Ventspils University of Applied Sciences	2-4_pielikums_Nolikums par veles.doc
2-3_pielikums_Compliance of the study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	2-3_pielikums_Stud prog atbilst.docx
2-2_pielikums_Nolikums_Par_stud.docxREGULATIONS ON THE PROCEDURE FOR DEVELOPMENT OF A NEW STUDY PROGRAMME AT VENTSPILS UNIVERSITY OF APPLIED SCIENCES	2-2_pielikums_Nolikums_Par_stud.docx
Ventspils University of Applied Sciences (VUAS) Faculty of Economics and Management (FEM) list of academic publications, conferences, projects of the academic staff from 2013 to 2019	2-8_pielikums_Docetaju publikaciju konf proj saraksts_ENG.doc
2-16_pielikums_Parskats par rekomendaciju izpildi(en).docx	2-16_pielikums_Parskats par rekomendaciju izpildi(en) (1).docx
Figure 1.1 Quality assurance system of Ventspils University of Applied Sciences.jpg	Figure 1.1 Quality assurance system of Ventspils University of Applied Sciences.jpg
2-3_appendix_Compliance of the study programmes with Part1 of the standards and Guidelines for Quality Assurance.docx	2-3_appendix_Compliance of the study programmes with Part1 of the standards and Guidelines for Quality Assurance.docx
1-2_appendix_VeUAS Management structure.doc	1-2_appendix_VeUAS Management structure.doc
2-1_appendi_Management structure of study direction.doc	2-1_appendi_Management structure of study direction.doc
2-3_appendix_Compliance of the study programmes with Part1 of the standards and Guidelines for Quality Assurance.docx	2-3_appendix_Compliance of the study programmes with Part1 of the standards and Guidelines for Quality Assurance.docx
1-3_pielikums_VeA kvalitates sistema.pdf	1-3_pielikums_VeA kvalitates sistema.pdf
1-3_appendix_quality system.pdf	1-3_appendix_quality system.pdf
AIP opinion_for doc Business Management_8May2020 (Latvian only).pdf	AIP opinion_for doc Business Management_8May2020 (Latvian only).pdf
AIP opinion_for Vadibzinatne_EN and LVneklatiene_8mai2020 (only in Latvian).pdf	AIP opinion_for Vadibzinatne_EN and LVneklatiene_8mai2020 (only in Latvian).pdf
3. Descriptions of study courses “International Business and Export Management”.pdf	7-6_pielikums_IBEM_studiju_kursu_apraksti.pdf
4. 2-8_Appendix_Public_conf_proj_08042020_ENG_cor.doc	2-8_Appendix_Public_conf_proj_08042020_ENG_cor.doc
5. 2-8 additional_Appendix_Public_conf_proj_08042020_ENG_cor.doc	2-8 additional_Appendix_Public_conf_proj_08042020_ENG_cor.doc
6. teaching staff_ENG_09042020.xlsx	2-5_pielikums_Stud virziena macibspeku_ENG_09042020.xlsx
7. Study plan of the programme “Business Administration”_5-4_Appendix_BAbach_Study prog study plan_ENG_cor (1)_pilna un nepilna.docx	5-4_Appendix_BAbach_Study prog study plan_ENG_cor (1)_pilna un nepilna.docx
8. Study plan of the programme “Business Administration” course descriptions.pdf	5-5_pielikums_ENG_studiju_kursu_apraksti_pilna un nepilna.pdf
9. VeA answer about the library.docx	VeA answer about the library.docx

International Business and Export Management (45345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business and Export Management</i>
Education classification code	<i>45345</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Sergejs</i>
Surname of the study programme director	<i>Zikovs</i>
E-mail of the study programme director	<i>s.zikovs@gmail.com</i>
Title of the study programme director	<i>Mag.</i>
Phone of the study programme director	
Goal of the study programme	<p><i>The strategic goals of the study programme are:</i></p> <ul style="list-style-type: none"> <i>• to provide students with in-depth theoretical knowledge and develop their research skills and abilities;</i> <i>• to ensure the preparation of ambitious specialists for the Latvian and international labour market;</i> <i>• to train specialists for work in private economic entities in Latvia, other Member States of the European Union and outside the EU;</i> <i>• to provide studies appropriate to economic, cultural and social needs;</i> <i>• to provide academic Master's studies, rooted in the theoretical foundations of industry-related sciences and in line with the standards of academic education.</i> <p><i>The specific purpose of the study programme is to prepare specialists who are able to:</i></p> <ul style="list-style-type: none"> <i>• carry out research work rooted in the theoretical basis of business and business management in various types of Latvian and foreign institutions and enterprises;</i> <i>• compete in the labour market and respond quickly to changes in it, using the acquired knowledge and methodological base, as well as the complex of skills and abilities;</i> <i>• successfully acquire further education in doctoral programmes.</i>
Tasks of the study programme	<p><i>Objectives of the study programme are:</i></p> <ul style="list-style-type: none"> <i>• provide students with a set of theoretical knowledge and skills in export management, international business management, strategy, business and economic process analysis, as well as in other fields that allow them to compete successfully and adapt as quickly as possible after graduating from the Master's degree programme in the business environment, or to join the administrative institutions in Latvia, the European Union or other countries;</i> <i>• prepare students for further studies in doctoral programmes in Latvia and abroad, providing them with in-depth skills in research work, instilled in the courses on research methods;</i> <i>• promote the competitiveness of graduates in the international labour market;</i> <i>• ensure the quality of studies based on the Latvian and Austrian external quality assurance systems and the internal quality assurance system applied by Ventspils University of Applied Sciences and IMC University of Applied Sciences Krems GmbH, improving methodological, scientific and infrastructure support of the educational process and promoting cooperation with other Latvian and foreign universities;</i> <i>• provide students with the opportunities to apply acquired knowledge and skills in practice, by analysing various problematic situation, case studies and solving practical tasks;</i> <i>• improve the skill of students to independently develop their level of academic knowledge;</i> <i>• redesign the content and methods of presentation within the programme in timely response to changes in the international labour market, as well as correctly anticipating changes in the distant future.</i>

Results of the study programme	<p><i>By basing the study programme on systemicity and emphasising the role of skillful management in ensuring the rational functioning of economic structures, to achieve that, upon completing the joint Master's study programme, students are able to:</i></p> <p><i>a) understand and analyse a company and its export activities in the local and global business environment, using modern scientific methods;</i></p> <p><i>b) understand the links between a company and the international environment, relevant export activities, and the role of a leader in creating these links;</i></p> <p><i>c) start an export management related business in an international environment (e.g. create a new company) or to hold executive positions in existing domestic or international companies with an export management focus;</i></p> <p><i>d) successfully continue research and scientific activities, including the development of a doctoral thesis within doctoral studies, and to apply the acquired methodological knowledge in practical studies on the development of international business, export management and entrepreneurship in the environment of modern globalisation.</i></p> <p><i>The programme provides professional competence or a set of knowledge and skills:</i></p> <p><i>a) Knowledge:</i></p> <ul style="list-style-type: none"> <i>• an in-depth understanding of concepts, principles, theories and models of international business, export management and business management;</i> <i>• an in-depth understanding of innovations and the latest trends in and approaches to international business and export management;</i> <i>• an in-depth understanding of the external and internal environment of local and global businesses with a focus on export management;</i> <i>• an in-depth understanding of strategic management related to international business and export management, the management of the activities of companies in different fields and the methods and means related thereof.</i> <p><i>b) Skills and abilities:</i></p> <ul style="list-style-type: none"> <i>• ability to independently use theories, methods and problem-solving skills to perform highly qualified professional functions or research activities relating to international business and export management of a local or global business;</i> <i>• ability to intelligently explain and discuss complex and systemic aspects of international business and export management with both specialists and non-specialists;</i> <i>• ability to independently develop own competences and specialization in international business and export management;</i> <i>• ability to take responsibility for the results of company group work and their analysis;</i> <i>• ability to conduct business in an international business environment with focus on export management;</i> <i>• ability to innovate in international business and export management;</i> <i>• ability to carry out independent work, research and further learning regarding business and export management in difficult and unpredictable circumstances, also being able to transform these circumstances (where necessary) and use new approaches.</i> <p><i>c) Feedback:</i></p> <ul style="list-style-type: none"> <i>• develops the ability to independently formulate and critically analyse complex scientific and professional challenges related to international business and export management, supporting their decisions and, where appropriate, carrying out additional analyses;</i> <i>• develops the capacity to integrate knowledge in different fields, including economics, business and export management, contribute to the creation of new knowledge, research or professional entrepreneurship techniques;</i> <i>• demonstrates understanding of and ethical responsibility for the impact of scientific results or professional activities, related to international business and export management, on the environment and society.</i>
Final examination upon the completion of the study programme	Final exam and Master Thesis

Study programme forms

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Bachelor's degree or higher education in any sector and at least two years' work experience, as well as IELTS English proficiency of at least 6.0 or TOEFL PBT of at least 570.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>The graduates of the programme are awarded two diplomas: 1) Issued by Ventspils University of Applied Sciences, certifying the acquisition of the degree Master of Social Sciences in Business Administration; 2) Issued by IMC University of Applied Sciences Krems GmbH in Austria, certifying the acquisition of the degree Master of Arts in Business.</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

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

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

Achievement of the aim ensures the acquisition of the Master degree of Social Sciences in Management and Administration. In order to maintain relevance with the existing normative acts and legal documents the Master degree above substitutes previously awarded Master degree of Social Sciences in Management Science.

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

Appendix No. 7.2 holds attached the statistical data on the students enrolled within the reference period.

The immigration process also has a major impact on student numbers. In 2019./2020. study year several students didn't get their visas, especially students from India (Appendix 7.2.). Not all who wanted to study had relevant English or the job experience in the business-related industry, which is some of the main factors for admission. In 2017./2018. study year there were good admission results when there were 15 new students and in 2018./2019. study year there were accepted 14 new students because those candidates were with relevant background and in the study period they also showed excellent results. It should be noted that the quality of the Austrian study and admission process leaves an impact on admission results. Requirements like motivation, job experience, previous education, and English should be at an excellent level. And it is essential that these strict rules have been observed and quality is guaranteed.

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

The name of the study programme and the admission requirements have a close connection with both the degree to be obtained and the aims, objectives and study results of the study programme. The name of the study program is the first point for attracting students, as it clearly indicates the field in which the potential student will be able to acquire theoretical knowledge and practical skills.

The specific admission requirements allow to weed out those candidates, who have not yet developed a certain idea of their future career development, from the motivated potential students. This is also indicated by the total number of applicants and the actual number of students enrolled, which is a difference of around 30%. The motivation of students to achieve the aim and objectives set by the study programme is also demonstrated by the relatively small student dropout rate. Finally, study results both in individual study courses and in examinations indicate the role of admission requirements in the process of selecting students. Master degree of Social Sciences in Management Sciences to be awarded upon graduation of the study program is closely linked to the aims and objectives of the program as well as study results and admission requirements.

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

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

The content of the courses is fully consistent with the needs of the industry and the labour market, which is also indicated by employers in both surveys and interviews conducted. The content of all courses is updated and improved every year with real-life examples from the industry. Recent trends and research in economics, business and management sciences are integrated into study courses. For example, the course “e-Marketing and New Trends in Sales Techniques” includes comprehensive discourse, based in the results of global scientific research, on digital marketing and the use of social networks in marketing.

Every year lecturers update the list of materials that they use for their managed courses. It is because students should know all the latest information and data about current situations in the world. In some courses students do research on their own, so they could better understand factors, that affect the industry. All study courses in the study program are logically linked together and the Master degree of Social Sciences in Management and Administration to be awarded upon completion of the study program is based on achievements and findings in the relevant science i.e. Management and Business Administration.

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

The information included in the study courses is updated every year to meet the needs of both the global and the local markets. The objectives of the study programme and the study results are logically linked to the courses included in the study programmes. The success of the implementation of the above is determined through both feedback from students and a regular quality audit of the study process. For example, every time after lectures students have to fill the course evaluation form where is questions about study process, lecturers and etc. (Appendix 7.8.). In the end the results need to summarize and submitted to program director, who evaluate if there need to make some changes.

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

The methods and assessment principles used in the study process are clearly defined in the relevant manuals and guidelines. Each course has specific types of regulated tests, so that the quality of the results can be assessed. In this study programme, the entire study process is directed towards student-centered education — small groups of students analyse real problem situations in businesses and present the results, afterwards jointly discussing the solutions with the teacher. All theoretical models that are discussed as part of the course include examples from companies in the relevant sectors. Also, students individually have to do different tasks. In the study process, there is a lot of group work and the students have discussions between then and lecturers. In some study courses, there are company visits, so that students could see how things work in real life.

In case of internship period in the study programme, students need to achieve tasks that have been included in the study program. Students need to indicate how the university helped students achieve results and how study courses in the past have helped in the internship, how real job experience has linked with studies.

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

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

The topics of the students' final theses are closely related to current developments in the industry as a whole and in particular businesses in the industry (Table 7.1). When reviewing a Master thesis, the relevance of the topic and its connection with the industry and the labour market are crucial for obtaining a positive grade. Basically, all Master theses include not only a solid theoretical part and methodology framework, but also a comprehensive practical study of research, which allows conclusions and proposals to be drawn not only for a particular company, but for the industry as a whole.

Table 7.1

**Evaluation of Master theses and their topics in the Master's degree study programme
“International Business and Export Management”**

Topic	Graduation year	Grade
The effect of physical job environment on employee satisfaction on the office	2017	6
Barriers to successful ICT product innovation in Latvia: R&D investments in Computer technology industry	2017	10
Football Club "X" marketing strategy model	2017	6
Value innovation in consumer lending industry in Baltic region	2017	7
Online video marketing as a means of brand building for sponsored individual athletes	2017	10
Successful succession in the family-owned business	2017	10
Sales and Operations planning function integration in International Cement Manufacturing company	2017	6
Assessment of foreign direct investment attraction opportunities in regions outside Riga	2018	7
E-commerce store development model	2018	6
Use of educational technology in education to promote youth knowledge in line with labour market trends in Latvia	2019	9
Strategy to Facilitate growth. MS Express Inc.	2019	6
Possible Ways of Adapting Written Translation Technologies to Translation Services in Small Translation Agencies in order to Increase Competitive Advantage	2019	8

Topic	Graduation year	Grade
Start -up company creation in Latvia: Possible improvements for start-up environment in Latvia to attract more foreign and local entrepreneurs and investors	2019	5
Alternative waste management company development opportunities in Latvia.	2019	7
Optimization of Bucher Municipal Inbound Logistics Communication Process	2019	7
Development of a strategy to change organizational culture in company X to increase employee engagement and operational efficiency	2019	8
External Reports' Impact on Foreign Investors' Direct Investment Decision-Making Process: Latvian Case	2019	9
Building a Latvian based E-commerce business: components and practises of a successful strategy	2019	7
IT service outsourcing for increased export potential: case of Sweden to Latvia	2019	9
In brands we trust: how cosmetic brands use authenticity to build consumer trust and engagement. The example of Lush Cosmetics Ltd.	2019	7
Business Model Innovation as an Internationalization Success Factor of the Latvian Company "Kidlino"	2019	10
		7.6

The following are added to the Appendix:

- table on the compliance of the study programme with the state educational standard^[1] (Appendix 7.3);
- study course mapping to achieve study results of the programme (Appendix 7.4);
- study programme plan (Appendix 7.5);
- descriptions of study courses in the study programme (Appendix 7.6).

^[1] Cabinet of Ministers Regulation "Regulations regarding the State Standard for First Level Professional Higher Education" No. 141 of March 20, 2001: <http://likumi.lv/doc.php?id=6397>

Cabinet of Ministers Regulation "Regulations regarding the State Standard for Academic Education" No. 240 of May 13, 2014: <https://likumi.lv/doc.php?id=266187>

Cabinet of Ministers Regulation "Regulations regarding the State Standard for Second Level Professional Higher Education" No. 512 of August 26, 2014: <https://likumi.lv/doc.php?id=268761>

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

After each course in the study process, students are given a survey (the form can be found in Appendix 7.7) with the aim of clarifying the opinion of students as to the organization and quality of the study process. Students have to provide answers to 13 questions on each course, concerning the content of the course, the methods and materials used, the communication between lecturers and students and the answers to student questions, as well as the requirements set out in the course, the load and intensity of the study, the examination process and satisfaction with the course as a whole.

All students who have completed a particular course participate in a survey on the educational quality, and in general the students have been satisfied with the courses and lecturers.

Based on the results of the survey, the administration of VeUAS together with representatives of the University of Applied Sciences Krems take measures to improve the quality of studies. For example, based on survey results, changes have been made to the body of lecturers of several courses, such as "Research Seminar and Preparation for Master Thesis", "International Management Simulation", "Strategic Controlling and Reporting", "International Consulting I", "Business and Project Development", "International Business and Strategic Change", "European Union Law including EU Integration".

Students have these surveys regularly, so that peoples who are responsible for the study programme can identify and respond to problems immediately without compromising the quality of the program and students' assessments of it.

A survey of graduates is carried out after Master thesis defense in accordance with the survey form found in Appendix 7.8.

Graduates provide scores on a scale from 0 to 5, where 0 – no opinion, 1 – the lowest score, and 5 – the highest score.

8 respondents participated in the 2019 graduate survey. The obtained data can be seen in the diagrams below.

How do you assess your preparedness and compliance with the requirements of the modern labour market?

Satisfactory.

Adequate.

Excellent.

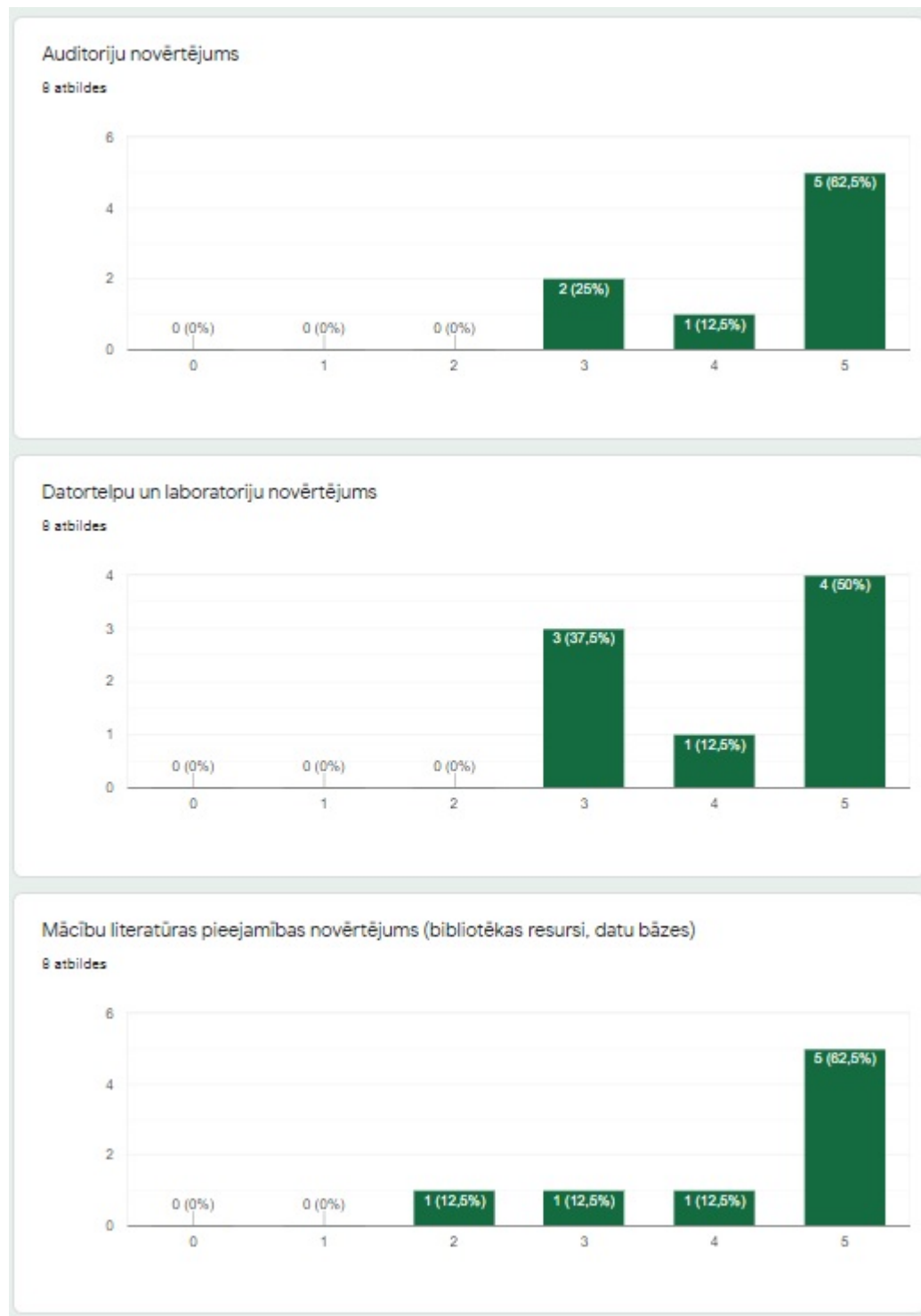
I am adequately employable according to today's labour market requirements, not only because I have obtained a Master's degree, but because I do more than is required and have a desire to develop even more.

Since I worked in parallel with my studies, I learned from both sides and did not really face any difficulties. It is necessary to be able to quickly make decisions, quickly learn and react to what is

happening, then everything should be in fine.

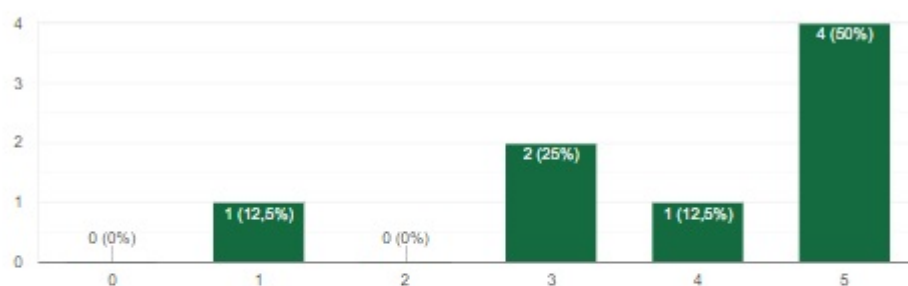
An employer survey (form in Appendix 7.9) was conducted in 2019.

Four employers, who have employed or still employ eight graduates, took part in the survey.



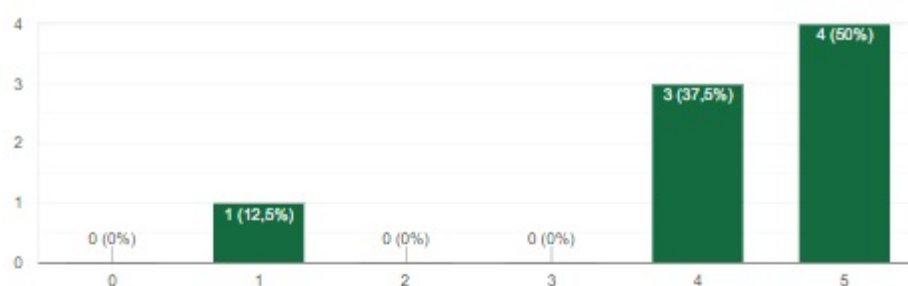
Lekciju plānojuma novērtējums

8 atbildes



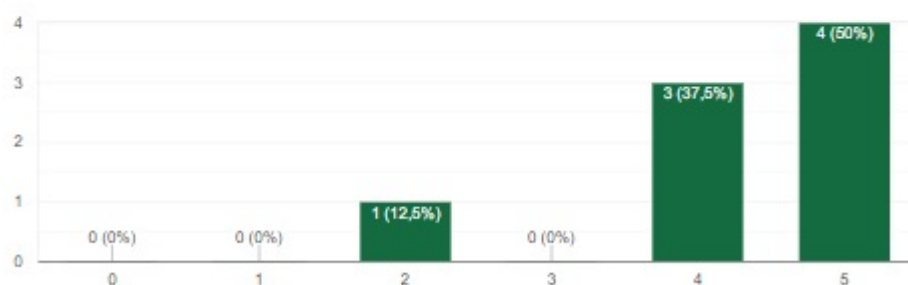
Lekciju un semināru (praktisko darbu) sadalījuma un saskaņotības novērtējums

8 atbildes



Izmantoto mācības metožu novērtējums

8 atbildes



Jūsu komentāri par studiju programmas saturu

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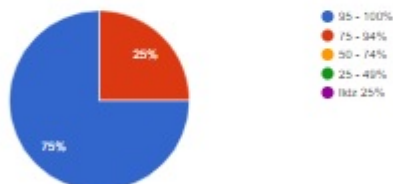
Saturiski lekcijas bija augstā līmenī.

Saturs bija labs, iespējama secība mācību priekšmetiem ir izdevīga, lai katrs nākamajā lekcijā varētu pielietot iepriekšējo lekciju vielu.

Kopumā lielākā daļa kursu atbilst studiju programmai un nozarei kopumā. Taču studiju laikā nav neviena kursa, kurš apgūt kvantitatīvās pētījuma metodes, padziļinātu finanšu risku un investīciju analīzi.

Kāds ir bijis Jūsu vidējais nodarbību apmeklējums studiju laikā?

0 atbildes



Vai plānojat turpināt studijas doktorantūrā?

0 atbildes



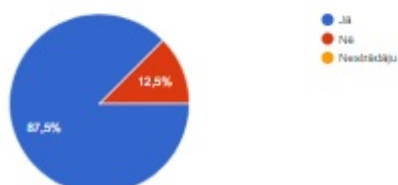
Vai Jūs pašlaik strādājat algotu darbu?

0 atbildes



Vai strādājat vai esat darba devējs ar studijām saistītā nozarē?

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An employer survey (form in Appendix 7.9) was conducted in 2019.

Four employers, who have employed or still employ eight graduates, took part in the survey.

Comments

The programme prepares high-level graduates for the labor market. Graduates possess not only good theoretical knowledge, but also the necessary practical skills.

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

Within the framework of the programme, students can undertake one or more courses at University of Applied Sciences Krems in Austria. Each year students in this programme have the opportunity to participate in the International Masters Week, during which includes discussions of Master thesis development and also presentations to students and lecturers from other countries, such as the USA, Germany, Austria.

VeUAS has been offering Erasmus opportunities to its students and employees since its inception in Latvia. As part of the programme, students have the opportunity to go to 90 Erasmus Programme Member States to study in one of the 72 partner universities or do a traineeship mobility.

During the academic year of 2018/2019, one student of the programme spent an internship semester in Belgium, while in the academic year of 2019/2020, three students have completed an internship semester abroad, while two – study semester in Germany and Austria.

The lecturer mobility has been implemented in Austria, a partner university in Krems, within the framework of the programme. The subjects of the mobility were administrative personnel involved in the implementation of the programme, who visited the partner university to get acquainted with its study process and quality management system. On behalf of the academic personnel, Assoc. Prof. Kārlis Krēsliņš took part in the mobility, while delivering the training module “Utilization of modern technologies for successful development of SMEs — challenges and opportunities”.

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

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

Provided in paragraphs 3.1 and 3.2 of Part II “Description of the study direction”.

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

Not applicable.

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

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

Lecturers from the University of Applied Sciences Krems play a significant role in the implementation of the programme — at least 11 credits out of 60 (i.e. more than 18%) worth of the study programme content is provided by the lecturers from this university (see Table 7.2). In the academic year of 2019/2020, five study courses are provided by lecturers from University of Applied Sciences in Austria: Andreas Schachenhuber, Birgit Martinek, Daniel Hunebeck and Stephan Wittich.

Table 7.2

Lecturers involved in the implementation of the Master's study programme “International Business and Export Management”

No.	Name, surname	Scientific degree	University represented	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
1.	Juris Roberts Kalniņš	Hd. Doctor of Physics Sciences (Dr. habil. phys.)	Ventspils University of Applied Sciences	x				
2.	Fionn Dobbin	Master Degree (Industrial and Product design)	Ventspils University of Applied Sciences	x				
3.	Jānis Vucāns	Dr. Doctor of Mathematics (Dr. math.)	Ventspils University of Applied Sciences	x				
4.	Christoph Hoffinger	Master of Arts (M.A) (<i>Tourism and Leisure Management</i>)	University of Applied Sciences Krems	x				
5.	Alexandra Bousska		University of Applied Sciences Krems	x				
6.	Mats Hellstrom		University of Applied Sciences Krems	x				
7.	Gerald Klebacz	Master's degree in Economics	University of Applied Sciences Krems	x				
8.	Rainer Daubeck	Master's Degree in Engineering	University of Applied Sciences Krems	x				
9.	Valdis Avotiņš	Dr. chem.	Ventspils University of Applied Sciences	x	x			
10.	Ivars Brivers	Dr. Doctor of Economics (Dr. oec.)	Ventspils University of Applied Sciences	x	x	x		

No.	Name, surname	Scientific degree	University represented	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
11.	Ģirts Dimdiņš	Doctor of Philosophy in Psychology	Ventspils University of Applied Sciences		x	x		
12.	Liene Resele	Doctor of Business Administration (Dr. sc. administr.)	Ventspils University of Applied Sciences				x	x
13.	Randev Diass	MBA	Ventspils University of Applied Sciences				x	x
14.	Stephan Wittich	PhD in International Law	University of Applied Sciences Krems			x	x	x
15.	Daniel Hunebeck	Master's Degree in Engineering	University of Applied Sciences Krems			x	x	x
16.	Birgit Martinek	Master's degree in Economics	University of Applied Sciences Krems		x	x	x	x
17.	Andreas Schachenhuber	Master of Arts in Business (MA)	University of Applied Sciences Krems	x	x	x	x	x
18.	Juris Ulmanis	Dr. Sc. adminstr.	Ventspils University of Applied Sciences		x	x	x	x
19.	William Schaub	MBA	Ventspils University of Applied Sciences		x	x	x	x
20.	Jānis Grasis	Dr. iur.	Ventspils University of Applied Sciences		x	x	x	x
21.	Greg Mathers	MBA	Ventspils University of Applied Sciences	x	x	x	x	x
22.	Sanita Meijere	Executive MBA	Ventspils University of Applied Sciences	x	x	x	x	x
23.	Justin W. Bancroft	M.Ed.	Ventspils University of Applied Sciences	x	x	x	x	x
24.	Tatjana Volkova	Dr.oec.	Ventspils University of Applied Sciences	x	x	x	x	x
25.	Inga Gleizdāne	MBA	Ventspils University of Applied Sciences	x	x	x	x	x
26.	Kārlis Krēsliņš	PhD	Ventspils University of Applied Sciences	x	x	x	x	x

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

All of the lecturer body involved in the programmes have not only adequate academic experience

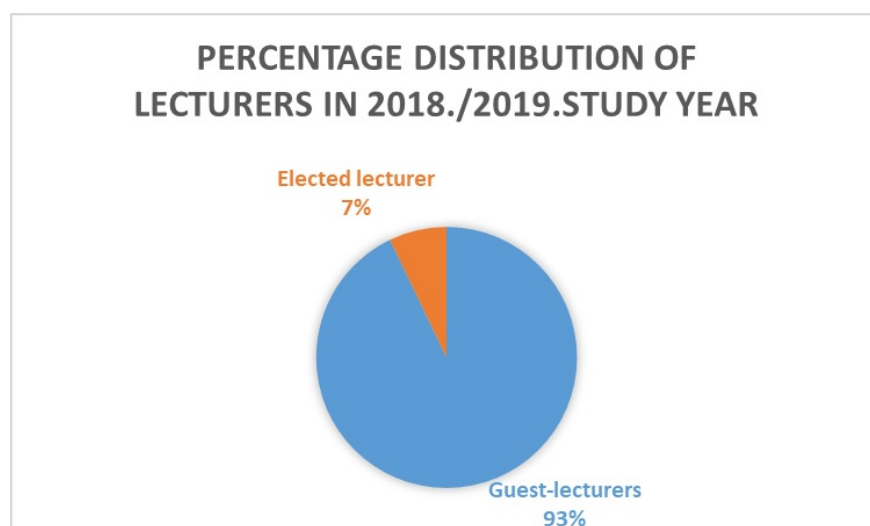
but also close links with the industry and the professional environment. It is precisely this connection between lecturers, the practical environment and knowledge of the current affairs of the labour market that ensures achievement of the relevant study results.

For example, lecturer Justin W.Bancroft teach study courses related to finance and it`s analytics. He works as a consultant in different companies and provides finance consultations, as well as working in company Tet Ltd. as a board member of the Council. Lecturer Inga Gleizdāne worked for “Fontes Executive” Ltd. for more than 10 years as a senior consultant, board member, and research team leader. “Fontes Executive” Ltd. focuses on executive selection, consultations for managers, payroll research and employee evaluation and selection. With the great experience gained, the lecturer is able to provide students with more than basic knowledge, but also with the latest up-to-date information in the course “International Human Resource Management”.

Most of the lecturers at this study programme teach courses as visiting-lecturers.

In picture 7.1. you can see the percentage distribution of lecturers in 2018./2019.study year. During 2018./2019.study year in total there were 14 lecturers involved in study programme, of which only one is elected and the other 13 lecturers worked as guest lecturers.

Picture 7.1.



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

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

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

It should be noted that the academic personnel both from the Latvian and the Austrian side are involved in scientific research, such as the National Research Programme EKOSOC and INTERFRAME, have prepared and presented policy papers and studies to the think-tank "Certus" on regional development and depopulation.

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

Each course in the study programme has a logical connection with the previous and the next course in line. In case of several courses, some part of the course is taught by a lecturer responsible for the next course, such as the cooperation between Sanita Meijere and Justin W. Bancroft. The links between courses are indicated in the relevant manuals and guidelines.

In the academic year of 2019/2020, 24 students are studying in the programme, while 15 lecturers are involved in the implementation of the programme, which makes up a 1.6 student-to-lecturer ratio.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)	7-1_pielikums_IBEM_Prasibas.kop.docx	7-1_pielikums_IBEM_Prasibas.kop.prog.docx
Statistics on the students over the reporting period	7-2_pielikums_IBEM_Studejoso.st.docx	7-2_pielikums_IBEM_Studejoso.statistika.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	7-3_pielikums_IBEM_Atbalstiba.v.docx	7-3_pielikums_IBEM_Atbalstiba.valsts.standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	7-4_pielikums_IBEM_Studiju.kurs.docx	7-4_pielikums_IBEM_Studiju.kursu.kartejums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	7-5_pielikums_IBEM_Studiju.prog.docx	7-5_pielikums_IBEM_Studiju.programmas.plans.labots.docx
Descriptions of the study courses/ modules	7-6_pielikums_IBEM_Studiju.kurs.docx	7-6_pielikums_IBEM_Studiju.kursu.aprakstu.saraksts.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	IBEM-diploms.pielikums.ENG.pdf	IBEM.diploms.pielikums.LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2-18_5_pielikums_Vienosanas.ar.LLU.docx	2-18_5_pielikums_Vienosanas.ar.LLU.Kremsa.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	2-19_pielikums_apliec.1-607.(istais).docx	2-19_pielikums_apliec.par.zaud.kompensaciju.parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	2-21_pielikums_apliecinajums.1-609.(1).docx	2-21_pielikums_apliecinajums.par.anglu.val.apguvi.parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	2-23_6_pielikums_Stud.liguma.paraugs_LV.un.EN.Kremsa.(1).doc	2-23_6_pielikums_Stud.liguma.paraugs_LV.un.EN.Kremsa.(1).doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	2-24_2_pielikums_AIP.atzinums.p.docx	2-24_2_pielikums_AIP.atzinums.par.akad.prog.mag.IBEM.pdf

Business Administration (43345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>43345</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Dace</i>
Surname of the study programme director	<i>Štefenberga</i>
E-mail of the study programme director	<i>daces@venta.lv</i>
Title of the study programme director	<i>Profesionālais maģistra grāds uzņēmējdarbības vadībā un uzņēmējdarbības vadītāja kvalifikācija</i>
Phone of the study programme director	
Goal of the study programme	<p><i>The chief aim of the study programme is to provide competitive, high-quality theoretical knowledge and higher education based on practical competence which corresponds to the standards of academic education and prepares specialists for the development of significant economic sectors in regional development, thereby providing significant investment in the development of entrepreneurship on a national and international level.</i></p> <p><i>The strategic goals of the study programme are:</i></p> <ul style="list-style-type: none"> <i>• Provide students with theoretical knowledge and research skills;</i> <i>• Prepare specialists able to compete in the Latvian and international labour market;</i> <i>• Prepare specialists for private economic structures for work in Latvia, other European Union member states and foreign states outside the EU;</i> <i>• Ensure studies which meet economic, cultural and social needs;</i> <i>• Provide academic studies deeply rooted in the theoretical foundation of science, compliant academic education standards, and suitable for practical use.</i> <p><i>The specific aim of the study programme is to train specialists who are able to:</i></p> <ul style="list-style-type: none"> <i>• Professionally carry out research work based on the theoretical basis of Business Administration in various types of Latvian and foreign institutions, companies and offices;</i> <i>• Based on the acquired educational and methodological base, as well as the acquired professional skills and competences, compete in the labour market and react promptly to changes in it;</i> <i>• Successfully acquire further education in other educational institutions.</i>

Tasks of the study programme	<p><i>The tasks of the study programme are to:</i></p> <ul style="list-style-type: none"> <i>• Provide students with a set of theoretical knowledge and skills in management, law, business and economics analysis, information technology, and other areas that will allow them to compete successfully after graduation and adapt as quickly as possible to the practical business environment or working for national or European Union administrative bodies;</i> <i>• Prepare students for further studies in the relevant profile of Master's study programmes in Latvia (including VeUAS professional Master's study programme "Business Management") and abroad, to give them serious skills in research work;</i> <i>• Promote the competitiveness of graduates in changing socio-economic conditions and in the international labor market;</i> <i>• Ensure that the quality of studies is in line with European standards and with the level of economically developed countries of the world by improving the methodological, scientific and material-and-technical support of the study process and promoting cooperation with other Latvian and foreign higher education institutions;</i> <i>• Timely adaptation of programme content and delivery methods in response to changes in the international labour market, as well as proper forecasting of changes in the future;</i> <i>• Develop a close link between the study process and real practice in national and international companies.</i>
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Results of the study programme	<p><i>Expected result: by supporting the study programme based on the principle of systematization and emphasizing the role of skilful management in ensuring rational operation of economical structure, succeed in allowing students to do the following upon completing their Bachelor's degree studies:</i></p> <ul style="list-style-type: none"> • <i>Understand and analyse company as an element of the corresponding business environment compliant with the modern level of knowledge and methods;</i> • <i>Understand the link between the company and environment, and the manager's role in creating these links;</i> • <i>Be sufficiently prepared both to launch independent business activity (i.e., creating a new commercial company), and to fulfil responsible tasks in the field of commercial activity in existing enterprises;</i> • <i>Successfully continue research and scientific work by using practical method research on the development of Business Administration and entrepreneurship in today's globalization environment;</i> <p><i>When studying at the second level academic higher education Bachelor's degree study programme "Business Administration", the curriculum ensures professional competences or a set of skills and knowledge.</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • <i>Understanding of basic terms and principles of economics, entrepreneurship and management;</i> • <i>Understanding of the essence and functions of entrepreneurship;</i> • <i>Understanding of a company's internal and external environment;</i> • <i>Understanding of a company's operation management and methods and means linked to it.</i> <p><i>Skills and abilities:</i></p> <ul style="list-style-type: none"> • <i>Skills and abilities in evaluating and analysing a company's outer general environment as a whole, and specific aspects thereof – economical, legal etc., and a company's external specific environment and internal environment;</i> • <i>Skills and abilities in planning and organizing a company's work with modern methods and means;</i> • <i>Skills and abilities in finding, evaluating and creatively using information in fulfilling tasks and solving problems related to operating a company;</i> • <i>Skills and abilities in working independently, obtaining education and self-development in order to adapt to professional work in fluctuating market conditions;</i> • <i>Skills and abilities in cooperating with representatives of other organizations and professions;</i> • <i>Skills and abilities in working in project development, implementation and management.</i> <p><i>Feedback:</i></p> <ul style="list-style-type: none"> • <i>Improved motivation in further career development and continuing education;</i> • <i>Intention and ability to plan and perform tasks individually, in teams or doing teamwork;</i> • <i>Courage and ability to undertake complex tasks (i.e. both in terms of quality and quantity) on professional work results;</i> • <i>Scrupulosity based on the ability to work and fulfil tasks while observing quality and environmental standards, independently searching and implementing motivation in improving current activities, and would be directed at using potentially available economic resources.</i>
Final examination upon the completion of the study programme	Bachelor thesis

Study programme forms

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>General secondary education or vocational secondary education (third qualification level in accordance with Section 5, Paragraph three of the Vocational Education Law of the Republic of Latvia)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of Business Administration in Social Sciences</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

Part time extramural studies - 4 years - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>General secondary education or vocational secondary education (third qualification level in accordance with Section 5, Paragraph three of the Vocational Education Law of the Republic of Latvia)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree of Business Administration in Social Sciences</i>
Qualification to be obtained (in english)	

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

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

* Part-time, remote study programme is prepared for implementation as significant changes in existing study programme, and added to documentation. Study programme only full-time and in English is in implementation right now, but we are planning to implement it in part-time form and in Latvian in the nearest future.

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

The total number of enrolled students since the beginning of the study programme implementation in 2014 is 125. As the academic Bachelor study programme “Business Administration” is implemented in English, all students study at the expense of natural or legal persons. The dynamics of the number of students can be seen in Table 5.1.

Table 5.1

Dynamics of the number of students in the study programme “Business Administration”

	1 st year	2 nd year	3 rd year
2013	0	0	0
2014	5	0	0
2015	8	12	2
2016	7	13	15
2017	7	4	11
2018	5	7	3
2019	17	3	6

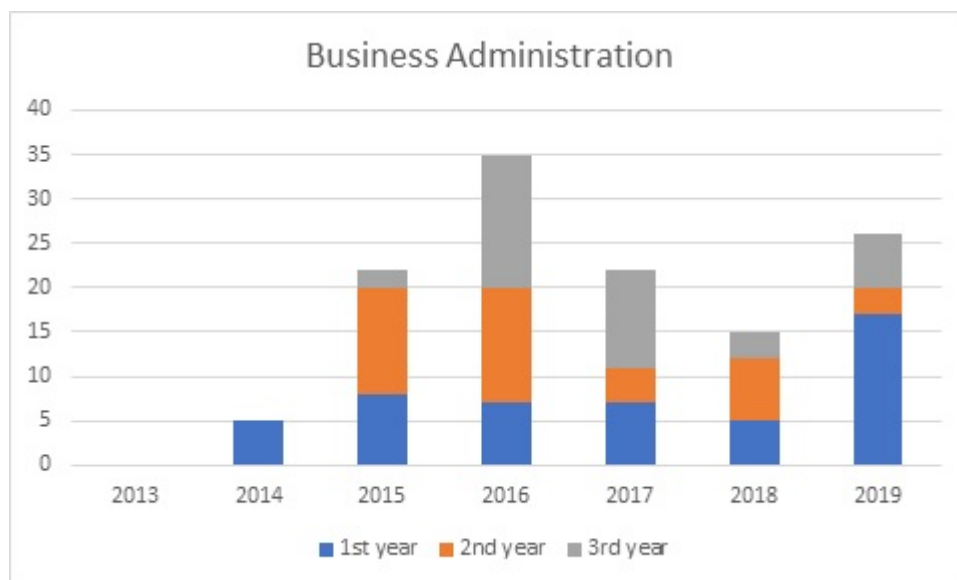


Figure 5.1 Number of students divided by study years for period 2014-2019

The dynamics of the number of students in the study programme “Business Administration” is comparatively unpredictable because it is influenced by several factors, such as interest in VeUAS study programmes in various international exhibitions, cooperation with foreign agencies, students' abilities and skills to adapt to study environment in Latvia and Ventspils. Trivial factors such as weather conditions that differ from those in the sub-continent and affect student health and susceptibility to various seasonal illnesses, students' ability and skills to live in a foreign country alone, without parental support and supervision, financial circumstances, and most importantly, to management of their time, discipline to achieve study results. This is a significant challenge for everyone, students in particular. The study process is a continuous collaboration – between the student and the lecturer – and both parties must be interested in its successful implementation.

In order to expand the range of people who will receive quality higher education and reach the Europe 2030 long-term goal of 40% graduates in the age group of 30-34, Ventspils University of Applied Sciences plans to introduce changes in the study programme “Business Administration”. Changes in the study programme and a set of documents containing course descriptions have been prepared, as well as the introduction of learning materials on the Moodle platform to ensure the availability of study materials. Currently Ventspils University of Applied Sciences is involved in the project “Next-Generation Small Cities in Europe” of the cooperation programme “Urban Innovative Activities”, which will improve innovative methods and increase skills and competences in higher education, develop distance learning content methods, including IT and high technologies. This is how development of part-time studies in the existing study direction is planned.

2019 has been the most productive year of study programme enrollment results, however, it is too early to judge whether all enrolled students will continue their studies in the coming years, as it will be clear after the 2nd semester. The most common reasons for dropping out are when students start parallel activities such as working and then do not take time to study, or do not attend lectures and delay study courses for simple reasons, thus failing to achieve results. But overall the trends can be viewed positively as interest in the study programme is growing.

The dynamics of admission data are shown in Table 5.2.

Table 5.2

Number of 1st year students admitted to the study programme “Business Administration”, per country

Academic year	Total number of 1st year students admitted	Countries
2014/2015	13	Uzbekistan – 9 students, Latvia – 2 students, Tajikistan– 1 student, Estonia – 1 student
2015/2016	6	Uzbekistan – 6 studenti
2016/2017	8	Uzbekistan – 4 students, Sri Lanka – 3 students, India – 1 student
2017/2018	5	Uzbekistan – 1, India – 2, Egypt – 1, Latvia – 1
2018/2019	6	Cameroon – 1, Egypt – 1, Uzbekistan – 1, India – 1, Latvia – 1
2019/2020	16	Bangladesh – 2, India – 12, Ghana – 2

As shown in the table, Uzbek and Indian nationals constitute a significant proportion of students. Intercultural differences and other national customs and tendencies have to be taken into account here, because each student comes to Ventspils to study with his or her own views on the quality of studies, ambitions, demands on the higher education institution and, first of all, on oneself. They are not always in line with the traditions, values and norms of the higher education institution. However, it should be noted that there are a number of students who have already completed the next level of their joint international Master's degree programme in International Business and Export Management, which is implemented by VeUAS together with Krems University of Applied Sciences in Austria.

Another challenge that needs to be mentioned when describing student admission is the different procedure for assessing the level of knowledge in each host country and the length of time students can be admitted to study in Latvia. Another intermediate stage is the bureaucratic load of the Latvian institutions, because although students start their paperwork on time, some of the first-year students may arrive in Ventspils well after September 1, which may affect the students' level of knowledge and results.

Table 5.3

Number of graduates in the study programme “Business Administration”

Academic year	Total number of graduates
2016/2017	10
2017/2018	5
2018/2019	0

Table 5.3. shows that most graduates graduated in the first cohort. Unfortunately, there were no graduates in 2019, as none of its three 3rd year students fulfilled their study obligations and were not allowed to defend their final theses. On the one hand, it is very important that students can go

on the ERASMUS+ exchange programme and gain significant experience in other European higher education institutions, however, this places an additional responsibility on representing Ventspils University of Applied Sciences as an ERASMUS partner institution and not all foreign students are able to fulfill the conditions of mobility responsibly, not being able to achieve the defined learning outcomes. In this particular case, everyone returned from the mobility programme without fulfilling or partially honoring their commitments.

Summary of survey results on student satisfaction with study quality

Every year a student survey is conducted to determine student attitude towards the organization and quality of the study process. For each study course, students must answer 17 questions listed in the Bachelor's programme "Business Administration".

In the academic year of 2017/2018, 4 out of 5 students of the academic Bachelor's study programme "Business Administration" participated in the education quality survey. Student assessment of study courses on average ranges from 3 to 7 out of a total of 7 points. Some had gone on the ERASMUS+ exchange programme. Overall, students are satisfied with the quality of their studies. Suggestions are most often related to student desire to study courses in a more interactive and interesting way. Table 5.4 below shows the average grade by study programme.

Table 5.4

Summary of student survey results for the study programme "Business Administration"

Average by course			
	1 st year	2 nd year	3 rd year
Evaluation of lecturer work	5.729	4.620	4.888
Evaluation of programme's curriculum	5.646	5.079	4.722
Independently invested time	3.834	3.303	6.167
Attendance	5.729	4.914	6.000

Based on the results of the survey, VeUAS administration takes measures to improve study quality and increase the number of respondents. In recent years, the survey has been compulsory for enrollment courses, which increases the number of responses received, but persons returning from ERASMUS mobility are not required to complete the questionnaire.

At the end of the academic year of 2017/2018, only one of ten graduates of the Bachelor's study programme "Business Administration" participated in the graduate survey. All questions (see 2.8.5) were given a maximum rating of "7" (strongly agree).

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

Graduates of the academic Bachelor's study programme "Business Administration" are awarded a BA in Social Sciences in Business Administration.

The study programme "Business Administration" in English at Ventspils University of Applied Sciences has been implemented since 2014. It is provided by Ventspils University of Applied Sciences Faculty of Economics and Management. Interdisciplinarity and resource sharing are also provided as several study courses, such as Psychology, English, Intercultural Communication Aspects, Project Management, Accounting, Human Resources, Sustainability and Green Thinking are implemented together with the students of the study programme "Languages and Intercultural Communication" (implemented by the Faculty of Translation Studies of VeUAS), as well as several lecturers of the Faculty of Translation Studies and the Faculty of Information Technology are involved in the implementation of the programme. At a time when paradigms are changing in the interplay between artificial intelligence and humanity, and the role of personal growth in modern man and future professional, such collaboration is essential. Thank to implementation of project Specific Support Target 8.2.2. in Ventspils University of Applied Sciences, foreign lecturers who participate in the implementation of the project are also involved in teaching study courses. The goal of higher education is one thing common to all study programmes – to foster the growth of future professionals. There is still a demand for business education at international exhibitions abroad, regardless of the country. Thus, interdisciplinarity only broadens the horizons of students and lecturers, as everyone is constantly learning. The task of higher education is to teach the student to think critically and evaluate any situation from the point of view of the scope, knowledge, skills and competences available to them. At the same time, socializing events for young people are important as well, cultural evenings are regularly organized at VeUAS – in preparation of national dishes, which facilitate the integration of foreign students into the study environment in Latvia and Ventspils.

The compulsory courses of the study programme provide basic knowledge in the basic sciences: Macroeconomics, Microeconomics, Mathematics, Statistics, etc., while the industry-related courses provide the opportunity to use the obtained knowledge in solving specific issues of the industry. Courses include Accounting, Entrepreneurship, EU Politics and Economics, Business Modeling, Project Management, Accounting, Management Theory, Strategic Management, Psychology and other courses in personal growth. Elective courses provide insight into national identity: American Studies, Chinese Governance, Intercultural Aspects of English, etc. The results of the study courses are aimed at the achievement of the results of the study programme.

With the introduction of changes in the provision of distance learning content, the mechanism for implementation of the study programme is planned in two main directions: 1) lectures on-site lessons at Ventspils University of Applied Sciences on Saturdays from 10:00 to 18:00 – up to 20% of contact hours; 2) individual work and contact with the lecturer (online lectures) in the e-environment. Developing appropriate course content in the e-environment will ensure the involvement of distance learning students and the relevance of the existing curriculum content to changing market needs. Moodle platform is widely used at Ventspils University of Applied Sciences. The Moodle platform has been used by Ventspils University of Applied Sciences for several years both as a channel for disseminating materials to students and as a platform for evaluation of

independent work and tests, which is a creative, audiovisual and interactive information transfer and knowledge testing opportunity. The knowledge test modules are used to assess students' independent work. Communication and consultations are also performed via email. Also, online studies are currently being implemented, due to the state of emergency declared in the country, on the platform "Big Blue Button", the publicly available version of which has been improved and adapted for studies remotely by VeUAS information technology specialists. Most of the study programme and faculty lecturers are involved in the approbation of this model. The planned changes in the study plan concern the long-term implementation of the study process and intensive studying of the essential study courses. Analyzing the mutual goals, tasks, study results and admission requirements of the study programme, it is possible to define that the most important factor in achieving study results is the human factor – students' abilities and skills to admit, critically evaluate and apply the knowledge gained from lecturers to personal development. During the development process of Education Development Guidelines for years 2021-2027, the importance of education for a meaningful life (Finland's guiding principles in education policy-making) as well as lifelong learning were emphasized in several public discussions. The target group for part-time studies is adults who, for some reason, have not previously obtained higher education and decide to do it after several years of a successful business career, or simply for the purpose of further training. The aim of the study programme is to prepare knowledgeable, high-quality, skilled specialists in management science and related fields for work in Latvian and foreign public or private institutions and the ability to participate in further education programmes. The most important tasks in achieving the goal are to provide an appropriate set of theoretical knowledge and skills in management, management science, business and economic process analysis, information technology and their application, as well as the use of foreign languages to enable graduates to enter the labor market, especially internationally. The most important task of the part-time study form in this study programme is to provide a high-quality theoretical knowledge base for students who already have the appropriate amount and quality of practical experience and skills. And it is the result of mutual cooperation and feedback. Admission requirements are related to these tasks and their implementation, ensuring that previous knowledge in mathematics, Latvian and English is taken into account. Knowledge in mathematics ensures the acquisition of economics study courses in an appropriate amount and quality, while knowledge of English is required to acquire a full-time study programme, which is implemented in English, while part-time studies are planned in Latvian, and English language skills are essential for the acquisition of studies of scientific articles and academic literature in order to achieve higher study results.

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

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

One of the key long-term goals of Europe 2030 is to provide access to sustainable development and education in Europe, while the Europe 2020 strategy defines the objective of increasing the number of graduates to 40% between the ages of 30 and 34. On the other hand, according to the OECD, in Europe as well as outside Europe, there is an increasing emphasis on expanding access to education and internationalization of studies. Also in Latvia, the National Development Plan defines the priority "Growth of the National Economy" with the strategic goal "Advanced Research, Innovation and Higher Education", 3rd priority "Human Capacities" with strategic goal "Competence Development" and priority "Territories Supporting Growth" with strategic goals "Promotion of Regional Economic Activity - Potential Use of Territories" and "Access to Services for Creating More Equal Opportunities and Living Conditions". The content and implementation of study courses in both full-time and planned part-time studies is provided in accordance with the demand of the sectors, educational development trends at the international level, increasingly integrating study courses, general personality development and digital skills. Taking into account the aging tendencies of the workforce both in Latvia, Europe and the world as a whole, the university constantly follows the dynamic processes of change in the external environment and industry development tendencies, and, accordingly, creates the content and forms of study courses. The fourth industrial revolution and the development of science are about the interaction between artificial intelligence and humanity, and according to the latest research from the World Economic Forum, it is human skills and competences that are needed for a future professional who already has sufficient digital skills, while retraining according to the competence-based approach to education – lifelong learning for a meaningful life, also means the acquisition and application of appropriate digital skills in everyday life. The content and types of study courses are reviewed by lecturers every year, ensuring their compliance with the rapidly changing demand in a dynamic environment, while the latest digital technologies are used by creating a part-time form and lecturers are constantly improving the application of technology through professional development programmes, and constantly improving qualifications, studying for a doctorate and in various transnational educational programmes. Lecturers involve students in scientific and practical research projects, thus ensuring the compliance of studies with the development trends of science. The study courses "Strategic Management", "Decision Making Methods", "E-Government", "Project Management" are focused on the use of applied science, while fundamental skills are acquired in the study courses "Macroeconomics", "Microeconomics", "Mathematics". , "Business modeling methods", etc. study courses.

[1]

https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_en

[2] <https://likumi.lv/doc.php?id=253919>

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

Expected result: by supporting the study programme based on the principle of systematization and emphasizing the role of skilful management in ensuring rational operation of economical structure, succeed in allowing students to do the following upon completing their Bachelor's degree studies:

- Understand and analyse company as an element of the corresponding business environment compliant with the modern level of knowledge and methods;
- Understand the link between the company and environment, and the manager's role in creating these links;
- Be sufficiently prepared both to launch independent business activity (i.e., creating a new commercial company), and to fulfil responsible tasks in the field of commercial activity in existing enterprises;
- Successfully continue research and scientific work by using practical method research on the development of Business Administration and entrepreneurship in today's globalization environment;

When studying at the second level academic higher education Bachelor's degree study programme "Business Administration", the curriculum ensures professional competences or a set of skills and knowledge.

Knowledge:

- Understanding of basic terms and principles of economics, entrepreneurship and management;
- Understanding of the essence and functions of entrepreneurship;
- Understanding of a company's internal and external environment;
- Understanding of a company's operation management and methods and means linked to it.

Skills and abilities:

- Skills and abilities in evaluating and analysing a company's outer general environment as a whole, and specific aspects thereof – economical, legal etc., and a company's external specific environment and internal environment;
- Skills and abilities in planning and organizing a company's work with modern methods and means;
- Skills and abilities in finding, evaluating and creatively using information in fulfilling tasks and solving problems related to operating a company;
- Skills and abilities in working independently, obtaining education and self-development in order to adapt to professional work in fluctuating market conditions;
- Skills and abilities in cooperating with representatives of other organizations and professions;
- Skills and abilities in working in project development, implementation and management.

Feedback:

- Improved motivation in further career development and continuing education;
- Intention and ability to plan and perform tasks individually, in teams or doing teamwork;
- Courage and ability to undertake complex tasks (i.e. both in terms of quality and quantity) on professional work results;
- Scrupulosity based on the ability to work and fulfil tasks while observing quality and environmental standards, independently searching and implementing motivation in improving current activities, and would be directed at using potentially available economic resources.

The aims of the study courses are to provide theoretical knowledge and learn to apply a set of theoretical knowledge in practice, as well as skills to critically evaluate the available information and act according to the situation. The main goal of each study course is to create an understanding of the study course topic (Accounting, Marketing, Project Management, Management Theories, Strategic Management), basic principles, development of critical thinking and evaluation (Entrepreneurship, Diplomatic Protocol, E-Government), modeling methods, calculation, acquisition of forecasting and evaluation methods (Econometrics, Mathematics, Business Modeling Methods, Microeconomics), as well as understanding of sustainable development (Green Thinking and Sustainable Development, Civil Defense, Enterprise Creation and Development). The aims and results of the study courses are aimed at achieving the aims and results of the study programme and the whole field of study and ensure mutual synergy.

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

The implementation of the study courses of the study programme takes place in full-time classes, which consist of lectures, seminars, practical classes. Depending on the purpose and the result of the study course, the expected results and the form of tests are described at the beginning of the semester. Lecture hall work and discussion participation are important learning tools that are used to achieve study programme outcomes. Students in the ERASMUS+ exchange programme are particularly active in this process. Participation in the annual Student Scientific Conference of Ventspils University of Applied Sciences is a motivating factor in the promotion of study results. The student-centered principle of education permeates all the courses of the study programme, but it should be noted that the student should also take responsibility for the fulfillment of the obligations undertaken and the proper approach to the studies and the implementation of the tasks provided for in them. The study plan is attached.

Planning changes in the study programme "Business Administration" and part-time study form provide 20% of the total amount of full-time classes, followed by individual work and intensive cooperation with the student on the Moodle platform and online. The study sheet for the part-time study form is also attached. . The groups in the study programme are not numerous, thus an almost individual approach is provided, because the lecturer can focus on students' questions and answers in detail individually, or in face-to-face classes.

Principles of Student-Centered Education (SCE) defined by AIC:

1) SCE requires constant reflection – in the study programme "Management Science" study courses provide feedback – in individual study courses self-tests are performed, the results of which are discussed together with the lecturer. Students have the opportunity to actively discuss the issues of the study course, and because in addition there is a great opportunity to learn more in the dialogue. Feedback is part of the evaluation.

2) SCE is not a one-size-fits-all solution – thus study courses integrate methods that provide the already mentioned individual approach. Lecturers have access to consultation times, as well as online consultations are currently taking place, which can be applied and activated in part-time

studies.

3) Students have different learning styles – however, the learning style that most contributes to the achievement of the result is “learning by doing”. The integration of various permanent and team works in the study process ensures a more meaningful acquisition of the study course, as well as feedback in this respect plays an important role.

4) Students have different requirements and interests – this is a challenge, especially in study programmes where international students from all over the world and different cultural environments study together. In the process of implementation of the study programme, cultural differences are taken into account as far as possible, however, students must also be aware that the study discipline and generally accepted norms in society must be observed. Part-time students know their interests much more precisely, because they have already achieved some results professionally, so they ask different and meaningful questions. In this case, mutual respect and cooperation are important, as well as mutual learning from each other – both students and lecturers.

5) Freedom of choice plays a central role in the effective learning process within the SGP – study courses include compulsory, limited choice and free choice study courses. Acquisition of compulsory, limited choice study courses is important for professional development, while students can attend free choice study courses at their own discretion, choosing according to their interests.

6) Students have different experience and previous knowledge – this factor in particular will be taken into account when providing part-time studies, because professional knowledge and experience is important for students.

7) Students should have control over their studies – the schedule of classes is available in time and it is known when lectures and practical classes will take place, thus students can plan their time for independent studies.

8) The SGP is based on providing opportunities for self-study – 60% of full-time studies and 80% of part-time studies are independent work and self-study. Thus, the lecturer encourages independent studies, providing comprehensive insight in person or online, providing a list of the most important literature sources and receiving feedback after completing the tasks.

9) Learning requires cooperation between students and teachers – cooperation takes place very intensively, because small groups promote the development of the cooperation process in the best possible way.

Planning changes in the study programme “Business Administration” and part-time study form provide 20% of the total amount of full-time classes, followed by individual work and intensive cooperation with the student on the Moodle platform and online “BigBlueButton”. The study sheet for the part-time study form is also attached.

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

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

Most graduates choose to write Bachelor theses on topics that are close to their future work or basic business concepts. The first graduates of the programme, due to the fact that most of them were from Uzbekistan, chose the topics of their Bachelor theses related to the topical sectors in Uzbekistan and their comparison with the European or American markets. All defended Bachelor theses are transferred to VeUAS Library for storage. Some examples of bachelor thesis:

Opportunities of Tourism Business Development Between Uzbekistan and Latvia
Impact of Euroscepticism on the EU Economy
Aspects of Inventory and Delivery of Necessary Goods in a Restaurant "X"
Appliance of Marketing on the Market of Car Industry
Open Innovation Role in the European Car Industry
Modern Tendencies in International Trade
Impact of the strategic plan on the company's profitability
Tajikistan and EU Collaboration for Innovative Entrepreneurship Development in Tajikistan
The Analysis of Business Excellence Models
Estimation of Market Value for the "ELSE logistics"
Most Attractive Industries for Foreign Direct Investment in Uzbekistan
Comprehensive Market Analysis: "RedBull" and "McDonalds"
Use of experience of Baltic countries in development of innovative companies in Uzbekistan
Airline's Management Strategies in the Competitive Air Transport Market
Project Based Scientific and Socio-economic Impact Assessment of Large Scale Research Facilities (LSRF)

Academic Bachelor study programme "Business Administration" corresponds to Cabinet Regulation No. 240 "Regulations on the National Standard for Academic Education" of 13.05.2014., which aims to provide students with the theoretical knowledge and research skills to achieve the learning outcomes specified in the study programme, corresponding to the skills, competences and knowledge of the corresponding European qualification defined in the Latvian Education Classification.

Table 5.5

Comparison to other similar programmes

Name of study programme	Length of study programme, CP	University	Total (study course names which are in the VeUAS FEM programme)	Main differences	Degree, specialization to be awarded	Work opportunities
<i>Business Administration and Management</i> (Uzņēmējdarbības vadība un menedžments)	42 months (tuition fee 3200 EUR/year)	<i>Budapest Metropolitan University, Hungary</i>	Microeconomics, Macroeconomics, Business Economics, E-Commerce, Accounting, Marketing Management, Decision Theory and Methodology, Project Management, Strategic Management	Business Presentation. Programme directed towards good practice in business, industry analysis, practising skills in a simulated business environment, as well as specializations: financial management and global commercialization management	Academic Bachelor's degree in Business Administration and Management	Opportunity to found companies and work in existing companies
<i>Business Administration</i> (Uzņēmējdarbības vadība)	36 months (tuition fee 27046 EUR/year)	<i>Hult International Business School (Boston, San Francisco, London, Dubai, Shanghai)</i>	Intercultural Communication, English in Academia, Foreign Language, Introduction to Business Environment, Financial Bookkeeping, Macroeconomics, Microeconomics, Research Methods	Personnel Branding, Public Speaking, Teamwork Skills	Bachelor's Degree in business Administration	Opportunity to found companies and work in existing companies
<i>Business Administration</i> (Uzņēmējdarbības vadība)	36 months (tuition fee 25961 EUR/year)	<i>Southern New Hampshire University, Manchester</i>	Basic Accounting, Marketing, Management, International Business, Macroeconomics, Microeconomics, Business Information Technologies, Basics of Business Law		Bachelor's Degree in business Administration	Opportunity to found companies and work in existing companies
<i>Business Administration</i> (Uzņēmējdarbības vadība)	36 months	<i>EBC Hochschule (Berlin, Düsseldorf, Hamburg)</i>	Business English, Spanish, French, Business Support Systems, Progressive Human Capital, Communication Skills	Media Management, Planning Management Process and Adapting for International Context	Bachelor's Degree in business Administration	Opportunity to found companies and work in existing companies

Name of study programme	Length of study programme, CP	University	Total (study course names which are in the VeUAS FEM programme)	Main differences	Degree, specialization to be awarded	Work opportunities
<i>Business Administration</i> (Uzņēmējdarbības vadība)	48 months (tuition fee 2500 EUR/year)	University of Latvia	Statistics, Econometry, Entrepreneurship	Presentation Skills, Specialization in International Entrepreneurship, Critical Thinking	Social Science Bachelor's Degree in Administration	Prepares highly-qualified specialists
<i>Business Administration</i> (Uzņēmējdarbības vadība)	48 mēne months (tuition fee 2470 EUR/year)	Turība University	Economic Theory, Market Development Trends, Business Management	Role and Development in Economics of National Economy and Each Enterprise	Bachelor's Degree in business Administration	Opportunity to found companies and work in existing companies, incl. international environment

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

Study quality evaluation. 10 of 15 study programme students participated in evaluation of study programme quality and answered questionnaire. Highest possible result is 7 points, students evaluated study programme quality between 3 and 7. Some of students were abroad in ERASMUS mobility programme, therefore some results are missing. Students are satisfied with quality of study programme in general. Evaluation of lectures are between 4,8 and 5,7 (7); evaluation of study programme content are between 4,7 and 5,6 (7); Time for individual studies is evaluated between 3,8 and 6,1; participation in lectures evaluated between 4,9 and 6,0 (7). Recommendations for quality improvement are related with possibility to learn in more interactive and interesting way. Management of study programme organize quality improvement processes, based on evaluation.

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

During the time period of 2014 to 2019, a total of 33 foreign students were studying in the study direction – all part of the academic Bachelor's study programme "Business Administration". In turn, going to study abroad within the ERASMUS exchange programme, the opportunity offered by VeUAS was used by 18 students of the programme, which is an important indicator considering the relatively small number of students in the programme. At present, the emergency caused by Covid-19 is likely to have a significant impact on ERASMUS + mobility.

Table 5.6

Foreign students studying in the “Business Administration” programme as part of mobility

N. p. k.	Number of students	University	State
	7	KTO Karatay university	Turkey
	1	Atilim university	Turkey
	3	International Balcan university	Macedonia
	1	Universitat Autònoma de Barcelona	Spain
	5	Savoie Universitat	France
	1	Castilla-La Mancha Universitat	Spain
	1	University of South Bretagne	France
	1	Kazakhstan University of Technology and Business	Kazakhstan
	1	Kazakh Economics, Finance and International Trade University	Kazakhstan
	3	Baden Vurtemberg State university Lorach	Germany
	1	Nevshehir Haji Bektash Veli university	Turkey
	4	Duale Hochschule Baden-Württemberg Lörrach	Germany

18 outgoing mobilities

N.p.k.	Number of students	Study year	University	State
2014./2015. Academic year - 0				
2015./2016. Academic year - 8				
1.	3	2 BBA	Degendorff Technology Insitute	Germany
2.	1	2 BBA	Fogie University	Italy
3.	4	2 BBA	International Balcan Univeristy	Macedonia
2016./2017. Academic year - 5				
1.	2	3 BBA	Degendorff Technology Insitute	Germany
2.	3	2 BBA	Instituto Lisboa Polytecnico	Portugal
2017./2018. Academic year - 1				
1.	1	2 BBA	Degendorff Technology Insitute	Germany
2018./2019. Academic year - 4				
1.	4	2 BBA	Instituto Lisboa Polytecnico	Portugal

It should be noted that the possibilities of ERASMUS+ mobility programme are an important contribution to the development and improvement of the study programme "Business Administration" as often incoming foreign students are very interested, motivated and prepared to get the most out of their semester in the study programme at Ventspils University of Applied Sciences.

Recognition of VeUAS student study results is carried out in accordance with existing regulations and other legal acts of VeUAS, provided that the student has fully completed the study courses and has completed their contractual obligations. Experience is both positive and negative. It depends on student ability and willingness to learn when leaving for another European university, even further away from their usual environment. In case of a positively passed examination, upon the student's return, the entire completed study semester is recognized, as provided by regulatory enactments. If a study course at the host university is not evaluated positively, then the student must repeat the corresponding study course at Ventspils University of Applied Sciences.

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

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

Provided in Part II "Description of study direction" in Sections 3.1 and 3.2.

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

Not applicable.

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

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

Since the implementation of the study programme in 2014, the composition of the academic personnel involved has changed very little. The implementation of the programme is ensured by the lecturers elected by the Faculty of Economics and Management of Ventspils University of Applied Sciences, the lecturers elected by the Faculty of Translation Studies, the lecturers elected by the Faculty of Information Technologies, as well as by attracted specialists providing specific study courses.

Table 5.7

**Faculty personnel involved in implementing the Bachelor's degree study programme
"Business Administration"**

Lecturer	Study courses
Prof. J. R. Kalniņš	Mathematics I, Mathematics II, Statistics, Business Modeling
Prof. S. Hiļkevičs	Entrepreneurship
Prof. I. Brīvers	Microeconomics
Assoc. Prof. K. Krēsliņš	Information and Business Processes, Economics and Computer Science
Doc. L. Resele	Strategic Management, Research Methods
Lecturer D. Štefenberga	Project Management, Bookkeeping, Management Theories
Lecturer J. Jaunzeme	Accounting, Financial Mathematics
Assoc.prof. R. Rollande	E-Management
Assoc prof. G. Dreijers	Psychology, Diplomatic Protocol
Doc. V. Balama	Aspects of Intercultural Communication I, Aspects of Intercultural Communication II
Lect. I. Leinberga	English: Aspects of Communication I, II.
Lect. I. Ozola	Introduction to Public Relation Theory
Lect. S. Ozoliņa	Intercultural Aspects of Latvian
Doc. L. Asarīte – Schmidt	European Union Policy and Economy
Doc. I. Zīlniece	Sustainability and Green Thinking of Society, Civil Defense
Doc. J. Veckrācis	Written Academic English

Lecturer I. Ieviņa	Media Communication in a Multicultural Environment
Lecturer L. Koloda	Organization Behaviour
Lecturer T. Springers	International Commercial Rights

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

Professors, associate professors, assistant professors and lecturers are involved in the implementation of the study programme, who teach courses in fields where there are also professionals. . The amount of credit points for both forms of studies – both full-time in English and part-time in Latvian – is 120, changes include some new study courses aimed at the creation of new companies, business modeling methods and digitization processes. In the programmes of both study forms, the lecturers, in accordance with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions, include 5 professors and associate professors who have been elected to academic positions at Ventspils University of Applied Sciences. The existing guest lecturers in the programme in English and the planned guest lecturers in the part-time study programme specialize in the respective field of the study course and have been successfully operating in the field for a long time. For example, doc. L.Asarīte-Schmidt works in EU institutions abroad, lect. Inga Ieviņa manages public relations at the Ventspils Freeport Authority, doc. Ilga Zilniece heads the Environmental Monitoring Department of Ventspils City Council. Part-time guest lecturers – Edgars Čeporjuss specializes in financial management and accounting and successfully manages various companies in the industry for several years, while Sergejs Zikovs – at IT group "Emergn" implements Agile project management and product development projects, Eva Fibiga works in project management and advises new companies in pre-incubation and incubation, Salvī Roga manages the Kurzeme Business Incubator and the Smart and Green Technology Cluster, under the auspices of which several innovative Kurzeme companies have developed. The academic staff elected by the faculty involved in the implementation of the programmes are also highly qualified specialists in the field of study courses – Dean Liene Resele ensures the strategic direction of the faculty for several years, prof. Sergejs Hilķevičs – specializes in and conducts research and implementation projects related to financial market forecasting, lect. Dace Štefenberga has many years of experience in the development, implementation and management of various investment and research projects. 32% of the academic staff of the academic study programme “Business Administration” are guest lecturers, while 44% of guest lecturers are planned to be involved in the implementation of the planned part-time study form, based on the specifics of study courses and emphasis on professional experience of guest lecturers. The qualification and professional experience of the teaching staff involved in the implementation of the programme is fully focused on achieving the goals of the study programme and study results.

Within the framework of the projects, VeUAS lecturers are offered qualification improvement courses, in which lecturers of VeUAS Faculty of Economics and Management involved in the

implementation of the study programme have actively participated. The higher education institution also provides involvement in other professional development courses:

- 04/10/2019 International Team Coach certificate “Special Qualification in Coaching Team Entrepreneurship & Developing Team_Entrepreneurial Ecosystems” worth 30 CP (L. Resele, D. Štefenberga);
- 23/08/2019 Certificate No.16 “Opinions and Benefits – on Developing Lenience, Tolerance and Various Management Skills” 9 acad. hrs. (D.Štefenberga);
- 30/03/2019 UL Faculty of Economics and Management Certificate No. 036801 “Project Management for PMP Certification (PMI), 80 hours. (D.Štefenberga);
- 15/04/2019 VeUAS LLC certificate 19-4132 “Successful Public Speaking: One of the Constituents of Leadership” (4 acad.hrs.) (VeUAS FEM lecturers);
- 26/03/2019 VeUAS LLC certificate 19-4120 “Professional Burnout: Possibilities for Recognition and Aid”(3 acad.hrs.) (VeUAS FEM lecturers);
- 18/02/2019 VeUAS LLC certificate 19-4081 “Teaching and Learning. How our Views on Learning Influence the Way We Teach and Learn un mācīšanās. Kā mūsu uzskati par mācīšanos ietekmē to, ko mācām un mācāmies (2 acad. hrs.) (VeUAS FEM lecturers);

08/05/2018 VeUAS LLC 18-3917 certificate “A Student-Centered View in Thoughts and Work” (4 CP) (VeUAS FEM lecturers).

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

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

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

For the time period from 2014 to 2019, several study programme lecturers, Sergejs Hiļkevičs, Liene Resele, Kārlis Krēsliņš, Dace Štefenberga, participated in implementing the EKOSOC_LV National

Research Programme, and Kārlis Krēsliņš and Dace Štefenberga participated in implementing the next period's National Research Programme INTERFRAME. Within the framework of the CREAZONE – REINVENT VeUAS Latvian-Lithuanian international cooperation project, innovative youth business ideas are developed, lecturers from VeUAS FEM participate in the project as mentors. By participating in scientific research and various international cooperation projects, lecturers increase their qualification and use the latest acquired skills in the study process in their taught study courses. For example, K.Krēsliņš leads the study course "Decision Making Methods" as well as "Economic Informatics", which uses new methods developed in research and research projects of various levels, Dace Štefenberga in the study course "Project Management" uses previous experience in project administration and project planning and implementation, as well as in the study course "Management Theories", developing a systematic understanding of the role of leadership in team work and management processes, as well as their impact on economic development. Doctoral studies and the development of a doctoral thesis on the topic "Innovative business development opportunities for the economic growth of the region" promote the assessment and integration of economic development trends in the study course. Lecturer Inta Ozola's scientific activity, participating in the implementation of the URBAN activity project and the development of scientific publications ensures the introduction of the latest technologies and trends in the study courses "Marketing" and "Marketing Research". Dr. Liene Resele's research activity in the field of business excellence promotes the development of comprehensive views and competencies in the study course "Strategic Management", while prof. S.Hilkevičs is engaged in financial market research, thus integrating the approbation of research results in the study course "Financial Mathematics".

A list of FEM academic personnel scientific articles, international scientific conferences and projects is attached to the Appendix.

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

Several study courses of programme are realized in cooperation with Faculty of Translation studies, within programme "Languages and intercultural communication". This is how multidisciplinary, sustainability and complementarity are improved in skills and competences of lecturers and students. Compulsory part of study programme ensures skills and competences of students in fundamental knowledge- Microeconomics, Mathematics, Econometrics, Macroeconomics. Study courses of limited choice are more closely related to skills of management problem solving and task oriented competences- Human resource management, project management, sustainability and green thinking, decision making and management theories. Study courses in languages and intercultural aspects, as well as psychology and business ethics ensures personality development of students and engagement in future work perspectives. 16 professors and lecturers are working in study programme development, number of full time students are 25, but it is necessary to mention, that we have more than 10 ERASMUS mobility programme foreign students, applying each year in this study programme. Higher education, based on competences and possibility of individual learning, small groups, individual approach and availability of professors and lecturers in learning process creates very good environment for development of study quality and reaching results in

international level.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	pielikums BA-ENG.docx	pielikums BA.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	5-2_Appendix_BAAbach_Compliance with state standard_ENG_cor.docx	5-2_pielikums_BAbak_Atbitstiba valsts standartam_labots_13_04_2020.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5-3_pielikums_Studiju kursu kartejums.xls	5-3_pielikums_Studiju kursu kartejums.xls
Curriculum of the study programme (for each type and form of the implementation of the study programme)	5-4_Appendix_BAAbach_Study prog study plan_ENG_cor.docx	5-4_pielikums_BAbak_Studiju programmas plans_labots_klat un neklat_14_04_2020.docx
Descriptions of the study courses/ modules	5-5_pielikums_ENG_studiju_kursu_apraksti.pdf	5-5_pielikums_LV_studiju_kursu_apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	BA-diploms,pielikums,ENG.pdf	BA-diploms,pielikumi,Latviesu.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	2-18_3_pielikums_Vienosanas ar BA.docx	2-18_3_pielikums_Vienosanas ar BA_Vadibzinatne.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	2-19_pielikums_apliec 1-607 .docx	2-19_pielikums_apliec par zaud kompensaciju_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	2-21_pielikums_apliecinajums 1-609.docx	2-21_pielikums_apliecinajums par angļu val apguvi_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	2-23_4_pielikums_Stud_liguma paraugs maksa arzemniekiem.docx	BA-studiju ligums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	2-24_1_pielikums_AIP atzinums p.docx	2-24_1_pielikums_AIP atzinums par akad prog_bak Vadibzinatne.pdf

Business Administration (47345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Una</i>
Surname of the study programme director	<i>Libkovska</i>
E-mail of the study programme director	<i>una.libkovska@venta.lv</i>
Title of the study programme director	<i>Dr. sc. admin.</i>
Phone of the study programme director	
Goal of the study programme	<i>The main aim of the professional Master's study programme "Business Management" is the preparation of students for professional practical activities in the field of business management.</i>
Tasks of the study programme	<i>The objectives of the programme are to promote professional development and growth of Master students, thus becoming highly qualified specialists, in accordance with the knowledge, skills and competences of the sixth level of the European Qualification Framework established in the Latvian Education Qualification. Provide and conduct in-depth studies in management theory, international business, economic, financial, human resources, project, innovation, modern communications and IT management, promote creativity, analytical and critical thinking, civic responsibility, general and digital skills development.</i>

Results of the study programme	<p><i>Achievement of the aim ensures the acquisition of pro-fessional Master's degree in Business Administration and professional qualification of Enterprise Manager. Expected study results:</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • <i>Notion of: trends in the development of economic systems in the world and the role of globalization in the development of economic processes.</i> • <i>Deeper understanding of: economic theory, mathematical methods of economics, international business environment, planning of sustainable development of a company's activities, corporate social responsibility, innovation management, social dialogue, logistics, professional terms in the official and in at least two foreign languages.</i> • <i>Practically apply: knowledge on strategic management, personnel management, managerial psychology, organizing production and services, financial and management accounting, financial management, management information systems, quality management systems, marketing, computer science, the laws and regulations on business, employment legal relations, environmental protection, labour protection, business communication, ethics. Mastery of at least two foreign languages at the level of interpersonal communication.</i> <p><i>Skills: Ability to understand the current regularities and principles of economic development, Understand the interconnections of the company's activities, Analyze the processes occurring in the economic environment and to make decisions in accordance with the changes in the situation, Analyze the activities of a company, Identify problems and to develop appropriate solutions, Analyze, systematize, synthesize and integrate the information necessary for company's activities, Apply mathematical methods of economics in the management process, Use modern technologies for obtaining, processing and systematizing information, Organize and manage personnel work, Be able to solve conflicts, Manage team/group work, Work in a team/group, Delegate and coordinate the performance of duties, Select, evaluate and motivate personnel, Implement advanced solutions and methods in the organization of work, production and management of the company, Formulate the goals of the company, Draw up a strategic development plan and conduct an assessment of its performance, Understand the principles of marketing and its role in the strategic development of a company, Understand the principles and techniques of organizing production and services, Understand the financial and technological performance of a company and make decisions to promote the optimization and improvement of profitability, Analyze, evaluate and plan a company's finances, Apply the latest forms of work organization and management information systems in ensuring the management process of a company, Understand the interests of owners and other stakeholders and integrate them into the strategic development plan for a company, Communicate and cooperate with staff, partners, owners, mass media, state and non-governmental institutions, Be able to navigate documents and enactments regulating enterprises, Independently acquire new knowledge, Effectively plan and organize work, Prepare and provide presentations, Comply with the laws and ethical norms, Be able to communicate in the official and at least two foreign languages at the level of interpersonal communication, Use professional terminology in the official language and at least two foreign languages, Observe the rules and regulations of labour protection, fire safety and environmental protection, Comply with the rules of employment legal relations.</i></p> <p><i>Competences: Ability to apply theoretical and practical knowledge and skills in the effective management of a company and its departments, Develop a company's operational strategy, mission and objectives in the interests of the state, owners and society, Plan and predict effective operation of a company in accordance with the established goals, economic environment and labour market situation, Ensure rational managing of an enterprise in accordance with the established goals, economic environment and labour market situation, Manage a collective of employees, Work individually and in a group, applying own knowledge and leadership skills, Assume responsibility for the results of own actions, Represent the company in dealings with other companies, organizations, institutions, including municipalities and state institutions, Cooperate with other companies, owners and other groups of stakeholders to achieve the company goals, Communicate in the official language and in at least two foreign languages, Conduct research that holds scientific value in the field of management, Use information technologies for carrying out own activities, Ensure compliance with the regulatory requirements of labour protection and fire safety in the company, Ensure compliance with the norms of employment legal relations in the company, Ensure compliance regulatory requirements of environmental protection in the company.</i></p>
Final examination upon the completion of the study programme	Master thesis defense

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	1) Academic Bachelor's degree in the study direction: o Economics, o Management, administration and real estate management. 2) Academic Bachelor's or professional Bachelor's degree, or fifth level professional qualification in another study direction and at least two years of managerial work experience.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Qualification of Manager of the Organization</i>

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

Full time studies - 1 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	40
Admission requirements (in English)	<i>Professional Bachelor's degree and/or fifth level professional qualification programme in the study direction: o Economics, o Management, administration and real estate management.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of the Organization</i>

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

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

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

Not applicable.

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

Professional Master's study programme "Business Administration" has been implemented since 2001. The dynamics in the number of students confirm that the number of students does not decrease, and since 2015 it has increased (see Table 6.1)

Table 6.1

Dynamics of the number of students in the study programme

Year	Programme 80 credits		Programme* 40 credits	Total:
	1st year	2nd year		
2013	26	20	-	46
2014	17	20	-	37
2015	24	14	-	38
2016	23	22	-	45
2017	33	25	-	58
2018	27	35	-	62
2019*	13	30	28	71

*1st study year

In the 2018/2019 academic year, 82% of students studied in state budget funded study places,

while 18% of students used funds from natural or legal persons. Compared to the previous academic year, the total number of students has increased by 14% (see Figure 6.1).



Figure 6.1. Breakdown of funding.

Changes in the study program had made in September 2019 (Study quality commission meeting of September 6, 2019, decision no. 2019./14. Year), when 2 study programs have been created. The implementation of which takes place with different program times and implementation:

- the volume of the program is 40 credits - for graduates with the main areas of a professional bachelor's degree;
- the volume of the program is 80 credits - for graduates with an academic bachelor's degree and / or other graduates of branches and fields of study.

2019 is the first year of program implementation, therefore it is not yet possible to perform a full-fledged analysis on the analysis and assessment of the impact factors of changes in the number of students.

Statistical data on students during the reference period are attached in the [Appendix](#).

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

Professional Master's study programme "Business Administration" and its goals are consistent with the mission and vision for the future defined in the Development Strategy 2016-2020 of Ventspils University of Applied Sciences. The mission of Ventspils University of Applied Sciences is to prepare highly qualified specialists, create excellent scientific results and promote their use in the economy. The strategy document envisions world-class research and academic excellence, specialists in the fields of IT, electronics, space technology, business, translation and linguistics sought after in the labour market. Ventspils University of Applied Sciences is established and developed as an excellent higher education institution, a European university.

The study programme “Business Administration” is a future-oriented and continues to be implemented in accordance with the interests of the Republic of Latvia. The title of the professional Master's study programme “Business Administration” corresponds to the level of education and content of the programme. This is evidenced by a clearly defined indication of the implementation of a professional study programme, the principles of implementation of which are determined by the Cabinet of Ministers Regulation No. 512 “Regulations on the state standard of second level professional higher education” of 2014. Since the changes in the professional standard for the 7th seventh level of the Latvian Qualifications Framework, the professional qualification “Manager of the Organization” has been awarded in the management of professional master's study programs.

In accordance with the changes made and with the requirements of the 7th LQF in the acquisition of professional knowledge, skills and competencies, as a result of the acquisition of the professional master's study program "Business Administration" a professional master's degree in business administration and an organization manager's qualification, which is regulated by the professional standard “Manager of the Organization” approved on September 18, 2019 (Protocol No. 6), which corresponds to the seventh level of the Latvian Qualifications Framework (7th LQF).

In order to improve the professional master's study program, taking into account the decision of the VeUAS FEM Council in March 2019 and the proposals made, amendments were made to the university's professional master's full-time study program during the implementation and scope of the program. Thus, according to the content of the study program and the level of education, the admission requirements were changed and determined. In accordance with the content of the study programme and the level of education, there are certain requirements for admission. Admission to a professional Master's study programme requires a person to possess a Bachelor's (or similar) degree. Persons — citizens of the Republic of Latvia and persons who have a non-citizen passport issued by the Republic of Latvia, as well as persons to whom permanent residence permits have been issued, and foreigners — are admitted for enrolment in the VeUAS professional Master's study programme. Admission requirements:

- Enrolled in studies for 1 year (40 Credits) in a professional Bachelor's degree and/or fifth level professional qualification programme in the study direction:
 - Economics,
 - Management, administration and real estate management.
- Enrolled in studies for 1 year (80 credits).
- Academic Bachelor's degree in the study direction:
 - Economics,
 - Management, administration and real estate management.
- Academic Bachelor's or professional Bachelor's degree in another study direction and 2 years of managerial work experience.

The candidate results comprise the weighted average mark obtained in Bachelor studies.

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

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

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

The content of the study programme is topical and corresponds to the trends of business management in Latvia and the world, as well as to the needs of the labour market. Topicality of the content of the study courses and compliance with global trends is ensured by the use of the latest educational literature, Internet resources and information technologies in the study process, experience gained during the internship and research work during the development of a Master Thesis. Lecturers and students gain international experience through mobility programmes. The conformity of the study programme to the needs of the labour market is evidenced by the fact that the graduates of the programme find jobs that suit the education they have obtained. This is evidenced by the successful operation of the program graduates in Ventspils city, other regions of Latvia and foreign companies and institutions. Examples include the successful work of graduates of SIA "Bucher Municipal", SIA "Malmar Sheet Metal", AS "Swedbank", AS "Ventspils nafta termināls", Ventspils city municipal institutions and companies, etc. Employers participate in the study process: guest lectures, training seminars, professional experience excursions to companies, implementation of practical classes in a practical environment, as well as conduct and management of internships and other activities related to professional development are organized. The content of the courses is regularly evaluated and updated, if necessary, in accordance with industry and labour market needs and scientific trends. For example, taking into account the new Enterprise manager standard, approved in September 2019, the study course descriptions have been updated and approved at the meeting of the Council of the Faculty of Economics and Management on January 7, 2020 (Protocol No. 1), and they are available in the Latvian University Information System (LAIS). The topicality and relevance of the content of the study programme to the industry needs is also ensured by monitoring relevant business management education in internationally accredited study programmes. Much attention is paid to research and integration of research methods and results into the study process.

In accordance with the accreditation experts recommendations - by the next academic year to eliminate the fragmentation of study courses in research, creative work, design work and management study courses and to create study courses in which the company's management issues are considered - clarifications and changes in study course content and to the extent of:

1) In the first study year in the study program in the part of research work, creative work, design work and management science courses the study courses with the amount of 1 CP were offered:

- International marketing – 1 credit;
- Creative entrepreneurship – 1 credit;
- Personnel management – 1 credit;
- Business English – 1 credit.

2) In order to ensure the acquisition of the study program in accordance with the new professional standard of the 7th LQF and to prevent the fragmentation of study courses, the content of study courses has been reviewed and study courses will be implemented in the next academic year:

- Creative entrepreneurship and marketing - 2 credits;

- Strategic human resource management - 2 credits;
- Business communication and language - 2 credits;
- Business ethics and culture - 2 credits.

Changes in study courses are included in the study plan. (available in annex). Descriptions of all study courses are attached.

Such a model of cooperation is also provided for in the “Guidelines for the Development of Education 2014–2020. and Latvia's sustainable development strategy - “Latvia 2030”. Much attention is paid to research and integration of research methods and results in the study process. The study program, while maintaining a relatively wide range of theoretical disciplines and information technology studies in accordance with the development trends of science, gives graduates the opportunity to continue their education, as well as doctoral education.

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

Based on the requirements of the professional standard “Manager of Organization”, the main study results of the study program for the acquisition of knowledge, skills and professional competencies were determined. In accordance with the professional standards, the head of the organization manages the organization, ensures the formulation and updating of missions, visions, values and goals, and innovative activities of the organization. Provides monitoring of global industry processes and organizational processes, coordinates inter-organizational, inter-sectoral cooperation. Plans, organizes and monitors the work and development of the organization, analyzes investments in the improvement of the physical environment and resources, coordinates the organization's personnel management strategy, policy and goals in accordance with the organization's goals, compares with industry and global processes. Business and development plans and budgets are developed in cooperation with functional managers. Acquires, analyzes and systematizes industry and related information for the development of strategic proposals aimed at more efficient and effective use of organizational resources. Represents and presents the organization. Able to independently formulate and critically analyze complex professional problems, argue and make decisions and decisions related to the management and development of the organization. Able to integrate knowledge from different fields, contribute to the creation of new knowledge, development of research or professional methods, implement innovative, evidence-based achievements in work, demonstrate understanding and ethical responsibility for the potential impact of professional activities on the environment and society. Can explain and discuss in a reasoned way complex or systemic aspects of a given industry or professional field.

Knowledge, professional skills and competencies acquired as a result of successful acquisition of the study program:

Knowledge - acquires knowledge and comprehensive understanding of the organization's strategic

management, management theories, processes and functions, the latest management methods; detailed knowledge and comprehensive understanding of team management, financial management, time management, human resource planning, recruitment, selection, evaluation, development, the role and functions of managers in the management of the organization, knows the latest international trends and challenges in organizational management.

Skills - is able to evaluate, substantiate and discuss topical issues of organization management, problem issues and the latest management principles of international organizations, ensures the supervision of global industry processes and organizational processes; independently applies management theories and conceptual approaches in the context of organizational analysis, is able to create an organizational management system, policy, strategy, plan time, motivate, plan and evaluate staff, manage it in a crisis situation; is able to cooperate, work in a team, plan and independently organize work, is able to discuss, present and substantiate his / her opinion, use professional terminology, observe professional ethics, work professionally in a multicultural society.

Competences - is able to identify and critically analyze complex and contradictory professional problems in the field of organization management; to study, evaluate, analyze and argue about management models and processes in the business environment; to select, process and present management strategy, financial information in the field of professional activity, to analyze and offer ideas in the development of draft laws, regulatory enactments and policy documents in the field of organization and human resource management; organizational and management competencies have been developed, including the competence to plan, manage, organize teamwork, and strengthen horizontal cooperation skills, take responsibility for performance.

By making changes in the content of the professional master's study program and based on the developed requirements of the professional standard "Manager of the organization", the achievable results of the study program for the acquired knowledge, skills and professional competencies were structured and determined.

In accordance with the requirements, the main learning outcomes of the study program have been determined in the acquisition of knowledge, skills and competencies (see Table 6.2).

Table 6.2

Main study results of the study programme

Study programme study results (SPSR)	Learning outcomes of the study program	Learning outcomes	Professional and general knowledge Skills and attitudes Competences (5th PKL un 7th LQF)
1	2	3	4

SPSR 1	Understanding and knowledge of business management in accordance with the theoretical principles of management science and research	1.1.	Understands the basic principles of business management in accordance with the theoretical principles of management science
		1.2.	Understands the development trends of economic processes in the world and the importance of globalization in the development of economic processes
		1.3.	Able to use theoretical and practical knowledge in the effective management of the organization and its effective management
		1.4.	Able to independently learn, analyze, select and process the obtained information in the field of business management
		1.5.	Able to integrate knowledge from different fields, to the create new knowledge, research or professional work method development
SPSR 2	Able to signify and ensure the development directions and goals of the organization	2.1.	Able to formulate a values-based mission and vision of the organization, to determine the values of the organization
		2.2.	Able to develop strategy and policies of organization in accordance with the analysis of the internal and external environment and to create innovative solutions
		2.3.	Able to create organization culture, operate effectively in an intercultural environment
		2.4.	Able to define the strategic and tactical goals of the organization, the basic directions of activity
SPSR 3	Able to ensure and implement the planning and management of the effective operation of the organization	3.1.	Able to plan, manage and coordinate the functioning of the organization, provide organizations unite action
		3.2.	Able to develop and manage human resources appropriate with personnel policy
		3.4.	Able to evaluate the economic performance indicators of organization, evaluate the organization's financial and economic performance indicators
		3.5.	Able to monitor and control business plans to achieve goals of organization
		3.6.	Able to make decisions to optimize operational and strategic activities, understand the consequences of management decisions
		3.7.	Able to manage crisis situations and changes in the organization
		3.8.	Able to manage human resources and themselves in achieving the goals of the organization, working effectively in a team

SPSR 4	Able to ensure and implement the rational operation of the organization	4.1.	Able to organize the rational and coordinated operation of structural units, cooperate with the heads and employees of structural units
		4.2.	Ability to manage and control the functional areas of the organization
		4.3.	Able to monitor and control the implementation of the organization's strategy and action plans
		4.4.	Able to evaluate the organization's activities and achieved results, ensure efficient use of resources
		4.5.	Able to ensure the implementation of organizational development plans
		4.6.	Able to manage the action risks of the organization
		4.7.	is able to discuss, present and substantiate their opinion, take responsibility for performance
SPSR 5	Able to implement the practical activities and general tasks of the organization	5.1.	Able to observe with laws and regulations and analyze action plans in accordance with changes in the work environment and regulations; to ensure the observance of labor legal relations
		5.2.	Able to use knowledge and methods to promote sustainable development, to comply with civil protection and environmental protection requirements
		5.3.	Able to implement social and civic skills for social dialogue in society, observing the principles of professional ethics in a multicultural society
		5.4.	Able to represent the organization in a professional environment, use professional terminology and concepts
		5.5.	Able to plan and organize their work, improve their knowledge of innovations in the field and professional activities, develop personal skills
		5.6.	Able to carry out research and concept development in the relevant field and professional field
		5.7.	Can argue, explain and discuss complex or systemic aspects of a given industry and professional field
		5.8.	Able to use information technology for work, incl. communication in the relevant field

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

principles are taken into account in the implementation of the study process.

The study program is implemented as a full-time study program. The implementation of the study courses of the study program takes place in full-time classes. Depending on the aim and result of the study course, the planned results and the form of examinations for students are defined at the beginning of the semester. All students of the study program independently organize their individual, independent work to achieve the goals of the study program. Thus, several study methods are used in the study process:

- lectures, seminars, practical works;
- group work, discussions, presentations, situation analysis, etc. - methods that promote analytical, critical, systemic and creative thinking, form communication skills;
- development of reports, projects, participation in international projects in which students gain practical experience;
- meetings with invited experts, industry professionals, within the study courses;
- independent and research work performed by students individually or in groups, etc.

The study process takes place and is based on problem-based learning in order to develop students' ability to apply theory, discussion, argumentation and presentation skills by analyzing research literature and practical problems in the field.

Each course come with a detailed course description, which defines the purpose of the course, provides the planned study course results, describes the type of independent organization of work for students and evaluation of the study results, lays out the content of the course and its calendar plan, as well as the reading materials. Lecturers choose teaching and assessment methods based on the objectives of the study programme and the course. Study result assessment is objective and documented. Assessment of students' work at seminars, projects, internships and their final theses is regulated by the relevant VeUAS documents.

The principles of student-centered education permeate and cover all courses of the study program. Within the study program, observing the principles of student-centered education, all study courses provide feedback, where as a result of various teaching methods used, lecturers have the opportunity to evaluate students' knowledge, while students have the opportunity to independently test their knowledge, for example, by completing tests. performing independent work. The achieved results are evaluated and jointly analyzed. The organization of study work provides an individual approach. Students are offered consultations, individual discussions both in person and remotely, using web conferencing tools. Using different teaching methods, students' different levels of preparation, interests, cultural differences, experience, etc. are taken into account. The principle of "learning by doing" is observed in the practical classes, distance learning methods are actively used, where opportunities are provided to learn independently, planning one's time. Mutual cooperation between the student and the lecturer is focused and ensures successful achievement of the study program results.

The lecturers and students of the program use the e-learning environment "*Moodle*" platform and the web conferencing *online program "BigBlueButton"*. Course materials are placed on *Moodle* platform so that, in addition to the lecture and class materials, the exchange of views and information between the lecturer and the students, as well as between the students themselves can take place in the forum's environment.

The basic principles and procedures for assessing students' knowledge are determined by the "Regulations on the state standard of second level professional higher education" and the assessment takes place in accordance with the laws and regulations in force at Ventspils University of Applied Sciences.

The assessment system at Ventspils University of Applied Sciences is regulated by the "Regulations on the study procedure at Ventspils University of Applied Sciences" and the regulation "Procedure for the organization of assessment and evaluation of students' knowledge at Ventspils University of Applied Sciences" (approved by the VeUAS Senate decree No. 03-7 with amendments approved by the VeUAS Senate decree No. 04-18, 15-94).

The assessments (examination or test) provided for in the study programme are performed by students in oral or written form. An oral assessment takes place using pre-written examination tickets drawn up from the programme course content. The forms of the written assessment may be different, for example, a written examination with pre-written questions or tasks, or a written test. The program implements an internship. At the end of the internship, the student prepares and presents a report, presents and defends his / her research during the internship.

The development and defense of the Master Thesis, which is an integral part of the state examination and which is assessed by the State Examination Commission of Ventspils University of Applied Sciences, the chairman and composition of which are approved for the relevant academic year in accordance with the regulations of the State Examination Commission (SEC) regulation (approved by the VeUAS Senate decree No. 10-81 of November 3, 2010). The Commission shall act in accordance with this Regulation.

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

During their studies, it is necessary for master's degree students to undergo a internship, develop and defend the internship report. The internship of master's degree students is related to the study programme, and the main purpose of the internship is to apply theoretical knowledge and practical skills acquired during the study process to solve specific problems of a company. By coordinating the internship tasks with companies and establishing cooperation with entrepreneurs, Ventspils University of Applied Sciences ensures that work duties performed by master's degree students are consistent with the study programme and promote the development of students' professional skills and competences. The internship manager appointed by Ventspils University College follows the trainee's progress and consults the trainee in the internship company, following the fulfillment of the set tasks. The experience gained during the internship and the performance of the performed tasks are analyzed and evaluated in the defense of the internship. Experience shows that companies are happy to take on master's degree students of Ventspils University of Applied Sciences as interns. Master's degree students are satisfied with the internships and indicate that there is no shortage of internship placements at the moment. Internship report is a report that must be performed by the master's degree students independently. The internship report must be prepared in accordance with the requirements set out by VeUAS. The internship regulations are

available at the faculty, on the e-learning Moodle platform or can be obtained from the study programme director. Analysis of concluded internship agreements shows that students more often favour companies related to their professional activities and ones that use and implement modern innovative solutions and technologies, provide an appropriate working environment, and are closer to their place of residence. Conclusions expressed in internship reports and analysis of economic activity of companies indicate students' understanding of business development trends and ability to apply acquired theoretical knowledge in practice. In order to promote the successful acquisition of practical skills and abilities of students and to realize the goals of the study program, Ventspils University College closely cooperates with employers. For these purposes, several cooperation agreements have been concluded on the provision of student internships. Examples include successful cooperation in students' practical training with international companies SIA "Bucher Municipal", SIA "Malmar Sheet Metal", SIA "Diana Svecas", SIA "Bio Venta", AS "Ventspils nafta termināls", SIA "StenaLi-ne", SIA "Ventspils Olympic Center" Ventspils "" and others.

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

Master's degree students choose their theses topics individually, upon consultation with their scientific advisors. Generally, these topics are related to the sphere of professional activity of the master's degree students. For example, master's degree students working in the banking sector choose topics related to banks and finance, those working in trade — customer satisfaction, analysis of commodity consumption. Those working in the transport sector choose to write about logistics, students from communication and marketing companies choose marketing-related topics. The range of topics also includes project management, human resources management, activities and development of business incubators and financial support funds, etc. In recent years, less popular business topics are also being explored, i.e. related to the development of social entrepreneurship, where entrepreneurs have defined their business as a social beneficiary but carry out economic activities. Topics and research performed by master's degree students are related to current trends in business development and demonstrate a modern understanding of the direction of the development of economic processes and business. Breakdown of the grades allotted to theses in the study programme is summarised in Table 6.3.

Table 6.3

Evaluation of Master theses in the study programme "Business Management", over years

Grade	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
4 (almost satisfactory)	0	0%	0	0%	0	0%	0	0%
5 (satisfactory)	0	0%	0	0%	1	7%	0	0%

Grade	2015/2016		2016/2017		2017/2018		2018/2019	
	Number	%	Number	%	Number	%	Number	%
4 (almost good)	0	0%	1	6%	0	0%	1	4%
7 (good)	3	27%	2	12%	2	13%	5	21%
8 (very good)	3	27%	11	65%	5	33%	9	38%
9 (excellent)	4	36%	2	12%	7	47%	8	33%
10 (with distinction)	1	9%	1	6%	0	0%	1	4%

The grades of Master's theses range from 5 to 10 across years. The average grades of Master's theses, over years, is high:

- Academic year 2015/2016 -27,
- Academic year 2016/2017 -00,
- Academic year 2017/2018 -13,
- Academic year 2018/2019 -125,

High theses evaluation indicates and makes it possible to conclude that the students have achieved the study goals set in the programme, have acquired good research skills, theoretical knowledge, skills and competences.

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

At the end of each semester, students in the are required to complete an electronic anonymous questionnaire in the LUIS system on the study courses completed during the respective semester, so as to assess the study course and the performance of the lecturer as a whole. The survey of students is carried out with the aim of clarifying the opinion of students about the management and quality of the study process. Students must answer 17 questions on each course (referred to in the relevant sections of Part IV).

Students have noted that in the academic year of 2018/2019 they established good and positive cooperation with the lecturers and that with some lecturers the cooperation had been particularly successful. Students also noted the success they had with selecting the length of the internships and their quality.

Each academic year, data is collected on the opinions of professional master's study programme graduates on the study content, plan, lecturer performance, methods used, etc.

At the end of the academic year of 2018/2019, 16 out of 24 graduates of the professional master's study programme "Business Administration" participated in the survey. The answers to questions

are summarised in Table 6.4.

Table 6.4

**Compilation of the data from the survey of the professional Master's study programme
“Business Administration” graduates**

Question	Average grade 2018/2019 (responded 16 of 24)	Average grade 2017/2018 (responded 15 of 16)	Average grade 2016/2017 (responded 3 of 17)	Average grade 2015/2016 (responded 10 of 12)
Lecture hall evaluation	3.93	4.93	4.5	5.2
Laboratory evaluation	3.94	5.43	4	6
Computer class evaluation	3.94	5.47	4.67	5.11
Evaluation of availability of literature (library resources, databases)	5	6.13	5	4.8
Evaluation of lecture planning	5	5.47	5	5
Evaluation of arrangement and suitability of lectures and seminars (practical tasks)	5	5.93	4	5
Evaluation of the performance by the faculty dean's office	5.06	5.67	6	4.75
Evaluation of methods used in instruction	4.63	5.4	4.67	4.56
Evaluation of the study content	4.5	5	4.33	4.78
Evaluation of knowledge gained	5.28	5.36	4	5.22
Evaluation of professional competences gained	5.02	5.29	3.67	4.78

Question	Average grade 2018/2019 (responded 16 of 24)	Average grade 2017/2018 (responded 15 of 16)	Average grade 2016/2017 (responded 3 of 17)	Average grade 2015/2016 (responded 10 of 12)
Evaluation of communication and organizational skills gained	5.28	5.57	5	4.78
I am satisfied with the study programme as a whole	3.5	5.36	4.67	4.5
Are you thinking of continuing studies this year?	2.5	3	1 pers. — undecided; 2 — not planning on continuing studies	5 people — undecided; 3 — planning on continuing studies at VUAS; 2 — not planning on continuing studies
Are you currently employed?	Yes - 15 No - 1	Yes - 10 No - 2		
Do you work in a study-related industry?	Yes - 12 No - 3	Yes - 10 No - 2		

Studies in the professional Master's study programme are organized in close cooperation with entrepreneurs. Graduates of the Master's study programme successfully enter the labor market. This is also confirmed by the data of the employer survey. According to the data of the employer survey, the professional Master's study programme "Business Management" prepares high-level graduates for the labor market. Graduates possess not only good theoretical knowledge, but also the necessary practical skills and professional competences.

As a successful example of the analysis of the conducted surveys and cooperation with employers, it can be mentioned that in 2019 the master's study program was improved and a different program implementation model with the amount of 40 credits was offered. Employers, graduates of the program, university teaching staff, industry experts participated in the development of the program content, who provided recommendations for improving the quality of the program content.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the

students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Students of the professional Master's study programme "Business Administration" have the opportunity to participate in the ERASMUS + mobility programme. Every year Ventspils University of Applied Sciences announces an application process for mobility programmes. During the reference period, the ERASMUS+ mobility programme was used three times by the students of the professional Master's study programme, including participation in the ERASMUS+ professional internship mobility programme:

- 2016 — the 1st year student, The WEST University of Timisiora, Romania;
- 2017 — the 1st year student, University of Tartu, Estonia;
- 2018 — the 2nd year student, ERASMUS+ internship at "Buildit Creative" OU, Estonia.

Recognition of the students' study results in the study programme is carried out in accordance with existing regulations of Ventspils University of Applied Sciences and other regulatory enactments, which require full completion of study courses and fulfillment of contractual obligations. The study courses acquired by the students of the professional master's study program ERASMUS + mobility program in foreign universities have been acquired in accordance with the requirements of the program and are fully recognized. All students who took part in the ERASMUS+ mobility programme have successfully completed their studies and defended their internship reports.

Analysis of the composition of student body shows that students in the Master's programme are people with work experience, full-time job, families, school-age children. These are the conditions which often hinder, or limit, Master student engagement and participation in mobility programmes.

The professional master's study program "Business Administration" is implemented in the Latvian language, which can be an obstacle to the active attraction and inclusion of foreign students. Ventspils University College implements several master's study programs in English, where foreign students are successfully included, for example, the master's study program "International Business and Export Management".

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

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

The assessment of the conformity of resources and support with the conditions for the implementation of the study programme and the achievement of study results is laid out in the

criteria 3.1-3.3 under Chapter 3 of Part II; sections 3.1-3.3 of Part II.

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

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

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

Professional Master's study programme "Business Management" has been implemented in Ventspils University of Applied Sciences since 2001. On the basis of the goals set by Ventspils University of Applied Sciences and the direction towards excellence in the quality of studies, and recommendations of entrepreneurs, changes were prepared in 2019 for implementation in the professional Master's study programme "Business Management", including towards the load and duration of studies (Study Quality Commission's Decree No. 2019/14-I, 6 September, 2019). Changes in the study programme have been made in order to improve the preparation of highly qualified, innovation-driven and competitive specialists in the field of business management.

Changes were made to the professional Master's study programme regarding the load, content and duration of the studies, thus significantly changing the content of the courses, which in turn affected the body of lecturers by approximately 29%. The main criterion in the selection of lecturers is their qualification, work experience, desire to participate in the implementation of innovative projects. Highly qualified academic personnel participate in the implementation of the study programme.

Discussions are held, within the framework of the study programme, with active participation by entrepreneurs, young scientists and industry experts, providing insights on current trends in the development of economic sectors, innovative solutions in the economic activity of companies, sustainability of society, etc.

The changes made in the study programme ensure the acquisition of the necessary research skills, theoretical and practical knowledge, skills and competences that guarantee the achievement of the desirable study results.

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

how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

The implementation of the professional Master's study programme "Business Management" is carried out by highly qualified academic personnel, which provides students with the necessary research abilities, theoretical and practical knowledge, skills and competences. The lecturers involved in the study process carry out scientific research, practical business, management of international projects, constantly replenish and improve their professional knowledge, also through the ERASMUS + programme, etc. The lecturers involved in the study programme have authored textbooks and scientific monographs.

The determining criteria for the selection of lecturers are: education and professional qualifications, academic and scientific degrees, work experience, analysis of results of research work, skill and methodological development. Eligibility criteria for lecturers and their qualifications in regards to the academic position were approved in 2008 by the VeUAS Senate decree No. 08-88. These criteria are crucial in the selection for and involvement of lecturers in the implementation of the professional Master's study programme "Business Management".

Language skills of lecturers of the professional Master's study programme "Business Management" comply with the Cabinet of Ministers Regulation No. 733 "Regulation on the state language proficiency and the procedure for assessing the proficiency in the state language for the performance of professional and official duties" of 2009. Information on lecturers' foreign language proficiency is summarised in the each lecturer's CV or resume, attached in the Appendix.

17 lecturers are involved in the implementation of the professional Master's study programme "Business Management" (excluding those involved with professional internships, Master theses development), incl.:

- Elected academic personnel of Ventspils University of Applied Sciences — 59% (10);
- Guest lecturers — 41% (7);
- Academic personnel with a doctoral degree — 65% (11);
- Academic personnel with a Master's degree — 35% (6).

Lecturers have proven that they are highly professional through involvement in research work and the right to carry out work as experts. Latvian Council of Science (LZP) has granted rights of an expert to six (35%) lecturers of the study programme:

- Professor Andrejs Jaunzems — branch of science: economics and entrepreneurship;
- Professor Inese Lūsēna-Ezera — branch of science: economics and entrepreneurship;
- Professor Dzintra Atstāja — branch of science: economics and entrepreneurship;
- Associate Professor Ilze Balode — branch of science: economics;
- Associate Professor Una Libkovska — branch of science: management sciences;
- Associate Professor Kārlis Krēsliņš — branch of science: economics and entrepreneurship.

Cooperation with entrepreneurs plays an important role in the successful achievement of the study results of the programme. The implementation of the study programme is performed by lecturers who successfully operate businesses, perform management duties in state and local government institutions, thus confirming excellent professional knowledge and management skills. These lecturers include:

- Salvis Roga — Head of the privately held Kurzeme Business Incubator;
- Jānis Vucāns — Member of the Saeima of the Republic of Latvia, Chairman of the Budget and

Finance (Taxation) Committee of the Saeima;

- Justīne Jaunzeme — member of the board at SIA “JSJ mežs”;
-

The scientific research carried out by the lecturers of the study programme is related to their course contents. Information on each lecturer’s qualification and study courses being taught in the study programme are given in Table 6.5.

Table 6.5

Professional Master's study programme “Business Management” Lecturer’s qualification and study courses

Name	Surname	Academic position	Scientific degree, qualification	Study courses taught
Dzintra	Atstāja	Professor	Doctoral degree in Economics (Dr. oec.) (RTU). Master's degree in School Management (RPIVA). Professional Master Degree in Management of International Economic Relations (RTU)	Labour law and work protection
Ilze	Balode	Associate Professor	Doctoral degree in Economics (Dr. oec.) (UL), Master's degree in Mathematics (UL) Professional Master's Degree in Business Management (VeUAS). Professional Bachelor's Degree in Education, Teacher of Informatics and Programming (UL). Mathematics lecturer (LU).	Quantitative Research Methods
Sergejs	Hiļkevičs	Professor	Doctoral science degree in physics (Dr. phys.) (UL). Candidate of sciences in physics and mathematics (MVU) Physicist, quantum statistician (MVU).	Crisis Management
Justīne Sofija	Jaunzeme	Lecturer	Master's degree in International Business (Norwegian School of Economics). Bachelor's degree in Economics (UL).	International Financial Reporting Standards
Andrejs	Jaunzems	Professor	Science Doctoral degree in mathematics (Dr. math.) . Candidate of sciences in physics and mathematics (UL). Mathematician-computator (LU).	Decision making in entrepreneurship
Kārlis	Krēsliņš	Associate Professor	PhD (Loughborough University, United Kingdom). Master's degree in Information Studies (Loughborough University). Bachelor's degree in Library Science and Bibliography (UL).	Innovation and Technology Management

Name	Surname	Academic position	Scientific degree, qualification	Study courses taught
Una	Libkovska	Associate Professor	Doctoral degree in Management Science (Dr.sc.admin.) (UL). Master's degree in Education Management (UL). Economist (UL).	Human resource management International marketing Business ethics
Diāna	Līduma	Lecturer	Master's degree in Business Management (RTU), Bachelor's degree in Economics (RTU).	Practical business management
Inese	Lūsēna-Ezera	Professor	Doctoral degree in Management Science (Dr.sc.admin.) (UL). Master's degree in Education Sciences (UL).	Organization of Research
Liene	Resele	Docent	Doctoral scientific degree in Management Science, subfield of Business Administration (Dr.sc.admin.) (VeUAS). Professional Master's degree in Business Management, qualification of Enterprise Manager (VeUAS). Bachelor of Social Science in Business Administration (VeUAS).	Strategic Management
Salvis	Roga	Lecturer	Professional Master's degree in Business Management (VeUAS). Bachelor of Business Administration in Social Sciences (VeUAS).	Creative Entrepreneurship
Aija	Sīle	Lecturer	Master of Social Sciences in Sociology (LLU), Master's degree in Philology (UL)	Business communication
Dmitrijs	Smirnovs	Lecturer	Master of Social Sciences in Economics (UL). Bachelor of Social Sciences in Business Administration (UL).	Business valuation
Dace	Štefenberga	Lecturer	Professional Master's degree in Business Management, qualification of Enterprise Manager (VeUAS). Bachelor of Social Science in Management Science (RTU).	Project management
Ieva	Vizule	Lecturer	Master's degree in Education Management (University of West England, United Kingdom). English teacher and education work advisor (UL).	Business English

Name	Surname	Academic position	Scientific degree, qualification	Study courses taught
Jānis	Vucāns	Professor	Science Doctoral degree in mathematics (Dr. math.) . Doctoral degree in mathematics (Dr. math.) (UL). Higher education qualification in applied mathematics and qualification of mathematician (UL).	Financial and Investment Management
Ilga	Zīlniece	Lecturer	Doctoral degree in Chemistry (Dr.chem.) (RTU). Master's degree in Environmental Science (UL). Chemist, lecturer (UL).	Sustainable society and environmental management

Highly qualified lecturers involved in the implementation of the study programme ensure the completion of the objectives and achievement of the desirable study results, i.e. ensures acquisition of qualitative research abilities, theoretical knowledge, skills and competences.

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

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

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

The lecturers of the professional Master's study programme "Business Administration" are involved in scientific research activities. The conclusions and results of the research are presented at international scientific conferences and forums, as well as published in scientific publications.

The high professional qualification of the study programme's lecturers gives the opportunity for them to work in international and national research programmes and projects of practical orientation, including: EU Structural Fund projects, cross-border cooperation programmes, etc. Some examples:

- Research projects — Docent Liene Resele was active in the VIAA project “Establishment of a Research Centre of National Importance for Information, Communication and Signal Processing Technologies”.
- Projects of higher education programmes — Associate Professor Ilze Balode and Professor Andrejs Jaunzems are working on the implementation of NORDPLUS Higher Education Project “Raising awareness about the role of math skills in building specialists' competence for the sustainable development of development of society”.
- National Research Programme — Associate Professor Una Libkovska, Associate Professor Kārlis Krēsliņš and lecturer Dace Štefenberga work in the State Research Programme EKOSOC-LV. 2.1. “Transformation of Economy, Smart Growth, Governance and the Legal Framework for Sustainable Development of the State and Society - A New Approach to Creating a Sustainable Knowledge Society”.
- Projects and programmes of financial support instruments — Lecturer Salvis Roga works in the project “Implementation of Cluster Programme, Promoting Improvement of Business Efficiency and International Cooperation” within the framework of Nordic Mobility Programme projects, promoting cooperation between Latvian and Norwegian companies/organisations in areas related to environmental technologies.
- European Union Structural Fund projects — Associate Professor Una Libkovska works in the ERDF project “Construction of the Science Centre at Rupniecības Street 2 in Ventspils”, support objective “Preserve, protect and develop significant culture and natural heritage and promote the related services” No. 5.5.1 in the project applications selection round “Investments for the development of cultural and natural heritage in the municipalities of development centers of national importance”.
- Cross-border cooperation programmes — Associate Professor Una Libkovska works in the Latvian-Lithuanian cross-border programme project “Innovative solutions in the development of tourism offer in the cities of Ventspils and Klaipėda”.
- and other projects.

By participating in scientific research and various international cooperation projects, lecturers increase their qualification and use the latest acquired skills in the study process in their taught study courses. An example is the study course “Project Management” taught by lecturer D. Štefenberga, where the lecturer's long-term experience in project administration, planning and implementation is used. The experience of Associate Professor K. Krēsliņš in research projects is successfully integrated in the study course “Innovation and Technology Management”. Long-term experience of associate professor Una Libkovska in business and operation of municipal structural units, successfully practiced in the study course “Strategic human resource management”, professional practice and master's thesis management ect. Lecturer Dr. chem. Ilga Zīlniece, teaches the study course “Sustainable society and environmental management”, is a long-term head of Ventspils City Environmental Department, which provides environmental management in the region. She has developed and implemented several well-known environmentally friendly programs, such as Blue Flag Environmental Program, Green Key, ECO School Management . Thus, the practical experience of the faculty lecturers in business and management is successfully realized in the study process.

Participation of lecturers of the study programme in National Research Programmes and practical studies is summarized in the CVs, which are attached in the Appendix.

The study programme lecturers not only complement and improve their professional knowledge and skills, but also develop their personality by engaging in artistic self-activity and creativity, which, in turn, contributes to the development of new skills, abilities and qualities and personal growth.

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

The study programme employs highly qualified and competent lecturers, who provide Master's degree students with the necessary research abilities, theoretical knowledge, skills and competences. In parallel with the study process, the lecturers carry out scientific research activities, in which students are also involved. Students have the opportunity to present their research papers at the annual VeUAS scientific conferences and other higher education institutions. Lecturers also vigorously involve students in practical projects. Knowledge and understanding of the basic principles and methodology of research work, preparation and publication of research, as well as development and management of research projects are study results of the following study courses: "Organization of Research", "Quantitative Research Methods", "Project Management", "Innovation and Technology Management".

Professional internships organised within the framework of the study programme constitute an example of successful cooperation. Students' internships are supervised by the academic personnel of Ventspils University of Applied Sciences and adequately qualified specialists at the organization hosting the internship. Cooperation and exchange of information takes place between the organization hosting the internship, the university and the student during the internship period. Representatives of companies also participate in the defense of the internship reports, thus promoting closer cooperation and understanding of what should be improved in the implementation of the study programme as well as in the acquisition of theoretical knowledge, skills and competences in accordance with the requirements of the modern labour market.

Thus, according to the recommendations of entrepreneurs and based on the Ventspils University of Applied Sciences goals and the direction towards excellence in the quality of studies, significant changes were made in 2019 regarding the content of the study programme, the load of studies and the time of implementation. Significant changes in the professional Master's study programme "Business Management" were made to create and offer a study programme more attractive for students with professional Bachelor's degrees, allowing the duration of studies to differ from that of students with academic Bachelor's degree, while following the requirements set out in the Regulation No. 512 of the Cabinet of Ministers. Changes in the study programme are reviewed in the Council of the Faculty of Economics and Management and the Council of Study Programmes.

In the academic year of 2018/2019, 71 students studied in the professional Master's study programme. The study process was implemented by 17 lecturers. Ratio of students to lecturers: $71/17 = 4.2$. Students are provided with quality studies and a possible individual approach during the study process.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	6-1_pielikums_UVmag_Studejoso s.docx	6-1_pielikums_UVmag_Studejoso statistikas dati.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	6-2_Appendix_State standard_ENG_MUV_15apr2020.pdf	6-2_pielikums_Atbalstiba valsts standartam_MUV_14apr2020_kor.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	6-3_Appendix_Prof standard_ENG_MUV_15apr2020_cor.pdf	6-3_pielikums_Atbalstiba profesiju standartam_MUV_15apr2020_kor.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	6-4_Appendix_Study course map_ENG_MUV_15apr2020_cor.pdf	6-4_pielikums_kartejums_MUV_15apr2020_kor.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	6-5_Appendix_Study plan_ENG_MUV_15apr2020_cor.pdf	6-5_pielikums_Studiju plāns_MUV_LV_15apr2020_kor.pdf
Descriptions of the study courses/ modules	6-6_Appendix_study course descriptions_ENG_MUV_15apr2020_cor.pdf	6-6_pielikums_studiju kursu apraksti_LV_MUV_15apr2020_kor.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	UV-diploms,pielikums,ENG.pdf	UV-diploms,pielikums,LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	VeA un LiepU_Sadarbibas ligums_par bak un mag prog istenosanu_14jan2020(en).docx	2-18_2_pielikums_Sadarbibas_ligums_ar_Liep_U.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	2-19_pielikums_apliec 1-607 (istais).docx	2-19_pielikums_apliec par zaud kompensaciju_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	UV studiju ligums.pdf	UV studiju ligums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Management (51345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Liene</i>
Surname of the study programme director	<i>Resele</i>
E-mail of the study programme director	<i>liene.resele@venta.lv</i>
Title of the study programme director	<i>Dr. sc. administr.</i>
Phone of the study programme director	
Goal of the study programme	<i>Prepare a generation of young scientists for international level scientific research and academic work, as well as for scientific and organisational work in public and private institutions.</i>
Tasks of the study programme	<i>1. Training the most highly qualified researchers in the Business Administration subfield of the Management Sciences field;</i> <i>2. Preparation of thesis, monographs, textbooks and materials, as well as scientific publications, which are relevant to the theory and practice, including:</i> <ul style="list-style-type: none"> <i>• development of a doctoral research programme and its implementation;</i> <i>• discussion of the results of research carried out by doctoral students (including approbation of results: publications and speeches at conferences and seminars);</i> <i>• development and defense of doctoral thesis.</i> <i>3. Promotion of scientific research results in international conferences and seminars, as well as in popular scientific publications.</i>

Results of the study programme	<p><i>The study results of the doctoral study programme "Business Management" are oriented towards the preparation of doctors of science and meet the current requirements for the development of society and economy in Latvia:</i></p> <ol style="list-style-type: none"> <i>1. It is necessary to prepare appropriate researchers in the field of management sciences in economics, who already have developed their research capacity, during doctoral studies, based directly on the business-related regularities, needs and current problems in Latvia and abroad;</i> <i>2. Training of specialist researchers at the doctoral level is closely related to the higher education institutions and the business sector setting a common goal of promoting economic growth in the country, by being able to analyze, define and build general business processes, agree on common direction and results;</i> <i>3. Doctoral study programme allows to gather academic personnel, highly qualified in business administration, in one place, as well as to attract high-level Latvian and foreign business theorists and practitioners to educate these doctoral students;</i> <i>4. Potential doctoral degree holders are provided with a new socio-economic status, as well as an opportunity to meet the individual's lifelong learning needs in response to the demands of society for specialists who are able to make a creative contribution to the functioning of an innovative economic environment;</i> <i>5. In the doctoral study programme, each student as an individual can display his creative and innovative potential, which will be a crucial added value of the student as a future researcher and/or business and financial professional.</i>
Final examination upon the completion of the study programme	<i>Doctoral thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree in Economics or Business Administration. The doctoral programme may also accommodate holders of Master's degrees of other fields, if they possess work experience in business management, public management or educational work management and the necessary knowledge in management sciences.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science in Economics and Entrepreneurship</i>

Qualification to be obtained (in english)	
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Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

Part time studies - 3 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

Part time extramural studies - 3 years - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

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

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

On February 14, 2020, a license was issued for the right to implement joint the doctoral study programme “Economics and Business Studies”, which is planned to be provided in cooperation with Rezekne Academy of Technologies (RTA) and Vidzeme University of Applied Sciences (ViUAS). There are no plans to enroll new students in the doctoral programme “Business Management”.

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

Studies in the doctoral program are full-time studies and are implemented in Latvian. An average of 2-3 doctoral students are enrolled every year. Among the admitted doctoral students there are a lot of those who have previously completed some courses in doctoral programmes of other higher education institutions.

The dropout rate at the doctoral study programme is small All doctoral students tend to use the entire three year period for studying and, if necessary, also use the gap year (maximum two years). The completion of the theoretical part does not cause such difficulties as the execution of the research — preparation and publication of scientific articles, approbation of research results at international scientific conferences and, in particular, writing and defending the thesis.

Doctoral studies are hampered by the inability to combine them with full-time work, and often family life. If a doctoral student works in a higher education institution and/or the student's work is related to research, then the chance to complete doctoral studies is higher.

Doctoral students who have completed the three-year (six semesters) period of study are de-enrolled as having completed the theoretical part of the studies, if the required number of credits is obtained, or as the theoretical part has not been completed.

In doctoral programmes, accounting for graduates is made difficult by the fact that theoretical studies at the higher education institution are separated from the thesis defense in the Promotion Council, which may not be the promotion council of the relevant university. Defending the thesis in front of the Promotion Council of another higher education institution, the graduate is listed in the indices of this higher education institution.

During the reference period, the following graduates have obtained a doctoral degree:

- L. Resele, topic of the doctoral thesis “Improving National Innovation System for

Development of Innovative Enterprises in Latvia”;

- K. Steinbergs, the topic of the doctoral thesis “Cluster strategic direction and initiative model to facilitate the development of the audiovisual sector in Latvia”;
- S. Kubliņa.

Graduates of the VeUAS doctoral programme, whose thesis has been developed and is being improved for defense in front of the Promotion Council:

- D. Štefenberga: “Possibilities of innovative entrepreneurship for regional economic development”;
- M. Lauva: “Private investment management in sports”;
- N. Jarohnoviča: “Opportunities and Areas for Improving the Capabilities of Latvian Companies to Incorporate the Latest Technologies”.

Statistical data on students are attached in [the Appendix](#).

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

The name of the doctoral study programme, the degree to be obtained, the aims, objectives and study results as well as the admission requirements are closely related. A doctoral degree in economics and entrepreneurship is awarded upon graduating from the doctoral programme “Business Management”. The objectives, tasks and study results of the programme are relevant in the preparation of highly qualified researchers and managers with research competencies. A Master's degree in Economics or Business Management is a qualifying criterion for enrollment in the study programme. The doctoral study programme may also accommodate holders of Master's degrees of other fields, if they possess work experience in business management, public management or educational work management.

For example, D. Stefenberga, in her doctoral thesis “Possibilities of innovative entrepreneurship for regional economic development”, explores, seeks and offers a solution to the topical issue of Latvia and Europe on how to promote innovative entrepreneurship in the region by analyzing a set of factors affecting innovation – first, second, fourth and fifth results of the doctoral programme are achieved. Achievement of the results allows to achieve the aim of the programme – D. Stefenberga works at VeUAS – performs study, research and administrative work (is the director of the study programme and head of the research and development department).

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

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

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

Before the the semester starts, he lecturer of the course reviews the content of the course and, if necessary, updates the curriculum in accordance with industry, labor market and scientific development trends.

In the doctoral study programme, the degree is awarded based on the merits and insights in the relevant field of science. It is provided for in Article 11 of the Law on Scientific Activity, which states that the thesis must constitute original scientific research. Also the Cabinet of Ministers Regulation "Procedure and criteria for awarding a doctoral degree (promotion)" No. 1001 mentions that the degree is awarded for an independently developed and publicly defended thesis under the guidance of an experienced scientist and containing the results of original scientific research that provides new knowledge in the relevant field or subfield of sciences.

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

The contents of a study course reflect the objectives and the results to be achieved. The aim of a study course and the results to be achieved reflect the aim of the study programme and the relevant results to be achieved. The link is shown in the study course map of the study programme, which is attached to the Appendix. Each study course provides progress towards achieving several results set for the study programme. Several study courses correspond to each result to be achieved in the programme.

The beginning of the studies (approximately three semesters) is devoted to theoretical studies, while the end of the studies – to conduct research and for approbation of the results, development of thesis and scientific publications, participation in international scientific conferences.

Study courses are planned in a certain order to ensure successive acquisition of knowledge and its practical application in the development of the doctoral thesis. The first and second semester of studies include six mandatory study courses, four of which are focused on the development and improvement of research-related knowledge and skills.

The research in the doctoral study programme has to be conducted in the fields of economics and/or business. The topics of the theses are listed in section 2.4 of this report. Link with other levels of education is established, by doctoral students and other applicants towards a scientific degree conducting lectures for undergraduate and graduate level students, supervising course papers, Bachelor and Master theses.

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

Full-time doctoral studies last 3 years (maximum term – 5 years). Language of instruction in the study programme is Latvian.

The supervision of the management of the doctoral study program “Business Management” is provided by the Vice Rector for Study of VeUAS. The implementation and quality monitoring of the doctoral study programme “Business Management” is carried out by the Faculty of Economics and Management of the VeUAS in cooperation with the Centre for Entrepreneurship, Innovation and Regional Development (hereinafter referred to as CEIRD), the director of the doctoral programme and the VeUAS Study Department.

In January 2017, a cooperation agreement was signed between RISEBA, Banku Augstskola (BA) and VeUAS, according to which VeUAS doctoral students are entitled, for a fee, to undertake courses of RISEBA and BA joint doctoral programme “Business Management”. VeUAS doctoral students and lecturers have access to RISEBA and BA library resources, VeUAS doctoral students and lecturers can attend seminars organized for RISEBA and BA doctoral students.

In order to coordinate the implementation of the doctoral study programme, VeUAS establishes a doctoral study programme council (hereinafter referred to as the Programme Council), the members of which are appointed by the VeUAS Rector. During studies, a doctoral student completes theoretical courses, conducts research related to the topic of the thesis, presents the results of the research at scientific conferences, publishes the results in internationally recognized and quoted scientific publications. At the end of the studies, the student develops the thesis and its summary and submits them for defense.

The results of the doctoral student's work are evaluated every half a year by the Programme Council in accordance with the procedure set by the director of the doctoral programme. The doctoral student shall submit a report on the doctoral study plan progress, which has been accepted by the scientific supervisor of the thesis. The decision to allow a student to continue doctoral studies is made at the end of the academic year at the meeting of the Programme Council, who assess the yearly report submitted by the doctoral student and the work plan for the next academic year.

Only the thesis accepted by the Programme Council and the Scientific Council of VeUAS can be defended in front of the Promotion Council. Doctoral degree is granted by the Promotion Council, to which the right to award a doctoral degree (promotion) is delegated in accordance with Cabinet of Ministers Regulation “Regulations on the delegation of the right to award a doctoral degree (promotion) to higher education institutions” No. 1000 of December 27, 2005. Ventspils University of Applied Sciences concludes an agreement on the promotion process with the specific Promotion Council.

Individual approach to each doctoral student is ensured during the implementation of the doctoral study programme. The study process takes place on the basis of case analyses and other materials to develop students' theory application skills, discussion and reasoning skills, as well as skills for presenting theoretical insights, analyzing scientific literature and practical problems of an industry.

A doctoral student is evaluated on the basis of the above skill assessments. During every study course, lecturer provides individual consultations, discussing and assessing the achievements of a particular doctoral student.

The principles of student-centered education are taken into account in the implementation of the study process.

Doctoral students receive support and feedback from their scientific supervisor and other lecturers involved in the implementation of the programme. The criteria for evaluating the results of studies are known to the students. The evaluation provides doctoral students with the opportunity to show whether and at what level they have achieved the expected results of their studies.

In order to promote the development of research skills of doctoral students, the study courses provide an opportunity for in-depth analysis and study of problems of interest to doctoral students in their field — issues related to their thesis.

Lecturers use combined teaching methods in the study process, where constant engagement by doctoral students and mutual communication are important to solve real industry problems and modeling situations.

Doctoral students are involved in conducting study courses and supervising study research work of undergraduate and graduate level students.

The available infrastructure promotes the implementation of a student-centered approach — lecture rooms can be easily transformed for group work, individual work and students can use various digital technologies.

Assessment system

Assessment of knowledge in the doctoral study programme “Business Management” is carried out in accordance with two basic principles:

- transparency in the assessment of knowledge and skills;
- the principle of mandatory assessment.

The degree to which the study results have been achieved is assessed on a 10-point scale or with a pass/fail. The comprehension level defined in the 10-point scale: distinguished comprehension (10 — “with distinction”, 9 — “excellent”), high-level comprehension (8 — “very good”, 7 — “good”), average comprehension (6 — “almost good”), 5 — “satisfactory”, 4 — “almost satisfactory”), low-level comprehension (3 — “unsatisfactory”, 2 — “very unsatisfactory”, 1 — “very, very unsatisfactory”).

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

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

final theses.

With the aim of improving the quality of studies and promoting more efficient use of resources, Ventspils University of Applied Sciences renewed cooperation with RISEBA University of Applied Sciences and the BA School of Business and Finance (BASBF) in the academic year of 2016/2017. A cooperation agreement was signed in January 2017. Amendments were made to the contents of the doctoral study programme “Business Management”, which were reviewed and approved at the meetings of the doctoral study programme “Business Management” Programme Council, the Council of the Faculty of Economics and Management and the Senate of the Ventspils University of Applied Sciences. The plan of the doctoral study programme is attached in the Appendix.

In the first semester of the doctoral study program “Business Management”, a student of the programme must submit a thesis topic application and present it to the Programme Council. Topics, related to business and containing opportunities for original scientific research and new insights in the relevant scientific sector or subsector, shall be approved. Not all topics that doctoral students submit for an initial review at the Programme Council are approved. There are cases when the topic application needs to be refined and re-submitted for review for the second or the third time.

The following theses topics have been reviewed and approved by the Programme Council during the reference period:

- Factors Determining the Importance of Work-Based Professional Education in Business;
- Impact of Enterprise Information and Communications Technology Capacity on Strategic Development of Small and Medium Enterprises in Latvia;
- Cutting-edge strategic decision-making tools for ensuring sustainability in the Northern European aviation sector;
- Use of game theory methods in the management of small and medium enterprises in Latvia;
- Private investment management in sports;
- Remote management of employees and its development in international commercial banks;
- Financial decision-making in enterprise management under uncertain conditions;
- Regional business-economic catalysts in Latvia;
- Investments in public goods: the method of alternative projects comparison;
- Possibilities of innovative entrepreneurship for regional economic development;
- Opportunities and Areas for Improving the Capabilities of Latvian Companies to Incorporate the Latest Technologies;
- Use of teamwork for increasing labour productivity in manufacturing companies in Latvia;
- Opportunities for exporting medical services to boost business development in Latvia;
- Intangible assets and company performance.

The following are added to the Appendix:

- Study course map;
- Plan of the study programme;
- Descriptions of study courses in the study programme

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

When assessing the implementation of the doctoral programme, it is important to get feedback from students about the quality of the studies. Evaluations from doctoral students are obtained in various ways, for example, through both informal communication with lecturers and formal course assessment (questionnaires). At the end of each semester, PhD students submit a report on their progress and plan for the next semester. At the end of this document, the PhD student is asked to indicate the obstacles that hinder and facilitate the studies and to make suggestions. These reports / plans are evaluated at the end of each semester at a meeting of the Council of the Doctoral Study Programme, attended by both its members and PhD students. The meetings are open.

Students of the doctoral study programme have the opportunity to participate in the development of the study programme by giving their suggestions to a specific lecturer, the programme director, or the Programme Council.

A representative from among the doctoral student is a member of the Council of the Faculty of Economics and Management and the Programme Council, and participates in the meetings of these bodies.

Feedback from PhD students is used to improve the content and quality of the program. The following example relates to the signing of a cooperation agreement between VeA, RISEBA and BA in connection with the joint doctoral study programme in Business Management between RISEBA and BA. Before signing this contract, 13 PhD students were surveyed. In order to improve the quality of the PhD studies, eight questions were asked, one of which concerned the renewal of a joint doctoral programme, which was planned for 2019. Almost all PhD students supported this idea. The cooperation agreement was signed on January 6, 2017. The renewal of the joint doctoral programme with RISEBA and BA failed, mainly due to the time and financially intensive process as well as the expected accreditation of the study field.

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

Mobility opportunities are also available to the doctoral students. However, doctoral students do not use these opportunities, which is explained by the inability to combine the performance of their work duties with undergoing a mobility — all doctoral students work and have families.

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the

information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

Descriptions of the infrastructure and material-and-technical support, information and methodological support, study and research funding to be used for the implementation of the doctoral study programme are given in paragraphs 3.1-3.2 under Chapter 3 in Part II.

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

In accordance with the cooperation agreement concluded at the beginning of 2017 between RISEBA, BA and VeUAS, VeUAS doctoral students undertake several study courses at RISEBA and BA, VeUAS doctoral students have access to RISEBA and BA library resources, VeUAS doctoral students and lecturers can attend seminars organized for RISEBA and BA doctoral students.

The most important resources for doctoral students are the sources of information used for research and the software used for data extraction, processing and analysis.

The premises of the RISEBA Library at 3 Meza Street in Riga occupy 453 square meters. There is a spacious reading room with 32 workplaces, as well as a computer room with 6 computerized workplaces. For the convenience of students, RISEBA Library has two branches: Architecture and Media Centre at 4 Durbes Street in Riga and RISEBA Daugavpils Branch at 47 Mihoelsa Street in Daugavpils.

RISEBA subscribes to the following databases: Ebsco, WOS, Emerald, Leta.lv, Nozare.lv, and such trial databases as Scopus, Ebrary, Passport GMID, ScienceDirect, RUBRICON, ProQuest, EBSCO eBook, etc.

The RISEBA Library contains more than 25 000 sources of information — monographs, cognitive literature, newspapers in Latvian and foreign languages, a collection of digital video discs. 60% of the books and other informational items of the library are in English, 15% in Latvian and 25% in Russian. The library offers journals in English: Harvard Business Review, Bloomberg Business Week, Economist, Forbes, Frame, DETAIL, A10, etc. Periodicals in Latvian and Russian are widely represented.

In BA Library, any doctoral student of the programme has access to the literature necessary for the study of the best Western publishing houses in English, the significant number of purchased copies provides doctoral students with the opportunity to study secondary literature at home and for lecturers to build course content on the same study materials.

BA subscribes to the following databases: Ebsco, WOS, Emerald, Leta.lv, Nozare.lv, as well as BNS, BBS, Latvijas vēstnesis and Dienas Bizness.

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

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

The number of study courses in the doctoral study programme is relatively small. During the reference period, no significant changes have occurred in the composition of relevant academic personnel.

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

In the doctoral programme, study courses are conducted and theses supervised by faculty in possession of a doctorate degree.

The scientific and pedagogical qualifications of the faculty complies with the criteria set out in the regulatory enactments on the assessment of the scientific and pedagogical qualifications of the applicant for the position of Professor and Associate Professor. This qualification enables the achievement of learning outcomes – teaching staff with knowledge and skills in teaching and research is able to transfer this knowledge and skills to doctoral students and enhance their ability to learn, teach and research.

The faculty carry out scientific work in the fields of research related to the doctoral study courses they are to deliver and/or the topic of the thesis they are to supervise. For example, the areas of competence of VeUAS faculty are:

- S. Hilķeviķš — financial analysis of companies, financial theory, financial mathematics;
- J. Vucāns — business environment and financial management;
- Prof. K. Krēslīņš — business, innovations, new technologies, education;
- Assoc. Prof. U. Libkovska — labour market, human resources management, territorial development, marketing.

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

Scientific publications on economics and business by the academic personnel involved in the

implementation of the doctoral programme “Business Management” are shown in the CVs attached to the Appendix, as well as in Appendix 2.8. The total number of publications by academic personnel, including Scopus and WoS databases, is shown in Table 8.1.

Table 8.1

Number of publications by the VeUAS academic personnel involved in the implementation of the doctoral programme “Business Management” from 2013 to 2018

Name and surname of academic personnel	2013, incl. SCOPUS or WoS	2014, incl. SCOPUS or WoS	2015, incl. SCOPUS or WoS	2016, incl. SCOPUS or WoS	2017, incl. SCOPUS or WoS	2018, incl. SCOPUS or WoS
Sergejs Hilķevičs	1	2	2	3	1 2	4 1
Juris Roberts Kalniņš			1 1	1 1		
Jānis Vucāns				1	2	
Kārlis Krēsliņš		1	4 0	4 1	1 2	3
Una Libkovska	3		4 2	5 3	2 3	3 1

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

Information on the involvement of the doctoral programme academic personnel in research projects as project managers/principal executors/sub-project managers/lead researchers is given in Table 8.2.

Table 8.2

Involvement of the academic personnel of the doctoral programme “Business Management” in research projects from 2013 to 2019

Name and surname of academic personnel	Information on the research project
Sergejs Hiļķevičs	Lead researcher from Ventspils University of Applied Sciences in the ECOSOC project No. 5.2.2 of the National Research Programme. "Innovation and Entrepreneurship Development In Latvia In Line With The Smart Specialization Strategy" (2014-2016)
Kārlis Krēsliņš	<ul style="list-style-type: none"> · Participation in the National Research Programme "INTERFRAME-LV" (since 2019) · Project manager and lead researcher from Ventspils University of Applied Sciences in the ECOSOC project No. 5.2.3 of the National Research Programme. "Rural and Regional Development Processes and Opportunities in Latvia in the Context of Knowledge Economy" (2014-2018)
Una Libkovska	Lead researcher from Ventspils University of Applied Sciences in the ECOSOC project No. 5.2.1 of the National Research Programme. "Transformation of Economy, Smart Growth, Governance and the Legal Framework for Sustainable Development of the State and Society - A New Approach to Creating a Sustainable Knowledge Society" (2014-2018).

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

Involvement of academic personnel in scientific research both on a national and international level is shown in the CVs attached to the Appendix.

The connection of research with the study process is characterized by the research work of the lecturers, as its results are used for the improvement and updating of the content of the study courses, as well as for the development of the students' research skills. Lecturer-led doctoral theses are also mostly related to their field of research. The following is an example.

Research activity of associate professor U. Libkovska has been related to topics such as labor market, human resource management, territorial development, marketing (see CV). In this doctoral programme U. Libkovska teaches courses "Human Resource Management" and "Marketing Management", in which she uses her research findings.

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

Academic personnel discusses the content of the programme, the study plan, objectives, results and cooperation at personnel meetings. These types of meetings include Programme Council meetings and meetings of the faculty council. In some cases, personnel meet individually to discuss particular topics.

It is difficult to determine the ratio of the number of students to academic personnel within the framework of the study programme, since VeUAS doctoral students undertake several courses at RISEBA and BA together with the doctoral students of these higher education institutions.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	8-1_pielikums_Dokt prog studejo.docx	8-1_pielikums_Dokt prog studejoso statistika.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	8-2_pielikums_Dokt prog stud ku.docx	8-2_pielikums_Dokt prog stud kursu kartejums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	8-3_Appendix_Dokt stud prog study plan_cor.docx	8-3_pielikums_Dokt prog studiju plans_kor.docx
Descriptions of the study courses/ modules	8-4_Appendix_Dokt prog_Study course descriptions_ENG.pdf	8-4_pielikums_studiju_kursu_apraksti (1).pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	diploms un pielikums ENG.pdf	diploms un pielikums LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sadarbibas_Ligums_Doktorantura_BA_VeA_RISEBA_Final.doc	Sadarbibas_Ligums_Doktorantura_BA_VeA_RISEBA_Final.doc
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	2-19_pielikums_apliec 1-607 (istais).docx	2-19_pielikums_apliec par zaud kompensaciju_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	2-22_pielikums_apliecinajums_par dr un LZ.docx	2-22_pielikums_apliecinajums_par dr un LZP ekspertiem_parakstits.pdf
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Studiju_ligums_doktora_progr.pdf	Studiju_ligums_doktora_progr.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Management (42345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Balode</i>
E-mail of the study programme director	<i>ilze.balode@venta.lv</i>
Title of the study programme director	<i>Dr. oec.</i>
Phone of the study programme director	
Goal of the study programme	<i>Based on the descriptions of knowledge, skills and competences corresponding to the sixth level of the Latvian Qualifications Framework and the profession's "Enterprise Manager" standard (fifth level of professional qualification), as well as the "Regulations on the National Standard of Second Level Vocational Education" and to the theoretical foundation of the relevant field of science "Economics and Business", ensure higher education in business management, train specialists and professionals competitive in the Latvian and international labour market, who, in the changing socio-economic conditions, are able to continue self-education, as well as independently start a company with the right business model.</i>
Tasks of the study programme	<p><i>1. Educate students by providing 5th level professional qualification of "Enterprise Manager" and the professional Bachelor's degree in Business Administration in accordance with the knowledge, skills and competence of the 6th level of the European Qualification Framework as defined in the Latvian Education Classification.</i></p> <p><i>2. Develop knowledge, skills and abilities in business management, including:</i></p> <p><i>a) General areas of business knowledge (organizational, political, economic, social, technological, international, legal, bio-environmental context; financial theory, analysis, market organization forms, marketing; organizational systems and processes including planning and design, manufacturing, supply chains, quality management, marketing; group and individual behaviour, personnel management, etc.).</i></p> <p><i>b) Areas of technological competence (evidence-based decision making, risk analysis and management, integrating new technologies, including statistical tools and methods, data management and data analytics, data security, etc.).</i></p> <p><i>c) General skills (analytical and critical thinking, written and oral communication, interpersonal relations, teamwork, intercultural communication, integration of real world business experience, etc.).</i></p>

Results of the study programme	<p><i>The main outcomes of the study programme in the form of knowledge, skills and competence.</i></p> <p><i>1. Knowledge (knowledge and understanding).</i></p> <p><i>1.1. Able to demonstrate basic and specialized knowledge and critical understanding of the field of science "Economics and Business" and the profession "Enterprise Manager". In addition, some of the knowledge corresponds to the highest level of excellence in the discipline or profession. Able to demonstrate understanding of the key concepts and regularities of the field of science "Economics and Business" and understanding of the field's most important terms and laws.</i></p> <p><i>1.2. Understand general areas of business knowledge: organizational, political, economic, social, technological, international, legal, bio-environmental context; financial theory and analysis; analysis of the form of market organization; organizational systems and processes (including planning, design and control); manufacturing, supply chains, quality management, marketing; group and individual behavior, personnel management, etc.)</i></p> <p><i>1.3. Understand areas of technological aptitude: evidence-based decision making, including risk analysis; business management techniques that integrate new technologies, including statistical tools, data management, data analytics and data security, etc.</i></p> <p><i>2. Skills (ability to use knowledge; communication, general skills).</i></p> <p><i>2.1. Able to use the acquired theoretical foundation and skills to carry out professional, innovative or research work, to formulate and analytically describe information, problems and solutions in their field of science or profession, to explain and reasonably discuss them with both specialists and non-specialists.</i></p> <p><i>2.2. Able to organize studies independently, undertake further education and professional development, use a scientific approach to problem solving.</i></p> <p><i>2.3. Able to take responsibility and initiative by doing work individually, in a team, or managing other people's work.</i></p> <p><i>2.4. Able to make decisions and find creative solutions under uncertainty and risk.</i></p> <p><i>3. Competence (analysis, synthesis and evaluation).</i></p> <p><i>3.1. Ability to independently obtain, select and analyze information and use it, make decisions and solve business management problems.</i></p> <p><i>3.2. Assess and understand professional ethics, able to evaluate the impact of own professional activities on the environment and society.</i></p> <p><i>3.3. Able to participate in the development of the relevant professional field.</i></p>
Final examination upon the completion of the study programme	<i>Bachelor thesis</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>

Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	<i>General secondary education or vo-cational secondary education (third qualification level in accordance with Section 5, Paragraph three of the Vocational Education Law of the Republic of Latvia).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Qualification of Enterprise Manager</i>

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

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

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

The study direction "Management, Administration and Real Estate Management" was accredited on June 6, 2013 for six years. Within this study direction, the academic Bachelor's study programme "Business Management" was implemented. When reassessing the content of the study direction and thinking about the efficient use of state budget and student funds, as well as the growing importance of the international factor of studies, a decision was made to reorganize the academic Bachelor's study programme "Business Administration" (4 years of full-time studies, 160 credit points), which Ventspils University of Applied Sciences has been implementing since 1997, into the professional Bachelor's's programme "Business Administration" (4 years of full-time studies, 160 credit points), making necessary changes to the programme's curriculum in accordance with the state standard of second level professional higher education, as well as the requirements defined in the occupational standard of "Enterprise Manager". The study programme "Business Management" was licensed on March 14, 2014, license No. 04049-19b.

Compared to 2014, changes have been made in the study programme "Business Management" in accordance with the following regulations of the Cabinet of Ministers of the Republic of Latvia and the occupational standard of "Enterprise Manager", defining the knowledge, skills and competences provided by the study programme.

1. RL CM 13/06/2017 Decree No. 322 "Regulations on Classification of Education in Latvia" which contains a description of the necessary knowledge, skills and competences for 2nd level professional higher education and the 6th level of the European Classification Framework.
2. RL CM 26/08/2014 Decree No. 512 "Regulations on Second Level Professional Higher Education State Standard"
3. RL CM 23/05/2017 Decree No. 264 "Regulations on the Profession Classification, Fundamental Tasks Relevant to Professions and Basic Qualification Requirements".
4. Business manager's profession standard – 5th professional qualification level (5th PQL) which corresponds to the 6th level of the Latvian Qualification Framework (6th LQF); harmonized at the "Professional Education and Employment Tripartite Cooperation Council" meeting on September 18, 2019, Minutes No. 6.

In 2019, the professional standard of "Enterprise Manager" defines the basic tasks of professional activity:

The Enterprise manager plans, organizes and manages the work of the company in accordance with the company's strategy, mission and objectives in the interests of the owners and the public, controls work execution, motivates employees and ensures communication with stakeholders;

organizes and controls the functional areas of the company's operations: marketing, production and service organization, personnel management, funding, management information systems, logistics, quality control, etc. The manager of the company works in commercial companies in any sector of the national economy, as well as in institutions and organizations that are not commercial companies in accordance with the Commercial Law, but operate according to the principles of commercial activity.

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

The professional Bachelor's study programme "Business Management" is being taught since academic year 2014/2015.

The total number of students at the beginning of the academic year of 2019/2020 was 128, of which 122 (95%) were studying with funding by the state budget and 6 (5%) by natural or legal entities. Compared to the previous academic year, the total number of students has decreased by 11%.

The total number of students has decreased to 128 students in academic year 2019/2020 from 203 students in academic year of 2014/2015, in other words, by 44%. The number of students enrolled in state budget funded places has decreased from 147 students in 2014/2015 to 122 students in academic year 2019/2020, in other words, by 17%. The number of students studying with funding from natural or legal entities has decreased from 56 students in academic year 2014/2015 to 6 students in academic year 2019/2020, or by 89%.

In academic year 2019/2020, 37 students were admitted, all of them with state budget funding. For the last two years, no students have been admitted at the expense of natural and legal entities.

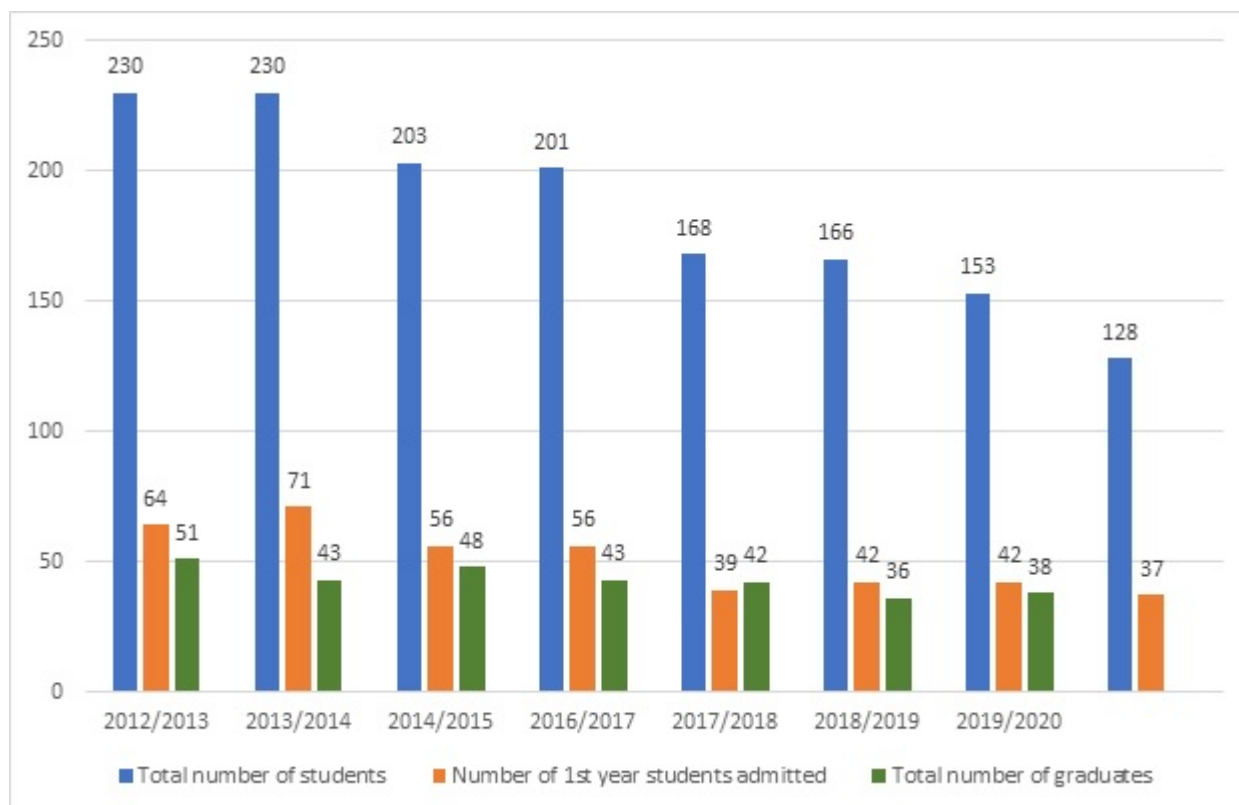


Figure 4.1. Dynamics of the total number of students, number of freshmen and graduates

In academic year 2018/2019, 38 students graduated the professional Bachelor's degree study programme "Business Management", which is 2 students or 6% more than the last study year. Out of all students, 23 received specialization in finances and accounting, 14 received specialization in marketing and logistics, and 1 student was without a specialization.

In academic year 2017/2018, 36 students graduated from the programme (22 – specialization in finances and accounting, 14 – specialization in marketing and logistics).

In academic year 2016/2017, 42 students graduated from the programme (19 – specialization in finances and accounting, 21 – specialization in marketing and logistics, 2 – no specialization).

In academic year 2015/2016, 42 students graduated from the programme (27 – specialization in finances and accounting, 14 – specialization in marketing and logistics, 1 – no specialization).

In academic year 2014/2015, 44 students graduated from the programme (15 – specialization in finances and accounting, 29 – specialization in marketing and logistics).

The dynamics of number of graduates can be seen in Figure 4.1 and Table 4.1.

Table 4.1

Dynamics of the number of graduates in study programmes "Business Administration" and "Business Management"

Academic year	Business Management	Business Administration	Total number of graduates
2012/2013	0	51	51

2013/2014	0	43	43
2014/2015	44	4	48
2015/2016	42	1	43
2016/2017	42	0	42
2017/2018	36	0	36
2018/2019	38	0	38

In the last two years, the study programme “Business Management” has a total of 121 state-funded study places. At the end of each semester, taking into account the results of the semester, students are moved from state-funded places to study places at the expense of natural or legal persons.

Students are de-enrolled from the study programme mainly for the following reasons: change of student's personal interests and residence, inability to combine studies with work and lack of motivation. Student dropouts in academic year 2018/2019 accounted to 22 students, which represents 14% of the total number of students.

The number of students decreases overall during the reference period, as the opportunities of Latvian secondary school graduates to study in different programmes both in Latvia and abroad are increasing. The possibility to study remotely is also increasing.

In order to ensure continued existence and development of the study programme “Business Management”, the study programme should attract motivated secondary school graduates and at the same time improve the quality of study courses by using didactic methods appropriate to the student population. The main task of the study programme is to guarantee the competitiveness of graduates in the labour market.

Detailed statistical data about students during the reference period can be found in [Appendix 4.1](#).

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

The title of the study programme – professional Bachelor’s degree study programme “Business Management” indicates the level of the programme as well as the content. First of all, it can be concluded that it is a professional programme, the implementation principles of which are determined by the Cabinet of Ministers Decree No. 512 “Regulations on the State Standard on Second Level Professional Higher Education” (the analysis of the compliance of the study programme with the national education standard is provided in Appendix 4.2).

Second, the programme grants a professional Bachelor's degree in Business Administration as well as a Enterprise Manager's qualification.

Let us analyze the mutual link of four parameters:

- Study programme name: "Business Management".
- Degree to be awarded: "Professional Bachelor's degree in Business Administration".
- Professional qualification: "Enterprise Manager".
- Admission requirements.

The title of the study programme – professional Bachelor's degree study programme "Business Administration", professional qualification "Enterprise Manager", Degree to be awarded: "Professional Bachelor's degree in Business Administration". Admission requirements are oriented to the aim of study programme: Based on the descriptions of knowledge, skills and competences corresponding to the sixth level of the Latvian Qualifications Framework and the profession's "Enterprise Manager" standard (fifth level of professional qualification), as well as the "Regulations on the National Standard of Second Level Vocational Education" and to the theoretical foundation of the relevant field of science "Economics and Business", ensure higher education in business management, train specialists and professionals competitive in the Latvian and international labour market, who, in the changing socio-economic conditions, are able to continue self-education, as well as independently start a company with the right business model.

The title of the study programme "Business Administration" corresponds to the "Professional Bachelor's degree in Business Administration". It should be admitted that the title of the study programme "Business Administration" should be interpreted differently from the title of the professional qualification "Enterprise Manager", because business administration may not be at the level of management of the company. At the Business, Finance, Accounting, Administration (Wholesale, Retail, and Commercial) Sector Expert Council (B EC) meeting on July 9, 2019, they addressed the issue of "On Including the Profession "Business Management" in the Sector's Qualification Structure (SQS) 6th LQF Level and Execution of NCE SQS Task Group's (27/05/19) Decree (Development of the Vocational Standard for Small Enterprise Managers and Organization Managers) (B EC 09/07/2019 meeting minutes No. 4)". The discussion resulted in a judgement stating that business administrator is not a profession. However, this practice has been implemented in Latvia.

Admission requirements for prior education: general secondary education or vocational secondary education (qualification level 3 according to the Law on Vocational Education of the Republic of Latvia, Section 5, Paragraph 3). It is possible to enrol in the study programme without taking entrance examinations. Requirements for admission : centralized exam in mathematics; centralized exam or international examination institute's exam in English and centralized exam in Latvian. Admission requirements correspond to the study program to achieve the intended results. Mapping of study courses (Appendix 4.4) to achieve the study results of the study program "Business Administration" and the mapping of the study program (Appendix 4.3) according to the profession standard "Enterprise Manager" allow to carry out in-depth analysis of the study program content.

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

2.1. Assessment of the relevance of the content of the study course/ module and the

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

The content of the study programme is topical and corresponds to business management trends in Latvia and the world as well as to the needs of the labor market. The relevance of the study course content and its correspondence to global trends is ensured by the use of the latest study literature, Internet resources and information technologies in the study process, as well as experience gained during the internship. Teachers and students gain international experience through exchange programmes (Erasmus +). Compliance of the study programme with the needs of the labor market is proved by the fact that the graduates of the programme find suitable work places corresponding to the acquired education. The content of the study courses is regularly evaluated and, if necessary, updated according to the needs of the sector, the labor market and scientific trends. For example, in the light of the Start-up Management Profession Standard approved in September 2019, course descriptions have been updated and approved by the Economic and Governance Council meeting on January 7, 2020, Protocol No. 1, and they are available at the Latvian Higher Education Information System (LAIS).

The topicality of the content of the study programme "Business Administration" and its compliance with the needs of the branch are also ensured by the monitoring of the corresponding business management education in internationally accredited study programmes.

Much attention is paid to research and the integration of research methods and results into the study process. The study programme, while maintaining a relatively broad field of theoretical discipline and information technology studies in line with the development of science, enables graduates to continue their further education as well as postgraduate education.

The content of the study courses of the study program "Business Administration" is updated and improved on the basis of recent research and scientific publications. The lecturers involved in the implementation of the study program carry out research, regularly participate in international scientific conferences and publish scientific articles, monographs, textbooks and methodological materials. Lecturers include the results of their research in the study courses. Scientific publications in the reference list of study courses have been indicated, for example, by Professor A. Jaunzems for the study courses "Financial Mathematics", "Microeconomics I", "Microeconomics II" and "Operational Research"; Associate Professor S. Blumberg for the study course "Management Psychology".

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

The content of each course of the study programme “Business Administration” is determined by the objectives and achievable results of the given course, which in turn derive from the aim and the results of the study programme. The connection of the achievable results of the study programme with the results of the study courses included in the study programme is clearly shown in the mapping of the study programme (Appendix 4.4). Each study course ensures acquisition of several achievements of the study programme. At least one study course corresponds to each achievement of the programme. Compliance of the study programme with the profession “Enterprise Manager” standard can be seen in the appendix (Appendix 4.3), which provides basic information about the profession standard and indicates the connection with the knowledge necessary for performing professional tasks (concept level; level of understanding – general knowledge and professional knowledge) level of use – general knowledge and professional knowledge) and the corresponding study courses in the study programme “Business Administration”.

The study programme courses in the study programme are designed following the principle of continuity. During the first two academic years there is a unified study programme, which provides study courses that form the basic knowledge of business management at the Bachelor’s degree level.

During the first year students take courses such as Mathematics I, Mathematics II, Microeconomics, Introduction to Computer Science, Statistics, Econometrics, English, Fundamentals of Entrepreneurship, Fundamentals of Accounting, Management Theory. In the second year students take courses in Business English I, Business English II, Macroeconomics Financial Mathematics, Operations Research, Financial Accounting, Management Accounting I, Marketing, Logistics Basics, Record Keeping and Office Automation.

The choice of study programme specialization courses begins in the third year of study, when students choose one of the 12 CP (18 ECTS) specializations: “Finance and Accounting” or “Marketing and Logistics”. The student may choose none of the offered specializations and freely complete 12 CP study courses from the offered ones.

The study program is designed to ensure that the study program complies with the standard of the profession “Enterprise Manager” with compulsory study courses, i.e. without specialization courses. In this case the student can choose from two specializations or freely complete study courses of 12 CP. Compliance of the study program “Business Administration” with the standard of the profession “Enterprise Manager” (Appendix 4.3) is indicated only in the study courses that are acquired by all students (without specialization courses). The acquisition of specialization courses supplements the knowledge required for the performance of the mission statement of the professional activity, which complies with the profession standard of the “Enterprise Manager”.

The relation of the achievements of the study program with the results of the study courses included in the study program is given in the mapping of the study program “Business Administration” (Appendix 4.4). Each study program achieves several study courses. All study program results can be devoid of specialization courses, so the student is free to choose from two offered specializations or freely complete study courses of 12 CP. Specialization courses provide in-depth study program learning outcomes.

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

principles are taken into account in the implementation of the study process.

The realization of study courses is organized in the form of lectures and seminars. The main task of lectures is to provide students with theoretical knowledge. In seminars students apply theoretical knowledge in practice. For each study course a detailed course description has been elaborated, defining the aim of the course, providing study course results, describing the students' independent work organization and evaluation of study results, defining the study course content and study plan, as well as literature.

The study process uses modern didactic methods, with special emphasis on the interactive process of teaching and learning. Lecturers choose delivery and assessment methods based on the goals of the study programme and study courses. In order to facilitate the achievement of learning outcomes, the learning process is designed in a flexible manner and takes into account the level of preparedness of the real student body. For example, abstract abstract judgments should be abandoned, with a greater emphasis on practical examples. The assessment of learning outcomes is transparent, objective and documented (written intermediate exams and exams). The study programme "Business Administration" is working on the preparation of study materials (course materials, textbooks, electronic materials in Moodle platform). Evaluation of student seminars, applied projects, internships and final theses is regulated by relevant VeUAS documents.

Implementation of the study programme in practice

The organization of study programmes at Ventspils University of Applied Sciences is governed by the "Regulations on Study Procedure at Ventspils University of Applied Sciences" (VS Senate Decision No. 05-37, 16 May 2005, as amended by VeUAS Senate Decisions No. 07-120, 10-37, 11-11, 12-95, 15-06, 15-90, 16-54) and "By-Laws of Ventspils University of Applied Sciences Study Programme Board" (approved by the VeUAS Senate Decision No. 09-12 of 21 January 2009)). The study programme is organized and managed by the director of the study programme. Director's activities are governed by the "Regulations on the Study Programme Directors at Ventspils University of Applied Sciences" (approved by the VeUAS Senate Decision No. 09-13 on January 21, 2009).

The practical implementation of the study programme is ensured by the Dean of the Faculty of Economics and Management, as well as the programme director. Technical support and day-to-day work with students is provided by the faculty's administrative assistant. The Vice-rector for Studies and the head of the Study Department are also involved in the supervision and implementation of the study process, forming the general framework of the study process.

The Bachelor study programme "Business Administration" is implemented as a full-time full-time study programme for 4 years (8 semesters), providing 160 credit points. According to the national legislation and the normative acts of Ventspils University of Applied Sciences this means that students devote 40 academic hours a week to one credit point, of which 50% or 20 are contact hours, while the rest is organized as independent work. Contact hour is a form of study under the guidance of a lecturer. Contact hours are realized in the form of theoretical lectures, seminars, laboratory works, practical work and consultations according to the schedule of each semester. Theoretical lectures focus on active student teaching, while laboratory and practical lectures focus on student self-study. During independent studies the student acquires the subject independently. Independent work can be done in laboratories, in the library (where there are also open access computers with Internet access).

Grading system

The basic principles and procedure for the assessment of students' knowledge are determined by the Regulations on the Second Level Professional Higher Education Standard (LR Cabinet of Ministers Regulation No. 512 of 26/08/2014) and it is carried out in accordance with the laws and regulations in force at Ventspils University of Applied Sciences.

The evaluation system at Ventspils University of Applied Sciences is governed by the "Regulations on Study Procedure at Ventspils University of Applied Sciences" and the Regulations "Examination Organization and Assessment of Students' Knowledge at Ventspils University of Applied Sciences" (approved by the VeUAS Senate Decision No. 03-7, Senate Decisions No. 04-18, 15-94).

Students take the examinations (exam or test) provided in the study programme orally or in writing. The oral examination takes place on the basis of pre-established examination tickets, using study course programmes. There are different forms of the written test, such as a written test (exam) based on pre-defined questions or assignments or a test.

In some study courses, the lecturers have developed a system of examinations, using the results of intermediate examinations (e.g. 3 test tests + final exam). The lecturers inform students about the form and requirements of the respective study course during the first two semesters of the semester.

State examination, which consists of elaboration and defense of the Bachelor thesis, is evaluated by the State Examination Commission, the chairman and composition of which are approved for the respective academic year in accordance with the Ventspils University of Applied Sciences State Examination Commission (VPK) No. 10-81). The Commission shall act in accordance with these Statutes.

Objectives are set for further development of teaching methods.

The implementation of the study process of the study program "Business Administration" takes into account the principles of student-centered education, for example, according to the possibilities and circumstances, various pedagogical methods are used: a personalized approach is implemented by providing seminars in numerically small groups; the student's propensity for independence is promoted, while providing guidance and support to the teaching staff; mutual respect between student and teacher is promoted; appropriate procedures exist to deal with student complaints; students are involved in the process of improvement of the study program and study environment (bi-annual student survey); the student of the study program has the opportunity to represent his / her interests in issues related to studies in collegial matters.

Student assessment in the study program takes into account the principles of student-centered education, such as: assessment criteria and methods as well as criteria for marking grades are made public in advance (announced during the first two weeks of the semester; expected learning outcomes provide students with feedback that gives guidance on the learning process when needed; where possible, assessment is done by more than one examiner (term paper, internship, bachelor's thesis) Assessment is consistent, fair to all students and is implemented in accordance with approved procedures and there is a procedure for processing student appeals.

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

fulfilment of the tasks set for students during the traineeship.

In order to ensure acquisition of professional skills in the qualification to be acquired, professional internship worth 20 CP is required within the study programme "Business Administration". The internship programme has been developed in accordance with the knowledge acquired during the study courses. Ventspils University of Applied Sciences concludes a tripartite agreement with the student and the internship placement organisation. The students' study internship is supervised by a suitably qualified specialist from the place of internship (company or organization) and appointed lecturer of the Faculty of Economics and Management of Ventspils University of Applied Sciences with a Master's or doctoral degree. The aim of the internship is to improve the student's professional skills and competences in a professional environment – in real working conditions of the company or organization and to provide practical knowledge and work skills necessary for the qualification of Enterprise Manager of the study programme. The tasks of the student during the internship are: to carry out practical work independently, where theoretical knowledge and practical skills acquired during the studies are used in solving real business or organizational management problems; to document the internship; to prepare a report on the internship and the work performed. For defending the internship report, by the order of the dean of the faculty, a commission for the defense of internship reports is formed, which consists of the academic personnel involved in the implementation of the study programmes of the Faculty of Economics and Management, and at least one professional. The Committee for the Defense of Internship Reports is approved by the dean of the FEM. Internship is evaluated on a 10-point grading scale.

Student internship providers in 2018/2019: Aldaris JSC; "Ventspils nafta" termināls" Ltd.; "Ventspils nekustamie īpašumi" municipality-owned LLC; AMAZONE Ltd.; Kuldīga Municipality; Museum of Ventspils; "MJgp" Ltd.; Baltic Logistic Solutions Ltd.; Bucher Municipal Ltd.; PricewaterhouseCoopers Ltd.; RNA Technology; "Knauf" Ltd.; Ventspils University of Applied Sciences; "Olimpiskais centrs "Ventspils"" Ltd.; "Swedbank" JSC; Compensa VIG ADB Latvian Branch; "Efektio" Ltd.; Autodraugs 22 Ltd.; Ventspils University of Applied Sciences Smart Technology Research Centre; "Orkla Confectionery&Snacks Latvija" Ltd.; Jaunpils Municipality Council; "Luminor Bank" JSC; "Compagpeat" Ltd.; "FINEO" Ltd.; DDB Worldwide Latvia; Goldmarie GmbH; Investment and Development Agency of Latvia, Ventspils Business Incubator; "Otaņķu dzirnavnieks" Ltd.; "Cryogenic and vacuum systems" Ltd.; "HansaMatrix" Ltd.; Ventspils City PI "Komunālā pārvalde"; "Kurekss" Ltd.; "VERGI" Ltd..

Let us look at professional internship assignments in 2018/2019 as an example in the academic year, for which the students received an excellent evaluation, and the results of the internship were linked to the Bachelor theses.

J.P.Eglītis. Internship: SIA "Amazona". Company address: Deksnas iela 9, Padure parish, Kuldīga district, main activity: agricultural machinery trade and service.

Internship tasks are listed in the appendix to the internship agreement: analysis and rationing of the planned actual budget lines; Development of CRM database; process, service cost calculations.

Internship tasks in the internship report: to perform administrative duties (creation of database of technical units sold, preparation of documents for submission, preparation of summary of meetings); preparation of data analysis and various reports for management and all personnel (analysis of company car movements, calculation and analysis of workload of service employees, analysis of receivables, horizontal balance of the balance by years); preparation of data for management decisions (cost calculations of grain pre-treatment plant assembly facilities, actual

monthly budget execution of the company and the planned 2019 budget preparation, inspection and analysis of goods used in the company from the warehouse (write-off invoices); Prepare a report of the work done in chronological order, recording it in the internship diary.

In a testimonial after the internship, A. Linde (internship manager from the company) states: "The student has got not only very good textual and already practical financial knowledge, but also excellent communication, foreign language and computer skills."

Students also use internship opportunities abroad. In the academic year of 2019/2020, two students from the professional Bachelor's study programme underwent their internships in companies outside of Latvia: D.Kundrats - "*Dutchity*" in the Netherlands; A.Zariņš - "*We Build Parks Scandinavia AB*" in Sweden.

Within the framework of the ERASMUS+ programme, students can utilize internship opportunities in companies, which are located in the Member States of the ERASMUS+ programme. In the reference period, the following students of the professional Bachelor's study programme "Business Management" took part in ERASMUS+ internship mobilities abroad: in the academic year of 2013/2014 - O.Tjurkina and R.Agrums; 2015/2016 - Olga Dreija; 2018/2019 - E.Reinvalds; 2019/2020 - A.Zariņš.

The internship placements of the students are attached.

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

The student chooses the topic for Bachelor thesis individually. In order to ensure that the student's chosen topic corresponds to the relevant study programme, it is advisable for the student to consult the appropriate course lecturers and possible supervisor. In consultation with the potential supervisor, the student prepares an application for the topic of the Bachelor thesis, where the hypothesis put forward in the thesis is formulated alongside the topic of the thesis. Within the deadline set by the FEM Council, the student submits an application to the faculty dean, in agreement with the supervisor, specifying the topic of the thesis and the hypothesis. Within one month of the deadline for submission by the FEM Council, student theses topics and supervisors are approved by the FEM Council.

The thesis is submitted for preliminary defense within the deadline set by the FEM Council. The student submits to the dean's office a signed thesis with a properly prepared list of literature. The completion progress of the thesis submitted for preliminary defense constitutes not less than 60-80% of the final Bachelor thesis. Submissions submitted for pre-defense are reviewed. The faculty dean's office organizes the preliminary defense of the thesis, as a result of which the student receives instructions and recommendations for elimination of possible deficiencies. The Bachelor's Thesis Pre-Defense Committee evaluates the readiness for the final defense with either "pass" or "fail" and records these assessments in the pre-defense report submitted to the dean's office.

Within the deadline set by the FEM Council, the student submits a completed, bound thesis signed by the supervisor. If the thesis qualifies, the dean certifies it with signature on the title page of the thesis, otherwise the thesis is returned to the student, giving them no more than one week after the deadline set by the FEM Council. The dean's office signs the thesis, also signed by the student,

supervisor and the thesis reviewer, who must prepare the thesis review within five days. The student receives the review of the thesis in electronic format. The thesis is defended within the term approved by the FEM Council. It is important that the student has participated in scientific conferences or has produced a scientific publication on the subject of his or her Bachelor thesis in order to receive an excellent evaluation. The defense of the Bachelor thesis takes place in the open final examination session, where the committee consists of the academic personnel of the Faculty of Economics and Management and invited representatives of professional organizations. The State Examination Commission is formed in accordance with the “Regulations of the State Examination Commission of Ventspils University of Applied Sciences”, approved by the VeUAS Senate on November 3, 2010. The State Examination Commission is elected for a term of one year by the FEM Council and shall be approved by order of the Rector not later than two months prior to the commencement of the Commission's work.

After the defense of the students' theses, the Commission takes a decision on the assessment in closed session. The VPK shall decide on the evaluation of the theses by a majority of the votes cast, by open ballot. If the votes of the members of the Commission present a tie, the Chairman of the Commission shall have the casting vote.

The normative documents of VeUAS provide for the possibility of appealing the evaluation of the Bachelor thesis.

The FEM provides for control of plagiarism in the final theses and penalties for violations of academic integrity.

12 credit points are prescribed for the development of the Bachelor thesis in the study programme for the academic year of 2014/2015, but for the academic year of 2018/2019 – 18 CP.

Students of the licensed study programme “Business Management” graduated for the first time the spring semester of 2014/2015. The dynamics of the evaluations of the final theses are given in the table.

Table 4.2

Evaluation statistics for Bachelor theses of the study programme “Business Management”

Grade	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
4 (almost satisfactory)	0	0%	0	0%	0	0%	0	0%	0	0%
5 (satisfactory)	1	2%	0	0%	0	0%	0	0%	0	0%
6 (almost good)	2	5%	9	21%	2	5%	2	6%	3	8%
7 (good)	17	39%	12	29%	11	26%	9	25%	6	16%
8 (very good)	15	34%	13	31%	22	52%	15	42%	12	32%
9 (excellent)	9	20%	7	17%	6	14%	9	25%	14	37%

Grade	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
10 (with distinction)	0	0%	1	2%	1	2%	1	3%	3	8%

As can be seen in Table 4.2 of the Bachelor's theses evaluation report, the Bachelor's theses grades are different – they range from grades 5 to 10. Average grade of final theses in the academic year of 2014/2015 – 7.7 points; 2015/2016 – 7.5 points ; 2016/2017 – 7.8 points,; 2017/2018 – 7.9 points; 2018/2019 – 8.2 points.

In the reference period, starting academic year of 2014/2015, 202 Bachelor theses have been defended, of which 3% were defended with 10 (with distinction) and 22% with 9 (excellent). Several students have participated in student scientific conferences on the topic of the Bachelor their thesis, for example, V. Semakina.

Let us look at the relevance of the Bachelor thesis topics in relation to the Bachelor's degree in Business Administration and the qualification "Enterprise Manager", as well as the requirements of the labour market.

Let us look at the topics of Bachelor's papers in academic year of 2018/2019, for which the students received excellent evaluation, and were recommended for Master's studies.

Eglītis Jurgis Pēteris. Thesis title: Analysis of Company`s Amazone Current Asset`s Activity Ratios and Possible Improvements. Hypothesis: "Amazone" Ltd. can reduce the amount of loans in banks by organizing the circulation of working capital more efficiently. Supervisor: Jurgis Kalniņš, CFO of Amazone Ltd.

Bachelor thesis' author J. P. Eglītis delves into the financial issues of Amazone Ltd. and makes proposals to increase the efficiency of working capital circulation, thus reducing bank loans. The topic of the thesis is relevant to the Bachelor's degree in Business Administration and the qualification "Enterprise Manager". High appraisal shows that Mr. Eglītis will be successful in the labour market.

Zane Poga. Title of thesis: Comparative Analysis Of Farms In Acquisition Of EU Structural Funds.

Hypothesis: Financing opportunities offered by the EU Structural Funds are not fully utilized in agricultural development. Supervisor: lecturer. D. Štefenberga.

The author of the Bachelor thesis Z. Poga studied the acquisition of EU structural funds in Kurzeme farms. The study revealed certain shortcomings in the use of EU structural funds. The topic of the thesis is relevant in connection with the Bachelor's degree in Business Administration and the qualification "Enterprise Manager".

Roģe Maruta. Title of thesis: Strategic Development Alternatives of Company X. Hypothesis: The use of integrated mathematical models makes strategic planning an important function of management. Supervisor: Prof. A. Jaunzems.

The Bachelor thesis author M. Roģe uses a mathematical model, which combines technology, economics and finance, to analyze the operations of a small company. Thus, the student applies a holistic approach, which is relevant in the context of information technology possibilities. The topic of the thesis is relevant to the Bachelor's degree in Business Administration and to the qualification

of "Enterprise Manager". The high rating indicates that Ms. Rože will be able to compete in the labour market.

Let us look at a few more Bachelor theses below.

Lazdiņš Dāvis. Title of thesis: Forest Industry Production Import and Export Dynamics and Development Problems in Latvia. Hypothesis: The model allows to determine the dynamics of the import and export process and to discover the most important stages of this process. Supervisor: prof. J. R. Kalniņš.

The author of the Bachelor thesis, D. Lazdiņš, by using a mathematical model, investigated the dynamics of the import and export process of forest industry products and the most important stages of this process. The topic of the thesis is relevant to the Bachelor's degree in Business Administration and to the qualification of "Enterprise Manager". The high grade shows that D. Lazdiņš will be able to compete in the labour market.

Pričins Jānis. Title of thesis: Analysis of Development Opportunities of COMPAQPEAT Ltd. Hypothesis: The main factor for the development of COMPAQPEAT Ltd. is the acquisition of a new peat fields. Supervisor: Doc. L. Resele.

Rutkovska Agnese. Title of thesis: Implementation of Lean Management Principles to Improve SIA "Bucher Municipal" Efficiency. Hypothesis: The introduction of Lean methods in the operation of "Bucher Municipal" Ltd. has led to more efficient operation of the company. Supervisor: Prof. J. Vucāns.

Valtere Zane. Title of thesis: Analysis of the dynamics of the fishing industry in Latvia. Hypothesis: The main reason for the size change in the fisheries sector is the organizational model of farming. Supervisor: Prof. I. Brīvers.

The titles and their hypotheses testify to the relevance of the Bachelor's theses to the Bachelor's degree in Business Administration and the qualification of "Enterprise Manager". The obtained grades show that the graduates of the study programme "Business Management" will be able to compete in the labour market.

In order to ensure more efficient organization of Bachelor theses (choice of topic of the Bachelor thesis, definition of the hypothesis, choice of the research plan) and following the recommendation of the student surveys, it is planned to introduce a new course in the 8th semester. This would help students to carry out their research and prepare for the final thesis.

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

At the end of each semester, students in the LAIS system are required to complete an anonymous electronic questionnaire about the study courses taken during the semester in order to evaluate the study course and the lecturer's overall performance. The student survey is conducted with the aim of finding out student opinions on the organization and quality of the study process. Students must answer the following 17 questions for each course:

- The lecturer timely introduces students to the requirements for the study course acquisition;
- The lecturer observes the initial requirements of the study course;

- The lecturer is familiar with the study course being delivered;
- The lecturer establishes and maintains good contact with students;
- The lecturer clearly outlines the subject;
- Students have the opportunity to ask questions to the lecturer and engage in discussion;
- Lectures begin and end on time;
- The lecturer assesses student performance objectively;
- The lecturer is available during consultations;
- I am satisfied with the lecturer's work in general;
- The study course has a logical and understandable structure;
- The necessary study materials are available to the students;
- The content of the materials used (study aids, lecture notes, presentations, references, websites) is clear and understandable;
- Material of lectures and seminars (practical lessons) is rationally distributed and coordinated;
- The latest issues are included in the study course content;
- The study course is theoretically and practically significant;
- I am satisfied with the study course as a whole;
- How many hours a week do you devote to independent work (literary studies, homework etc.);
- Your suggestions and comments on the content, teaching methods and organization of the course, forms of examination, study materials, and other aspects of the course;
- Attendance of the course (0-100%).

The questions are answered on a scale from 0 to 7, where 0 – do not know, cannot say, 1 – strongly disagree, 2 – mostly disagree, 3 – tend to disagree, 4 – neutral, 5 – tend to agree, 6 – mostly agree, 7 – fully agree.

In the academic year of 2016/2017, 66 out of 122 students of the professional Bachelor's study programme "Business Management" participated in the spring semester's study quality survey (first, second and third year students).

In the autumn semester's survey of study programme quality in the academic year of 2017/2018, 74 out of 121 students of the professional Bachelor's study programme "Business Administration" took part (first, second and third year students).

In the autumn semester's survey of study programme quality in academic year of 2018/2019, 42 out of 108 students of the professional Bachelor's study programme "Business Administration" took part (first, second and third year students).

Table 4.3

Student survey results for the study programme "Business Administration"

Question	2016/2017			2017/2018			2018/2019		
	1 st year	2 nd year	3 rd year	1 st year	2 nd year	3 rd year	1 st year	2 nd year	3 rd year
Evaluation of lecturer work	5.67	5.97	5.99	5.78	5.36	5.84	4.55	4.33	4.31

Question	2016/2017			2017/2018			2018/2019		
	1 st year	2 nd year	3 rd year	1 st year	2 nd year	3 rd year	1 st year	2 nd year	3 rd year
Evaluation of programme's curriculum	5.29	7.70	5.89	5.71	5.31	5.83	4.54	4.31	4.11
Time invested independently (stundas)	2.97	2.47	2.79	2.82	2.67	2.78	1.65	2.33	1.41
Attendance	5.45	5.66	6.35	6.18	5.35	5.79	4.60	4.05	4.13

In order to find out student opinion about the study programme and the courses implemented in it, every year graduates of the study programme are asked to fill in a questionnaire about a particular study programme. The results of the graduate survey during the reporting period are summarized in Table 4.4. In the open questions section of the graduate survey, respondents are invited to express their views, criticisms and suggestions in free form. The open questions section provides the most complete insight into respondents' opinions, as well as valuable suggestions for further development of the programme. In the comments section, for example, graduates write "I highly appreciate the level of preparedness and compliance as the knowledge I have received will be fully in line with the business management profession standard" or "The content of the programme is fine but there are also critical suggestions for improving the study programme". Several graduates point out that they lacked in-depth knowledge of Excel and should have compulsory subjects that would provide fundamentals for Russian and German languages.

In surveys, students sometimes state that they want a more comfortable lecture plan, but others say that "lecture planning – always students will want to be different – more compact, without unnecessary breaks, but I understand that it's not possible to make everyone happy".

The surveys carried out are very important as the students also make valuable suggestions.

Table 4.4

Survey results from graduates during the reference period

Question	Average grade 2015/2016 (responded 17 of 43) (*)	Average grade 2016/2017 (responded 25 of 42) (*)	Average grade 2017/2018 (responded 25 of 36) (*)	Average grade 2018/2019 (responded 15 of 38) (**)
Lecture hall evaluation	5.24	5.8	4.12	3.85
Laboratory and computer class evaluation	5.00	5.72	5.26	4.07
Evaluation of availability of literature (library resources, databases)	5.88	5.8	5.76	4.29

Question	Average grade 2015/2016 (responded 17 of 43) (*)	Average grade 2016/2017 (responded 25 of 42) (*)	Average grade 2017/2018 (responded 25 of 36) (*)	Average grade 2018/2019 (responded 15 of 38) (**)
Evaluation of lecture planning	4.29	4.44	4.64	3.71
Evaluation of arrangement and suitability of lectures and seminars (practical tasks)	4.59	4.88	5.24	3.87
Evaluation of the performance by the faculty dean's office	4.76	5.32	5.36	4.14
Evaluation of methods used in instruction	4.76	4.52	4.52	3.73
Evaluation of knowledge gained and professional competences gained	4.97	4.90	5.08	3.64
I am satisfied with the study programme as a whole	4.88	4.96	4.84	3.73
Are you thinking of continuing studies this year?	7 people - undecided; 2 - planning on continuing studies at another Latvian university; 6 - not planning on continuing studies	14 people - undecided; 2 - planning on continuing studies at another Latvian university; 6 - planning on continuing studies at VeUAS; 2 - not planning on continuing studies	10 people - undecided; 1 - planning on continuing studies at another Latvian university; 7 - planning on continuing studies at VeUAS; 7 - neplāno turpināt studijas	11 people - planning on continuing studies on the next study level; 4 - not planning on continuing studies

(*) answers are graded on a 7-grade scale: 1 - fully disagree; 2 - mostly disagree; 3 - inclined to disagree; 4 - neutral; 5 - inclined to agree; 6 - mostly agree; 7 - fully agree.

(**) Grading scale: 0 - other; 0 - no opinion / grade; 1 - very poor; 2 - poor; 3 - average; 4 - good; 5 - very good

Out of 15 graduates who participated in the survey in the academic year of 2018/2019, 13 graduates work , and 11 of them work in a study-related field. This shows that the programme provides the labor market professionals with the necessary business management skills. In the 2018/2019 academic year, only 39% of graduates participated in the survey.

The surveys carried out are very important because the students give valuable suggestions. Students who have taken advantage of the opportunities offered by mobility programmes and have gained experience in a higher education institution abroad also make valuable suggestions for improving the study programme.

VeUAS FEM also carries out a survey of employers about graduates. The results of the employer survey show that the graduates of the professional Bachelor's study programme "Business Administration" have the necessary competitive qualities required in the labour market. The graduates possess good theoretical knowledge as well as necessary practical skills and professional competencies.

Every study year information about the professional bachelor's program students and graduates' opinions about the study plan and content as well as about the work of the lecturers is collected. Taking into account the recommendations, for example, a new study course "Communication Skills" (2 CP) has been introduced, as well as a larger number of credit packages are devoted to the development of bachelor's thesis (from 12 CP to 18 CP).

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

Ventspils University of Applied Sciences has concluded ERASMUS+ cooperation agreements with other higher education institutions for student exchanges from the Faculty of Economics and Management. Student mobilities to the partnering higher education institutions are undertaken every year.. Student mobilities in the reference period have been summarized in Table 4.5.

Table 4.5

"Business Administration" programme student mobility in the ERASMUS+ programme in partner universities during the reference period

No.	Full name	Year	University	Country
Academic year 2015/2016				
1.	A.Lepiksone	2 nd year	TEI Serres	Greece
2.	D.Apine	2 nd year	TEI Serres	Greece
3.	J.Leitāns	2 nd year	TEI Serres	Greece
4.	K.Kārklīņa	2 nd year	Akdeniz University	Turkey
5.	A.Gintere	2 nd year	Akdeniz University	Turkey
6.	E.Aģe	3 rd year	Agder UC	Norway

No.	Full name	Year	University	Country
7.	E.Breidaga	3 rd year	<i>Agder UC</i>	Norway
8.	G.Fridrihsons	2 nd year	<i>University of Pecs</i>	Hungary
9.	I.Ligotne	2 nd year	<i>Atilim University</i>	Turkey
10.	U.Fjodorovs	2 nd year	<i>ISCAL</i>	Portugal

Academic year 2015/2016

1.	P.L.Vējkrīgere	2 nd year	Universitat Autònoma de Barcelona	Spain
2.	S.Lasmane	2 nd year	University of Tartu	Estonia
3.	M.Roģe	2 nd year	University of Tartu	Estonia
4.	I.K.Balode	2 nd year	Technological Educational Institute of Central Macedonia	Greece
5.	E.Pavars	3 rd year	Technological Educational Institute of Central Macedonia	Greece
6.	V.Batanova	3 rd year	Technological Educational Institute of Central Macedonia	Greece
7.	A.Riders	3 rd year	Technological Educational Institute of Central Macedonia	Greece

Academic year 2016/2017

1.	G.Liepiņš	2 nd year	Instituto Superior Técnico Lisboa	Portugal
2.	L.Roze	2 nd year	Technological Educational Institute of Central Macedonia	Greece
3.	E.Ramata	2 nd year	Technological Educational Institute of Central Macedonia	Greece
4.	L.Lauze	2 nd year	Technological Educational Institute of Central Macedonia	Greece
5.	K.Sustriņa	2 nd year	Technological Educational Institute of Central Macedonia	Greece
6.	P.L.Vējkrīgere	3 rd year	Universidad de Castilla-La Mancha	Spain

No.	Full name	Year	University	Country
7.	P.Siliņa	3 rd year	University of Pécs	Hungary
8.	R.Sergejevs	3 rd year	Technological Educational Institute of Central Macedonia	Greece
Academic year 2017/2018				
1.	Z.Poga	3 rd year	Instituto Superior Técnico Lisboa	Portugal
2.	E.Barkauskis	3 rd year	Instituto Superior Técnico Lisboa	Portugal
3.	M.Arājums	3 rd year	Instituto Superior Técnico Lisboa	Portugal
4.	T.Ozoliņš	4 th year	University of Tartu	Estonia
5.	K.Nagle	4 th year	University of Tartu	Estonia
6.	L.Karatājeva	3 rd year	Technological Educational Institute of Central Macedonia	Greece
7.	A.E.Akmene	3 rd year	Technological Educational Institute of Central Macedonia	Greece
8.	E.Reinvalds	4 th year	Technological Educational Institute of Central Macedonia	Greece
9.	A.Zariņš	3 rd year	Technological Educational Institute of Central Macedonia	Greece
10.	J.P.Eglītis	3 rd year	Instituto Superior Técnico Lisboa	Portugal
Academic year 2017/2018				
1.	K.R.Skuja	3 rd year	Technological Educational Institute of Central Macedonia	Greece
2.	S.Bērziņa	3 rd year	Technological Educational Institute of Central Macedonia	Greece
3.	L.Eglīte	3 rd year	Technological Educational Institute of Central Macedonia	Greece
4.	R.Didrihsons	3 rd year	Technological Educational Institute of Central Macedonia	Greece

No.	Full name	Year	University	Country
5.	R.Tučs	3 rd year	Technological Educational Institute of Central Macedonia	Greece
6.	N.Zeidmanis	3 rd year	Technological Educational Institute of Central Macedonia	Greece
7.	A.Titova	2 nd year	<i>Baden-Wuerttemberg Cooperativa State University Loerrach</i>	Germany
8.	I.Zonenberga	2 nd year	<i>Instituto Superior de Contabilidade e Administracao do Porto (School of Accounting and Administration)</i>	Portugal
9.	A.Putniņa	2 nd year	<i>Instituto Superior de Contabilidade e Administracao do Porto (School of Accounting and Administration)</i>	Portugal

Table 4.6

“Business Management” programme student mobility in the ERASMUS+ programme, internship in a foreign company during the reference period

No.	Full name	Year	University	Country
1.	O. Tjurkina	16.06.2014. – 16.09.2014.	<i>Tartu Observatory</i>	Igaunija
2.	R. Agrums	01.06.2014. – 01.09.2014.	<i>Cartex APS</i>	Dānija
3.	O. Dreija	03.08.2015. – 02.11.2015.	<i>Tartu Observatory</i>	Igaunija
4.	O. Dreija	20.06.2016. – 20.09.2016. (*)	<i>Tartu Observatory</i>	Igaunija
5.	E. Reinvalds	01.07.2019. – 30.09.2019. (*)	<i>GmbH Goldmarie</i>	Vācija
6.	A. Zariņš	01.07.2019. – 31.12.2019.	<i>We Build Parks Scandinavia AB</i>	Zviedrija

(*) Graduate Internships.

The recognition of courses acquired within the study mobility of students of the study program at

Ventspils University College is regulated by the “Regulations on the recognition of courses acquired within the study mobility of the ERASMUS + program in the higher education sector at Ventspils University College” (approved by VeA Senate decision No. 17-139 of 18 October 2017 , approved by VeA Senate Decision No. 18-41 of 16 May 2018). Successfully acquired courses during the Erasmus + Study Mobility Program are recognized and transferred in full, with the ECTS score obtained by the partner institution. Information on the Erasmus + study mobility period (name of foreign university, study period from, to), as well as the courses acquired are included in the VUAS diploma supplement

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

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

During 2017, 2018 and 2019, there were 121 state budget-financed study places for the study programme “Business Management”. Basic costs for study places – 1393.33 EUR (2018), 1518.98 EUR (2019).

A detailed review of the compliance of resources and provisions for implementation of the study programme and reaching study goals is provided in Part 2, Section 3, information provided in criteria 3.1-3.3, and Part 2, subsections 3.13.3.

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

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

4.1. Analysis and assessment of the changes to the composition of the teaching staff over

the reporting period and their impact on the study quality.

There have been no changes in academic personnel during the reference period, i.e., since 2013. The smallest amount of changes are in the academic personnel in the first and second year study courses. The largest amount of changes are in the study courses “Marketing” and “Marketing Management”, and in delivering the study course “Export Management”.

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

The academic personnel involved in the study programme ensures that study programme tasks are achieved both in quantity and quality. For implementation of the Bachelor's study programme “Business Management”, 29 lecturers were involved in academic year 2018/2019, not including optional courses of the study programme, implementation of internships and state examination. Of these, 16 (55%) are elected academic personnel of Ventspils University of Applied Sciences and 13 (45%) are guest lecturers. Of all academic personnel at Ventspils University of Applied Sciences who are involved in the implementation of the study programme, 11 (69% of the academic personnel of VeUAS) hold a doctoral degree and 5 (31% of the academic personnel of VeUAS) hold a Master's degree. Of the 29 lecturers involved in implementation of the study programme, 13 (45% of the total) hold doctoral degrees.

Eight of the lecturers involved in the study programme in academic year 2018/2019 held LCS expert rights: branch of science – economy and business: Professor Andrejs Jaunzems, Associate Professor Kārlis Krēsliņš; branch of science – economics: Associate Professor Ilze Balode; branch of science – Business Administration: Associate Professor Una Libkovska; branch of science – electrical engineering, electronics, information and communication technologies: Associate Professor Raita Rolande; branch of science – mathematical modeling: Professor Juris Roberts Kalniņš; branch of science – psychology: associate Professor Solveiga Blumberga; branch of science – law: Jānis Grasis.

The academic personnel involved in the implementation of the study programme are specialists in their field in Latvia, as evidenced by publications and scientific monographs.

Cooperation with the industry is essential for the implementation of the programme. Academic personnel involved in the implementation of the study programme simultaneously carry out practical professional activities related to the subject being taught, for example, accounting – Rigonda Tidenberga and Inese Ciemīte; marketing – Inta Ozola; logistics – Māris Plūmiņš.

The scientific publications of the lecturers are related to the study courses being taught. The lecturers involved in the study programme are authors of textbooks and scientific monographs, for example, Professor Andrejs Jaunzems published a monograph in 2013 – “Microeconomics. Theory and Analysis” and a monograph in 2017 – “J. A. Schumpeter's Insight on Entrepreneurship as a Mechanism for Economic Change: Pro, Contra, Addendum”.

Academic personnel regularly undergo further training of professional and pedagogical skills. Faculty members undergo further training both through participation in conferences and seminars and through lecturer mobility in the ERASMUS+ programme to gain international experience.

Information on each lecturer's qualification and study courses being taught in the study programme in academic year 2018/2019 are given in Table 4.7.

Table 4.7

Qualification of lecturers involved in teaching the study programme “Business Management” and courses taught by them

Name	Surname	Academic position	Qualification	Study courses taught
Vita	Balama	Docent	Doctoral degree in pedagogy (Dr. paed.), university pedagogy (UL). Professional Master's degree in business administration (VeUAS). Scientific pedagogy Master's degree (LULST). English specialist – translator of technical, literary texts, translator of conversations in English-Russian and Russian-English (MIFL). Linguist, lecturer on English language, English and American literature (UL).	English I English II Business English I Business English II
Ilze	Balode	Associate Professor	Doctoral scientific degree in economics (Dr.oec.), sub-field of econometrics (UL). Master's degree in Mathematics (UL). Professional Master's degree in Business Administration (VeUAS). Professional Bachelor's Degree in Education, Teacher of Informatics and Programming (UL). Mathematics lecturer(UL).	Mathematics I Mathematics II Statistics Econometries Operations Research
Anete	Bērziņa	Lecturer	Professional Master's degree in Business Administration and Enterprise manager's qualification (VeUAS)	Management Theories
Solveiga	Blumberga	Associate professor	Scientific Doctoral degree in psychology (Dr.psych.) (UD). Master's degree in Psychology of Social Sciences (UL). Bachelor's degree in Philology of Social Sciences (RPIVA). Qualification of marketing psychologist (RTTEMA).	Management Psychology Communication Skills
Ivars	Brīvers	Professor	Scientific Doctoral degree in economics (Dr. oec.) (UL). Economic cybernetics (UL).	Accounting Software

Name	Surname	Academic position	Qualification	Study courses taught
Inese	Ciemīte	Lecturer	Social science Master's degree in Business Administration (RTU). Social science Bachelor's degree in Business Administration (RTU). Company and institute manager's qualification and professional Bachelor's degree in business management (RPIVA).	Accounting Software
Elīna	Feldmane	Lecturer	Master's degree in Business Administration (VeUAS). Second level professional secondary education with a business manager's qualification (BRI).	Human Resource Management
Eva	Fibiga	Lecturer		Entrepreneurship
Jānis	Grasis	Associate professor	Doctoral scientific degree in legislative sciences, subfield of international rights (<i>Dr.iur.</i>) (UL). Social science Master's degree in legislative sciences (UL).	Commercial Law
Sergejs	Hiļkevičs	Professor	Doctoral science degree in physics (<i>Dr. phys.</i>) (UL). Candidate of sciences in physics and mathematics (MVU). Physicist, quantum statistician (MVU).	Entrepreneurship Stock market technical and fundamental analysis
Andrejs	Jaunzems	Professor	Science Doctoral degree in mathematics (<i>Dr. math.</i>) (UL). Candidate of sciences in physics and mathematics (UL). Mathematician-calculations specialist (UL).	Microeconomics I Microeconomics II Financial Mathematics Operations Research
Agnese	Jēkabsone	Lecturer		Communication skills
Juris Roberts	Kalniņš	Professor	Doctor of sciences in physics (<i>Dr. habil. phys.</i>) (UL). Diploma of doctor of sciences in physics (LSA). Candidate of sciences in physics and mathematics (LSA). Higher education in physics (theoretical) with a physicist's qualification granted (LVU).	Management Theories

Name	Surname	Academic position	Qualification	Study courses taught
Kārlis	Krēsliņš	Associate professor	PhD (Docoral degree) (Loughborough University, United Kingdom). Master's degree in information studies (Loughborough University). Diploma (equivalent to Bachelor's degree), library science and bibliography (UL).	Introduction into Studies and Business Administration
Kristaps	Lešinskis	Docent	Social science Master's degree in economics (UL). Social science Bachelor's degree in economics (UL).	Export Management
Una	Libkovska	Associate professor	Doctoral degree in Business Administration (Dr.sc.admin.) (UL). Master's degree in Education Management (UL). Economist (UL). Teacher of Latvian language and literature and Russian language and literature (UL).	Human Resource Management
Jānis	Līmežs	Lecturer	English-Latvian-Russian interpreter and translator professional qualification (VeUAS)	English I
Inta	Ozola	Lecturer	Professional Master's degree in Business Administration in community management (LiepU). Professional Bachelor's degree in audiovisual media art, granting the qualification of modern media producer (RISEBA).	Marketing Marketing Management
Māris	Plūmiņš	Lecturer	MBA (Master's degree in Business Administration) in the subfield of international business and trade (Kennesaw State University in Georgia, USA). Master's degree in economics (RTU). Bachelor's degree in Economics, economist's qualification (RTU).	Principles of Logistics Transport Network in the Baltic Sea Region
Liene	Resele	Docent	Doctoral scientific degree in Business Administration, subfield of business administration (Dr.sc.admin.) (VeUAS). Professional Master's degree in Business Administration, qualification of Enterprise manager (VeUAS). Bachelor in Business Administration of Social Sciences, logistics specialization (VeUAS).	Strategic Management Research Methods

Name	Surname	Academic position	Qualification	Study courses taught
Raita	Rollande	Associate professor	Engineering science Doctoral degree in information technology system analysis, subfield of modelling and projecting (Dr.sc.ing.) (RTU). Engineering science Master's degree in computer systems (RTU). Engineering science Bachelor's degree in computer science and management (RTU)	Business Processes and Information Systems
Dmitrijs	Smirnovs	Lecturer	Social science Master's degree in economics (UL). Social science Bachelor's degree in economics (UL).	Insurance Taxes and Duties Supply Chain Management Money and Banking Management Accounting
Dace	Štefenberga	Lecturer	Professional Master's degree in Business Administration, Enterprise Manager's qualification (VeUAS). Bachelor of Business Administration in Social Sciences (RTU).	Record keeping and automatization of office work Project management
Rigonda	Tidenberga	Lecturer	Social science Master's degree in Business Administration RTU Master's studies, Riga	Financial Accounting
Estere	Vitola	Lecturer	Education scientific Master's degree in pedagogy (computer science didactics). Computer science teacher (2 nd level of secondary education) (UL). Mathematician (UL).	Introduction to Computer Studies
Varis	Vītols	Lecturer	Professional Master's degree in work safety (RTU). Engineering technologist (LULST).	Civil Protection
Ieva	Vizule	Lecturer	Master of Arts (Education management) (University of West England, United Kingdom). English teacher and education work advisor (UL).	English I English II Business English I Business English II

Name	Surname	Academic position	Qualification	Study courses taught
Jānis	Vucāns	Professor	Doctoral degree in mathematics (Dr. math.) (UL). Candidate of sciences in physics and mathematics (BSU). Higher education qualification in applied mathematics and mathematician's qualification (LSU).	Security Analysis and Portfolio Management International Entrepreneurship Environment
Ilga	Zīlniece	Lecturer	Doctoral degree in Chemistry (Dr.chem.) (RTU). Master's degree in environmental science (UL). Chemist, lecturer (UL).	Sustainability of Society and "Green" Thinking

Abbreviations used in the table: University of Latvia (UL), Riga Technical University (RTU), Latvia University of Life Sciences and Technologies (LULST), RISEBA University (RISEBA); (LLU); University of Daugavpils (UD); Ventspils University of Applied Sciences (VeUAS), RISEBA University (RISEBA); Riga Teacher Training and Educational Management Academy (RTTEMA); Moscow Institute of Foreign Languages (MIFL); Baltic International Academy (BIA); Moscow State University (MSU); Latvian Academy of Sciences (LAS); Liepaja Academy of Pedagogy (LAP); Belarusian State University (BSU); Latvian State University (LSU; now University of Latvia); Liepaja University (LiepU).

Taking into account the qualification of the lecturers involved in the implementation of the study programme, it can be concluded that it enables to achieve the full results of the study programme, ensuring qualitative acquisition of textual knowledge and research skills in business management as well as practical training. The academic personnel of the study programme are appropriately qualified to achieve the goals of the study programme and the planned results of the study programme, as well as to ensure the quality and sustainability of teaching and learning.

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

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

4.5. Provide examples of the involvement of the academic staff in the scientific research

and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

Lecturers involved in scientific research and practical projects participate in the realization of the study programme. For example, Professor Andrejs Jaunzems and Associate Professor Ilze Balode were involved in the implementation of the Nordplus Higher Education Programme project: Project title: raising awareness about the role of math skills in building specialists' competence for the sustainable development of development of society ". Project No. NPHE-2016/10342. Project partners. Project lead partner: Latvian University of Agriculture, Latvia. Project partners: Estonian University of Life Sciences, Estonia; Šiauliai University (Šiauliai University), Lithuania; Ventspils University of Applied Sciences, Latvia; The Swedish University of Agricultural Sciences, Sweden. Associate Professor Una Libkovska, Associate Professor Kārlis Krēsliņš, Docent Liene Resele and lecturer Dace Štefenberga are involved in the National Research Programme "Transformation of Economy, Smart Growth, Governance and the Legal Framework for Sustainable Development of the State and Society - A New Approach to Creating a Sustainable Knowledge Society EKOSOC-LV".

Involvement of the study programme's academic personnel in scientific research both on a national and international level is summarized in the personnel's CVs, attached in the Appendix.

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

In the academic year of 2018/2019, 153 students studied in the study programme "Business Management" and study courses were implemented by 29 lecturers (not including courses of the elective part of the study programme, implementation of practice and state examination). Student-teacher ratio in study programme: $153/29 = 5.27$. This indicates that students are provided with an individual approach in the study process.

In order to ensure the integration, continuity and avoid overlapping of study courses, study courses are being updated. As of 2015, the Faculty of Economics and Management of Ventspils University of Applied Sciences has no departments and no professor groups, which hinders the professional cooperation of the lecturers, including the coordination of study courses and assessment of the lecturers' qualifications.

Changes in the study programme are considered by the FEM Council and the Study Programme Council, however, this does not ensure effective involvement of all lecturers.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	4-1_pielikums_BVbak_Studejoso s.docx	4-1_pielikums_BVbak_Studejoso statistika_lab15jan2020.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	4-2_Appendix_BVbach_Compliance with state standard_ENG_cor_01042020.docx	4-2_pielikums_BVbak_Atbalstiba valsts standartam_labots_01_04_2020.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	4-3_Appndix_BVbach_Compliance with prof standard_ENG_cor_01042020.docx	4-3_pielikums_BVbak_Atbalstiba prof standartam_lab15jan2020_labots_01_04_2020.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	4-4_pielikums_BVbak_Studiju kur.docx	4-4_pielikums_BVbak_Studiju kursu kartejums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	4-5_pielikums_BVbak_Studiju pro.docx	4-5_pielikums_BVbak_Studiju programmas plans.docx
Descriptions of the study courses/ modules	4_6_kursa_apraksti_BV_ENG_iesn_lab_15_04_2020.pdf	4_6_kursa_apraksti_BV_iesn_15_04_2020.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	BV-diploms.pielikums ENG.pdf	BV-diploms.pielikums LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	VeA un LiepU_Sadarbibas ligums_par bak un mag prog istenosanu_14jan2020(en).docx	2-18_2_pielikums_Sadarbibas_ligums_ar_Liep_U.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	2-19_pielikums_apliec 1-607 (istais).docx	2-19_pielikums_apliec par zaud kompensaciju_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	BV-studiju ligums PDF.pdf	BV-studiju ligums PDF.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Start-up Management (42345)

Study field	Management, Administration and Management of Real Property
ProcedureStudyProgram.Name	Start-up Management
Education classification code	42345
Type of the study programme	Professional bachelor study programme
Name of the study programme director	Salvis
Surname of the study programme director	Roga
E-mail of the study programme director	salvis@kbi.lv
Title of the study programme director	Maģistra grāds vadībizinībās
Phone of the study programme director	
Goal of the study programme	Prepare competitive experts for the Latvian and international labour market with fundamental education in business management which corresponds with the professional higher education state standard of the Republic of Latvia.
Tasks of the study programme	<ul style="list-style-type: none"> - Provide competitive education which corresponds to Bachelor's degree and international standards and prepare students for practical work, develop scientific research capabilities and promote their use. - Develop skills fit for the labour market, promote interest in further education and self-development, and improving professional knowledge. - Stimulate student development into a positive, modern, socially responsible and capable personality who can actively work and make decisions.

Results of the study programme	<p>Knowledge</p> <ol style="list-style-type: none"> 1. A basic level of understanding of economic system trends in the world and the role of globalization in the development of economic processes. 2. Understanding of economic theory, mathematical methods in economics, international business environment, sustainable development planning for businesses, corporate social responsibility, innovation management, social dialogue, logistics, professional terms in the state's official language and at least two foreign languages. 3. At a level ready for applying, strategic management, personnel management, management psychology, organization of production and services, financial and management accounting, financial management, management information systems, quality management systems, marketing, computer science, business law, work relations, environmental protection, work site protection, business communication, ethics. Must know at least two foreign languages at a level suitable for communication. <p>Skills</p> <ol style="list-style-type: none"> 1. Understand the laws and principles of current economic development. 2. Understand the relationships in company operations. 3. Analyze the processes taking place in the economic environment and make decisions according to changes in the situation. 4. Analyze the company's operations, identify problems and develop solutions. 5. Analyze, systematize, synthesize and integrate information necessary for operation of the company. 6. Apply mathematical methods of economics in the management process. 7. Use modern information acquisition, processing and systematization technologies. 8. Organize and manage personnel work, be able to solve conflict situations. 9. Manage team / group work. 10. Work in a team / group, give and coordinate responsibilities. 11. Choose, evaluate and motivate personnel. 12. Introduce advanced solutions and methods in work organization, production and management of the company. 13. Describe company goals, draw up a strategic development plan and evaluate its implementation. 14. Understand the principles of marketing and its role in the strategic development of a company. 15. Understand the principles and techniques of a production and service organization. 16. Understand the financial and technological performance of a company and make decisions to optimize its operation and improve profitability. 17. Analyze, evaluate and manage company funding. 18. Apply the latest types of work organization and management information systems to ensure the enterprise management process. 19. Understand the interests of owners and other stakeholders and integrate them into the strategic development plan of the company. 20. Communicate and collaborate with personnel, partners, owners, media, governmental and non-governmental institutions. 21. Be familiar with the documents and laws governing the activities of companies. 22. Obtain new knowledge independently. 23. Plan and organize own work effectively. 24. Prepare and show presentations. 25. Comply with laws and ethics. 26. Know the official state language and at least two foreign languages on a level enabling conversation. 27. Use professional terminology in the official state language and at least two foreign languages. 28. Observe work safety, fire safety and environmental protection regulations. 29. Comply with the employment relationship rules. <p>Knowledge and skills gained combines into professional competence:</p> <ol style="list-style-type: none"> 1. Ability to apply theoretical and practical knowledge and skills for effective management of a company and its structural units. 2. Ability to develop business strategy, mission, and goals for a company through state, owner, and community interests. 3. Ability to plan and forecast the effective operation of a company according to the established goals, economic environment and labour market situation. 4. Ability to organize rational operation of a company according to the established objectives, economic environment and labour market situation. 5. Ability to lead a national and international multicultural team. 6. Ability to work individually and in a group, applying their knowledge and leadership skills, and being able to take responsibility for their performance. 7. Ability to represent a company in dealings with other companies, organizations, institutions including municipality and state institutions. 8. Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals. 9. Ability to communicate in the official language and at least two foreign languages. 10. Ability to perform research with scientific value in the field of management. 11. Ability to use information technologies for carrying out own activities. 12. Ability to ensure compliance with work safety and fire safety legal acts in a company. 13. Ability to ensure compliance with the employment relationship rules in a company. 14. Ability to ensure compliance with legal acts on environmental protection in a company. <p>In the new study programme, students develop their own portfolio as an expert in seven fields of competence:</p> <ol style="list-style-type: none"> 1. Learning and information processing skills – refers to self-study skills, finding, analysis, modeling, practical application, assessment and reporting of new information. 2. Creativity and innovation skills – skills and tools needed for creativity, innovation and management. 3. Leadership skills – refers to self-management, team, project and organization management and training skills. 4. Customer relation and marketing skills – refers to the skills needed to plan, implement, manage and evaluate customer relations and marketing processes. 5. Communication skills – refers to oral and written communication and interaction skills in various channels as well as networking and internationalization skills. 6. Entrepreneurial skills – refers to the ability to engage in profitable activities and to understand the broader context that influences business performance. 7. Digital technology skills – refers to learning systems and intelligent technologies for data acquisition, processing, analysis, content creation, and information display and delivery.
Final examination upon the completion of the study programme	Bachelor thesis

Study programme forms

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>3rd qualification level in accordance with Section 5, Para-graph 3 of the Latvian Vocational Education Law. Requirements for admission rules: centralized state exam in mathematics (P1); centralized state exam or an international examination institute's exam in English (P2), centralized state exam in Latvian (P3), and VUAS entrance examination test and interview (P4) . The contest's grade is calculated as a weighted average: $P1 \times 0.25 + P2 \times 0.25 + P3 \times 0.1 + P4 \times 0.4$</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Qualification of Enterprise Manager</i>

Places of implementation

Place name	City	Address
Ventspils University College	VENTSPILS	INŽENIERU IELA 101, VENTSPILS, LV-3601

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

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

No changes have been made to the parameters of the professional bachelor's study program "Start-up Management" since its implementation in September 2019.

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

Admission to the study programme "Start-up Management" began only in the middle of August 2019, so the amount of freshmen in the first year, which is 9, and the number of students admitted, which is 7 students, can objectively be considered to be positive. Currently all students originate from Latvia.

For the academic year of 2020/2021, it is planned to attract 25 students which would be the optimal number of students in one group in order to be able to ensure activities suitable for a study format in excellent quality. Attracting this number is a reasonable objective because there is already a great deal of interest both from secondary schools and students, and the majority of people who have read the programme contents and format are showing even more interest. Currently more than 30 potential students have shown their interest and registered an e-mail address.

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

The aim of the study programme "Start-up Management" is to prepare competitive experts for the Latvian and international labour market with fundamental education in business management, which corresponds with the professional higher education national standard of the Republic of Latvia.

The professional Bachelor's degree in business management, with a qualification of "Enterprise Manager", corresponds to the programme's name "Start-up Management", which focuses on

business management innovations, use of technologies in daily life, development of new products and modern business and employee management.

Taking into account the specifics of the programme and expected results, the admission requirements, which are comprised of the requirement for applicants to have finished secondary education, and where centralized exam results in mathematics, economics and English are evaluated, all is closely tied to the knowledge and skills students need to know upon commencing their studies. In addition, a special test created for the "Start-up Management" programme of Ventspils University of Applied Sciences has to be passed, which consists of an assessment of logic, mathematics, personality type, knowledge of technology and terminology, which is an essential part of ensuring a high-quality learning process.

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

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

The study programme "Start-up Management" is updated according to the modern industry, labour market and development trends, while attracting professionals in their field who provide information on current trends. Entrepreneurship is a skill that can be learned. You don't need to be born a businessman to successfully manage a company. You can become an entrepreneur by improving your business thinking and skills. Since Europe needs more entrepreneurs who provide jobs, it is necessary to support such education in all of the EU countries. The European Commission (EC) has announced that the main goal for the EC is to promote business education and emphasize its meaning on all levels, from primary school to university and beyond. It is stated that business thinking and skills can only be efficiently developed through practical, real-life experience and working on projects. (https://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education_en)

The new professional Bachelor's degree programme "Start-up Management" is based on practice where emphasis is shifted from teaching to learning and, parallel to setting up and running a real company, students acquire necessary theoretical knowledge.

The study programme will be implemented in close cooperation with relevant fields – industry specialists and company managers will actively participate in the implementation of the study programme. This cooperation model is also expected in "Guidelines for Development of Education 2014-2020" and the Latvian sustainability strategy – "Latvia 2030".

The Appendix contains a comparison of the study programme with two Bachelor's's degree programmes and the corresponding study programmes from the same field of universities recognized in European Union member states - with study programmes based on the same learning

methodology.

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

The main **outcomes** of the study programme in the form of knowledge, skills and professional competences. The “Professional Standard for Enterprise Managers / Deputy Managers” was used as source.

Knowledge

1. A basic level of understanding of economic system trends in the world and the role of globalization in the development of economic processes.
2. Understanding of economic theory, mathematical methods in economics, international business environment, sustainable development planning for businesses, corporate social responsibility, innovation management, social dialogue, logistics, professional terms in the state’s official language and at least two foreign languages.
3. At a level ready for applying, strategic management, personnel management, management psychology, organization of production and services, financial and management accounting, financial management, management information systems, quality management systems, marketing, computer science, business law, work relations, environmental protection, work site protection, business communication, ethics. Must know at least two foreign languages at a level suitable for communication.

Skills

1. Understand the laws and principles of current economic development.
2. Understand the relationships in company operations.
3. Analyze the processes taking place in the economic environment and make decisions according to changes in the situation.
4. Analyze the company's operations, identify problems and develop solutions.
5. Analyze, systematize, synthesize and integrate information necessary for operation of the company.
6. Apply mathematical methods of economics in the management process.
7. Use modern information acquisition, processing and systematization technologies.
8. Organize and manage personnel work, be able to solve conflict situations.
9. Manage team / group work.
10. Work in a team / group, give and coordinate responsibilities.
11. Choose, evaluate and motivate personnel.
12. Introduce advanced solutions and methods in work organization, production and management of the company.
13. Describe company goals, draw up a strategic development plan and evaluate its implementation.
14. Understand the principles of marketing and its role in the strategic development of a company.

15. Understand the principles and techniques of a production and service organization.
16. Understand the financial and technological performance of a company and make decisions to optimize its operation and improve profitability.
17. Analyze, evaluate and manage company funding.
18. Apply the latest types of work organization and management information systems to ensure the enterprise management process.
19. Understand the interests of owners and other stakeholders and integrate them into the strategic development plan of the company.
20. Communicate and collaborate with personnel, partners, owners, media, governmental and non-governmental institutions.
21. Be familiar with the documents and laws governing the activities of companies.
22. Obtain new knowledge independently.
23. Plan and organize own work effectively.
24. Prepare and show presentations.
25. Comply with laws and ethics.
26. Know the official state language and at least two foreign languages on a level enabling conversation.
27. Use professional terminology in the official state language and at least two foreign languages.
28. Observe work safety, fire safety and environmental protection regulations.

Comply with the employment relationship rules.

Knowledge and skills gained combines into **professional competence**:

1. Ability to apply theoretical and practical knowledge and skills for effective management of a company and its structural units.
2. Ability to develop business strategy, mission, and goals for a company through state, owner, and community interests.
3. Ability to plan and forecast the effective operation of a company according to the established goals, economic environment and labour market situation.
4. Ability to organize rational operation of a company according to the established objectives, economic environment and labour market situation.
5. Ability to lead a national and international multicultural team.
6. Ability to work individually and in a group, applying their knowledge and leadership skills, and being able to take responsibility for their performance.
7. Ability to represent a company in dealings with other companies, organizations, institutions including municipality and state institutions.
8. Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals.
9. Ability to communicate in the official language and at least two foreign languages.
10. Ability to perform research with scientific value in the field of management.
11. Ability to use information technologies for carrying out own activities.
12. Ability to ensure compliance with work safety and fire safety legal acts in a company.
13. Ability to ensure compliance with the employment relationship rules in a company.
14. Ability to ensure compliance with legal acts on environmental protection in a company.

In the new study programme, students develop their own portfolio as an expert in **seven fields of competence**:

1. Learning and information processing skills – refers to self-study skills, finding, analysis, modeling, practical application, assessment and reporting of new information.

2. Creativity and innovation skills – skills and tools needed for creativity, innovation and management.
3. Leadership skills – refers to self-management, team, project and organization management and training skills.
4. Customer relation and marketing skills – refers to the skills needed to plan, implement, manage and evaluate customer relations and marketing processes.
5. Communication skills – refers to oral and written communication and interaction skills in various channels as well as networking and internationalization skills.
6. Entrepreneurial skills – refers to the ability to engage in profitable activities and to understand the broader context that influences business performance.
7. Digital technology skills – refers to learning systems and intelligent technologies for data acquisition, processing, analysis, content creation, and information display and delivery.

Table 3.1 provides the aforementioned study results pooled up into seven fields of competence.

Table 3.1.

Main study results to be gained in the study programme “Start-up Management”

No.	Study results	Professional competence No.	Professional competence
SR1	Developed learning and information analysis capabilities	Prof. comp. 1	Ability to apply theoretical and practical knowledge and skills for effective management of the company and its structural units.
		Prof. comp. 2	Ability to develop business strategy, mission, and goals for the company through state, owner, and community interests
		Prof. comp. 3	Ability to plan and forecast the effective operation of the company according to the set goals, economic environment and labor market situation.
		Prof. comp. 7	Ability to represent the company in dealings with other companies, organizations, institutions including municipalities and state institutions.
		Prof. comp. 8	Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals.
		Prof. comp. 9	Ability to communicate in the official language and at least two foreign languages.
		Prof. comp. 10	Ability to carry out research with scientific value in the field of management.

No.	Study results	Professional competence No.	Professional competence
SR2	Developed creativity and innovation capabilities	Prof. comp. 1	Ability to apply theoretical and practical knowledge and skills for effective management of the company and its structural units.
		Prof. comp. 10	Ability to carry out research with scientific value in the field of management.
SR3	Developed leadership capabilities	Prof. comp. 1	Ability to apply theoretical and practical knowledge and skills for effective management of the company and its structural units.
		Prof. comp. 2	Ability to develop business strategy, mission, and goals for the company through state, owner, and community interests
		Prof. comp. 4	Ability to organize the rational operation of the company according to the set objectives, economic environment and labor market situation.
		Prof. comp. 5	Ability to lead a national and international multicultural team.
		Prof. comp. 6	Ability to work individually and in a group, applying their knowledge and leadership skills, and being able to take responsibility for their performance.
		Prof. comp. 7	Ability to represent the company in dealings with other companies, organizations, institutions including municipalities and state institutions.
SR4	Developed client relation and marketing capabilities	Prof. comp. 7	Ability to represent the company in dealings with other companies, organizations, institutions including municipalities and state institutions.
		Prof. comp. 8	Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals.

No.	Study results	Professional competence No.	Professional competence
SR5	Developed communication capabilities	Prof. comp. 4	Ability to organize the rational operation of the company according to the set objectives, economic environment and labor market situation.
		Prof. comp. 5	Ability to lead a national and international multicultural team.
		Prof. comp. 6	Ability to work individually and in a group, applying their knowledge and leadership skills, and being able to take responsibility for their performance.
		Prof. comp. 7	Ability to represent the company in dealings with other companies, organizations, institutions including municipalities and state institutions.
		Prof. comp. 8	Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals.
SR6	Developed entrepreneurial capabilities	Prof. comp. 4	Ability to organize the rational operation of the company according to the set objectives, economic environment and labor market situation.
		Prof. comp. 7	Ability to represent the company in dealings with other companies, organizations, institutions including municipalities and state institutions.
		Prof. comp. 8	Ability to collaborate with other companies, owners, and other stakeholder groups to achieve company goals.
		Prof. comp. 12	Ability to ensure compliance with the requirements of the laws and regulations on labor protection and fire safety in the company.
		Prof. comp. 13	Ability to ensure compliance with the employment relationship rules in the company.
SR7	Developed digital technology capabilities	Prof. comp. 11	Ability to use information technologies for carrying out their activities
		Prof. comp. 10	Ability to carry out research with scientific value in the field of management.

The qualification of the teaching staff involved in the study programme “Start-up Management” corresponds to the requirements of the study programme by working in their specialty every day.

Achievable result is acquisition of competencies and their reinforcement in practical environment, to ensure that the objectives set are linked together, promoting the achievement of the goals set by the study programme, knowledge and skills results in competences and its interlinked as a result.

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

The fundamental principles and procedure of evaluating professional Bachelor's degree education is prescribed by "Regulations on the State Standard on Second Level Professional Higher Education" (Decree No. 512 of the Cabinet of Ministers of 26/08/2014), and it is performed in accordance with effective legal acts at Ventspils University of Applied Sciences.

The grading system at Ventspils University of Applied Sciences is governed by "Regulations on Organizing Examinations and Evaluating Student Knowledge at Ventspils University of Applied Sciences" (approved with VeUAS Senate Decree No. 03-7 with amendments approved with the VeUAS Senate Decree No. 04-18 of 28 April 2004).

The study programme has the following evaluation principles for education (CM decree No. 512 "Regulations on the State Standard on Second Level Professional Higher Education" of 26/08/2014):

- Principle of mandatory examination – mandatory positive grade for learning the programme's curriculum, i.e., for each study course meant for completing the programme;
- Principle of open and transparent evaluation criteria – upon commencing studies, students are informed about the corresponding course's curriculum, requirements and grading procedure;
- Variety of examination methods in evaluation;
- Principle of evaluation adequacy – during exams, students are given the opportunity to prove their analytical, creative and research skills, and knowledge in suitable tasks and situations;
- Principle of summing grades – obtained education is evaluated by summing positive grades.

In tests, the scope of included content corresponds to the curriculum established in the course programme and to the skill and knowledge requirements in the occupational standard.

The study quantitative indicator is the amount of study subjects in credit points. The sum of all credit points obtained in a semester is shown in the study plan. Completed work is quantitatively evaluated each semester and academic year, thereby controlling the conformity of a student's work with what is prescribed in the study plan.

Controlling knowledge and skills gained is regular throughout the semester by using the examination forms established in the study course description (analytical essays, presentations etc.).

Evaluating knowledge and skills in all study courses is done using a 10-grade scale. A study course is considered complete (the student receives credit points) if their assessment corresponds to a grade from 4 (almost satisfactory) to 10 (with distinction). The examination type is established in

each study course's description. Regularly working during the semester, influences the final grade of a study course. Students are informed about the corresponding study course's form of examination during the first two lectures of the semester.

By taking into account the modular structure and study format of "Start-up Management", the grade consists of the following within the course:

- Evaluation of involvement and practical tasks during classes;
- Evaluation of projects and presentations made;
- Evaluation of essays (description on one of the topics of mandatory reading, description of understanding thereof and use in practice);
- Evaluation of Coursera/HubSpot online courses;
- Evaluation of specific extra tasks depending on course.

A combination of evaluations like this promotes more complete evaluation in regard to student understanding of the relevant course's topics because it takes into account both evaluation during the process, and of the course and project results. Additionally, the programme's format defines principles of use in practice where students can use knowledge they've gained in practice, which is part of the evaluation.

The following principles of student-centered teaching and learning are taken into account in the implementation of the study process: the student contingent and the diversity of their needs are respected, different ways of programme implementation are used, appropriate pedagogical methods are used according to the circumstances. During the study process, the student's propensity to be independent is promoted, while at the same time providing guidance and support from the teaching staff. Mutual respect is encouraged between the teaching staff and students. Students' involvement in the study process and content development is organized. This aspect focuses more on student engagement as a whole, ensuring that students are listened to.

If the study programme has been successfully completed, the student is awarded a diploma for second level higher professional education which testifies to gaining the 5th professional qualification level.

Students have the right to appeal grades they have received. The faculty's dean organizes a review of the appeal within three work days.

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

Student internship is mainly organized in the education institution – at Ventspils University of Applied Sciences. More specifically, young entrepreneurial students will be able to complete an internship at a student-run digital services agency – a cooperative society, and in partnership with Europe's leading B2B accelerator program Startup Wise Guys – students will be able to complete an internship at one of the companies. The entire study programme is based on an internship.

Internship is done based on the internship agreement which includes: aim, tasks, planned procedure of internship and a table of evaluating internship achievements, as well as the duties and

liabilities of the parties.

The Appendix 2.12. contains internship regulations which include the aim of internship and the internship implementation mechanism.

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

Since implementation of the study programme began only in the autumn semester of 2019, this section is irrelevant.

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

Since implementation of the study programme began only in the autumn semester of 2019, this section is irrelevant. However, prior to the start of the study programme, interviews were conducted with employers, confirming the programme makers' hypothesis that it is important for employers that the potential employee has acquired a full-fledged practical experience. That is why the concept of the programme has remained as it was originally developed, because after the survey results it was concluded that the hypothesis regarding the full practical experience and the way of learning the study topics has been confirmed and this way of study implementation will be able to achieve the desired result. Employers are pleased that the study programme in this format is finally being implemented in Latvia as well as the course topics are relevant to today's and future requirements. During the studies, communication with employers is continued and the format and processes of students' acquisition of practical knowledge, by using popular problems on study course topics, is being improved. Whenever it's possible, a company is attracted to study course that has a problem that coincides with the topic of the course and it is possible to work on solving this problem within the course. Already after the first semester, the deputy director of the study programme is often approached by the entrepreneurs themselves to ask for help in the situation, and the programme management tries to integrate the relevant problem solving into the ongoing study process.

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

Since implementation of the study programme was begun in the autumn semester of 2019, this section is irrelevant. However possible collaboration is already underway with two foreign higher education institutions on a student exchange program. This is complicated by the unique content of

the study and the way it is implemented, but it is possible to find similar alternatives globally.

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

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

Provided in Part II “Description of study direction” in Sections 3.1 and 3.2.

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

Not applicable

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

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

Since implementation of the study programme began only in the autumn semester of 2019, this section is irrelevant.

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

learning outcomes.

Table 3.2

Description of faculty personnel qualification in the Bachelor's degree study programme "Start-up Management"

Full name	Education	At least 5 years of practical work experience	Distinction/achievements in the field	Work experience as a teacher, mentor	English skills at least on B2 level	Good communication, presentation, leadership skills
Guntis Čoders	Professional Bachelor's degree in Business Administration with a business manager's qualification, Holds a Master's degree	True – since 2008 Several fields, mostly ICT Owner, head, IT and marketing specialist of a company	True: Among which, owner and manager of the Walmoo company, founder of the Atverlogu.lv project	True: VeUAS – other study programmes IDAL business incubator in Ventspils	C1	True
Salvis Roga	Master's degree in Business Administration	True – since 2007 Several fields, owner, founder, manager of companies/organizations	True: Among which, board member of VHTP, co-founder of Kurzemes Biznesa inkubators Ltd., founder and manager of Senso Tech Ltd.	True: VeUAS – other study programmes Kurzeme Business Incubator	C1	True
Liene Resele	Doctoral degree in Business Administration, business management (Dr. sc. administer.)	True – since 2004 Study, research expert Experience in project management Financial, economist experience	True: Considerable experience in study work and research, project management	True: VeUAS – other study programmes	C1	True
Dace Štefenberga	Master's degree in business management Academic degree applicant	True – since 2004 Study, research expert Experience in project management	True: Considerable experience in study work and research	True: VeUAS – other study programmes	C1	True
Inga Gleizdāne	Master's degree in business management Holds a Doctoral degree	True – since 2005 Several fields, adviser	True: Considerable experience in the consultative field Among which, board chairman of SEE "Mentoru klubs"	True: VeUAS – other study programmes Stockholm School of Economics in Riga	C1	True
Janīna Biteniece	Master's degree, specialization – international business and export management	True – since 2008 Communication project manager	True: Considerable experience in the field of communication projects, working with the media	True: VeUAS – other study programmes	C1	True
Kristaps Banga	Master's degree, specialization – marketing	True – since 2002 Several fields, marketing field, innovations	True: Considerable experience with start-ups, innovative projects	True: Mentoring experience in Startup Wise Guys	C1	True

Full name	Education	At least 5 years of practical work experience	Distinction/achievements in the field	Work experience as a teacher, mentor	English skills at least on B2 level	Good communication, presentation, leadership skills
Aivars Līpenītis	Master's degree in business management, specialization – innovative entrepreneurship	True – since 2011 Several fields, marketing field, CEO	True: Distinguished in the field of marketing	True: Turība University	C2	True
Daiga Laterere	Master's degree in psychology	True – since 1998 Several fields, chief accountant	True: Considerable accounting experience	True: Experience as a teacher both at Ventspils Secondary School of Business and Information Technologies, and at Ventspils Vocational Secondary School University of Latvia certificate granting rights to work as a teacher (2018)	C1	True
Edgars Niklass	Master's degree in business management	True – since 2014 Field of construction, board member, CEO	True: Successfully leading a company for several years	False	C1	True
Laura Čodere	Master's degree in business management, specialization – international business and export	True – since 2011 Several fields, Administrative work experience	True: Experience in creating a start-up and commencing operation	False	C1	True
Zane Niedre	Master's degree in business management	True – since 2013 Several fields, Board member, accountant	True: Also a member of the Latvian Chamber of Commerce and Industry	True: Training seminars for new businessmen	C2	True
Edijs Brauners	Master's degree in international marketing	True – since 2009 Textile manufacturing, owner, manager	True: Also a member of the "Institute of Leadership and Management"	True: Turība University "Altus marketing & training" Ltd., business trainer	C2	True

When evaluating the education of academic personnel, personnel members who have obtained education in business, business management and / or the study course being taught are involved in the implementation of the study programme "Start-up Management":

- 1 doctoral degree holder representing Business Administration, subfield of business management;

- 1 academic degree candidate and 1 doctoral degree student (including one from the field);
- 10 representatives from the industry with a Master's degree – representatives of companies / organizations with significant practical experience in the topics covered by the study programme.

The implementation of the study programme “Start-up Management” will be ensured by VeUAS academic personnel and guest lecturers:

- Entrepreneurs;
- Human resources, marketing, finance, ICT specialists;
- Professional business mentors;
- Business angels and venture capital investors.

All academic personnel are proficient in English above the required B2 level – levels C1 and C2. All have good communication, presentation, management skills, as evidenced both by resumes and interviews with the relevant faculty personnel, and feedback.

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

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

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

The academic personnel's involvement in research can be found in the attached resumes. Akadēmiskā personāla iesaiste pētniecībā redzama pielikumā pievienotajos CV. The study programme is practice based. Guest lecturers do not study economics and entrepreneurship, they don't study what others do and then use the results in the study process, but they are entrepreneurs themselves and transfer knowledge and skills to students, combined with theory.

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

Since implementation of the study programme began only in the autumn semester of 2019, it would be too soon to evaluate the current academic personnel's cooperation. The mutual relationship between study courses is partially described by the study course layout and information included in study course descriptions.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	SM pielikums- ENG.docx	SM pielikums- LV.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3-1_appendix_SMBach_Prof educ state standart.docx	3-1_pielikums_SMBak_Attilstiba valsts standartam_kor.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3-2_pielikums_SMBak_Attilstiba .docx	3-2_pielikums_SMBak_Attilstiba prof standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3-3_pielikums_SMBak_Studiju kur.docx	3-3_pielikums_SMBak_Studiju kursu kartejums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3-4_pielikums_SMBak_Studiju pro.docx	3-4_pielikums_SMBak_Studiju programmas plans.docx
Descriptions of the study courses/ modules	3-5_pielikums_studiju_kursu_apraksti.pdf	3-5_pielikums_studiju_kursu_apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	SM-diploms,pielikums, ENG.pdf	SM_diploms,pielikums LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Vienosanas_starp_Turiba_un_VeA_par_studentu_parnemsanu_Jaunuznemumu_vadiba(en).doc	2-18_1_pielikums_Vienosanas ar Turiba_Jaunuznemumu vadiba (1).pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	2-19_pielikums_apliec 1-607 .docx	2-19_pielikums_apliec par zaud kompensaciju_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	2-21_pielikums_apliecinajums 1-609.docx	2-21_pielikums_apliecinajums par angļu val apguvi_parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	2-23_6_pielikums_Stud liguma paraugs_LV un EN_Kremsa.doc	2-23_6_pielikums_Stud liguma paraugs_LV un EN_Kremsa.doc
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		